

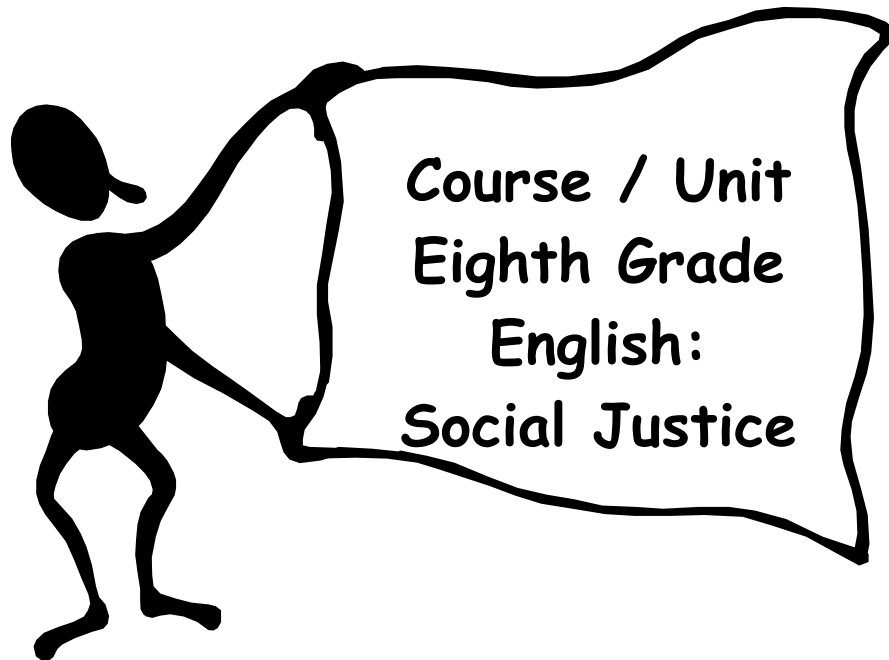
Backwards Design Unit Planning

Teacher/School: J Mast/ JHS 185

J. Mast / J.H.S. 185

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

School Name: JHS 185 – Aspires Magnet School



Essential Question: How can I embrace tolerance when faced with injustice?

Suggested Time Frame: Three Weeks

Theme: Facing Injustice- Social Justice

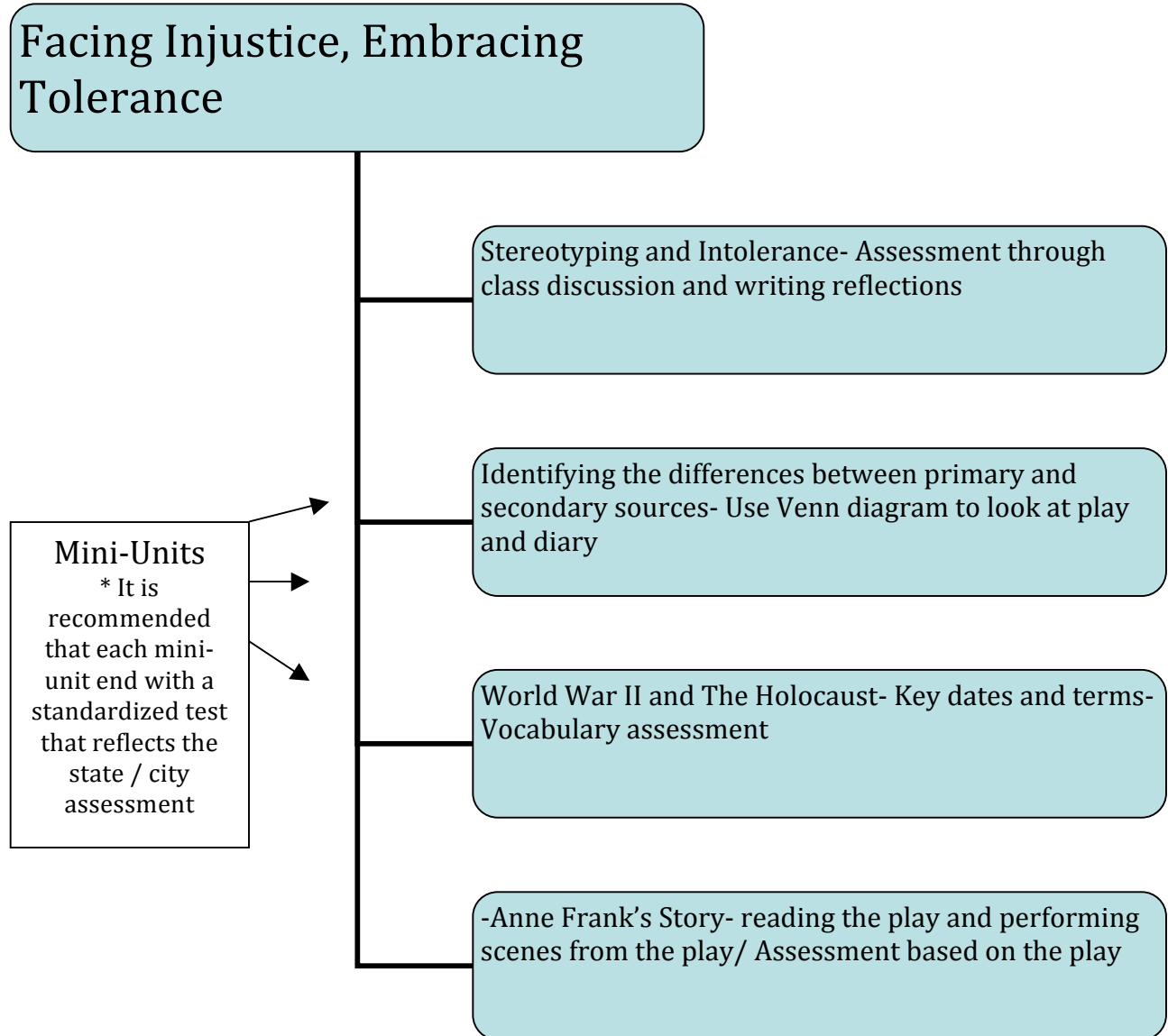
Graphic Overview of Unit

Suggested Time Frame: 3 weeks

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Essential Question: How can I embrace tolerance when faced with injustice?



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

Create a museum display including student posters, poems, written reflections or art response pieces based on man's humanity during World War II, including the a piece on the 'Righteous Gentiles'.

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Stage 1- Desired Results	
<p><u>Standards-Based Learning Goals:</u> Standard 1- Language for information and Understanding Standard 3- Language for Critical Analysis and Evaluation Standard 4- Language for Social Interaction</p>	
Concepts	
<p>Big Ideas for this Unit <u>Beliefs/Power/Rights/Diversity</u> In what ways does history play a driving force in our lives? In what ways can we fight back against intolerance? How can we identify and analyze elements of historical fiction?</p>	<p>Magnet School Theme: Social Justice</p> <p>Relevant/Connected Big Idea: Prejudice, intolerance, racism, injustice, identity, bullying.</p>
<p>Enduring Understandings Students will understand that... the more different we are, the more we are the same</p> <p>Non-violent resistance is an effective method of fighting back against injustice</p> <p>We can learn about ourselves and human nature by studying both fiction and nonfiction</p> <p>To move beyond stereotypes we need to acknowledge and examine how stereotypes become part of our lives and strategies for pushing past them.</p> <p>People do good, even when faced with evil. It is not always easy to do the right thing but it is worth it. We need to celebrate and commend those who do good.</p>	<p>Overarching Essential Question): How can I embrace tolerance when faced with injustice?</p>
Content and Skills	
<p>Content Students will know...</p>	<p>Skills Students will be able to...</p>

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<p>Dates and key terms pertaining to WWII, the Holocaust</p> <p>Gestapo</p> <p>Nazi</p> <p>Blackout curtain</p> <p>Ack- ack</p> <p>Hitler</p> <p>Genocide- Tie in Darfur and Current Events</p> <p>Perspective</p> <p>Point of view</p> <p>Setting</p> <p>Elements of historical fiction</p> <p>Define intolerance, injustice, prejudice, racism, stereotyping</p> <p>Zlata Filipovic- Diary of a Young Girl</p> <p>People who stood up and embraced tolerance</p>	<p>Identify elements of historical fiction</p> <p>Interpret and analyze non- fiction for understanding</p> <p>Identify main idea and theme in literature</p> <p>Identify and analyze the differences between a primary source and a secondary source</p> <p>Students will be able to apply information based on intolerance to their own lives</p> <p>Understand differences between cultures</p> <p>Accepting diversity</p>
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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:

G- (goal): You have recently read excerpts from “The Diary of Anne Frank” as well as the entire play version of the diary. Think about your own world, your friends, family, daily experiences, and the things that are going on in the world around you. Create an **artistic expression (song, sculpture, monument, drawing, poem, poster or article)** in which you portray intolerance and injustice as you see it in the world today. Your work should also portray a message pertaining to embracing tolerance and fighting back against injustice. The message should refer to someone in WWII or from today who stood up to intolerance.

R- (role): You are working as an intern at a museum. Your job is to reflect on intolerance and injustice and apply what you have learned to share with your community. Think about what happened to Anne Frank, her family and friends as well as what is presently occurring regarding racism and injustice. Use your own experiences, as well as the experiences of those you know to inform your response.

A- (audience): The audience is the school community. Your work will be included in a museum display which students, teachers parents, administrators and the school community will be the audience. You want to send a message to your school community based on embracing tolerance and ending stereotypical behaviors that lead to social injustice.

S- (situation): You have been selected by the museum director to create a display that reflects man’s inhumanity to man historically

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and in our current society. In addition your poster, poem, song, visual response must depict embracing tolerance and acceptance of others that may be “different” from you. Your work will be on display in the museum under the title, “The More Different We Are, The More We are The Same.”

P- (purpose and product): You need to create a visual interpretation, poster, article or poem in which you include a message about embracing tolerance.

S- (standards for performance): You must demonstrate your understanding of the following terms - injustice and embracing tolerance.

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Student Task

In the space below, write the task exactly as students will see it.

You are an intern for a museum and you have been selected by the museum director to participate in a museum display which shows the dangers of injustice, intolerance and stereotyping. You must choose to create or design one of the following: an artistic expression (song, drawing, painting, sculpture, poem, poster or article) which promotes fighting back against injustice and fostering tolerance. You must display your understanding of racism, prejudice, resistance, intolerance and social injustice in your work. In addition, you must also present your message in a creative and interesting way. Your creation will be on display for the community in an exhibit entitled, "The More Different We Are, the More We Are the Same."

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Rubric For Culminating Project

Understanding	Skills Applied	Presentation of Product
<p>4 Shows a sophisticated understanding of the relevant ideas or processes. The concepts evidence, arguments, qualifications made, questions posed and methods used are advanced, going well beyond the grasp of the subject typically found at this age level.</p>	<p>4 Applies relevant skills, such as point of view, perspective, clear use of grammar and mechanics of the English Language, correctly.</p>	<p>4 The product is highly effective. The ideas are presented in an engaging, polished, clear, and thorough manner, mindful of the audience context, purpose and role involved. There is evident creativity and craftsmanship evident in the final product.</p>
<p>3 Shows a solid understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods used are appropriate for addressing the issues and problems. There are no misunderstandings of key ideas or overly simplistic approaches.</p>	<p>3 Applies relevant skills such as point of view, perspective, clear use of grammar and mechanics of language with a high level of accuracy.</p>	<p>3 The product is effective. The ideas are presented in a clear and thorough manner, showing awareness of the audience, context, and purpose.</p>
<p>2 Shows a somewhat naïve or limited understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods used are somewhat crude, simple, or inadequate for addressing the issues</p>	<p>2 Applies a somewhat relevant application of point of view, perspective, clear use of grammar and mechanics of language.</p>	<p>2 The product is somewhat effective. There are some problems with clarity, thoroughness, delivery, and polish. It is unclear whether audience, context, and purpose have been considered.</p>

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or problems. Response may reveal some misunderstanding of key ideas or methods.		
1 Shows little apparent understanding of the relevant ideas and issues. The concepts, evidence, arguments, and methods used are inadequate for addressing the issues and problems. Response reveals major misunderstandings of key ideas or methods.	1 Shows little to no application of the skills, point of view, perspective, grammar, mechanics of the English Language.	1 The product is ineffective. The product is unpolished, providing little evidence of prior planning, practice, and consideration of purpose and audience, or the presentation is so unclear and confusing as to make it difficult to determine the key points.

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Stage 2- Formative Assessment Evidence	
Throughout the unit how will you check to make sure students are mastering the knowledge, skills, and understandings they need to be successful at the summative/culminating task?	
<p style="text-align: center;">Assessment Formats on the State Test</p> <p>>On the state test students will be tested on point of view, perspective, main idea, theme and problem solution</p> <p>>There will be multiple choice questions, short answer and essay questions based on the aforementioned skills</p> <p>>Students will be asked to apply concepts from literature to make inferences about real life situations</p> <p>>Identify the differences between primary and secondary sources.</p> <p>>Be familiar with both fiction, nonfiction and historical fiction</p> <p>>Analyze elements of literature as well as uncover central themes and main ideas</p>	<p style="text-align: center;">Weekly Formative Assessments</p> <p>For Content...</p> <p>Class discussion and daily journal reflections Vocabulary Quiz- Creating sentences using key words</p> <hr/> <p>For Skills...</p> <p>Write a letter from the perspective of Anne Frank</p> <p>Create a journal reflection based on a personal experience where you or someone that you know has experienced some form of social injustice</p> <hr/> <p>For Understandings...</p> <p>Compare and contrast the story of</p>

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	<p>Anne Frank and Zlata Filipovic.</p> <p>Devise a problem solution chart based on Anne's story</p> <p>Paidaeia Seminar using text about intolerance and injustice</p>
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