**NACA Yearlong UbD Template for Indigenous Languages**

[**Feedback Form**](https://docs.google.com/forms/d/1VRDqts0Fp06uGUzMyQjcS1V5sEeJ3Cw1zCDgFodguOs/viewform?usp=send_form)

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| Designer: | School Year: | |
| Content Area: | Grade-level: | |

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| Stage 1 - Desired Results | |
| Yearlong Big Idea: | |
| Yearlong EQs (based on yearlong Big Idea): | Yearlong Enduring Understandings (based on yearlong Big Idea): |
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| Priority Knowledge (What is the most essential knowledge for students to take away from this year’s teaching and learning?): | Priority Skills: (What are the most essential skills for students to take away from this year’s teaching and learning?) (make sure your cognitive verbs are considerate) |

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| Stage 2 - Assessment Evidence | |
| **Transfer Statement** I want my students to learn to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so that in the long-run, on their own, they will be able to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | |
| **Yearlong Summative Assessment/Demonstration Rubric**   |  | | --- | | **Measurable Criteria** | | *Ex. CCSS.ELA-LITERACY.W.8.1.B*  *I can use relevant, accurate information to support a claim.* | |  | | **Summative Assessment (to culminate the year)** |

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| Stage 3 - Curriculum Map for Indigenous Languages | | | |

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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?** |
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| **CCSS -** [**www.corestandards.org**](http://www.corestandards.org) | |
| Core Standards: | |
| Core Standards: | |