Humanities Accelerator Course (HAC)
Unit Analysis Template

This unit planning framework will guide you through the process of analyzing your instructional materials. (For the purposes of this document, the term "instructional materials" is defined as any content that is used during the Humanities and Third Period portions of HAC course time. This may include texts, tasks, and assessments in both ELA and social studies as well as any supplemental materials used.)

The HAC model is intended to be taught by a collaborative team of educators. This means that the Unit Analysis template is designed to be completed **collaboratively** among the teachers who are implementing the HAC model together as a team. This collaboration ensures educators use a comprehensive approach to planning, teaching, and reflecting on practice, and it serves as a model for the kind of learning community that the HAC classroom is intended to create. If more than one team at a site is implementing HAC, collaboration between teams would also be beneficial, as would collaboration between teams of teachers implementing HAC across a school site, district, or any grouping of schools.

The analysis is based on the four tenets defined below.

Course Tenets

The tenets described below represent essential elements of the Humanities Accelerator Course (HAC) model to which instructional practices and materials must be aligned. They are interdependent and will have multiple points of crossover.

Identity	The first of the four core tenets of this course is identity, which Dr. Muhammad names as being composed of "who we are, who others say we are (in both positive and negative ways), and whom we desire to be."[1] The instructional materials and practices honor that identity is intersectional, layered, and evolving. The instructional materials and practices make clear that academic frustrations are not due to any lack of student ability, and they support students to identify themselves as successful learners. The course creates space for students to affirm, cultivate, challenge, and develop their own identities such that they become capable readers, writers, and speakers who can confidently negotiate the world.

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[1] Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literature*. Scholastic. p. 67

Community	The second of the four core tenets of this course is the idea of establishing an authentic learning community in which all students feel a sense of welcome, belonging, and psychological safety. In the context of this course, community includes the relationships, classroom environment, and practices that together serve to promote individual and collective learning and growth. Community must be intentionally and explicitly developed to strengthen student understanding of their identity and identities of others, cultivate criticality, and build literacy knowledge and skill.
Literacy	The third of the four core tenets of this course is the idea that literacy is a life skill, and all students are capable and deserving of developing reading, writing, and speaking that will serve them throughout their whole lives. Students will learn to read to ask and answer questions about texts, both what is on the page and what is omitted. Students will develop their lens for understanding and questioning whose stories are told—and whose stories are not told. Equally important is building knowledge through study of topics grounded in both state social studies standards and student identities and interests. As a result, students will strengthen their understanding of their identity and identities of others, cultivate criticality, and foster community. In the context of this course, literacy is defined as reading, writing, and speaking at grade level, with sufficient, individualized, and personalized support designed around each student's individual needs.
Criticality	The final core tenet of this course is the idea of criticality, which is defined as reading texts (including print, visual, etc.) with an understanding of how power, oppression, racism, and equity impact society. Content and tasks of the course are oriented towards a critical lens, providing the structure and space for students to engage authentically in work that identifies and interrogates power and privilege in service of anti-oppression and anti-racism. Students will engage as socio-politically conscious members of their communities, with the power, skills, intellect, and curiosity to actively engage in issues, groups, topics, etc. that matter to them in a way that makes the world more just, liberated, and joyful.

Using This Tool	
This tool DOES…	**This tool DOES NOT…**
- Provide users with a framework for analyzing and understanding their existing instructional materials . - Provide a process to be repeated over the course of a year and multiple years as needed.	- Help users prioritize and make final decisions about necessary changes to existing instructional materials. - Provide embedded professional learning in the course tenets needed to analyze materials effectively. - Provide embedded professional learning to adequately prepare a user for deeply understanding the application of course tenets to instructional materials

Process Directions

To complete your Unit Analysis, work with a team to engage in the following four steps:
- Unit Analysis
- Text Analysis
- Task Analysis
- Planning and Next Steps

Materials review is often a recursive process—it is one you repeat and one that builds on itself. You may find that completing one section provides helpful information for completing other sections. Specific directions for each step are provided within each section on the pages below. Finally, it is important to remember that, regardless of the quality of your existing materials, this course requires a novel approach to literacy instruction. It is very likely that any review will identify areas where adaptations are needed.

Unit Analysis

Directions to Educators:
1. Review any unit-level information, such as a unit overview or unit plan that describes the objectives, texts, and tasks targeted by the unit, and include that information below.
2. Review the central texts, tasks, and assessments in the unit materials. You need to be familiar enough with these central unit components to complete the remainder of the unit analysis.
3. Complete the "Analysis" by identifying where opportunities to connect to the four tenets that <u>already exist</u> within your materials.
4. Notice what elements might be missing and what places might need adaptations. Make notes about these as needed.
5. When you have finished the unit-level analysis, step back and summarize the overall strengths and key adaptations/missing areas for each tenet.

Review any unit-level information, such as a unit overview or unit plan that describes the objectives, texts, and tasks targeted by the unit, and include that information below.	
Unit Title and Topic Description	
Listed Goals: What knowledge and understanding are students expected to gain by completing this unit?	
Listed Standards (both ELA and History-Social Studies): What standards are the focus of this unit?	
Listed Essential or Guiding Questions (as applicable): What are the key questions students will grapple with in this unit?	

Tenet	Already exists	Missing/Needs to be adapted
Identity How does the unit as planned: ● Help students to learn something about themselves and/or others		

(including windows, mirrors, sliding glass doors)? • Affirm student identities? • Challenge student identities?		
Community How does the unit as planned: • Build relationships among students? • Support students in growing as individuals and as a group? • Cultivate a sense of belonging and psychological safety? • Provide space for collaborative learning? • Help students to leverage individual and group identities to build a collaborative learning community?		
Literacy How does the unit as planned: • Build student skills in reading, writing, speaking, and listening? • Contribute to building knowledge about a topic aligned to state social studies standards, student identities, and interests, and critical consciousness? • Support grade-level literacy for all students at various levels without altering the content or segregating students? • Leverage the established collaborative learning community to support individual learning?		
Criticality How does the unit as planned: • Engage students' thinking about the causes and the impact of power, racism, oppression, and inequity on society? • Actively engage students in issues		

that matter to them? ● Address justice, liberation, and joy?		
Third Period How does this unit as planned: ● Provide individual, personalized supports for students' literacy acceleration? ● Directly address any needed foundational reading skills, including Phonological Awareness, Decoding and Word Recognition, Fluency, Vocabulary, Knowledge, and Reading Comprehension? ● Enable students to engage in short- and long-term research projects that leverage the various identities, the classroom learning community, authentically engage in literacy work, and directly relate the development of their own critical consciousness?		

Summary

Summarize key strengths of each tenet.	Summarize key adaptations for each tenet.

Text Analysis

Title:	Author:	Quantitative Level[2]	
		Grade Band	Lexile Ranges
Key Idea(s) 💡		PK–2 Read-Aloud[3]	420–1010 L
		2–3	420–820 L
Future Research Needs:		4–5	740–1010 L
💬 What do I need to know more about before engaging more deeply with this text?[4] *(Names, customs, traditions, culture, etc.)*		6–8	925–1185 L
		9–10	1050–1335 L
		11–12	1185–1385 L
Consider representation and how this text will impact your student			
This text is a **mirror** for:[5] • Whose identities and perspectives are represented in this text? • Whose identities and perspectives are absent in this text?		**Quantitative Measure/Grade Level**	
This text is a **window** for: • How will this text help students understand the multicultural nature of the world they live in? • How will this text help students meet and understand people unlike themselves?			

[2] A Lexile measurement, or other quantitative tool, is one piece of information to gauge a text's overall complexity. This computer-generated numerical value is based on features such as sentence length and vocabulary complexity and is one way of ensuring that your students are regularly interacting with rich reading material. Though there are many potential purposes for using texts with students, and you may choose to use less complex texts at times for a specific purpose, all students need regular access to grade-level texts.
[3] In grades PK-2, look to select texts for read-aloud that are in the 2-3 or 4-5 grade band.
[4] For example, you may want to learn more about an event in history, a cultural practice that is unfamiliar to you, or accurate pronunciations.
[5] Rudine Sims Bishop, https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf

This text could be a **"sliding glass door"** if: • How might this text be used so that readers can "walk through and become part of whatever world can be created or recreated by the author?" (Rudine Sims Bishop)		

Why this core text?
  ● Identify the potential rationales for reading this text by highlighting relevant purposes in the table.

Identity *The ability to help students appreciate and celebrate their cultures while gaining knowledge of and fluency in at least one other culture*	**Literacy** *The reading, writing, speaking, and listening skills students gain as a result of classroom instruction and learning*	**Criticality** *Developing critical consciousness through which students challenge the status quo of the current social order*
Connects to (some) students' identities or lived experiences	Builds academic language	Represents authentic experiences and authorship
Teaches (some) students about other cultures, identities, or experiences	Provides relevant, meaningful thought, and/or ideas	Connects to current events that matter to students
Shows joy, agency, creativity, or resilience of non-dominant or historically marginalized identities	Builds knowledge about a topic, perspective, people, or events	Explores causes and effects of power, equity, justice, or injustice
Provides opportunity for multilingual learners to leverage their existing language resources and/or vocabulary from content under study	Connects to content knowledge of a unit of study	Sparks critical conversation
Other:	*Other:*	*Other:*

Based on your analysis above, how will you use this text as part of your unit?

  ● 🚫 Text(s) contains harmful stereotypes and/or inaccurate/inauthentic or incomplete representation
       ☐ STILL USE: requires very intentional planning and layered text to counter-messaging
       ☐ DO NOT USE

  ● ⚠️ Text(s) has one or more considerations that will take careful teacher planning, such as generalizations, a "single story" narrative, reinforcing only dominant perspectives.

- ✅ This text is/These texts are authentic in representation and affirming of the characters/topics it portrays.

Notes for adaptations/adjustments for any texts that are labeled red or yellow:

Supplemental texts: *For additional texts or media resources intended to support or expand core texts, use the "Why this supplemental text?" table below. Feel free to duplicate the table as needed for additional texts.*

Why this supplemental text?
- Identify the potential rationales for reading this text by highlighting relevant purposes in the table.

Title:	Author:	
Identity *The ability to help students appreciate and celebrate their cultures while gaining knowledge of and fluency in at least one other culture*	**Literacy** *The reading, writing, speaking, and listening skills students gain as a result of classroom instruction and learning*	**Criticality** *Developing critical consciousness through which students challenge the status quo of the current social order*
Connects to (some) students' identities, or lived experiences	Builds academic language	Represents authentic experiences and authorship
Teaches (some) students about other cultures, identities, or experiences	Provides relevant, meaningful thought, and/or ideas	Connects to current events that matter to students
Shows joy, agency, creativity, or resilience of non-dominant or historically marginalized identities	Builds knowledge about a topic, perspective, or event	Explores causes and effects of power, equity, justice, or injustice
Provides opportunity for multilingual learners to leverage their existing language resources and/or vocabulary from content under study	Connects to content knowledge of a unit of study	Sparks critical conversation

Other:	Other:	Other:

Based on your analysis above, how will you use this text as part of your unit?

- 🛑 Text(s) contains harmful stereotypes and/or inaccurate/inauthentic or incomplete representation
    - ☐ STILL USE: requires very intentional planning and layered text to counter-messaging
    - ☐ DO NOT USE

- ⚠️ Text(s) has one or more considerations that will take careful teacher planning, such as generalizations, a "single story" narrative, reinforcing only dominant perspectives.
- ✅ This text is/These texts are authentic in representation and affirming of the characters/topics it portrays.

Notes for adaptations/adjustments for any texts that are labeled red or yellow:

Text Adjustments to Consider

Directions to Educators: Consider your analyses above, and make notes about how you will use/adapt/adjust the texts provided in this unit. Include a rationale for your adjustments.

Task Analysis

What is the task? Also note: • What is the format (written, verbal, etc.)? • What is the focus (content and skill)? • When during the unit is the task? • Does the task address any of the course tenets? If so, list the tenet(s), and how the task supports the identified tenet. If not, note that as well.	Who is doing the work in this task? The work of learning and critical analysis[6] is for students (rather than the teacher). What needs to be considered for students to access the task? If scaffolds are needed, are these provided? Do students have the opportunity to use all of their linguistic assets to complete the task? (e.g., compose/speak in home language)	How will this task show what students have learned and can do? What guidance is available to teachers to analyze evidence and respond to student learning?

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[6] It is particularly important when using texts identified as harmful (in the Text Analysis) that students do the work of identifying and analyzing harmful stereotypes and/or inaccurate/inauthentic or incomplete representation.

Task Adjustments to Consider

Directions to Educators: Note where modifications to a task, additional tasks, or replacement tasks might better attend to the four tenets. Include a brief rationale for your modifications.

Planning and Next Steps

Identity	**Community**
How can this unit be adapted to: ● Help students to learn something about themselves and/or others (including windows, mirrors, sliding glass doors)? ● Affirm student identities? ● Challenge student identities? ● Take advantage of the third period to support individual, personalized learning for students' identities?	How can this unit be adapted to: ● Build relationships among students and adults in HAC? ● Support students in growing as individuals and as a group? ● Cultivate a sense of belonging and psychological safety? ● Provide space for collaborative learning? ● Help students to leverage individual and group identities to build a collaborative learning community? ● Take advantage of the third period to build a learning community that honors all of the identities in the classroom?

Literacy	Criticality
How can this unit be adapted to: ● Build student skills in reading, writing, speaking, and listening? ● Contribute to building knowledge about a topic aligned to state social studies standards, student identities, and interests, and critical consciousness? ● Support grade-level literacy for all students at various levels without altering content or segregation students? ● Leverage the established collaborative learning community to support individual learning? ● Take advantage of the third period to build on the assets of student identity and the learning community to support individual, personalized learning for students' literacy acceleration and directly address any needed foundational reading including phonological awareness, decoding and word recognition, fluency, vocabulary, knowledge, and reading comprehension?	How can this unit be adapted to: ● Engage students' thinking about the causes and the impact of power, racism, oppression and inequity on society? ● Actively engage students in issues that matter to them? ● Address justice, liberation, and joy? ● Take advantage of the third period to engage students in research and self-reflection to extend and deepen both their knowledge and socio-political consciousness of the world around them?

Resource and Sample Activity Appendix

Use these resources and examples to support the adaptation of the materials based on the strengths and weaknesses your team has identified above. REMINDER: Teams can engage in continuous planning, teaching, and reflection necessary to analyze and make changes to materials.

Course Tenent	Classroom Guides and Resources *All resources in this table are aligned to each tenet.*
Identity	- Learning for Justice: Let's Talk guide - Facing History and Ourselves: Exploring Identity lesson (Note: FHAO has similar activities that can be found by searching for "identity" on their website.)
Community	- Zaretta Hammond: Start with Responsive - Facing History and Ourselves: Fostering a Community… activities (Note: FHAO has similar activities that can be found by searching for "community" on their website.)
Literacy	*Building Knowledge* - SAP: Text Sets *Reading* - Project Tahoe: Close Reading Method and Annotation Matrix - Learning for Justice: Reading Against the Grain and Challenge the Text - Juicy Sentence: Guidance and Video *Cross-literacy* - SAP: Quarter Turns and Scaffolds to Support English Language Learners - Project Zero: Thinking Routines
Criticality	#Disrupt Text: Guides - Learning for Justice: Four Perspectives, Be the Change… and other Do Something tasks
Third Period	*Fluency* - UnboundEd: Building Fluency Guide for grades 6–12 - SAP: Small Group Intervention Model and Fluency Packets for grades 6–12 *Vocabulary* - Learning for Justice: Word Work *Research* - UC Berkeley History Social-Studies Project: Scope and Sequence - UC Berkeley History Social-Studies Project: Source Analysis & Citation Worksheet