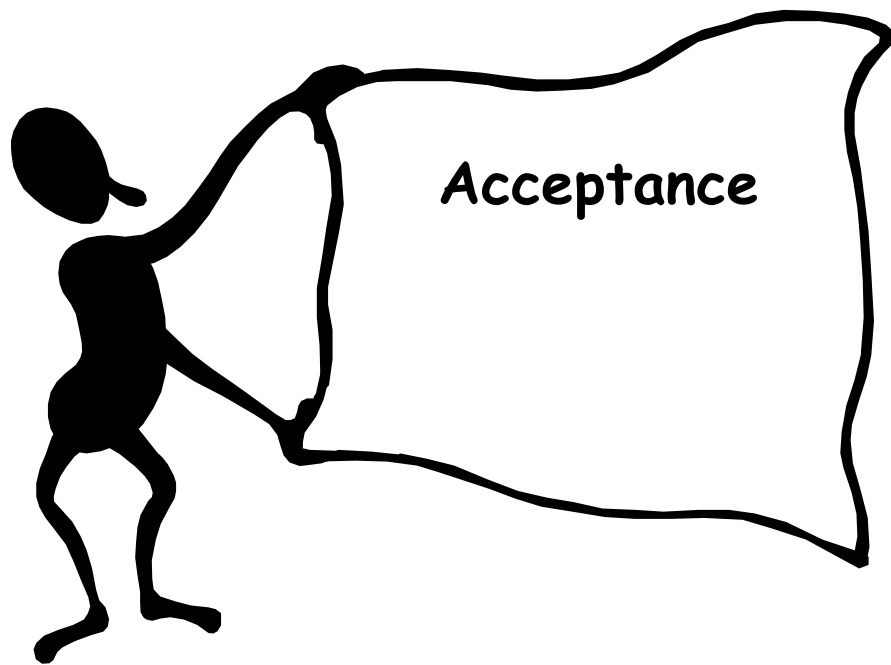


# New York City Department of Education Magnet Program District 25 & 28

JHS 185



**Essential Question:** How are my views on acceptance of others shaped by people with disabilities?

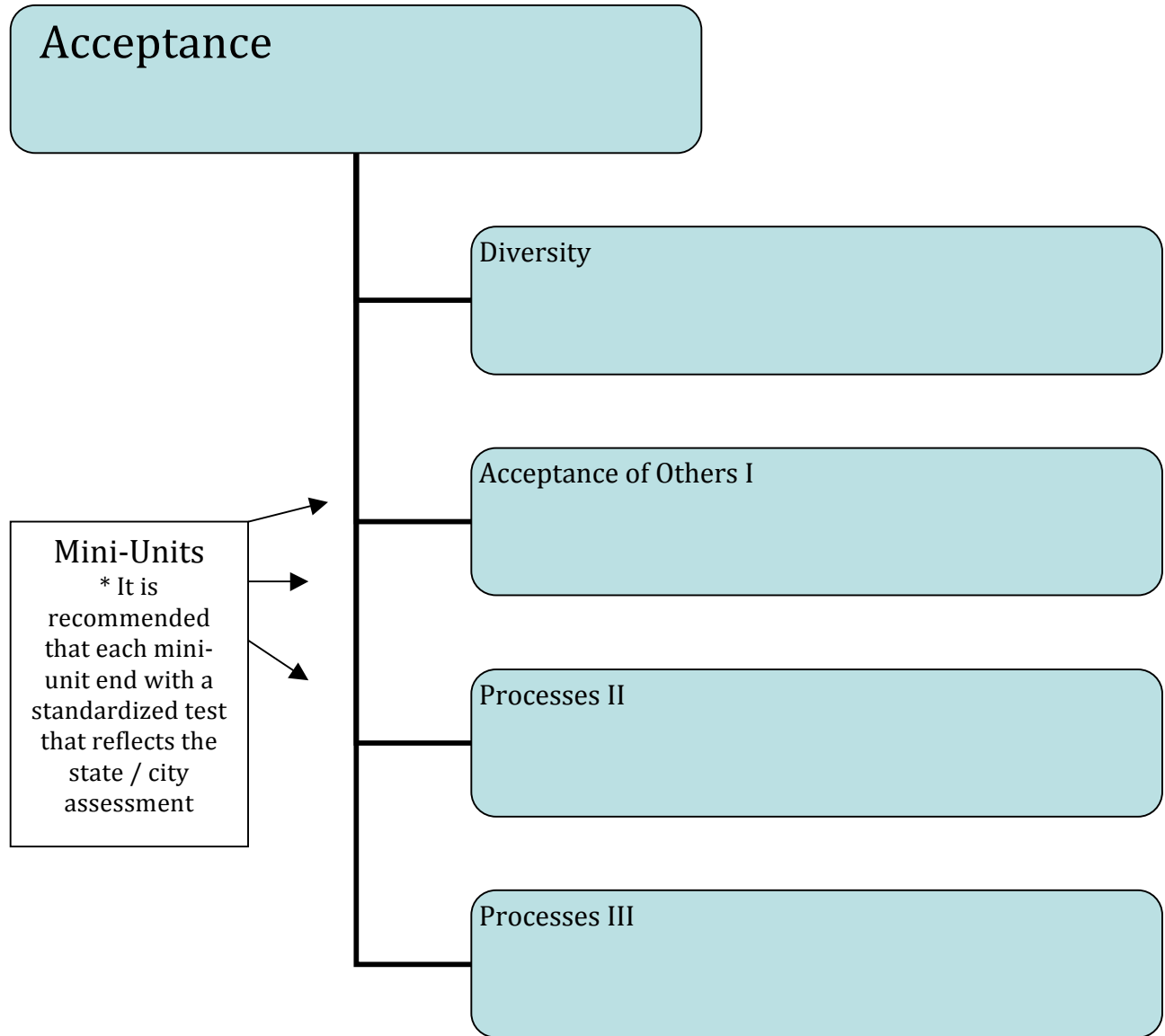
**Suggested Time Frame:** 5 weeks

**Theme:** Medicine/Disabilities

# Graphic Overview of Unit

**Suggested Time Frame:**

**Essential Question:** How are my views on acceptance of others shaped by people with disabilities?



**Unit's Culminating Project: (briefly explain in 2-3 sentences):**

Students will write an essay in which they reflect on and explain how their views on acceptance of others in middle school have changed through reading about a character's experiences with people with disabilities.

**Stage 1- Desired Results**

**Standards-Based Learning Goals:**

ESL 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

ESL 3: Students will l, s, r, w in English for critical analysis and evaluation.

ESL 4: Students will l, s, r, w in English for classroom and social interaction.

**Concepts**

**Big Ideas for this Unit**

Acceptance of others

**Magnet School Theme:**

Medicine

**How does the Big Idea in your unit connect to your theme?**

Disabilities affect the way people view and accept others.

**Enduring Understandings**

“Normal” is difficult to define.

Rules of behavior are less important than acceptance of others.

**Overarching Essential Question: (this question should connect to your school theme)**

How are my views on acceptance of others shaped by people with disabilities?

**Content and Skills**

**Content**

**Students will know...**

-content vocabulary (disability, autism, paraplegic, speech disorder, normal, rules, behavior, embarrass, sensitive, clinic, occupational therapy, wheelchair, communication book, speech therapy)

-literary elements (characters, setting, conflict, theme, point of view, climax)

-characterization

-summary

-responses to literature

-examples of disabilities

**Skills**

**Students will be able to...**

-define content vocabulary words

-identify literary elements from the text

-describe and analyze characters

- write a summary of the text

-write responses to literature using text details

-write a description of autism, speech disorder, and paraplegic

## 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 Task:
- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.

### G- (goal)

Your goal is to write an essay comparing how your views on acceptance of others have changed based on one person's experiences with people with disabilities.

### R- (role)

As a middle school student, you have been asked to reflect on how your views on acceptance of others have been shaped by people with disabilities.

### A- (audience)

Your target audience is your peers and your teacher.

### S- (situation)

The context you find yourself in is a middle school environment where there is tremendous pressure to gain acceptance by your peers.

### P- (purpose and product)

The purpose of this essay is to reflect on and share how your views on acceptance of others have changed after reading about one person's experiences with people with disabilities.

### S- (standards for performance)

Your work will be judged by the planning, organization, thoughtfulness of reflections based on the novel, and overall writing quality of the essay.

## **Student Task**

### **Essay prompt:**

How are my views about acceptance of others shaped by people with disabilities?

### **Task:**

What does it mean to be accepted by your peers in middle school? How do you gain acceptance in middle school? How do disabilities affect the way people view and accept one another?

In this essay, you will reflect on and explain how your views on acceptance of others in middle school have changed through reading about a character's experiences with people with disabilities.

### **Assessment:**

You will be graded on the planning, organization, thoughtfulness of reflections based on the novel, and the overall writing quality of your essay.

## Rubric for Culminating Project

Project Component	4	3	2	1
Reflection	Essay clearly explains how your views on acceptance have changed through reading about people with disabilities.	Essay explains how your views on acceptance have changed through reading about people with disabilities.	Essay somewhat explains how your views on acceptance have changed. It may or may not show how people with disabilities affected the changes.	Essay does not explain how your views on acceptance have changed.
Relevance of details	Details are relevant and fully support your ideas.	Most details are relevant and support your ideas.	Some details are relevant and only somewhat support your ideas.	Details do not support your ideas.
Organization	Ideas are clearly organized and easy to follow.	Ideas are mostly organized.	Ideas are somewhat disorganized and may be difficult to follow.	Ideas are disorganized.
Grammar and punctuation	Writing is mostly free of errors. Writing is still clear and easy to understand.	Writing has some errors, but it is still mostly clear and easy to understand.	Writing has many errors that may make it difficult to understand.	Writing has not been edited for grammar and punctuation.
Effort and improvement	Essay shows excellent effort and improvement through all drafts. Final essay is typed or written neatly.	Essay shows good effort and improvement through all drafts. Final essay is typed or written neatly.	Essay shows some effort and improvement through the drafts. Final essay is written somewhat neatly.	Essay shows little or no effort and/or improvement. Final essay is not written neatly.

