**Native American Community Academy UbD 2.0**

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| **Stage 1 Desired Results** *What are your unit objectives and outcomes?* | | |
| BIG IDEAS  Social Advancement  This quarter, students will read the novels *1984* by George Orwell.  They will also read and view supplemental materials that relate to the greater messages of the novels and their relevance modern life.  Students will also study and review grammar rules, mechanics, and spelling techniques to improve their writing and analytical skills. We will use the text, *The Elements of Style* by E.B. White and William Strunk. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   * Think for themselves. * Form evidence-based opinions and defend them well. * See connections between literature and the world around them. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * Firm understanding and control of the English language, in both written and spoken forms, are necessary for academic success. * History relates to modern day life in micro and macrocosmic ways. * Global human rights advanced as a result of violent, philosophical, artistic, and scientific revolutions. * Literature was used throughout history as a tool to both promote and impede social justice, change, and advancement in society. | ESSENTIAL QUESTIONS   * What is my role as an individual in the advancement of society? * How will furthering of my education improve my community? * In what ways do we participate in social contracts? |
| ***Acquisition*** | |
| *As a result of this unit, students will know…*   * Key vocabulary terms for both social studies and language arts. (Like microcosm and macrocosm). * Close reading techniques. * Significant historical events and actions by individuals who contributed to and/or restricted social advancement. * Basic theories and principles of world governments. * Techniques to use primary and secondary sources as basis for developing arguments. * Key dates and facts regarding the development of the American political system. * How to approach historical writing with critical objectivity and scholarly professionalism. (Be smart, be original, don’t steal ideas). * MLA format and citation style for formal papers. * Improved thesis writing techniques. | *As a result of this unit, students will be able to…*   * Use MLA citation style. * Take well-organized, comprehensive notes from texts, lectures, films, and presentations. * Practice personal organizational skills. E.X. organizing notebooks, returned assignments, handouts, etc. * Develop good study habits that will transfer between subjects and disciplines: Close Reading, Study Routines, At-Home Time Management. * Write a well-organized, research based, argumentative, thesis-driven essay. |
| COMMON CORE STATE STANDARDS  **Conventions of Standard English**  1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **Knowledge of Language**  3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  **Vocabulary Acquisition and Use**  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |

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| **Stage 2 – Evidence** *How will you assess student learning?* | |
| **Evaluative Criteria** | **Assessment Evidence** |
| PARCC Assessment Rubric  Presentation Rubric  Strunk and White Grammar Rules  Vocabulary Exam Grading Key | SUMMATIVE PERFORMANCE TASK(S)  Final Exam  Presentation:  Students will research and present one topic from the novels (Social Advancement, Dystopia/Utopia, Control Culture, Propaganda, etc) and analyze a modern day example  Text message assignment:  Students will document one text message conversation in which they demonstrate correct grammar and spelling.  Vocabulary Oral Exam:  Students will correctly use vocabulary words in spoken form. |
| Attendance  Participation  Timeliness  Completion of Assignments  Notebook organization | FORMATIVE ASSESSMENT (<http://www.cmu.edu/teaching/assessment/basics/formative-summative.html>):   * Daily journal writing. * Grammar and usage exercises and note taking. * Social Studies note taking. * Vocabulary |

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| **Stage 3 – Learning Plan** *What lessons will you teach, and what skills will students master, as a result of this unit?* | | | | |
| **Topical EU/EQ**  **For Lesson** | **CCSS Alignment with Stage 1** | **Formative Assessment of Lesson** | **Unit Modifications** | **Activities to Support the Lesson** |
| 1. What is a dystopia? |  | Journal Reflection  Vocabulary  Class notes  Grammar exercises  Call and Answer Questions  Class Discussions.  KWL Chart | Reading aloud.  More time for assignment completion.  Audiobook. | Students will read articles describing dystopias. Students will write journal responses to the topic of dystopia.  In class reading. |
| 1. What is totalitarianism? |  | Journal Reflection  Vocabulary  Class notes  Grammar exercises  Call and Answer Questions  Class Discussions.  KWL Chart | Students will study various forms of totalitarian government and how they relate to the concepts of “1984.”  In class reading. |
| 1. What is propaganda? |  | Journal Reflection  Vocabulary  Class notes  Grammar exercises  Call and Answer Questions  Class Discussions.  KWL Chart  DBQ | Students will view advertisements and deconstruct print ads to identify various types of propaganda techniques they view on a daily basis.  In class reading. |
| 1. Who are the proletariat? |  | Journal Reflection  Vocabulary  Class notes  Grammar exercises  Call and Answer Questions  Class Discussions.  KWL Chart | Students will read articles about the world’s poor and complete writing assignments regarding the text.  In class reading. |
| 1. Why do people buy into government systems? |  | Journal Reflection  Vocabulary  Class notes  Grammar exercises  Call and Answer Questions  Class Discussions  KWL Chart | Students will take note from lecture.  In class reading. |
| 1. Who controls the present? |  | Journal Reflection  Vocabulary  Class notes  Grammar exercises  Call and Answer Questions  Class Discussions  KWL Chart  Text Message Assignment | Students will watch and respond to the video, “Testify” by Rage Against the Machine.  In class reading. |
| 1. What is Orwell talking about? |  | Film screening  Film notes  Focus and Attention | Students will begin the film, “1984.” |
| 1. Was Orwell writing about the future, past, or present? |  | Film screening  Film notes  Focus and Attention | Students will complete the film, “1984.” |
| 1. Why is this book still relevant today? |  | Research  Presentation preparation  Final Presentation |  |
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