**Native American Community Academy UbD 2.0**

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| **Stage 1 Desired Results** *What are your unit objectives and outcomes?* | | |
| BIG IDEAS  Civil War and Reconstruction  This quarter, students will research the  They will also read and view supplemental materials that relate to the greater messages of the historical era 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 history. * 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.  9-12 Benchmark 1-B.  United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction  1. Analyze the impact and changes that reconstruction had on the historical, political and social development of the United  States;  2. Analyze the transformation of the American economy and the changing social and political conditions in the United States  in response to the industrial  revolution, including:  a.innovations in technology, evolution of marketing techniques, changes to the standard of living and the rise of consumer culture;  b.rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie);  c.development of monopolies and their impact on economic and  political policies (e.g., laissez-faire economics, trusts, trust busting);  d.  growth of cities (e.g., influx of immigrants, rural-to-urban  migrations, racial and ethnic conflicts that resulted);  e.  efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, strike breakers);  f.  rise and effect of reform movements (e.g., Populists  , William Jennings Bryan, Jane Addams, muckrakers);  g.  conservation of natural resources (e.g., th  e Grand Canyon, Yellowstone, An  asazi ruins at Mesa Verde, Colorado, National Reclama  tion Act of 1902);  h.  progressive reforms (e.g., the national income tax, di  rect election of senators, women’s suffrage, prohibition); | | |

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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)  Multiple choice  Presentation:  Students will research and present one topic(Civil War, Reconstruction, Jim Crow South, Indian Relocation Act, etc)  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 led to the Civil War? |  | Journal Reflection  Vocabulary  Class notes  Grammar exercises  Call and Answer Questions  Class Discussions. | Reading aloud.  More time for assignment completion.  Audiobook. | Students will read articles describing life leading up to the Civil War.  In class reading. |
| 1. Who were the key players? |  | Journal Reflection  Vocabulary  Class notes  Grammar exercises  Call and Answer Questions  Class Discussions. | Students will research individuals who played important roles during the Civil War. |
| 1. What were the major battles and events? |  | Journal Reflection  Vocabulary  Class notes  Grammar exercises  Call and Answer Questions  Class Discussions.  DBQ | Students will research key battles and events of the civil war.  In class reading. |
| 1. Who won? |  | Journal Reflection  Vocabulary  Class notes  Grammar exercises  Call and Answer Questions  Class Discussions. | Students will research the events leading up to the end of the Civil War.  In class reading. |
| 1. Lincoln’s assassination an inside job? |  | Journal Reflection  Vocabulary  Class notes  Grammar exercises  Call and Answer Questions  Class Discussions | Students will research the details of President Lincon’s assassination.  Film: Lincoln |
| 1. But did the South Win? |  | Journal Reflection  Vocabulary  Class notes  Grammar exercises  Call and Answer Questions  Class Discussions  Text Message Assignment | Students will research the reconstruction era and the rise of Jim Crow Laws. |
| 1. What was the aftermath of the Civil War? |  | Film screening  Film notes  Focus and Attention | Students will begin the film, “Beloved.” |
| 8. What was the aftermath. . . continued. |  | Research  Presentation preparation  Final Presentation | Students will complete the film, “Beloved.” |
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