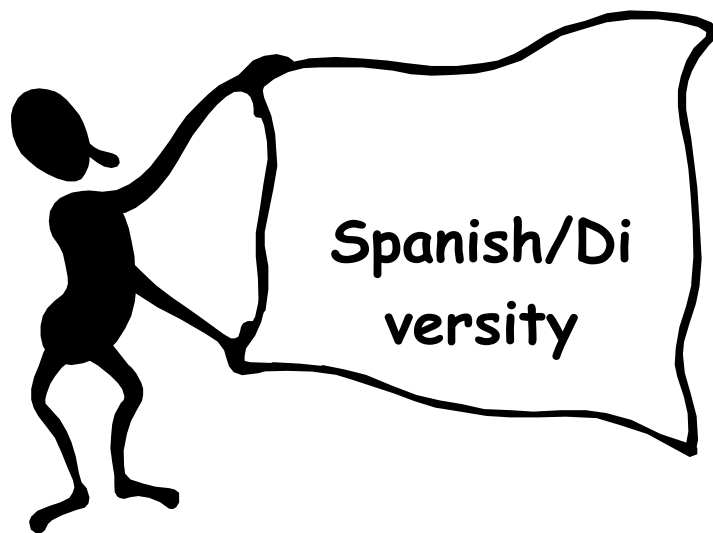


New York City Department of Education Magnet Program District 25 & 28

Robert F. Kennedy Magnet Middle School



Essential Question: How are we linked?

Suggested Time Frame: Three weeks

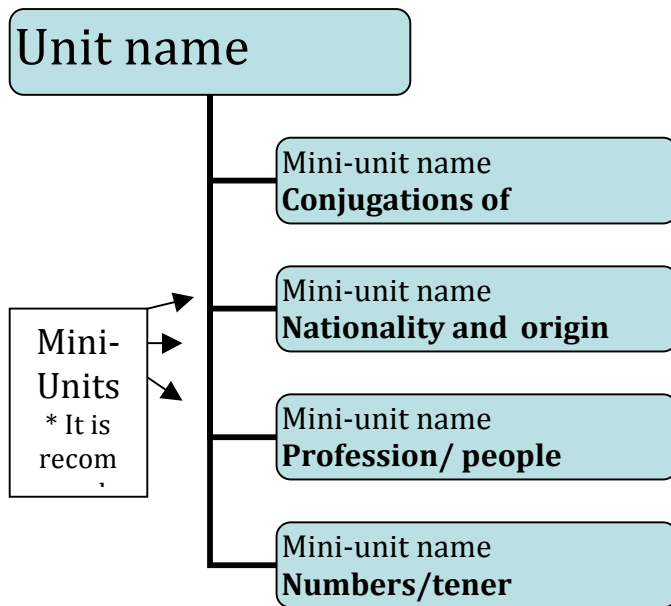
Theme: Diversity

cynthiaqc@aol.com

Graphic Overview of Unit

Suggested Time Frame:

Essential Question:



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

Students will see how diverse their community is and the influence diversity has on them.

Stage 1- Desired Results

Standards-Based Learning Goals:

1.1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions

2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

5.1: Students use the language both within and beyond the school setting

Concepts

Big Ideas for this Unit

A variety of different cultures, cultural diversity, helps shape new communities.

Magnet School Theme: Community

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

The communities of Queens are among the most diverse in New York City.

Enduring Understandings

- Learning Spanish helps us to communicate with others.
- The diversity in our community influences our knowledge of other cultures.

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

How are we all linked together?

Topical Essential Questions:
-Who's in the mirror?

Content and Skills

Content

Students will know...

- Conjugation of ser
Soy, eres, es, somos, sois, son

- _Adjectives

Alto/a, bajo/a, rubio/a moreno/a, aburrido/a inteligente, chistoso/a

Skills

Students will be able to...

-match verb endings with the subject pronouns

-explain their characteristics and traits

-identify and survey the nationalities and origins of their classmates

<ul style="list-style-type: none"> • Nationality afgano/a, dominicano/a, irlandes/a americano/a, ruso/a, puertorriqueno/a • Countries America, Puerto Rico, Russia, Ireland • Professions abogado/a, profesor/a, medico/a, • People Abuelo/a, madre, padre, hermano/a Primo/a, tío/a • Numbers (1-30) • Tener • The possessive Mi, tu, su, nuestro/a, vuestro/a, su/sus 	<ul style="list-style-type: none"> -<u>explain</u> their characteristics and traits -<u>choose</u> their professions for the future -<u>describe</u> their family members -<u>identify</u> numbers -<u>respond</u> to: ¿Cuántos años tienes? -<u>write</u> what belongs to them
---	---

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 interview five people (in the community other than a classmate in order to reinforce skills taught in the unit and obtain information.

R- (role) interviewer

A- (audience)

Five members of our community, excluding a classmate. The Students will be showing their completed work to the people they interview

S- (situation) You are going to interview five members of the community to find out how diverse we are.

P- (purpose and product) is to interview 5 people, including yourself, to see how diverse we are as a community and how this influences us.

S- (standards for performance) your final product must include a profile of the person with a picture attached. There should be five profiles and pictures. Your profile must include the person and their family member's name, characteristics, traits, nationality, origin, profession, age. A display of multicultural flags must be displayed for those mentioned in the profile.

Questions that should be asked:

- | | |
|----------------------------------|-------------------------------------|
| 1. ¿Cómo te llamas? | 5. ¿Cuántos años tienes? |
| 2. ¿Cuál es tu profesión? | 6. ¿Cómo te describes? |
| 3. ¿Qué escuela asistes? | 7. ¿De dónde eres? |
| 4. ¿En qué grado estás? | 8. ¿Cuál es su nacionalidad? |

The five people they interview must speak Spanish?

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.

PICTURE

Mario es un estudiante en la escuela I.S. 250. Él es un estudiante en el séptimo grado. Él tiene catorce años. Él es alto con pelo rubio. Él es muy chistoso y simpático. Su madre es colombiana de Colombia y su padre es ruso

de Colombia. Mario es colombiano y ruso de América. Su padre es un médico sincero y su madre es una secretaria buena. Él tiene tres hermanos. Su hermana Julia, tiene veinticinco años y es una farmacéutica. Ella es divertida. Su hermano P tiene dieciséis años. Esta en el noveno grado y es estudiante en la escuela secundaria de Bayside. Él es honesto. Su hermano Nelson tiene diez años. Esta en el cuarto grado y es estudiante en la escuela primaria de 165. Él es antipático. Su tío por parte de su madre es Ángel, él es un profesor guapo. Su esposa es María. Ella es cubana de América y es una enfermera inteligente. Su tío por parte de su madre es Jorge. Él es policía y es serio. Su esposa Ana, es una casera simpática. Ella es italiana y judía de América.

Mario's Multicultural Family

Colombia

La madre de Mario es colombiana de Colombia.

El

Russia

Colombia

padre de Mario de ruso de Colombia

Colombia

Russia

America

Los hermanos Mario, Julia, Paul y Nelson son colombianos y rusos de América.

Cuba

America

Maria, la esposa de tío Angel es cubana de América

Italy

America

Ana, la esposa de tío Jorge es italiana de América.

Guidelines for interviewing:

You must inform the five interviewees that you are researching diversity in the community. You will not be asking them for private information, rather, you will be asking them questions pertaining to their identity and ethnic background. Remind them that you are interviewing them for a grade and that their participation is greatly appreciated. In addition, let them know that you will be showing them your final product.

The questions required for the interview are as follows:

- | | |
|----------------------------------|-------------------------------------|
| 1. ¿Cómo te llamas? | 5. ¿Cuántos años tienes? |
| 2. ¿Cuál es tu profesión? | 6. ¿Cómo te describes? |
| 3. ¿Qué escuela asistes? | 7. ¿De dónde eres? |
| 4. ¿En qué grado estás? | 8. ¿Cuál es su nacionalidad? |

A picture of each interviewee participating must be present in your profile. You must ask the interviewee to give you a picture. If you cannot get a picture from them, then you must take one yourself. Cameras will be distributed to those students who need one.

Rubric For Culminating Project

www.rubistar.com

Project Component	1 (60-69)	2 (70-79)	3 (80-89)	4 (90-100)
Profile Content	Explains, but fails to support the profile with characteristics, traits, nationality, origin, profession and age, errors make it incomprehensible	Explains, but fails to support the profile with at least three of the following: characteristics, traits, nationality, origin, profession and age, errors make it somewhat incomprehensible	Explains characteristics, traits, nationality, origin, profession and age with few errors, but still comprehensible	Explains characteristics, traits, nationality, origin, profession and age with no errors
Spanish Structure	Proficiency: spelling errors are present, makes no connections with the quantity and gender of the nouns, accents are not placed over the correct letter, errors make it incomprehensible	Proficiency: spelling errors are present, makes minor connections with the quantity and gender of the nouns, some accents are not placed over the correct letter, errors make it somewhat incomprehensible	Proficiency: few spelling errors, makes most connections with the quantity and gender of the nouns, few accents are not placed over the correct letter but still comprehensible	Proficiency: no spelling errors, makes connections with the quantity and gender of the nouns, accents are placed over the correct letter with no errors
Display of multicultural flags	Connections: Flags do not reflect nationalities present in profile	Connections: Flags do not reflect all nationalities present in profile.	Connections: Flags reflect all nationalities present in profile.	Connections: Flags reflect all nationalities present in profile.