**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).**  **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.**  NM State Standards and Benchmarks  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); | | | |
| Other than the big ideas explicitly in the standards you chose, what big ideas might frame this yearlong curriculum?   1. Reconstruction is an era of US History that affects the present day. 2. Primary sources are necessary for accurate historical information. 3. WWI - The Cold War era politics have affected present day global politics. 4. 1980s economic and foreign policy created the current global state of affairs. | | | |
| CHOSEN BIG IDEAS(S):  Reconstruction is an era of US History that affects the present day.  Primary sources are necessary for accurate historical information.  WWI - The Cold War era politics have affected present day global politics.  1980s economic and foreign policy created the current global state of affairs. | ***Transfer*** | | |
| *I want my students to form evidence-based opinions and defend them well so that they might be successful in college.* | | |
| ***Meaning*** | | |
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| 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   * How has American History been (mis)represented? * In what ways do historical events affect me? * Which historical events have had lasting consequences? |
| ***Acquisition*** | | |
| *Students will know…*   * Unit 1: SWK the definitions of the following US Historical vocabulary terms: Reconstruction, Emancipation, Jim Crow, Black Codes, Amendment, Secession, Supremacy Clause. * Unit 2: SWK the following US Historical Events: Lee’s Surrender, Lincoln’s assassination, Lessez Faire, Great Depression, Dust Bowl, Lusitania sinking, Fascism, WWI, & WWII. * Unit 3: SWK the lasting effects of Cold War economic and foreign policy on the world we live in today. | | *Students will be skilled at…*   * Unit 1: SW Identify key US History Terms * Unit 2: SW cite and understand historical events from the reconstruction era through the great wars. * SW Distinguish the relationship between 1980s economic and foreign policy with current political events. |
| **Stage 2 - Evidence** | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | |
| Standards-based A+ Rubric in Stude  ly Language   |  |  |  | | --- | --- | --- | | Performance Assessment  **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.**  Student used vocabulary acquisition strategies to deconstruct “People’s History of the United States.”  Student used analytical skills to argue varying viewpoints of history,, create opinions, and defend them in discussion & critical writing.  Student used critical analysis to determine their personal opinions of US Historical events. | Complete | Needs Revision | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | PERFORMANCE TASK  What (cognitive verb + big idea):  Students will define US Historical vocabulary terms.  Students will assess major historical event from the 1860s-1980s.  Students will evaluate effects of 1980s economic and foreign policy on current events.  Why (copied and pasted EUs from Stage 1):   * 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.   How (GRASPS, written to and for students):  **Goal:** American History is sometimes complicated and confusing. The goal of this class is to ensure that you understand you significant historical events and their lasting impacts of American Society.  **Role:** As an American Citizen, it is your duty to yourself and your community to develop your own, well-informed opinion of American History.  **Audience:** Your audience: your classmates, your teachers, your city councilperson, your congresswoman.  **Situation:** Mr. Flores’s classroom.  **Product, Performance, and Purpose:** Students will pass the PED End of Course Exam.  **Standards and Criteria for Success:**   * CCSS Reading Informational 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? | | Reconstruction is an era of US History that affects the present day. | * What were the initial intentions of reconstruction? | [CCSS.ELA-LITERACY.RI.11-12.1](http://www.corestandards.org/ELA-Literacy/RI/11-12/1/) through [CCSS.ELA-LITERACY.RI.11-12.9](http://www.corestandards.org/ELA-Literacy/RI/11-12/9/)  (READING: INFORMATIONAL TEXTS)  [CCSS.ELA-LITERACY.L.11-12.1](http://www.corestandards.org/ELA-Literacy/L/11-12/1/) through [CCSS.ELA-LITERACY.L.11-12.6](http://www.corestandards.org/ELA-Literacy/L/11-12/6/)  (LANGUAGE CONVENTIONS) | Multiple choice and short answer test on the details of the Civil War/Reconstruction-1920s. | 9 weeks | | WWI - The Cold War era politics have affected present day global politics. | * What led to the Great Depression, Great Wars, and Containment? | [CCSS.ELA-LITERACY.RI.11-12.1](http://www.corestandards.org/ELA-Literacy/RI/11-12/1/)through [CCSS.ELA-LITERACY.RI.11-12.9](http://www.corestandards.org/ELA-Literacy/RI/11-12/9/)  (READING: INFORMATIONAL TEXTS)  AND  [CCSS.ELA-LITERACY.L.11-12.1](http://www.corestandards.org/ELA-Literacy/L/11-12/1/) through [CCSS.ELA-LITERACY.L.11-12.6](http://www.corestandards.org/ELA-Literacy/L/11-12/6/)  (LANGUAGE CONVENTIONS)  AND  [CCSS.ELA-LITERACY.W.11-12.1](http://www.corestandards.org/ELA-Literacy/W/11-12/1/) through [CCSS.ELA-LITERACY.W.11-12.3.B](http://www.corestandards.org/ELA-Literacy/W/11-12/3/b/)  (WRITING) | Multiple choice and short answer test on the details of the events from the Gilded Age through the 1950s. | 9 weeks | | 1980s economic and foreign policy created the current global state of affairs. | * How did the Cold War have lasting effects on the modern world? | [CCSS.ELA-LITERACY.RI.11-12.1](http://www.corestandards.org/ELA-Literacy/RI/11-12/1/)through [CCSS.ELA-LITERACY.RI.11-12.9](http://www.corestandards.org/ELA-Literacy/RI/11-12/9/)  (READING: INFORMATIONAL TEXTS)  AND  [CCSS.ELA-LITERACY.L.11-12.1](http://www.corestandards.org/ELA-Literacy/L/11-12/1/) through [CCSS.ELA-LITERACY.L.11-12.6](http://www.corestandards.org/ELA-Literacy/L/11-12/6/)  (LANGUAGE CONVENTIONS)  AND  [CCSS.ELA-LITERACY.W.11-12.1](http://www.corestandards.org/ELA-Literacy/W/11-12/1/) through [CCSS.ELA-LITERACY.W.11-12.3.B](http://www.corestandards.org/ELA-Literacy/W/11-12/3/b/)  (WRITING)  AND  [CCSS.ELA-LITERACY.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/) through [CCSS.ELA-LITERACY.SL.11-12.6](http://www.corestandards.org/ELA-Literacy/SL/11-12/6/)  (SPEAKING AND LISTENING) | Multiple choice and short answer test on the details of the the Cold War - 1980s. | 9 weeks | |  |  |  |  | 9 weeks | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | | | | |