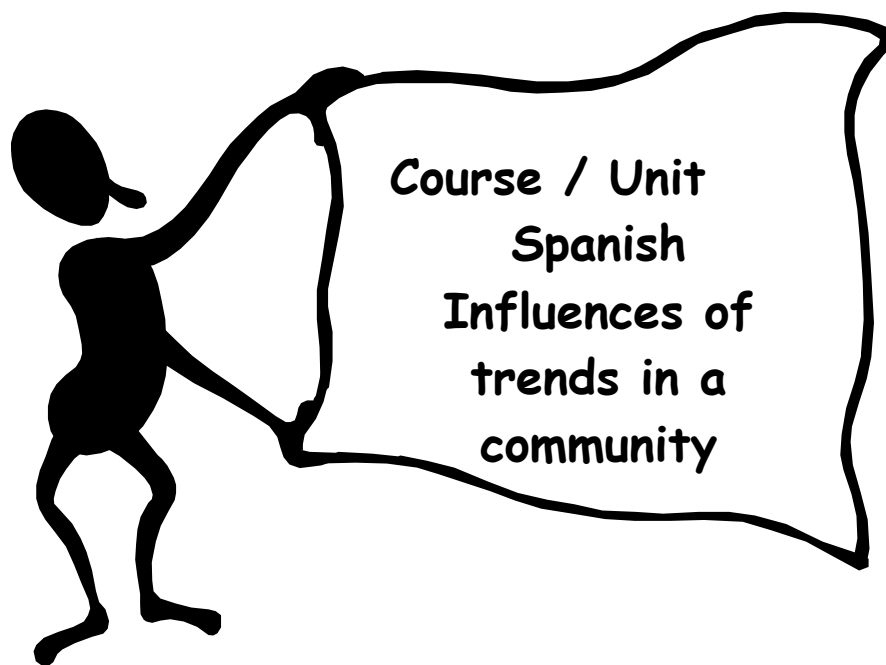


New York City Department of Education Magnet Program District 25 & 28

School Name

I.S. 250



Essential Question: How does what you wear influence the trends in your community?

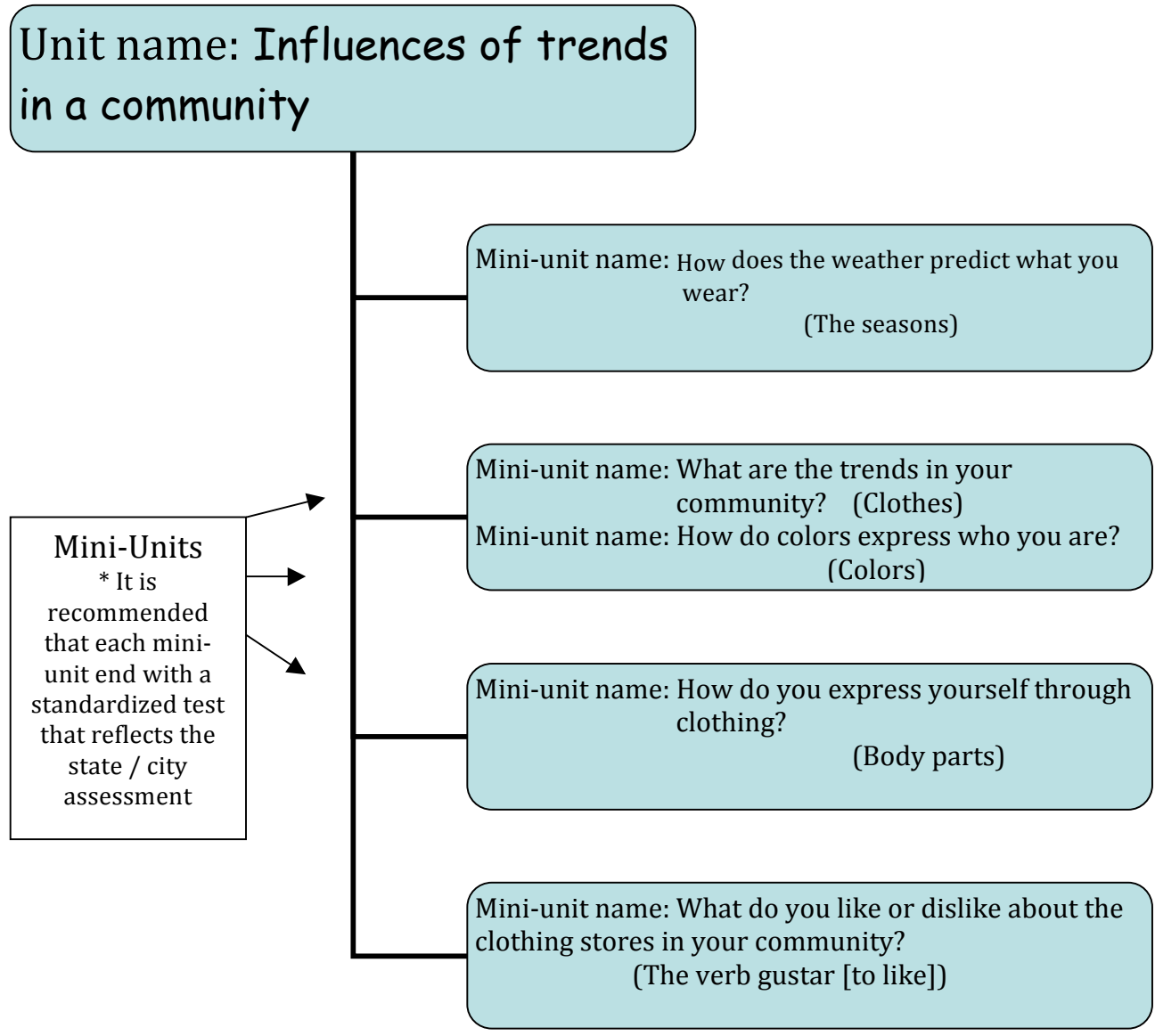
Suggested Time Frame: five weeks

Theme: Community

Graphic Overview of Unit

Suggested Time Frame:

Essential Question: How does what you wear influence the trends in your community?



Unit's Culminating Project: (briefly explain in 2-3 sentences):
Students will put together a fashion show that reflects the trends of their community. They must express themselves in Spanish. Students will include their influences of culture and religion on fashion where applicable and express what motivates their attire.

Stage 1- Desired Results

Standards-Based Learning Goals:

1:2: Students understand and interpret written and spoken language on a variety of topics

2:1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied

4:2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Concepts

Big Ideas for this Unit

**Trends
Expression**

**Magnet School Theme:
Community**

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

The big idea of the unit reflects the school's theme by showing how the occupants of a community set trends and express themselves through clothing.

Enduring Understandings

-the way you express yourself through clothing helps set trends in your community.

-your culture or religious beliefs influence you and the trends of your community.

-what you wear reflects who you are.

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

How can you influence your community by what you wear?

How does your community influence what you wear?

What influences what you wear?

How can your religion and culture affect what you wear?

Content and Skills

Content

Students will know...

**Seasons: el invierno, la primavera, el verano, el otoño
hace buen tiempo, hace mal tiempo, hace frío, hace fresco, hace sol, esta nublado, nieva, hace viento,**

Skills

Students will be able to...

Describe the weather to express what they wear

Ask, How's the weather? And be able to give a response

<p><u>Clothes:</u> el traje, la talla, el tamaño, el precio, la gabardina, los calcetines, la camisa, el abrigo, los pantalones, la corbata, el saco, el blusón, la chaqueta, el blue jean, la camiseta, el T shirt La falda, el jersey, el suéter, la blusa, el sombrero, el cinturón, las medias, el vestido, las sandalias, los tenis, los zapatos La manga corta, la manga larga, el tacón Alto, el tacón bajo, ancho, grande, estrecho, pequeño, una blusa con rayas, el botón, un saco con cuadros, el zíper</p> <p><u>Colors:</u> rojo, azul, gris, verde, marrón, negro, blanco, amarillo, anaranjado, morado, rosado</p> <p><u>Body parts:</u> el ojo, la nariz, la boca, el hombro, la cabeza, el oído, el brazo, el cuerpo, la mano, la pierna, la rodilla, los dedos, el pie, los dedos del pie</p> <p><u>Gustar:</u> Me te le nos os les Gusta-singular Gustan-plural</p>	<p><u>Express</u> what they are wearing in Spanish</p> <p><u>Discuss</u> why they chose the outfit they are wearing</p> <p><u>Utilize</u> colors to describe their clothing</p> <p><u>Express</u> clothing on different body parts</p> <p><u>Critique</u> which clothing articles they like or dislike</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.

G- (goal) Students will put together a fashion show that reflects the trends of their community.

R- (role) You are a fashion designer whose clothes are inspired by the diversity in the community. For example, you are aware of the different religious and cultural influences on trend and pop culture.

A- (audience) Your classmates

S- (situation) - You are competing in a fashion show. You must impress the judges by displaying your fashion trends and express what influences you.

P- (purpose and product) to show the community that fashion and trends are influenced by the community.

S- (standards for performance)

Your project will be evaluated on the following:

(You will be in groups of 4 to 5 people)

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.

NOTE:

Your index card must be in the he/she form because another person will be reading it.

Grupo: Los Sociales

Estudiante: Sara Gómez

Descripción:

Sara lleva un gorro blanco de Panamá. Lleva una camisa roja con cuadros, botones y pantalones apretados de blue jean. Lleva tenis de varios colores fluorescentes al estilo de pop culture. Lleva tres brazaletes grandes y rojos en la mano derecha con aretes grandes.

Lo que inspira a Sara es su preferencia a la música de Hip Hop y saca ideas de los jóvenes en su comunidad.

Note: Panamanian hats are made in Ecuador, but got the name it has because during the construction of the Panama Canal workers bought the hats which were imported from Ecuador.

Group: The Socials

Student: Sara Gomez

Description:

Sara is wearing a white Panamanian hat with a red buttoned plaid blouse and tight blue jeans. On her feet, she is wearing florescent sneakers and on her right hand, Sara is sporting three big red bracelets with hoop earrings.

What inspires Sara is her preference to Hip Hop music. In addition to music, Sara observes the youth in her community for inspiration.

Rubric For Culminating Project

www.rubistar.com

Project Component	1	2	3	4
Presentation Speaking Spanish	You have too many grammatical mistakes which makes your Spanish incomprehensible.	You have grammatical mistakes which affects comprehension.	You have grammatical mistakes present, but they do not affect comprehension.	You have no grammatical mistakes.
Description on index Written work	You do not have a detailed description nor an explanation of what inspires you.	You lack details in your description and explanation of what inspires you.	A description is given with details and you explain what inspires you from the community.	A full description is given with many details and you explain what inspires you from the community.
Organization of group	Members do not know when to walk the runway. No one knows who is reading the index cards and your Spanish is incomprehensible.	Members are slightly organized but lack cohesiveness. Index cards are read in order but have errors. Spanish is spoken but is slightly incomprehensible	Members are organized. Everyone knows when to walk the runway. Index cards have some grammatical mistakes. Spanish is spoken with few errors but still comprehensible.	Members are very organized. Everyone knows when to walk the runway. Index cards have no grammatical mistakes, and Spanish is spoken without error.
Creativity	Your outfits are not inspired from the community. You don't explain if culture or religion influences you or how you	Your outfits are somewhat inspired from the community. You don't explain if culture or religion	Your outfits are inspired from the community. You explain if culture or religion influences you,	Your outfits are inspired from the community. You explain if culture or religion

	get inspired.	influences you or how you get inspired. You lack detail.	and you explain how you get inspired with minor errors.	influences you, and how you get inspired. You include details.
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