**NACA College Engagement Workshop UbD**

**UbD Curriculum Template 2.0
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|  **Stage 1 Desired Results**  |  |
| **Directions:** Choose multiple CCSS (or other standards), copy and paste them here, and unpack them for big ideas and assessment verbs by highlighting. **Common Core State Standards (**[**www.corestandards.org**](http://www.corestandards.org)**), Next Generation Science Standards (**[**http://www.nextgenscience.org**](http://www.nextgenscience.org)**), Indigenous Standards (found in Course Sites).** **STRANDIII: Communication**Content Standard III: Students communicate effectively through listening and speaking.9-12 Benchmark III-A: Give spoken instructions to perform specific tasks, to answer questions or to solve problems.1. Identify purposes and audience to determine the important information to communicate and the language needed to convey it.9-12 Benchmark III-B: Make oral presentations with a logical structure appropriate to the audience, context and purpose, using effective speaking skills.1. Make oral presentations that exhibit a logical structure appropriate to the audience, context and purpose.2. Group related ideas and maintain a consistent focus with smooth transitions; support judgments with sound evidence and well-chosen details; strategically use rhetorical devices; provide a coherent conclusion.3. Employ language and diction to establish credibility and authority, create a mood, suggest a specific attitude toward a subject, and appeal to a specific audience. 9-12 Benchmark III-C: Follow spoken instructions to perform tasks, to answer questions or to solve problems.1. Consider the purpose and the speaker in order to understand what is being communicated and the language being used to convey the message.2. Use strategies such as repeating instructions to oneself to ensure recall and identifying key points./ Benchmark III-D: Summarize and paraphrase information presented orally by others.Grade 11-12:1. Use a variety of response strategies to clarify, elaborate, and synthesize the explicit and implicit meanings of messagesgiven orally or in writing (e.g., integrating new learning with prior knowledge; asking questions to guide and clarify inferencesand interpretations; asking the speaker to extend or elaborate ideas; and paraphrasing meaning back to the speaker). Benchmark III-F: Participate productively in self-directed work teams for particular purposes (e.g., to interpret literature, write or critique a proposal, solve a problem or make a decision).Grade 12: 1. Analyze and refine personal and group goals (e.g., clarify ideas, change group members’ opinions, build relationships and adapt strategies for developing credibility) and critique effectiveness in refining these goals.2. Use a variety of response strategies to clarify, elaborate and synthesize explicit and implicit meanings of messages (e.g., integrate new learning with prior knowledge; ask questions to guide and clarify inferences and interpretations; integrate new learning with prior knowledge;(from last UbD: What do your assessment verbs tell you about the level of cognition required of students? What assessments can elucidate this level of cognition from your students?Students will evaluate colleges based on multiple sources of information. Students will create criteria and rate colleges based on that criteria to make decisions about what college would be best for him/her. Students will imagine their lives at college and predict obstacles that they might have so that they can propose solutions and then be better prepared if any of these obstacles do come up in the future. Students will compose personal essays that emphasize their ability to think critically and to persevere. Students will identify and analyze patterns, such as graduation rates at colleges and enrollment and support of Native American students. Students will recognize trends around level of debt and other problems that happen to students at for-profit colleges. Students will develop a system of organization for personal and financial information that they will have to refer to multiple times over the college application process. Students will use and apply knowledge as they fill out college and scholarship applications and the FAFSA. Students will understand and discuss topics that apply to their own success, such as the importance of perseverance and self-advocacy to success in college.)  |  |
| Other than the big ideas explicitly in the standards you chose, what big ideas might frame this yearlong curriculum?1. perseverance
2. organization
3. higher education as a tool for community health

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| CHOSEN BIG IDEAS(S): | ***Transfer*** |  |
| We want our students to persevere, advocate for themselves and use their resources, so that in the long-run, on their own, they will be able to get a higher education that supports the students themselves, their families, and their communities. (from last UbD: Students will be able to independently use their learning to research colleges, evaluate the offerings of each college, and determine what college will best serve their own learning goals and lifestyle.)  |  |
| ***Meaning*** |  |
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| UNDERSTANDINGS *Students will understand that…** Persevering and being organized enhances your chances of reaching your educational objectives
* Higher education is a tool/resource for you to achieve life goals, and to give back to your family and community
 | ESSENTIAL QUESTIONS What is the connection between my higher education and the well-being of my community? How do perseverance and organization affect my success? |  | ESSENTIAL QUESTIONS  |
| ***Acquisition*** |  |
| *Students will know…* * Unit 1: updating resumes
* Unit 2: ACT prep
* Unit 3: Financial Aid
* Unit 4: college research
* Unit 5: Colleges that Change Lives
* Unit 6: Writing college essays
* Unit 7: College apps
* Unit 8: Scholarship research & apps
* Unit 9: *Shades of Aye*
* Unit 10: *1st Person, 1st People*
 | *Students will be skilled at…* * Unit 1: updating resumes with summer and internship activities; presenting personal information in a ways that showcases experiences and accomplishments
* Unit 2: seeing the ACT as a test of their test-taking skills and feeling prepared
* Unit 3: Understanding Financial Aid, Loans, grants, scholarships and understanding the FAFSA.
* Unit 4: doing college research to find a college that is a good fit; asking good questions and making contact with college reps
* Unit 5: understanding the mission of CTCL schools and comparing those with NACA’s mission and students’ own educational objectives
* Unit 6: using personal writing to tell their own story and showcase learning experiences and accomplishments
* Unit 7: organization; meeting deadlines; being detail-oriented
* Unit 8: finding scholarship opportunities, keeping track of deadlines, utilizing resources
* Unit 9: connecting with the college experience
* Unit 10: reading about obstacles and experiences other Native college students have had and predicting their own obstacles and ways to overcome them
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| **Stage 2 - Evidence** |  |
| **Evaluative Criteria** | **Assessment Evidence** |  |
| Standards-based A+ Rubric in Student-friendly Language

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| Performance Assessment Criteria and Standard Alignment | Complete | Needs Revision |
| *Ex. CCSS.ELA-LITERACY.W.8.1.B* *I can use relevant, accurate information to support a claim.*  |  |  |
| Benchmark III-F: Participate productively in self-directed work teams for particular purposes (e.g., to interpret literature, write or critique a proposal, solve a problem or make a decision).Grade 12: 1. Analyze and refine personal and group goals (e.g., clarify ideas, change group members’ opinions, build relationships and adapt strategies for developing credibility) and critique effectiveness in refining these goals.2. Use a variety of response strategies to clarify, elaborate and synthesize explicit and implicit meanings of messages (e.g., integrate new learning with prior knowledge; ask questions to guide and clarify inferences and interpretations; integrate new learning with prior knowledge; |  |  |
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 | PERFORMANCE TASK(S): Make a board game about the college journey, the obstacles that can get in a student’s way, and the ways that students can overcome these obstacles  What (cognitive verb + big idea): consider potential obstacles and identify resources and solutionsWhy (copied and pasted EUs from Stage 1): Students who can envision obstacles before they happen and solutions are more likely to persevere when they are faced with real obstacles (“when the real shit hits the fan” - Kelley) * Persevering and being organized enhances your chances of reaching your educational objectives
* Higher education is a tool/resource for you to achieve life goals, and to give back to your family and community

How (GRASPS, written to and for students):Goal: envision obstacles you will face in college and then how you will overcome those obstaclesRole: imminent college studentAudience: other future college studentsSituation: class game day; game day with 11th gradersProduct, Performance, and Purpose: You will create a board game, let other students play it experience potential obstacles and deal with them visually, kinesthetically, mentally, and emotionallyStandards and Criteria for Success: |  |
| <type here> | OTHER EVIDENCE:  |  |
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| **Stage 3 – Learning Plan** *What units will you teach, and what skills will students master, as a result of this yearlong curriculum?* |

2015 - 2016 Academic Year Curriculum Map Template

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| Unit Big Idea (Title) | Unit Essential Question(s) | Unit Standard(s) | Assessment(s) | Time Frame |
| What big idea anchors this unit? | What EQ will anchor conceptual, critical thinking related to the big idea? | What core standard(s) anchors this unit, and therefore what observable skills will you evaluate ? | What summative assessment will provide you evidence of skills and understanding? | What is the approximate time frame for the teaching and learning in this unit? |
| 1. There's a college out there for everyone
 | EQ: Which college will best help me reach my larger goals? | - Students will research and get information on the various colleges they are interested in. -Students will apply for college(s) using the online Common App tool.-Students will listen to college admission counselors and current college students that bist and provide important information about the college admissions process. | Filling out ten college/scholarship applications for the Fall of the following year (Target, reach and safety schools)  | one semester |
| 1. Getting a high score on the ACT can make you a better candidate for college
 | EQ: How does doing well on the ACT help me? | Taking the ACT test on assigned date, students' test scores improve over time, students are completing homework | Improving your score from the practice test to the actual test in October (Seniors)  | Two months  |
| 1. EU: For-profit colleges are manipulative, expensive, and hard to transfer credits from. Buyer beware!
 | EQ: What's the difference between a for-profit and a non-profit school?  | Students will avoid for-profit colleges | Students will research the issue of for-profit schools and present the case for and against them. | Three weeks |
| 1. EUs: "If you assume that you cannot afford college based on the "sticker price," you will miss out. It may be difficult for you to talk about money, but if you investigate all the options and ask for help and advice, you will find affordable choices." (from CTCL website) Having knowledge about how financial aid works will help me make better decisions about what aid I should accept and what aid I should not accept. I should not make a decision about aid before knowing all the factors involved. It can be difficult to get financial aid at large state universities if you are from out of state
 | EQ: How can I afford college? | Having an affordable college plan before graduation | Students will assess their own financial situations so that they’ll be able to make an informed decision about what colleges they can afford and resources they can use to help them afford colleges that might seem too expensive  | over the course of the year |
| 5. College entrance depends on you having a high degree of organization (time management, structures, etc.). | How will I keep track of all you have to do to apply, be accepted, and attend college? | Students will be able to access the information they need to complete college and scholarship applications on time | Students will practice their self-organization and will create a binder that houses their college work- complete college applications, scholarships applications, letters of recommendations, resumes, essay and test date information. Staying organized will assist them with moving through the process of completing various college and scholarship application and staying on top of meeting deadlines. | all year |
| 6. There are a number of NACA graduates at colleges across the country who can be a support system for you in a new place | What colleges have support systems that will make me feel comfortable? | Students will communicate with NACA alums about their college choices and experiences | complete and rigorous college research | fall semester |
| 7. At small, student-centered colleges, students will find "collaborative learning environments, committed teaching faculty, high levels of student engagement and participation, successful graduation rates that help students pursue their future goals quickly", and invaluable personal attention (from CTCL website) |  Why might I choose a small college? | Students will reflect on the differences between small colleges and large universities, compare these educational experiences to their experience at NACA, and choose small colleges to apply to | complete and rigorous college research, choosing 4 CTCL and other small colleges to apply to | fall semester |
| 8. Studies have shown that students who live on campus have better grades and are more likely to graduate in 4 years | Where will I live during college? | Students will make informed decisions about the living situation that will best support success in college | Students will make decisions about their living situations and apply to live in the dorms if applicable by June  | spring semester |
| 9. It can be difficult to get financial aid at large state universities if you are from out of state | What’s the difference between ‘university’ and ‘college,’ and how will that difference effect where I choose to pursue higher education? | Students will compare tuition and financial aid at UNM with other colleges and universities they apply to | Students will make informed decisions with their families about the best and most affordable college for them that will not leave them with a lot of debt. Students will help their family understand the process of the FASFA and why it is important to file their taxes Early every year. | spring semester |
| 10. Writing strong essays and being able to show my best self in writing will help colleges know what contribution I can make to their community. | How will exploring my identity through writing help me get into the college of my dreams? | CCSS.ELA-Literacy.W.11-12.3Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | Students will do journal writes that help them explore Common App essay topics in an informal wayStudents will choose two Common App essay prompts, then write and revise an engaging essay for each that presents the student as someone the college, university or scholarship committee would want to invite into their community. The two essays that can be used for applying to colleges and scholarships.  | fall semester |
| 11. An updated resume is an essential tool for college, scholarship and job applications. | How will an updated and accurate resume communicate and showcase my experience and objectives to colleges, potential employers, and scholarship committees? | CCSS.ELA-Literacy.W.11-12.4Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Students will create, revise and refine their resume using a template. The template includes categories for education, work experience, service experience, skills, extra-curricular activities. | two weeks, beginning of fall semester |

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