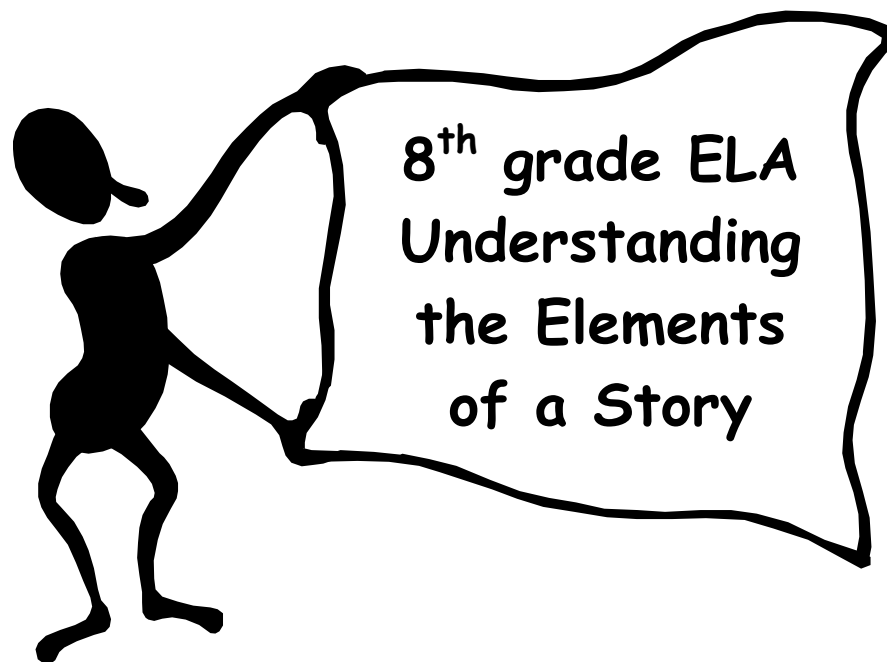


New York City Department of Education Magnet Program District 25 & 28

ASPIRES JHS 185 Magnet School



Essential Question: How can we express what it means to be fair through literature?

Time Frame: 3 Weeks

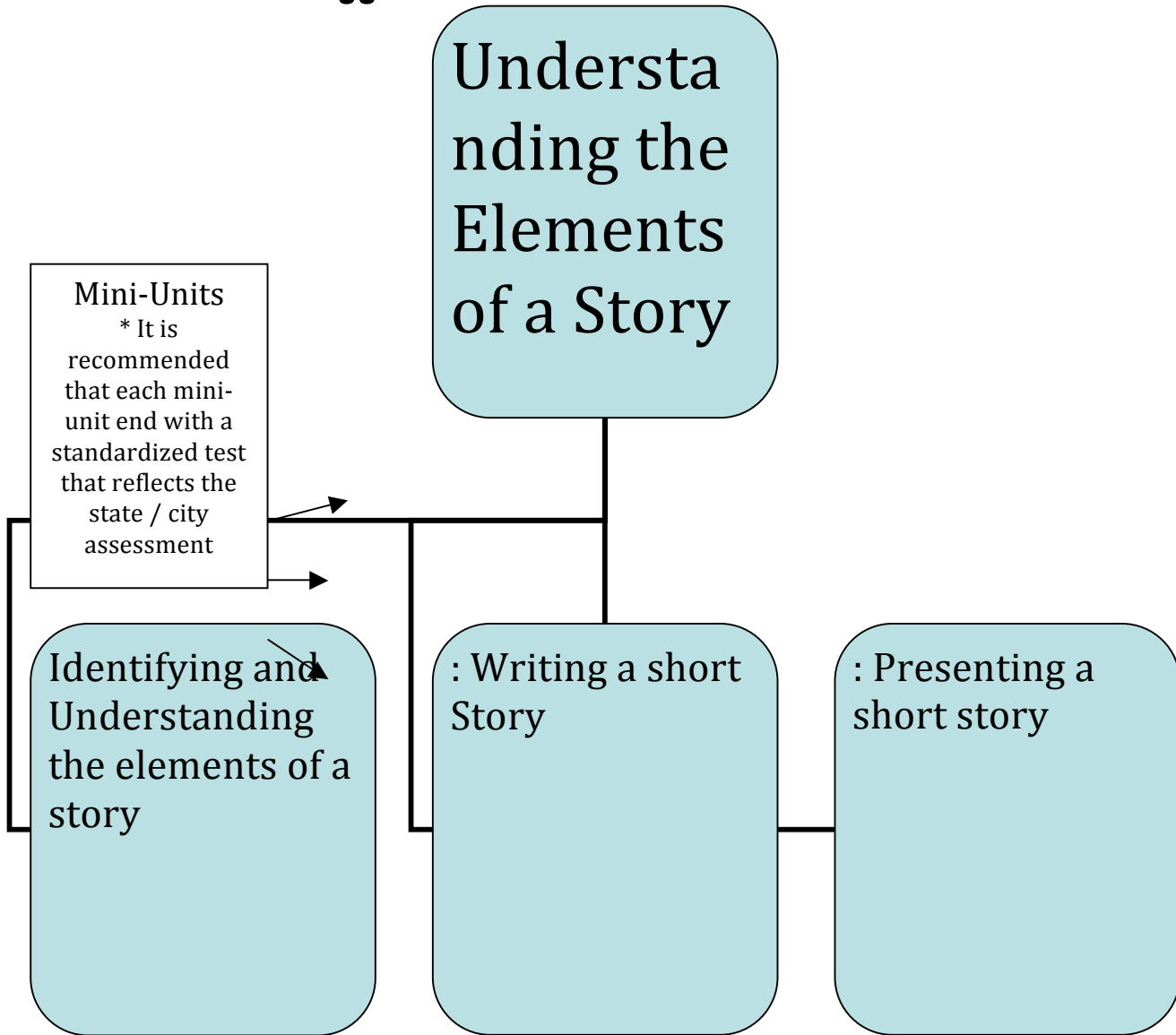
Theme: Social Justice

Graphic Overview of Unit

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Suggested Time Frame: Three to Four Weeks



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

The final piece for this unit will be a short story writing contest. Students will synthesize and apply the learning from this unit to write their own short story related to social justice and tolerance. They will finally share their story with their peers as part of a story writing contest. Typical story themes will be: What does it mean to be fair? How can you stand up for what you believe in? How can you ensure the beliefs of others, even if you do not agree with them? How can I make a difference?

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<p><u>Standards-Based Learning Goals:</u></p> <p>STANDARD 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression. Performance Indicators: 2,3,4,6,9,10,12</p> <p>STANDARD 3: Students will listen, speak, read, and write in English for critical analysis and evaluation. Performance Indicators: 4,6,7,8,9</p>	
<p>Big Ideas for this Unit Authors solve problems through story elements.</p> <p>Communication/Structure-Rational Each genre has a structure the author follows to help the reader understand the text.</p>	<p>Magnet School Theme: Social Justice</p> <p>Relevant/Connected Big Idea: Fiction can give us a deep understanding of Social Justice.</p>
<p>Enduring Understandings</p> <p>The students will understand that...</p> <ul style="list-style-type: none"> • Certain story elements can lead to enduring stories. • Identifying the story elements assists in comprehending the story line • The story elements are sequenced to facilitate understanding. • The problem in a story is solved through the interrelations of story elements. 	<p>Overarching Essential Question(s):</p> <ul style="list-style-type: none"> • How can we express what it means to be fair in literature
<p>Content and Skills</p>	
<p>Content Students will know...</p> <ul style="list-style-type: none"> • The key elements of a story: characters, setting, plot. • The vocabulary terms –goal, problem, climax, attempt(s), solution, final result/mood/moral. • story maps • plot summary • To understand literary response, accountable talks. 	<p>Skills Students will be able to...</p> <ul style="list-style-type: none"> • Identify the elements of a story • analyze the plot elements of a short story. • predict outcomes and actions in short story selections, based context clues and personal experiences. • create a plot summary • analyze the feelings, traits, and motives of characters in a short story. • identify ways in which the author informs the reader about a character in a short story.

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<ul style="list-style-type: none">• conventions of group discussion• how to frame a story• revise a story• concept of social justice• vocabulary words related to social justice• how to present and discuss a story	<ul style="list-style-type: none">• Compare and contrast the traits of characters.• Describe the setting and explain how the setting contributes to plot or theme of a short story.• present and discuss information in a collaborative group• make connections to text, to life experience related to social• effectively present their story• revise and proofread drafts to eliminate unnecessary words and phrases, combining sentences appropriately and include more and precise vocabulary• participate constructively in discussions and analysis of own and that of others at various stages in the writing process• evaluate their published pieces to judge their success
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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)

The goal is to write a short story that addresses themes of social justice.

R- (role)

You are the author who is going to submit a short story to a contest. The theme of the short story contest is social justice/fairness. Your work will be published in an anthology of short stories.

A- (audience)

Your peers as contest reviewers.

S- (situation)

- You are an author who desperately wants his/her story on social justice/fairness to be picked for publishing in an anthology of short stories.

P- (purpose and product)

To write a short story on social justice/fairness.

S- (standards for performance)

Your Standards & Criteria for Success

Your performance needs to:

- Demonstrate an understanding of the elements of a story as well as the concept of social justice/fairness.
- create and write a story for a contest
- present your story to your peers

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Student Task

Dear Author,

You are hereby invited to submit your story for consideration for publication in the coveted '*Anthology of short stories on Social Justice*' being published by Random House Publishers with lots of fanfare.

If your story is selected for publication;

- you will get a chance to read your story on the famous program '*Oscars for Short Stories*,'
- receive a monetary reward of \$25,000
- get sure shot instant fame and hopefully a future as a writer

Your story must meet the following specifications:

- Should follow a five paragraph format
- it must have an engrossing plot
- the characters must have interesting traits that develop through out the story
- the setting should be detailed and descriptive
- the theme of the story must be related to social justice/tolerance/stereotypes
- must be received by regular mail or e-mail by (date to be announced)

We wish you the best of luck!

Sincerely,

Publishers