**NACA Yearlong UbD Template**

**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).**  [**CCSS.ELA-LITERACY.RH.6-8.1**](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)**a-e**  **Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.**  [**CCSS.ELA-LITERACY.RH.6-8.1**](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) **a-f**  **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.**  [**CCSS.ELA-LITERACY.RH.6-8.1**](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)  **Cite specific textual evidence to support analysis of primary and secondary sources.**  [**CCSS.ELA-LITERACY.RH.6-8.2**](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/)  **Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**  [**CCSS.ELA-LITERACY.RH.6-8.3**](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/)  **Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).**  [**CCSS.ELA-LITERACY.RH.6-8.4**](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/)  **Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies**  [**CCSS.ELA-LITERACY.RH.6-8.7**](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/)  **Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.**  [**CCSS.ELA-LITERACY.RH.6-8.8**](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/)  **Distinguish among fact, opinion, and reasoned judgment in a text.**  **INDIGENOUS STANDARD 1: EMPOWERMENT STANDARDS**    ***Empowerment* is giving NACA students the cultural foundation and proper tools to move forward feeling confident. This empowerment is built upon the power of legacy, not victimization.**    **Standard 1a: Empowerment is built upon the power of indigenous legacy, not victimization.**  **Standard 1b: Empowerment is a personal choice.**  **Standard 1c: Empowerment is a community choice.**  **Standard 1d: Empowerment is an indigenous value.**  **Standard 1e: Empowerment is confidence.**  **Standard 1f: Empowerment is the power to listen first.**  **Standard 1g: Empowerment is intentional thoughts, voice and action.**  **Standard 1h: Empowerment is recognizing and valuing indigenous strength.**  **Standard 1i: Empowerment is speaking truth to power.**  **Standard 1j: Empowerment is knowing your story and your people’s story, through the perspective of one’s community.**  **Standard 1k: Empowerment is a daily task of critique, reflection and improvement.**    **INDIGENOUS STANDARD 2: SELF-IDENTITY STANDARDS**    ***Self Identity* is the foundation of one’s strength, and the foundation of the individual’s contribution to community.**  **Standard 2a: The development of self-identity is based on explorations of core values, personal history.**  **Standard 2b: The development of self-identity must be free from external influence.**  **NDIGENOUS STANDARD 3: HOLISTIC RELATIONSHIPS**    ***Holistic Relationships* are the connections between all things, and a responsibility to yourself and everything around you.**  **Standard 3a: Holistic relationships are inclusive of everything, both animate and inanimate.**  **Standard 3b Holistic relationships stem from our core values and communities.**  **Standard 3c: Holistic relationships are learned from lived experiences.**  **Standard 3d: Holistic relationships are vital to the sustainability of our families and Indigenous communities.**  **Standard 3e: Holistic relationships are important to the development of future generations.**  **Standard 3f: Holistic relationships provide personal balance.**  **Standard 3g: Holistic relationships are important to understand the connection we have with nature.**  **Standard 3h: Holistic relationships serve as the foundation of health and wellness.**  **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).**  **Reading Standards for Literature 6–12**  **Key Ideas and Details**  **1.** **Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**  **2.** **Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**  **Craft and Structure**  **4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.**  **5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**  **Integration of Knowledge and Ideas**  **eive when they listen or watch.**  **7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive**  **Writing Standards 6–12**  **Research to Build and Present Knowledge**  **9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).**  **and Listening Standards 6–Speaking 12**  **Comprehension and Collaboration**  **1.** **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives.**  **5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).** | | | |
| Other than the big ideas explicitly in the standards you chose, what big ideas might frame this yearlong curriculum?   1. 7 Cultural Universals applied to Civilizations 2. Writing is a key function that sustains history 3. Learning about history allows us to celebrate our cultural identity 4. Understanding the histories of political power and social structures enables individual and collective empowerment | | | |
| CHOSEN BIG IDEAS(S): | ***Transfer*** | | |
| *I want my students to comprehend text in meaningful ways so that in the long-run, on their own, they will be able to assert their opinions regarding culture* | | |
| ***Meaning*** | | |
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| UNDERSTANDINGS  *Students will understand that…*  *"Reading, research, writing, and presenting our findings are essential skills that allow us to understand the history of our world and its people."*  *“It is necessary to view history through an indigenous perspective in order to gain the whole truths of the past, present, and future.”* | | ESSENTIAL QUESTIONS  *“How do effective writers express themselves?”*  *"How does learning about history help us become empowered and learn about our ourselves and our indigenous past, present, and future?"* |
| ***Acquisition*** | | |
| *Students will know…*  **Unit 1:** *History Alive! Geography around the World! National Geographic Kids PDF Articles, Writing Textbook, Rethinking Columbus:* Learn, identify, synthesize and apply the 7 Cultural Universals that define what a civilization is. This is through the lens of social studies, history, language arts and supported by Anthropology, Ethnography and other Social Sciences  **Unit 2:** Cultural Identity, Preservation of Culture, Language and Tradition in Comparison/Contrast with other civilizations throughout the historical world. Students will move beyond pre-history (before written language) to written and archived history through the study of artifacts.  Argument and persuasive  Author’s point of view  Map Reading/Making (Cartography)  **Unit 3:** the advent of technology was a key factor in the flourishing sister civilizations of Egypt and Kush in the continent of Africa. Technology allowed the population of people to flourish and trading between other continents/civilizations became a main source of exchanging ideas and cultural knowledge.  **Unit 4:** due to colonial influence by neighboring powerful civilizations India became stratified and a caste (social structure) system was put into place. This caste system is also influenced by the dominant ancient religion of Hindu and then promoted by Buddhism and Christianity. Explore various religious practices such as the Festival of Lights and Holi Festival of Colors.  **Unit 5:** AncientGreece and Rome were neighboring civilizations that shared many governmental structure. They also differed in social structure which affected their lifestyles. Students will specifically draw upon the similarities and difference between the Spartan civilization and those of the Athenians. | | *Students will be skilled at…*  **Unit 1**: Be able to annotate and analyze readings that support Big Ideas and EUs. Work at creating informed opinions and then supporting opinions through discussion based class exercises and writing samples.  Use textual evidence to justifying opinion  Analyze author’s intent and bias  Articulate and paraphrase reading  Map Reading/Making (cartography)  Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies  **Unit 2:** Analyze the Cultural Universals found within  ancient civilizations  Identify civilizations by applying the 7 Cultural Universals  Compare and Contrast ancient and modern civilizations through writing, discussion, and group activities  Reading/Making (cartography)  **Unit 2:** Textual evidence  Objective summary  Analysis  Sequence  Structure  Map Reading/Making (cartography)  **Unit 3:** Research paper  Selecting appropriate research sources  Citing Information  **Unit 5:** Research paper  Selecting appropriate research sources  Citing Information  Presenting Comparative and Contrasting Information |
| **Stage 2 - Evidence** | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | |
| Standards-based A+ Rubric in Student-friendly Language   |  |  |  | | --- | --- | --- | | Performance Assessment [**CCSS.ELA-LITERACY.RH.6-8.1**](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)  **through**  [**CCSS.ELA-LITERACY.RH.6-8.8**](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/)  **Distinguish among fact, opinion, and reasoned judgment in a text** | Complete | Needs Revision | | *Student can use relevant, accurate information to support a claim. They will do so through meaningful classroom discussion and writing samples. Writing samples are assessments, graded work by teacher, and feedback for student to use for revision and ultimately final drafts of classwork and homework assignments. Humanities content will also be aligned with Indigenous Core Standards that are applied through weekly Quick Writes and Performance Task and/or project based learning.*  **Students were able to identify and use domain-specific vocabulary within their writing prompts and exercises**  **Students were able to annotate texts for close reading strategies**  **Students were able to follow proofreading marks to write additional drafts that ultimately clarified their claims**  **As a whole students were able to sustain teacher guided higher level and analytical discussion within classroom** |  |  | |  |  |  | |  |  |  | |  |  |  | | | PERFORMANCE TASK(S):    What (cognitive verb + big idea):  Students will identify the 7 Cultural Universals  Students will assess the impact of such historical definitions on their own cultures  Students will define key concepts and vocabulary in Humanities (social studies and language arts)  Why (copied and pasted EUs from Stage 1):   1. EU: Learning about history allows us to learn about yourself. 2. EU: Cultural Universals are present in all past and present civilizations. 3. EU: The way we understand history can change as new evidence and artifacts are uncovered. 4. EU: Reading, research, and writing are essential skills that allow us to understand our world   How (GRASPS, written to and for students):  **Goal: To actively engage as a student in the classroom and community setting of NACA is to embody the NACA Core Values: Respect, Responsibility, Community Service, Culture, Perseverance, and Reflection. This means that your goal as a 6th grader is to develop your critical and analytical skills framed through a historical perspective. You will learn and practice close reading strategies and accrue skills that allow for synthesizing information in order to write grade-level essays (Informative, Persuasive, Expository, Narrative, etc.). Additionally, you will articulate creativity through poetic and persona writing. This will enable you to explore and express individual and collective cultural identity. You will participate in an indigenous culturally-based curriculum that works to sustain Native perspective, learning, and knowledge.**  **Role: You are a Native American Community Academy incoming student who will become familiar with NACA expectations, community involvement, and indigenous core values.**  **Audience: Your audience consists of your NACA teachers, classmates, various staff, family members, community members, and the world-at-large.**  **Situation: You are currently shifting from elementary education to a NACA middle school environment whereas you will experience and incorporate wellness, healthy life practices, academic excellence and community service.**  **Product, Performance, and Purpose: Students will draft a Persuasive Essay that they will present in a public arena (i.e. classroom or schoolwide debate, NACA Community Presentation, SLCs, Humanities Night and/or Student Led Demos**  **Standards and Criteria for Success:**  **CCSs Reading Informations Texts**  **CCSS Writing and Language**  **CCSS Speaking and Listening**  **CCSS Language** | |
| <type here> | | OTHER EVIDENCE: | |
| |  | | --- | | **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   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 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. Prehistory is a time before written language | How does learning about history help us learn about yourself? | **INDIGENOUS STANDARD 2: SELF-IDENTITY STANDARDS**    ***Self Identity* is the foundation of one’s strength, and the foundation of the individual’s contribution to community.**  **Standard 2a: The development of self-identity is based on explorations of core values, personal history.**  **Standard 2b: The development of self-identity must be free from external influence.**  **Reading Standards for Literature 6–12**  **Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive** | Introduction of NACA Annotation and Proofreading Guides  Practicing Paraphrasing and Writing Summaries  Article reading and summaries detailing how we define prehistory and how paleolithic people formed civilizations through agriculture.  Reading from, “Before Columbus” and “History Alive.”  Neolithic, Paleolithic, Migration Patterns of ancient people, Hunting/Gathering, Agriculture, Cave Drawings/Petroglyphs  **Unit EU - Culture is not the same as civilization.** | 7 weeks | | 2. The birth of human civilizations began with agriculture.Ancient Sumerians developed the first known written language and were able to archive and share knowledge | Why are the Cultural Universals necessary to identify a civilization? | [CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) a-f  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. | Final Assessment: Write an expository mini- essay about Sumerian Cuneform Tablets and the rise of written language in early civilizations. Compare and contrast with code-switching and preservation of languages. This is a salt-dough project and accompanied writing task. Students will document process and take photos and place on their ongoing year-long Weebly Websites.  Reading from, “Before Columbus” and “History Alive.”  **Unit EU - Cultural Universals are present in all past and present civilizations.** | 7 weeks | | 3. The rise of Egyptian technology and trade. Geography was a major factor in the early human settlement. | How does geography affect human settlement? | Writing Standards 6–12  Research to Build and Present Knowledge  9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). | Research based Egyptian God or Goddess - includes Internet Scavenger Hunt, Fact Finding Reading, utilizing annotation for close-reading strategies and summarizing in order to find evidence to develop strong thesis statement and support claims within final mini-essay. Students will also sketch research-based god or goddess. Student will present work to classmates following a public speaking rubric. Students will document process and take photos and place on their ongoing year-long Weebly Websites.  **Unit EU - The way we understand history can change as new evidence and artifacts are uncovered.** | 7 weeks | | 4. India, Hinduism, and Buddhism. Social caste and religion as a foundation for social structure. | Why am I writing? For whom? | [**CCSS.ELA-LITERACY.RH.6-8.1**](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) **a-f**  **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.** | India Unit Vocabulary Bee: Students will work within small groups to prepare a classroom Spelling/Vocabulary Bee that includes an accompanying specific domain-based vocabulary five-paragraph essay (including 8 Key Physical Features of India, the rise of Hinduism, Buddhism and the Caste System)  **Unit EU - Colonialism has greatly changed the course of Hindu and Buddhist civilizations within India.** | 7 weeks | | 5. Greece and Rome: A comparative and contrasting approach to government | What do good readers do, especially when they don't comprehend a text? | [CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)a-e  Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. | Mock Debate and Election : Students will have researched four different types of government of Ancient Greece and Rome (oligarchy, tyranny, monarchy, and democracy). There is a writing component (weekly summary) and a classroom review of close reading strategies. Students will plan and implement a mock debate and election based on a real-world issue. Additionally they will canvass the school (staff, teachers, and classmates) and collect data by survey.  **Unit EU -**  **Reading, research, and writing are essential skills that allow us to understand our world** | 7 weeks | |  |  |  |  |  | |  |  |  |  |  | | | | |