CTSC/Yonkers SMART Start 2021-22
School Name: Pulaski
Teacher Designer Names: Laura Oliveira,

Name of Project: Who am I? (Identity)
Grade: 7/8th

Est. Launch Date: March 2022
Duration: 6 weeks
Big Idea: Identity (Who am I?)

STAGE 1: DESIRED RESULTS

Enduring Understandings:	**Essential Question(s):**
	(MEANT TO BE SHARED WITH STUDENTS)
∉ Identity is influenced by the perception of ourselves and also by how others define us.	∉ How is our identity formed?
∉ Social constructs contribute to how we view ourselves	∉ How well do we know ourselves?
∉ Social constructs change over time.	∉ What is the difference between our visible selves and invisible selves?
∉ Environmental factors shape our identity.	
∉ Physiological features impact our identity.	
∉ Identity can be shaped by our decisions (trends, patterns, etc)	

Established Goals (Standards, Performance Indicators, Learning Goals)

STANDARDS

Science Standards:
MS-LS4-5 Biological Evolution: Unity and Diversity Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. MS-ETS1-1 Engineering Design Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Social Studies Standards:
F. Civic Participation
  1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.
  2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
  3. Identify and explain different types of political systems and ideologies used at various times in colonial history and the early history of the United States and explain the role of individuals and key groups in those political and social systems.
  4. Identify, describe, and compare the role of the individual in social and political participation in, and as an agent of, historical change at various times and in various locations in colonial North America and in the early history of the United States.
  5. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.
  6. Identify situations in which social actions are required and determine an appropriate course of action.
  7. Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.

8. Identify how social and political responsibilities developed in American society.
9. Develop the connections of an interdependent community by engaging in the political process as it relates to a local context.

Mathematics Standards:

NY-7.RP: Analyze proportional relationships and use them to solve real-world and mathematical problems.
 NY-7.RP.2a: Decide whether two quantities are in a proportional relationship.
 NY-7.RP.3: Use proportional relationships to solve multistep ratio and percent problems.
NY-7.EE Use properties of operations to generate equivalent expressions.
 NY-7.EE.2 Understand that rewriting an expression in different forms in real-world and mathematical problems can reveal and explain how the quantities are related.
NY-8.EE: Understand the connections between proportional relationships, lines, and linear equations.
 NY-8.EE.7b Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.
 NY-8.EE.8c Solve real-world and mathematical problems involving systems of two linear equations in two variables with integer coefficients.
NY-8.F: Use functions to model relationships between quantities.
 NY-8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph.
NY-8.SP: Investigate patterns of association in bivariate data.
 NY-8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

ELA Standards:

CCSS.ELA-LITERACY.RL.8.1 & CCSS.ELA-LITERACY.RI.8.1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.
CCSS.ELA-LITERACY.RL.8.4 & CCSS.ELA-LITERACY.RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
CCSS.ELA-LITERACY.W.8.1: Write arguments to support claims with clear reasons and relevant evidence
CCSS.ELA-LITERACY.W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Technology Standards:

NY State K-12 Computer Science and Digital Fluency Standards
7-8.IC.1: Compare and contrast tradeoffs associated with computing technologies that affect individuals and society.
7-8.IC.2: Evaluate the impact of laws or regulations on the development and use of computing technologies and digital information.
7-8.DL.6: Explain the connection between the persistence of data on the Internet, personal online identity, and personal privacy.

Social Justice Standards:

Domain: Identity
ID.6-8.3 I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.
ID.6-8.5 I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.
Domain: Diversity
DI.6-8.7 I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.
Domain: Justice
JU.6-8.13 I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.

Links to Standards/Reference Frameworks:
NGSS, **NGSS by DCI**, **Nat'l C3 SS Framework**, **NYS K-8 SS Standards**, **Common Core**, **ISTE**, **Learning for Justice Social Justice Standards**, **CASEL SEL Framework**, **NYS CS and Digital Fluency**

STAGE 2: EVIDENCE & ASSESSMENTS:

Performance Task Narrative:

Goal:
Students will create abstract identity portraits. They will create a mixed media portrait where half of their face will look mainly like them and the other half is their invisible identity. The student work will be collected and displayed on a showcase wall called, "**Who We Are**" to demonstrate and share our experiences to know who we are and how all are valued and should be respected. One portion of their portrait must have a 3D design using the 3D printer and engineering software, TinkerCad.

The task will be presented as a choice board that will include the following options:
   a. Poster
   b. Trifold Board Display
   c. Diorama/ 3D display
   d. Digital portrait

Role: Artists, Industrial Artists, Designers, Engineers

Audience:
The target audience for this task would be the peers of the students, as well as the school community and local community.

Situation:
The creation of our self-portraits comes from years of different environmental as well as societal norms. This activity will provide students an opportunity to examine and demonstrate who they are to those around them. Students will recognize that there are many aspects of society that contribute to the development of our identity. Some are physical features and others are environmental and societal norms. Some social constructs affect different peoples' sense of identity, which can create challenges among different subgroups of people. We as a society must learn how to make a conscious effort to learn about these social constructs and challenge them. This project would be intended to be an individual project, but have some group activity extensions. Students will sketch their ideas and then start gathering materials to work with in creating their portraits. They can draw, use paper, clay, the 3D printers, paint or digital resources and digital tools to create their portraits.

We should develop this display of "**Who We Are**" for our community to feel more connected to each other. To acknowledge our unique characteristics for those that we can see and remind ourselves that we all carry characteristics of ourselves that others may not be able to see. Those invisible characteristics are important to understanding ourselves and each other, and further developing our social emotional intelligence within our community. We will focus on contributing to the building of a community of tolerance, awareness, and a respect for difference.

Product(s):
   • Reflection videos
   • Artwork
   • 3D printed art objects
   • Multimodal presentations
   • Digital artifacts produced from variety of digital tools such as Padlet, Flipgrid, Figma, Popplet and more to explore collaborative practices including concept mapping, brainstorming, prototyping, and using the engineering design process (EDP).

Standards (criteria for success):
   O **ID.6-8.5** I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.
   ❑ ID.6-8.7 I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.
   ❑ [MS-ETS1-1 Engineering Design](#) Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Other Evidence/Assessments:
Peer conferencing
TinkerCad designs
Small group discussions
FlipGrid Video Reflections

Rubrics
Exit Tickets
Checklists

STAGE 3: THE LEARNING PLAN:

Learning Activities
Broken out in the stages of the Engineering Design Process –
ASK – IMAGINE – PLAN – CREATE - IMPROVE

Week 1: Ask/Imagine

Learning Goals:

1) Students will be able to define identity.
2) Student will be able to examine and identify aspects of their own identity.

Learning Events:

Performance Task #1

1) Students will engage in a **brainstorm of the definition** of the word(s), "Identity" They will participate in a **Mentimeter** thinking map activity to share the class collection of input related to their thoughts on the word "identity" (Teacher logs into **Mentimeter** and launches the presentation with code)
When seeing the **Mentimeter** form: Remind students of the following:
- Some aspects of our identities are consistent over our lives; others change as we gain skills and have different roles in life.
- Some aspects of our identities feel very central to who we are no matter where we are; others might feel more like background or depend on the situation.
- Some identities are labels that others put on us, While others see us as having that identity, we don't.

2) Students will take a survey to learn about themselves on Survey Monkey. This will give the class a general understanding of how they see themselves and their peers. Whole class data will be visible to the class to analyze. This Survey will be given again at the end of the unit.
Big 5 Personality Test
Personality Test

3) Students will be introduced to making their own identity charts and will see the Facing History example.
Students will be able to **create their own identity chart** that describes who they are.
The chart should include **aspects of who they are** (Race, Nationality, Religion, Gender, spoken languages, Interests, Economic Class*, Talents) and **3 Labels**.

4) Students will share in a "**Tea Party**" group activity. Student desks will be set in a U formation around the classroom with one outer row and one inner row. The outer row will be facing the inner row in pairs. Student will sit in seats with their identity chart and at 3-5 minute intervals students will share their identity charts with each other. After each 3-5 minutes, only one of the rows will rotate to their left. Rotations will continue until students have shared with each of their classmates. In the mini Tea Party sessions, the students will be asked to do the following:
 a. Share what they are comfortable with about their charts.
b. Share a positive characteristic that they admire about the other student.

4) Students will engage in "Where Do You Stand?" activity. In this activity, students will be able to visualize commonalities and differences between themselves and their classmates. They will reflect in their journals on the following questions:
a. What parts of your identity do you choose for yourself?
b. What parts of your identity do you feel are determined by others, by society, or by chance?
c. What similarities and differences do you see with yourself and your peers?

5) Class Data will be collected to create a Class Identity Graph based on each category:

Create a **mentimeter** poll for students to enter information related to what they learned about other students and their own identity charts. (Teacher logs into **mentimeter** and launches the presentation with code)

There will be two **mentimeter** activities based on the following two questions:

   a. **Which characteristic of your identity chart is the most important to you?** (race, family, name, religion, skills, interests, talents, cultural traditions)
   b. **What factors do you think affects our identity the most?** (family, culture, society, social media/media, life experiences, race/ethnicity/nationality)

Science: Identify environmental influences on our identity

Formative Assessments:

1) Identity charts will demonstrate understanding.
2) The **Mentimeter** will encourage participation and support understanding.
3) Journal writing to demonstrate understanding

Linguistic Supports for Multilingual Learners:

1) Sentence Starters
2) Pre-Made Graphic Organizer (identity charts)
3) Vocabulary Squares (Define, Synonyms, Word, Visual Representation, Sentence etc.)

Modifications for Individual Students and/or Student Groups:

1) Non-Readers can record their responses or create a visual representation of their response
2) Accessibility Features on Videos
3) Extended Time for TBE/ENL students

Notes/Resources:
   1. Example of identity charts
   2. Blank Identity Charts
   3. Where do you Stand? Students just need their journals

Week 2: Ask/Imagine

Learning Goals:
1) Students will deepen their understanding of how they see themselves as well as how their identity can be influenced by how others see them.

Learning Events:

Performance Task #2 -Visible vs. Invisible Selves Activity
Edutopia Article: Creating Learning Environments Where all Kids feel Valued

1) Students will review the basis of the identity discussion from the first task and apply those concepts for the next performance task related to how we visibly are seen by others as well as what is invisible.
2) Students will listen and follow along to a story called, **The Bear That Wasn't"** on video together in class. Discussion Questions:
 a. Create an identity chart for the Bear (how he sees himself and how others see him?
 b. Whose opinions and beliefs have the greatest effect on how you think about your own identity?
 c. How does your need to be part of a group affect your actions? Why is it so difficult for a person to go against a group?

3) Students will see 4 photographs of individuals in their room and be asked to walk through them and ask themselves the following questions:
   ∉   What visible identity characteristics do we agree this person has?
   ∉   What possible invisible characteristics do we agree this person has?
   ∉   Why do we think these are this person's visible/invisible characteristics?
3) Then the students in pairs will Think, Pair, Share and Stop Collaborate and Listen. They will discuss the characteristics using the questions. We will do this in pairs about each photograph and then come back as a group and discuss. After each photo, the teacher will share the true identity characteristics of each of the people in the photos.
4) Students will complete an exit ticket that will have the following questions:
a) What did you think was the most important part of this photograph activity today?

b) Now knowing that people carry these invisible characteristics around with them daily, how does learning about people's visible or invisible characteristics help you think about others in a new or deeper way?

Science: How to gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

Formative Assessments:

1) Identity chart for the bear
2) Exit ticket with the Debrief questions regarding the photographs.

Linguistic Supports for Multilingual Learners:

1) Sentence Starters
2) Pre-Made Graphic Organizer (identity charts, exit ticket)
3) Vocabulary Squares (Define, Synonyms, Word, Visual Representation, Sentence etc.)

Modifications for Individual Students and/or Student Groups:

1) Non-Readers can record their responses or create a visual representation of their response
2) Accessibility Features on Videos
3) Extended Time for TBE/ENL students

Notes/Resources:
1. *Edutopia article*
2. **The Bear that Wasn't**
3. **Identity Chart for the Bear**
4. **Photos of 4 individuals (visible characteristics and invisible characteristics)**
   Exit ticket with the Debrief questions regarding the photographs.

Keanu Reeves
Characteristics we may not know about Keanu:
1. Speaks fluent French but mostly connected to Chinese and English heritage
2. Chinese Hawaiian and European
3. Actor and Musician Bass player
4. Random Acts of Kindness- donates large sums of money to children's hospitals
5. Plane forced to make an emergency landing in CA, Keanu arranged for a bus to transport the passengers to get to their destination.
6. Humble-wears plain clothing
7. Father was a heroin dealer
8. He was to have a baby with his girlfriend but the baby was stillborn and two years later his ex-girlfriend was killed in a car accident.
9. Sister suffers from Leukemia and he pays her medical bills.

Indra Nooyi
Characteristics we may not know about Indra Nooyi:
1. Indian American
2. Business executive—CEO of PepsiCo
3. Transformed the vision of PepsiCo in a world dominated by mostly men businesses should care about families
4. First woman of color and immigrant to run a Fortune 50 company
5. Ranked as the world's 100 most powerful women
6. Self-made millionaire
7. Married with two kids and has a very close family
8. Struggled with being a high powered executive and a good mother
9. Wrote a book about how to mix work with family and make it all work

Jerry Lawson
Characteristics we may not know about Jerry Lawson:
1. Born in NYC New York native and African American
2. Video game pioneer
3. One of the only Black engineers in the gaming industry
4. Helped invent the first cartridge based home video game console system
5. Invented the "Fairfield Channel F" a home entertainment machine paving the way for Atari 2600 Nintendo, Xbox and Playstation
6. Director of engineering and marketing
7. Inspired by George Washinton Carver

Backward Stages: 1. Identify desired results. 2. Determine acceptable evidence. 3. Plan learning experiences and instruction.
Adapted from Wiggins & McTighe (2005) Understanding by Design (UbD)
Revised April 2021   *Center for Technology and School Change* http://ctsc.tc.columbia.edu/

8. Repaired Televisions and other electronics growing up

Dolores Huerta
Important Women in History
Characteristics we may not know about Dolores Huerta:
1. Born in Northern New Mexico in a small mining town
2. Divorced parents and moved with her mother and brother to California where her mother worked two jobs until she purchased a small hotel and showed respect and grace to her employees. Dolores learned about discrimination at a young age.
3. Watched her mother as a community activist and feminist
4. Teacher and could not bear to see the economic injustice of her students
5. Founded the Agricultural Workers Association and the National Farm Workers Association
6. Assisted with farmers gaining more financial and safety support.
7. Dolores Huerta Foundation continuously works to support working poor women and children. Civil Rights and labor activists
8. Works with newly arriving immigrants and provides support for them at their jobs and homes
9. 2012 Awarded the Presidential Medal of Freedom (the highest civilian award in the U.S)

Week 3: Ask/Imagine

Learning Goals:

1) Students will be able to identify important aspects of who they are and how they are connected to particular groups
2) Students will define —universe of obligation—to analyze how individuals and societies determine who is deserving of respect and whose rights are worthy of protection.

Learning Events:

Performance Task #3

1) Students will be able to **brainstorm and answer** the question: Teacher will use a mentimeter to create a thinking map of the classes discussion. A multimodal presentation will also display these questions for the class.

A)"What does it mean to be a member of a group?"
B) Then another mentimeter on "What factors influence the extent to which we feel an obligation to help others?"
C) This question we will ask the class and hear from students orally. How does the way we view others influence our feelings or responsibility towards them?

2)Students will read about what **Universe of Obligation** using the Universe of Obligation handout in the Appendix. We will do this as a whole class and pause for discussion. Students will go through examples of defining our obligations to others.

3) Students will view the powerpoint with the whole class to see the instructions for creating their own Universe of Obligation chart.

3) Students will **discuss** their Universe of Obligation in small groups and ask the following questions:
A) How did you determine who would be in Circle 2 versus Circle 5?
B) Why did you place the individuals in the circle you chose?
C) How does the Universe of Obligation impact your identity?

4) After reflecting on their own personal universe of obligation(s), students will write in their journals OR create a drawing to demonstrate the following questions as an exit ticket.
1.What was the experience of drawing your universe of obligation like?

2.What did you think about when deciding where to place certain groups in your universe of obligation? Which decisions were difficult? Which were easy?

3.Under what conditions might your universe of obligation shift?

4.What might cause you to move some groups to the centre and others to the outside?

5. What is the difference between an individual's universe of obligation and that of a school, community, or country?

Formative Assessments:
Obligation Chart
Exit Ticket

Linguistic Supports for Multilingual Learners:
1) Sentence Starters
2) Pre-Made Graphic Organizer (identity charts, exit ticket)
3) Vocabulary Squares (Define, Synonyms, Word, Visual Representation, Sentence etc.)

Modifications for Individual Students and/or Student Groups:

1) Non-Readers can record their responses or create a visual representation of their response
2) Accessibility Features on Videos
3) Extended Time for TBE/ENL students

Notes/Resources:
Mentimeter
Universe of Obligation reading
Universe of Obligation chart
Power Point with instructions
Exit Ticket

Week 4: Plan

Learning Goals:

1) Students will be able to interact with their classmates and find commonalities and interests by engaging in a PEOPLE Bingo game. *Play interest and identity-related bingo*

2) Students will build their awareness of interest and identity related aspects of their peers.

Learning Events:
Performance Task #4
Article: Edutopia IDEAs for SEL

1. Students will be asked to create their own PEOPLE BINGO card based upon their own interest and factors that relate to their identity. Ex: I like to play golf. Or I am a good singer, or I am Colombian.

2. Students will be given a number. Then they will be randomly paired with students through a number generator. This will ensure that students will speak with people they do not often speak with.

3. They will interact for 30 seconds to one minute and will then watch the screen to see who they are paired with next and continue to complete their People Bingo cards.

4. **Reflection PADLET to post the answer to the following questions:**
a. What did you find the most interesting about your experience?
b. What did you learn about one or more of your peers that you did not know before?
c. How is knowing more about you and how you relate to your peers helpful to our comm*unity?*

Formative Assessments:
Bingo Card
Padlet posts

Linguistic Supports for Multilingual Learners:
- Transcripts will be provided for students if available
- Students will be able to read along using the transcript while listening / watching

Modifications for Individual Students and/or Student Groups:
- Students can be given headphones
- A sample completed menu

Notes/Resources:
People Bingo
Number Generator

Week 5: Create

Learning Goals: Students will design their portraits using the engineering software Tinkercad.

Learning Events:
Students will work in Tinkercad to create digital representations of their initial designs.
Students will practice giving and receiving critical feedback.

Formative Assessments:
Design Rubric
Peer feedback protocol

Linguistic Supports for Multilingual Learners:
Visual Checklist

Modifications for Individual Students and/or Student Groups:
Small group instruction
Checklists

Notes/Resources:
Tinkercad

Week 6 : Improve/PSA activity

Learning Goals:

1) Students will collect, compare, analyze, and reflect on data they collect about their identities.

Learning Events:

Performance Task #5 CULTURE experience
https://www.wgu.edu/heyteach/article/Exploring-Cultures-in-Your-Classroom-Activities-to-Try1710.html

   1) **Class Data** will be collected to create a **Class Identity Graph** based on each category:
(Teacher logs into mentimeter and launches the presentation with code)
   o   Create a mentimeter poll for students to enter information related to what they learned about other students and their own identity charts.

   o   There will be two mentimeter activities based on the following two questions:
   o   **Which characteristic of your identity chart is the most important to you?** (race, family, name, religion, skills, interests, talents, cultural traditions)
   o   **What factors do you think affects our identity the most?** (family, culture, society, social media/media, life experiences, race/ethnicity/nationality)

2) Students will take the same survey from Performance Task #1 on Survey Monkey. Whole class data will be visible to the class to analyze and compare their first survey and their second round.

Math: Students will make connections to patterns and take note of changes, similarities and differences of the before and after.

Notes and Resources: