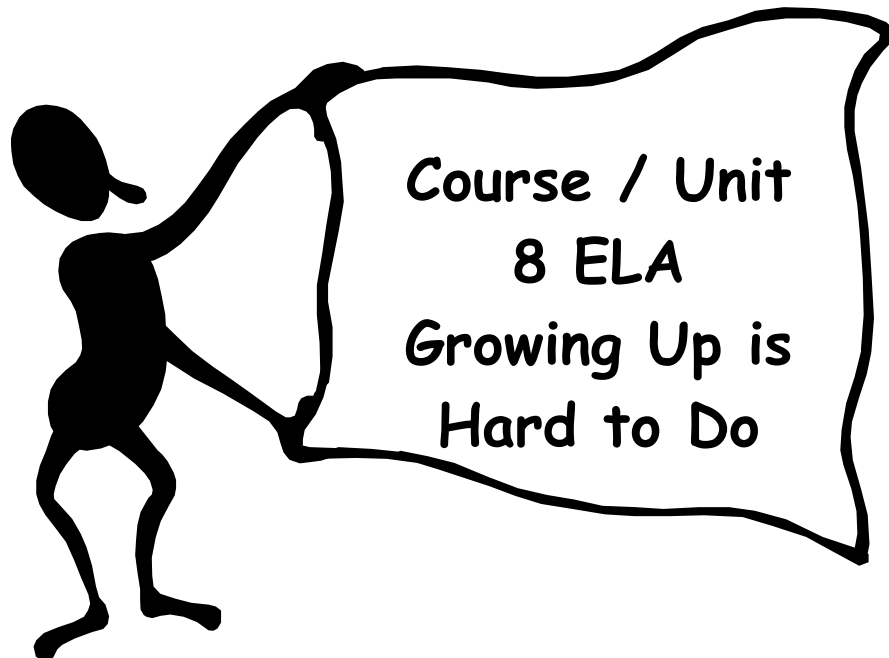


New York City Department of Education Magnet Program District 25 & 28

School Name
Robert F. Kennedy Magnet School of Community
Studies

David Vasquez



Essential Question: How does a rite of passage help you bond with your community? Why are they necessary in becoming fully-fledged members of your community?

Suggested Time Frame: 1 month

Theme: Community

Graphic Overview of Unit

Suggested Time Frame:

Essential Question:

Unit name: Growing Up Is Hard to Do

Mini-unit name: On the home front
Reading pages 1-78
Focus on the hardships and the lessons learned from these experiences within the family

Mini-unit name: Self-discovery
Reading pages 79-136
Looking into the moments of self discovery and identity

Mini-unit name: Rites of passage
Reading pages 137-212
Looking at the rite of passage as seen through the eyes of James and Ruth

Mini-unit name: Taking it to the streets
Reading pages 213-285
Looking at what the main characters did to help others and use what they've learned about themselves to help

Mini-Units

* It is recommended that each mini-unit end with a standardized test that reflects the state / city assessment

Unit's Culminating Project: (briefly explain in 2-3 sentences): Students will create a presentation on a cultural group within their neighborhood that focuses on cultural rites of passage within that group. They will also use their knowledge to find a universal theme of rites of passages that can be shared with all communities

Stage 1- Desired Results	
<p>Standards-Based Learning Goals:</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p>	
Concepts	
<p>Big Ideas for this Unit</p> <p>Growing Up is Hard To Do</p>	<p>Magnet School Theme: Community</p> <p>How does the Big Idea in your unit connect to your theme?</p> <p>In order to become an integral part of the community, students need to understand that they have to go through growing pains (i.e. rites of passage).</p>
<p>Enduring Understandings</p> <p>Rites of passage help us to become integral members of our community.</p>	<p>Overarching Essential Question: (this question should connect to your school theme)</p> <p>How does a rite of passage help you bond with your community?</p> <p>Why are rites of passages necessary in becoming fully fledged members of your community?</p>
Content and Skills	
<p>Content Students will know...</p> <ul style="list-style-type: none"> *How to write an essay *Elements of research and a research paper *Thinking skills, such as define, classify, and infer *Characters, plot, setting, theme, and dialogue 	<p>Skills Students will be able to...</p> <ul style="list-style-type: none"> *Essay writing *Locate and use school and public library resources independently to acquire information *To create a bibliography and reference sources

<p>*Social & Cultural contexts of a time period</p> <p>*About other rites of passage of other cultures</p> <p>*How these rites of passages bond members of a community</p>	<p>*Interpret data, facts, and ideas from informational texts</p> <p>*Interpret characters, plot, setting, theme, and dialogue, using evidence from the text</p> <p>*Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text</p> <p>*Read a text critically and analytically.</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:
- 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.
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G- (goal): Students will study a community's rites of passage in order to see how those ceremonies make them an integral part of that community.

R- (role): You're an anthropologist who has been hired by the Discovery Channel to create a documentary about how a particular culture celebrates their rites of passage and its implications.

A- (audience): The executive producers of a new show on the Discovery Channel where amateur anthropologists enter their ideas for a documentary about a certain aspect of a community and are given an opportunity to practice their craft before a global audience. (include this in your skills section)

S- (situation): You've entered a contest for the new show on the Discovery Channel called "The Amateur Anthropologist Hour". You've been chosen as a finalist and have been asked to come into the corporate headquarters to present your idea before the executive producers of the show.

P- (purpose and product): You will make a presentation using any medium (video, slide shows, audio recordings, chart paper, artifacts, texts, etc) you think will be most effective to get your findings across to your audience in an engaging and informative manner. You must show how your chosen community celebrates a rite of passage and how it helps make their members an integral part of the community.

S- (standards for performance): Students will be critiqued on the creativity, the entertainment value, the information, and the clarity of their presentation.

Student Task

In the space below, write the task exactly as students will see it. You should give this task to them on the first day of the unit. This way they know where they are going.

Dear Students,

You have entered a contest to be a part of a new show on the Discovery Channel called “The Amateur Anthropologist Hour!” The executive producers of the show have read your idea for one of the episodes of the new show and would like you to come in and share it with them in more detail. The quality and the engagement factor of your presentation should convince them that your show has what it takes to launch their new program for the world to see.

Your presentation should show how a particular culture within your community celebrates a rite of passage and how that particular ceremony brings their community closer together.

Hope you make it to become the world’s next top anthropologist.

Yours Truly,

Mr. Vasquez

Rubric for Culminating Project

www.rubistar.com

Project Component	1	2	3	4
Engagement (20%)	Not engaging	Somewhat engaging	Engaging	Very engaging
Information (30%)	Information was confusing	Information was understandable	Information was clear and insightful	Information was clear, fresh and insightful
Creativity (20%)	Effort at creativity was minimal	Effort at creativity was not minimal but could have been better	Effort at creativity was strong	Effort at creativity was very strong
Articulation of ideas (30%)	Your voice was unclear and mumbled	Your voice was somewhat clear	Your voice was clear and strong	You spoke with authority