**NACA Yearlong UbD Template**

**UbD Curriculum Template 2.0 - 9th grade Indigenous history  
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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).**  **9th Grade**  **compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures;**  **(b) analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include: land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal and federal government levels; role of water issues as they relate to development of industry, population growth, historical issues and current acequia systems/water organizations; urban development; role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects); unique role of New Mexico in the 21st century as a “minority majority” state;**  **(c) analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Navajo code talkers, New Mexico national guard, internment camps, Manhattan project, Bataan death march);**  **(d) analyze the impact of the arts, sciences and technology of New Mexico since World War II (e.g., artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high-tech industries, federal laboratories);** | | | |
| Other than the big ideas explicitly in the standards you chose, what big ideas might frame this yearlong curriculum?   1. Primary/Secondary Sources 2. Analysis 3. Land 4. Community 5. Leaders 6. Reflection 7. Culture 8. Discover 9. Identity | | | |
| CHOSEN BIG IDEAS(S):  **9th - The History of Turtle Island - Pre-contact to “Statehood”** | ***Transfer*** | | |
| ***9th grade***  *I want my students to \_explore and share their cultural identities\_\_so that in the long-run, on their own, they will be able to\_\_become a critical part to building Indigenous nations through various capacities\_\_* | | |
| ***Meaning*** | | |
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| UNDERSTANDINGS:  *The cultivation of all one’s senses through learning how to listen, observe, and experience holistically by creative exploration is highly valued.*  *The ability to use language through storytelling, oratory, and song is highly regarded by our NM tribes as a primary tool for teaching and learning.*  *Spoken or sung word expressed spirit and breath of life of the speaker, and thus considered sacred.*  *Learning about life through participation and relationship in community, including not only people, but plants, animals, and the whole of Nature.*  *Centring our concerns and world views and then coming to know and understand theory and research from our own perspectives and for our own purposes.*  *To have our stories heard, to have descriptions of ourselves validated, to have access to the domain within which we can control and define those images which are held up as reflections of our realities.*  Unit 1 The Apache, The Comanche, The Hopi, The Navajo, and the Pueblos  (August 17th - October 9th)  *Core Readings:*  *The Indian Rio Grande (Great River)*  *Core Readings:*  The Indian Rio  Core Readings:  Land   * Apache * Comanche * Hopi * Navajo   + The Four Sacred Mountains.   + (Water-named places) * Pueblos   Body   * Apache * Navajo * Pueblos   Religion   * Apache * Navajo * Pueblos   Culture   * Apache * Navajo   Unit 2 - Contact and Colonization  October 12th - November 20th  *Core Readings:*  *The Spanish Rio Grande (Great River)*  *Columbus, The Indians and Human Progress - Chapter 1(PHoUS)*  *Culture of Conquest - Chapter 2 (IPHoUS)*  *Cult of the Covenant - 3 (IPHoUS)*  Land  Body  Religion  Culture  Economics  Key words: Encomienda  Unit 3 - Euro-American Colonization  November 23rd - December 18th  *Core Readings:*  *Indian Removal and Warfare 126-27, 295, 524, 529-30 (PHoUS)*  *Treaties with 128-34, 136, 138 141-42, 144-45, 146, 526, 529 (PHoUS)*  *The Last of the Mohicans and Andrew Jackson’s White Republic*  *Sea to Shining Sea*  Land  Body  Religion  Culture  Economics  Unit 4 Slavery Without Submission, Emancipation Without Freedom (Slavery and the Civil War)  Land  Body  Religion  Culture  Economics  Unit 5 The Empire of The People (International Colonialism)  Land  Body  Religion  Culture  Economics | | ESSENTIAL QUESTIONS     * *What does effective listening, observing, and experiencing look like?* * *What is the breath of life?* * *How do we interact with our community around us?* * *Why should we view NM history through an indigenous perspective?* * *Why are our stories important to identity?* * *What are the realities of Indigenous peoples?* * *How can we maintain our culture, traditions, and identity wherever we go?* |
| ***Acquisition*** | | |
| *Students will know…*  *Having pride in the strength that allowed NM Pueblos and Tribes to endure years of hardship..*    *There is beauty in our NM history as indigenous peoples experiences...language, culture, traditions, and lifestyle.*  *As you learn about the past from your elders, you prepare for the present; and as you learn from the present, you prepare for your future.*  *Through understanding our indigenous identities we are able to claim on another, love one another, encourage one another, comfort one another, and relate to one another.*  *If you take care of the environment, the environment will take care of you.* | | *Students will be skilled at…*  *ELA: 9th Grade*  *Textual Evidence*  *Objective Summary*  *Analysis*  *Sequence*  *Figurative, Connotative and Technical Meaning*  *Structure*  *Argument*  *Rhetoric*  *Author’s Point of View*  *SS:* |
| **Stage 2 - Evidence** | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | |
| Standards-based A+ Rubric in Student-friendly Language   |  |  |  | | --- | --- | --- | | 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.* |  |  | |  |  |  | |  |  |  | |  |  |  |   Create an Indigenous Text Book | | PERFORMANCE TASK(S):    What (cognitive verb + big idea):  Why (copied and pasted EUs from Stage 1):  How (GRASPS, written to and for students):  **Goal: Analyze and Synthesize**  **Read Code Talker**  **Through the Green Glass**  **Trinity-Graphic Novel**  **Role:**  **You are in a Mock Trial ((NM History)) courtroom as a Judge, Lawyer, Jury, Prosecution, Defense on (environment/Religous).**  **10th Indigenous Issues in *US History***  **Audience: 9-10 students and teachers at**  **the Indian Pueblo Cultural Center**  **Situation: You are in**  **Product, Performance, and Purpose:**  **Standards and Criteria for Success:** | |
| <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?* |   \_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_ 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? | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | | | | |