

## Unit or Lesson Planning Template - *Equity Analysis*

Planning and Preparation	
<p><b>Standards/Benchmark Questions to Consider:</b></p> <ul style="list-style-type: none"> <li>• What basic assumptions are present in this standard regarding <i>what</i> is important to understand and <i>who</i> is important to read or learn about? What biases are present in these values?</li> <li>• What implicit standards are present?</li> <li>• How does this standard affirm that multiple cultures, histories, and perspectives are important for a comprehensive education? What perspectives are absent?</li> <li>• How do the standards addressed by this unit or lesson need to be expanded or modified?</li> </ul>	
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• How does this unit or lesson reflect the students who are learning the content?</li> <li>• How is this unit or lesson relevant to students who are learning the content?</li> <li>• How does this unit or lesson center the needs and voices of traditionally marginalized students?</li> <li>• How will you adjust the unit or lesson to balance dominant narratives with traditionally absent narratives?</li> </ul>	
<p><b>Vocabulary/Academic Language</b></p> <ul style="list-style-type: none"> <li>• What biases, misrepresentations, or dominant narratives are present in this unit or lesson?</li> <li>• How will you adjust the unit or lesson to eliminate biases and misrepresentations in the language?</li> <li>• How will you bridge the language of this unit or lesson with student language?</li> <li>• How are you explicitly teaching reading, writing, and speaking for this discipline in this unit or lesson?</li> </ul>	
<p><b>Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• How do you ensure that some students are not invisible or misrepresented in this unit or lesson?</li> <li>• How does this unit or lesson validate students' lived experience as <u>experts</u> to contribute to their own and their classmates learning?</li> <li>• How does this unit or lesson utilize student interests, perspectives, and academic strengths?</li> <li>• How does this unit or lesson honor and utilize family expertise?</li> </ul>	
<p><b>Evidence of Learning - Checking for Understanding</b></p> <ul style="list-style-type: none"> <li>• What are the different ways this unit or lesson amplifies student voice?</li> <li>• How does this unit or lesson ensure that all voices &amp; student learning are equitably validated?</li> <li>• What academic language needs to be explicitly taught so as not to be a barrier to assessment?</li> <li>• What opportunities do students have for self-reflection/evaluation?</li> </ul>	

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Instructional Plan	
<p><b>Connection to Prior Knowledge/Hook/Warm-up</b></p> <ul style="list-style-type: none"> <li>• How does the unit or lesson use examples and analogies from students' lives?</li> <li>• How do the learning activities and content apply to students' lives?</li> </ul>	
<p><b>Modeling/Whole Group Instruction</b></p> <p>How do the modeling and whole group instruction adapt to and validate varied ways of being and learning? (ex: <i>Idea exchange rates, task/relationship focus, clock time/cyclical time, restrained/expressive emotion, direct/indirect communication, individualism/collectivism, internal/external locus of control</i>)</p>	
<p><b>Guided Practice</b></p> <p>How does the guided practice in this unit or lesson adapt to and validate varied ways of being and learning? (ex: <i>Idea exchange rates, task/relationship focus, clock time/cyclical time, restrained/expressive emotion, direct/indirect communication, individualism/collectivism, internal/external locus of control</i>)</p>	
<p><b>Independent Practice/Collaborative Practice</b></p> <ul style="list-style-type: none"> <li>• How does independent practice/collaborative practice in this unit or lesson adapt to and validate varied ways of being and learning? (ex: <i>Idea exchange rates, task/relationship focus, clock time/cyclical time, restrained/expressive emotion, direct/indirect communication, individualism/collectivism, internal/external locus of control</i>)</li> <li>• What opportunities do students have for peer review and/or reciprocal teaching?</li> </ul>	
<p><b>Materials and Resources:</b></p> <ul style="list-style-type: none"> <li>• What additional materials, resources or voices need to be added make this unit or lesson more comprehensive and representative?</li> <li>• Which materials, resources or voices need to be eliminated to make sure this unit or lesson is not biased or a misrepresentation?</li> </ul>	
<p><b>Modifications</b></p> <ul style="list-style-type: none"> <li>• How will modifications that are made to meet the individual needs of students with IEP, 504 and WIDA Levels 1-2?</li> <li>• How will modifications be made to adapt to and validate varied ways of being and learning? (ex: <i>Idea exchange rates, task/relationship focus, clock time/cyclical time, restrained/expressive emotion, direct/indirect communication, individualism/collectivism, internal/external locus of control</i>)</li> </ul>	