

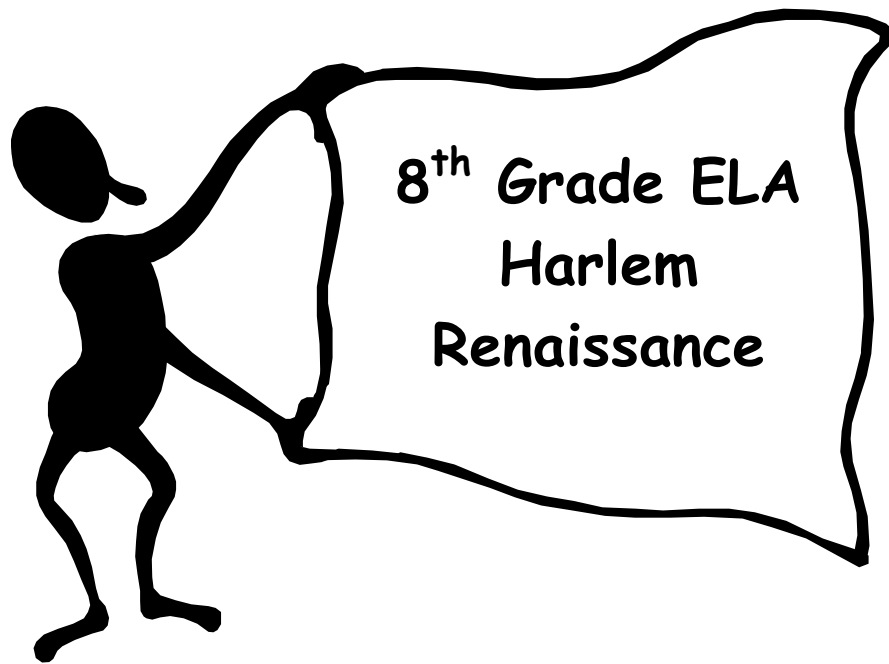
Backwards Design Unit Planning

Teacher/School:

J. NG JHS 185 – Aspires Magnet School

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

JHS 185 – Aspires Magnet Program



Essential Question: How do I see myself?

Suggested Time Frame: 4 weeks

Theme: Social Justice

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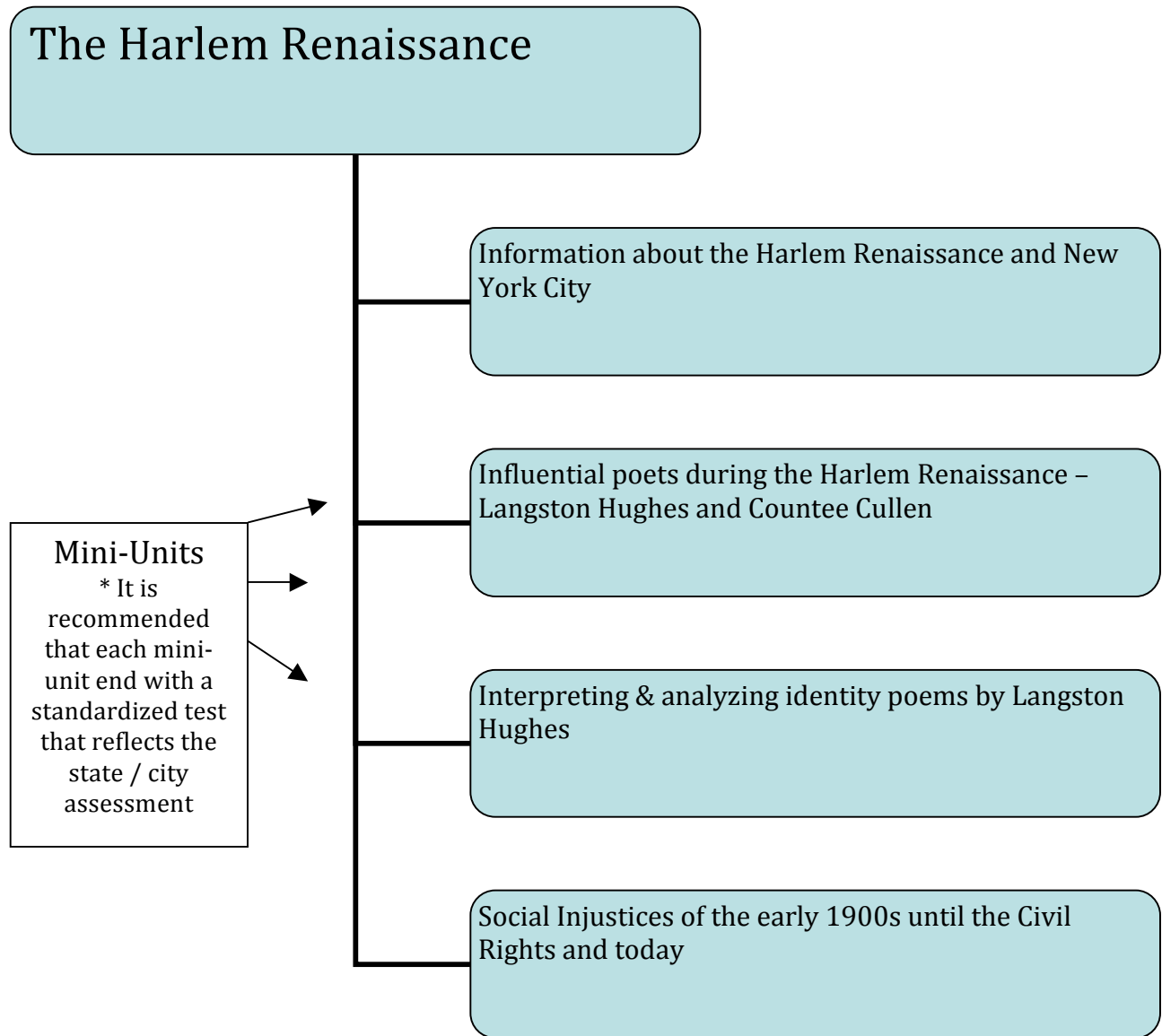
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Graphic Overview of Unit

Suggested Time Frame:

Essential Question: How do I see myself?



Unit's Culminating Project: (briefly explain in 2-3 sentences): Part I – Write about a particular L. Hughes poem you identify with. How does the poem show identity and social justice? 2-3 paragraphs. Part II - write an identity poem about yourself. These will be presented in a colorful booklet that will include images of associated subjects, i.e., social injustice, jazz, etc.

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Teacher/School:

J. NG JHS 185 – Aspires Magnet School

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Teacher/School:

J. NG JHS 185 – Aspires Magnet School

Stage 1- Desired Results	
<p>Standards-Based Learning Goals: Students will be able to listen, read, write and speak about poetry on identity and injustice. Students will also learn about L. Hughes’s influence on poetry during the Harlem Renaissance. Students will also learn how literature at the turn of the century continues through to the Civil Rights movement</p>	
Concepts	
<p>Big Ideas for this Unit</p> <p>The Harlem Renaissance affected black people. L. Hughes poetry influenced the Harlem Renaissance. African-Americans have made progress in their civil rights.</p>	<p>Magnet School Theme: Social Injustice -</p> <p>Relevant/Connected Big Idea: Identity</p> <p>A person’s identity may differ from what s/he thinks of her/himself to what others think of her/him. Sometimes, the differences cause social injustice.</p>
<p>Enduring Understandings</p> <p>We are all the same but we are also all unique too. Be proud of who you are and celebrate others for who they are. We can all learn from each other. Although we are perceived differently, we are similar on the inside. Poetry, music and art are ways to express who we are and how we feel.</p>	<p>Overarching Essential Question(s): How do I see myself?</p>
Content and Skills	
<p>Content Students will know...</p> <p>Facts about the Harlem Renaissance Information about New York City in the early 1900s Use of words and language to convey a sense of self Black progress from the turn of the</p>	<p>Skills Students will be able to...</p> <p>Interpret and analyze poetry by Langston Hughes Listen to voice and language in literature about identity and social injustice Understand the effects of racial discrimination and injustice</p>

Backwards Design Unit Planning

Teacher/School:

J. NG JHS 185 – Aspires Magnet School

century until the Civil Rights movement Langston Hughes' influence on black literature	Read informal poetry about identity Express their findings orally and in writing
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Backwards Design Unit Planning

Teacher/School:

J. NG JHS 185 – Aspires Magnet School

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 been reading poetry by Langston Hughes and how he used jazz in his writing in the early 1900s. L. Hughes experimented with poetry; he wanted to come away from formal poetry like his peers. You have also been learning about the Harlem Renaissance and black experience of the early 1900s until the Civil Rights movement. You will read 1 poem and a speech in pairs, then show examples of the use of language and voice that convey identity and injustice. You will then write your own identity poem.

You will also write a two to three paragraphs on a particular L. Hughes poem you identify with.

Both products will be displayed in a booklet that includes images associated with the topics of the Harlem Renaissance and identity.

R- (role) Poet and author.

A- (audience) Your class peers

S- (situation) You will read your poem and present your booklet during Black History month.

Backwards Design Unit Planning

Teacher/School:

J. NG JHS 185 – Aspires Magnet School

P- (purpose and product) The booklet (with poem, essay, and images) will be shared to celebrate Black History month.

S- (standards for performance) Your work needs to include . . .
Interpretation and Understanding of the poem and speech
Notes on the use of language and voice that the speaker uses to persuade others

Backwards Design Unit Planning

Teacher/School:

J. NG JHS 185 – Aspires Magnet School

Student Task

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

UNDERSTANDING 60%	PRODUCT 30%	PRESENTATION 10%
<p>4 High level of understanding is demonstrated through evidence of independent application, subtle connections, and extensive and valid evidence to support all major claims and assertion</p>	<p>4 Composition is extremely well organized and fully developed, with extensive evidence of original ideas and assertions supported by consistent evidence of independent research</p>	<p>4 Culminating presentation is characterized by highly effective attention to the needs of the audience as well as creative use of visual aids to reinforce coherence, development, and persuasiveness.</p>
<p>3 Adequate level of understanding is demonstrated through some original insights and sections that are well developed; other sections need additional evidence to support fully with evidence all major claims and assertions</p>	<p>3 Composition is generally clearly organized, with some sections fully developed through original analysis, but other sections would benefit from greater attention to supporting details and elaboration.</p>	<p>3 Culminating presentation is characterized by a straightforward but underdeveloped approach, with some use of visual aids and generally a clear understanding and responsiveness to audience needs.</p>
<p>2 Incomplete level of understanding is demonstrated through an account that contains some sections with original insights supported with adequate evidence; many aspects need much more development and evidence to make a convincing, complete, and insightful argument.</p>	<p>2 Composition is somewhat superficial in its approach, with a tendency toward summary and highlights and with little attention to original analysis; much greater attention to supporting details, relevant evidence, and coherence of organization are required.</p>	<p>2 Culminating presentation is brief, lacks overall evidence of attention to the needs of the audience; there is little use of visual aids to lend coherence to the presentation’s organization, and there is a consistent need for further explanation and elaboration through supporting evidence.</p>

Backwards Design Unit Planning

Teacher/School:

J. NG JHS 185 – Aspires Magnet School

<p>1 Little evidence of deep understanding is demonstrated as a result of a generally superficial account that tends to summarize rather than analyze key ideas; many aspects of the argument are sketchy or undeveloped, with little, if any, attention to balanced and reliable evidence to support claims and assertions.</p>	<p>1 Composition is extremely superficial in its approach to presenting and supporting an original thesis and related supporting evidence and claims; there is little evidence of original analysis or insight; and overall writing is poorly organized, with little, if any, attention to an overall organizational plan or use of transitional expressions.</p>	<p>1 Culminating presentation is inadequate, lacking any attention to the needs and background of the audience. Ideas are consistently summarized with no attention to the need to support and express them with power or conviction. No evidence is present of the need to organize information and claims visually.</p>
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Stage 2- Formative Assessment Evidence	
<p>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>	
<p>Assessment Formats on the State Test</p>	<p>Weekly Formative Assessments For Content...</p>
<p>Multiple Choice Questions</p> <ul style="list-style-type: none"> • Read Non-fiction poems & excerpts 	<ul style="list-style-type: none"> • Questions on interpreting and analyzing poetry and non-fiction articles

Backwards Design Unit Planning

Teacher/School:

J. NG JHS 185 – Aspires Magnet School

<ul style="list-style-type: none">• Understand the speaker in a poem• Interpret and analyze non-fiction poetry & excerpts• Be familiar with multicultural literature• The technical reading of poetry• Influence of the Harlem Renaissance writers on black culture and progress	<ul style="list-style-type: none">• Identify the speaker’s experience and how he has changed• Understand the use of language and voice to show identity and injustice
	<p>For Skills...</p> <ul style="list-style-type: none">• Be able to underline/circle examples of the use of language and voice• Interpret and analyze the poem• How does the speaker view himself?• What kinds of injustices has he experienced?
	<p>For Understandings...</p> <ul style="list-style-type: none">• What kinds of words, lines or phrases help to give meaning to the poem?• How does the speaker convey a sense of self?

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