

NYCDOE Magnet Program District 25 & 28

JHS185 Magnet School Grade 6

Essential Question: Why is it important for us to be informed about our built environment?

Suggested Time Frame: 5-6 weeks

Magnet Theme: Architecture

Stage 1- Desired Results	
<p>Standards-Based Learning Goals: E1c Read and comprehend informational materials. E1e demonstrate familiarity with a variety of functional documents. E2a Produce a report of information E3a Participate in one to one conferences with the teacher E3b Participate in Group meetings E4 Conventions, Grammar, and Usage of the English Language E5b Produce work in at least one genre that follows the conventions of the genre</p>	
Concepts	
<p>Big Ideas for this Unit: -Information -proof -environments -connections</p>	<p>Magnet School Theme: Architecture</p> <p>Relevant/Connected Big Idea: Exploring different aspects of the Architecture curriculum to incorporate into newspaper articles to produce a class wide newspaper</p>
<p>Enduring Understandings: Being informed helps people have a better understanding of the world around them.</p>	<p>Overarching Essential Question(s): Why is it important for us to be informed about our built environment? Why do we need the built environment in our society?</p>
Content and Skills	
<p>Content (nouns) Students will know... -The 5 W's -Main Idea Supporting Detailing -Relevant and irrelevant information -Facts and opinions -Context clues -Headlines and bylines -Format of a newspaper -The different sections of a newspaper -editorials -advice -Categorizing their articles</p>	<p>Skills (verbs) Students will be able to..... -Identify the 5 W's in newspaper articles -Identify the Main Idea and supporting details in articles -Identify relevant and irrelevant information in texts -Identify Fact and Opinions in texts -Use different context clues to broaden vocabulary skills -Use different strategies to figure out context clues</p>

Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

➤ Design the Culminating/Summative Project:

G- (goal)

Students will demonstrate their understanding of newspaper articles, and their understanding of architectural sites and architects, by writing an article that shows the importance of those understandings.

R- (role)

Students will become newspaper reporters who are researching and writing about different architects, buildings, bridges and parks.

A- (audience)

Future architecture students that will need to be introduced to these important figures and structures

S- (situation)

Students are to write articles on the different aspects of the built environment and how they affect people's everyday lives.

P- (purpose and product)

Students will produce a newspaper that will teach future students of architecture about the need and importance of bridges, structures and parks .

S- (standards for performance)

Culminating Project

A newspaper is needed to be included in the packet that recruiters are using to get fifth graders to come to our school to understand the importance of studying architecture next year as sixth graders.

Task 1

You will choose one of the three architectural topics (architect, park, structure or bridge) and write a newspaper article based on that topic and the function of the structure in our society. You will include the 5 W's, facts, and many supporting details in your article and the importance of these structures in our society.

Task 2

Once your article is written and edited to perfection it will be your responsibility to format your article into the class newspaper.

Model of Culminating Project

THE PARK

IN THE MID NINETEENTH CENTURY
FREDERICK LAW OLNSTEAD WAS
APPOINTED THE PARKS
SUPERINTENDENT AND CALVERT VAUX
WAS APPOINTED THE ARCHITECT ON
NEW YORK'S NEWEST PROJECT
CENTRAL PARK. BOTH MEN HAD A
VAST BACKGROUND IN DESIGNING
RECREATION AREAS. OLNSTEAD WAS A
LANDSCAPE DESIGNER AND A FOUNDER
OF AMERICAN LANDSCAPE
ARCHITECTURE. BESIDES DESIGNING
CENTRAL PARK HE ALSO DESIGNED
PROSPECT PARK JUST ACROSS THE
BRIDGE IN BROOKLYN AND MANY
OTHER WELL KNOWN URBAN PARKS.
CALVERT VAUX WAS A LANDSCAPE
DESIGNER AS WELL AS A PARK
DEVELOPER. HE TEAMED UP WITH
OLNSTEAD ON MANY OTHER PROJECTS
INCLUDING PROSPECT PARK. HE ALSO
CONTRIBUTED ON THE LANDSCAPE
DESIGN FOR THE WHITEHOUSE.

THE AREA NOW KNOWN AS CENTRAL
PARK WAS LOCATED IN THE CENTER OF
THE ISLAND OF MANHATTAN. IT IS
BETWEEN 59TH STREET AND 106TH
STREET, AND 5TH AND 8TH AVENUES. IT
WAS BUILT BETWEEN THE YEARS OF
1857 AND 1870. THE PROJECT WAS
COMPLETED IN STAGES.

THE AREA PRIOR TO BECOMING THE
PARK IT IS TODAY WAS AN IRREGULAR
TERRAIN OF SWAMPS AND ROCKY
BLUFFS THAT WAS UNINHABITABLE BY
ARCHITECTURAL STANDARDS. THE
PROJECT TO MAKE IT A PUBLIC
RECREATION AREA TOOK MANY YEARS
AND OVER 20,000 WORKERS TO
COMPLETE THE PARK. IT WAS ONE OF
THE NINETEENTH CENTURY'S MASSIVE
PUBLIC WORKS PROJECTS.

THE PARK WAS BUILT AS A
RECREATIONAL AREA FOR THE RICH IN
THE SURROUNDING AREAS. SINCE ITS
ORIGINAL COMPLETION THE PARK HAS
BEEN REFURBISHED A COUPLE OF
TIMES TO MEET THE NEEDS OF THE
CURRENT TIME. TODAY THE PARK IS
VISITED BY OVER 5 MILLION PEOPLE
ANNUALLY.