**NACA Yearlong UbD for \_8th Grade Humanities\_\_\_\_ 2015-2016**

**UbD Curriculum Template 2.0
Designer: Mikki Carroll Date: May 28, 2015**

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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 Cite specific textual evidence to support analysis of primary and secondary sources.****CCSS.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 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).****Craft and Structure****CCSS.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.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).****CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).****Integration of Knowledge and Ideas****CCSS.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 Distinguish among fact, opinion, and reasoned judgment in a text.****CCSS.ELA-Literacy.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.****Range of Reading and Level of Text Complexity****CCSS.ELA-Literacy.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.****English Language Arts Standards » Writing » Grade 6-8****Text Types and Purposes****CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on discipline-specific content.****CCSS.ELA-Literacy.WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.****CCSS.ELA-Literacy.WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.****CCSS.ELA-Literacy.WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.****CCSS.ELA-Literacy.WHST.6-8.1d Establish and maintain a formal style.****CCSS.ELA-Literacy.WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.****CCSS.ELA-Literacy.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.****CCSS.ELA-Literacy.WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.****CCSS.ELA-Literacy.WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.****CCSS.ELA-Literacy.WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.****CCSS.ELA-Literacy.WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.****CCSS.ELA-Literacy.WHST.6-8.2e Establish and maintain a formal style and objective tone.****CCSS.ELA-Literacy.WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.****(See note; not applicable as a separate requirement)****Production and Distribution of Writing****CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.****CCSS.ELA-Literacy.WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.****CCSS.ELA-Literacy.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.****Research to Build and Present Knowledge****CCSS.ELA-Literacy.WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.****CCSS.ELA-Literacy.WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.****CCSS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.****Range of Writing****CCSS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.****English Language Arts Standards » Reading: Informational Text » Grade 8****Key Ideas and Details****CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.****CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.****CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).****Craft and Structure****CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.****CCSS.ELA-Literacy.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.****CCSS.ELA-Literacy.RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.****Integration of Knowledge and Ideas****CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.****CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.****CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.****Range of Reading and Level of Text Complexity****•** **English Language Arts Standards » Speaking & Listening » Grade 8****Comprehension and Collaboration****CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.****CCSS.ELA-Literacy.SL.8.1c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.****CCSS.ELA-Literacy.SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.****CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.****CCSS.ELA-Literacy.SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.****Presentation of Knowledge and Ideas****CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.****CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.****English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language****Conventions of Standard English****CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.****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.****INDIGENOUS 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.** |
| Other than the big ideas explicitly in the standards you chose, what big ideas might frame this yearlong curriculum?1. civic competence-citizenship (indigenous and western)
2. intellectual processes-rigor, purpose, analytic, problem solving
3. democratic holistic dispositions -informed and reasoned decision-making
4. Participating and sustaining diversity and inter-related relationships
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| CHOSEN BIG IDEAS(S):1. Inference2. Change3. Power4. Civic Ideals | ***Transfer*** |
| *I want my students to analyze historical contexts, so that in the long-run, on their own…*The acquired knowledge, intellectual processes, and democratic holistic dispositions require students to be active and engaged participants in tribal and public life with the primary purpose to make informed and reasonable decisions to empower the human experience as Native youth within their tribal communities and dominant society as change agents.   |
| ***Meaning*** |
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| ENDURING UNDERSTANDINGS *Students will understand that…*History is thepromotionof civic competence -the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in tribal and public life. **“...our work should illuminate the essential connections among social studies learning, democratic values, and positive citizenship”-Michael Hartoonian****“We must preserve the hallmarks of solid social studies instruction so that students will gain the requisite knowledge, skills, and habits of mind to “do social studies” everyday , as we prepare them for college, careers and citizenship in our ever-changing interdependent global society.”-Steven Goldberg** | ESSENTIAL QUESTIONS Overarching Question: What is your truth?UNIT 1: How can inference be used as a tool to understand human patterns of change?UNIT 2: How can change shape a nation?UNIT 3: What is power, and under what circumstances is the exercise of power acceptable?UNIT 4: What are civic ideals and practices, and why are they important to a nation? |
| ***Acquisition*** |
| *Students will know…* * Unit 1: Environmental interdependence among Native American cultural groups located in the United States
* Unit 2: The underlying causes of events to become an independent nation resulting in changes between social classes, different ideas, and mindsets among competing groups.
* Unit 3: The different power influences on the manner in which the Constitutional government was created as a fundamental structure
* Unit 4: Important documents that articulate civic ideals that have served as milestones in the development of democratic ideals.
 | *Students will be skilled at…* * Unit 1: Identify key social, economic and cultural characteristics of populations in the US as they expand their knowledge of diverse peoples and places through geographic locations and terminology within the US.
* Unit 2: Explain the ideological changes that led to the American Revolution.
* Unit 3:Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations as it relates to power structures.

 * Unit 4: Analyze and evaluate the effectiveness of various forms of civic action influencing public policy decisions that address the realization of civic ideals
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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.*  |  |  |
| **CCSS.ELA-Literacy.RH.6-8.2** *I can 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.6-8.9** *I can analyze the relationship between a primary and secondary source on the same topic.* |  |  |
| **CCSS.ELA-Literacy.RH.6-8.8**  *I can distinguish among fact, opinion, and reasoned judgment in a text.* |  |  |

 | PERFORMANCE TASK(S):  What (cognitive verb + big idea): AnalyzeWhy (copied and pasted EUs from Stage 1):* The causes, patterns and effects on human population affect human settlement, migration, differing roles of population centers in a society and investigate the impact on human activities on the environment.
* The underlying causes of events in the struggle to become an independent nation change between social classes, different ideas, and mindsets among competing groups.
* The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.
* Civic Values are the basic freedoms and rights, and the institutions and practices that support shared democratic principles, are foundations of a democratic republic.

How (GRASPS, written to and for students):**Goal:** Civic competence is the commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world. **Role:** “To be the change you want to see in this world” as change agents for their community, nation and world.**Audience:** community, school, teachers, parents, peers, tribal leaders, local leaders **Situation:** Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a tribal, local, national, and global communities. **Product, Performance, and Purpose:** Students are expected to demonstrate the skills and intellectual processes with each unit of study and show their understanding through specific products that the teacher will assign (see formative and summative assessments)**Standards and Criteria for Success:** *Unit 1*: Summative Assessment : Checklist, Group Checklist, Action Plan for Project, Evaluation form for Oral Presentation, Rubric for Writing components, Rubric for Museum Display, Writing Assessment #1, Formative Assessment: Dry Erase Board (DEB), Quickwrite/Quickdraw (QW, QD), Write About (WA), S-O-S Summary, 3-2-1 Summarize, Factstorming (FS), Picture Note Making (PNM), Snapshot Book (SB), Venn Diagram (VD)*Unit 2*: Summative Assessment: Research paper, Writing Assessment # 2, Formative Assessment: Quickwrites,Exit ticket, Daily Visual Classroom, Graphic Organizer, 321 Summarize, Mini Essay, Jane Schaffer, Four Square*Unit 3:* Summative Assessment: Mini-Essay using Jane Schaffer and Four Square strategies Formative Assessment: Entrance and exit tickets to check for understanding, Cold call, Label and Map, Experiential Activity (Capture the Flag), Frayers Model, Chapter Tests, 3,2,1 Summarize, KWL, Cornell Notes*Unit 4:* Summative Assessment: Policy development and presentation, Debate, Action Plan for Project, Evaluation form for Oral Presentation, Rubric for Writing components, Writing Assessment #4 Formative Assessment: Quickwrite/Quickdraw (QW, QD), Write About (WA), S-O-S Summary, 3-2-1 Summarize, Factstorming (FS) |
| <type here> | OTHER EVIDENCE:Formative evidence:Unit 1-* Summaries and reflection: Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content specific language( DEB, QW, WA, SOS ,321)
* Lists, Charts, and Graphic Organizers: Students will organize information, make connections, and note relationships through the use of various graphic organizers (VD, 4s, JS)
* Visual Representation of Information: Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information later on.(QD, PNM, SB, UC)
* Collaborative Activities: Students will have the opportunity to communicate with others to develop and demonstrate their understanding of concepts.(MOJ, MTP, FS, CB, TPS)

Unit 2-* Students will create a wall graphic organizer called “Leading to the American Revolution Tiered
* American Revolution (Result of change)
* Battle (Commitment to change)
* Taxation (Sign of change & conflict)
* Parent/Child Relationship vs. American & Britian’s Relationship
* 3 Colonies-New England, Middle, Southern/ Similarities & Primary Differences(Economy, Religion, Geography, Climate, Natural resources)

Unit 3-* entrance/ exit tickets
* constructing of a series of maps depicting significant battle of the revolution
* experiential activity: capture the flag demonstrating strategies of war
* examining primary documents by producing a graphic presentation
* writing paragraphs that describe relationships between citizens and the government
* retelling a story that relates to how we have our freedom today
* analyzing a political cartoon

debating on individual rightsUnit 4-* Daily exit journals to check in for understanding and comprehension that will allow for flexibility to change or include mini-lessons along the unit.
* Weekly vocabulary words to be included in quick-writes for the week.
* Weekly homework that relates to TEU and TEQ.

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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. Inference | How can inference be used as a tool to understand human patterns of change? | Common Core Standards:RL 8.1,8.5, 8.9 RI 8.1,2,3 8.7W SL8.1,.2, 8.2C,8.4 8.1 8.1C, 8.1D,8.1A, 8.2B, D 8.3 8.2 8.58.7, 8.1C,8.1B,8.1C 8.1D, 8.3A,8.3B,8.3D,8.58.6 RH8.3,8.5,7,8,9, 10 Indigenous Standards: Standard 1a-1k, 3a-3k  | The final presentation project students will create a tribal community by developing the social, economic and cultural characteristics of a fictitious tribe as a museum display. Students will make decisions on the name of their tribe, habitat, time period,reasons for migration, settlement and demographics of their people. Students will also develop the cultural aspect of their tribe to include but not limited to family structure, power structure, education, language, religions, folklore, rites of passage, defense and protection .Students will decide what type of artifact to create for their museum display for example designing clothes, making map of their migration, invention of a tool, or designing a home. | 8-9 week Unit |
| 2. Change | What changes reveal the truth of a new nation? | Common Core:RH.6-8.1 though RH 6-10.1WHST.6-8.1 through WHST 6-8-1eWHST.6-8.2 through WHST 6-8-2fWHST.6-8.4 through WHST 6-8-6 **Indigenous Standards**:Standard 2a, b | American Revolution Research paper (describing the causes that led up to the revolution with cited evidence) and Pecha Kucha presentation of their final research paper   | 8-9 Week Unit |
| 3. Power | What is power, and under what circumstances is the exercise of power acceptable? | Common Core:RH.6-8.3, RH.6-8.4, .RH.6-8.5, RH.6-8.7 RH.6-8.8 WHST.6-8.1a WHST.6-8.1b WHST.6-8.4 RI.8.6 SL.8.1 CCRA.L.1 CCRA.L.2 **Indigenous Standards:**Standards 1a-1k | Each student will write an editorial explaining the pros and cons of a current US policy, providing descriptions and experiences drawn from the examples of news articles and defend a position related to a policy. (Immigration policy, healthcare policy, educational policy etc…) | 8-9 Week Unit |
| 4. Civic Ideals | What are civic ideals and practices, and why are they important to a nation? | Common Core:RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.8, RH.6-8.9,WHST.6-8.1 WHST.6-8.1a,b,c WHST.6-8.6,7,8,9 RI.8.1,2,3 **Indigenous Standards:**Standards 2a,b, 3a-3k | Students will prepare a policy paper and/or action plan to address a local public issue or problem in the school or community and present and defend it in a mock trial citing evidence from Constitution or Bill of Rights.  | 8-9 Week Unit |
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