**NACA Yearlong UbD Template**

**UbD Curriculum Template 2.0  
Designer:** Michelle Sprouse  **Date:** 5/7/2015

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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).**  *Reading*  [CCSS.ELA-LITERACY.RL.8.10](http://www.corestandards.org/ELA-Literacy/RL/8/10/)  By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.  [CCSS.ELA-LITERACY.RI.8.10](http://www.corestandards.org/ELA-Literacy/RI/8/10/)  By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.  *Writing*  [CCSS.ELA-LITERACY.W.8.2](http://www.corestandards.org/ELA-Literacy/W/8/2/)  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  [**CCSS.ELA-LITERACY.W.8.2.A**](http://www.corestandards.org/ELA-Literacy/W/8/2/a/)  **Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**  [CCSS.ELA-LITERACY.W.8.2.B](http://www.corestandards.org/ELA-Literacy/W/8/2/b/)  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  [CCSS.ELA-LITERACY.W.8.2.D](http://www.corestandards.org/ELA-Literacy/W/8/2/d/)  Use precise language and domain-specific vocabulary to inform about or explain the topic.  [CCSS.ELA-LITERACY.W.8.6](http://www.corestandards.org/ELA-Literacy/W/8/6/)  Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.  *Speaking and Listening*  [CCSS.ELA-LITERACY.SL.8.4](http://www.corestandards.org/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](http://www.corestandards.org/ELA-Literacy/SL/8/5/)  Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | | | |
| Other than the big ideas explicitly in the standards you chose, what big ideas might frame this yearlong curriculum?   1. Scholarship 2. Digital literacy | | | |
| CHOSEN BIG IDEAS(S):  Native Literature scholarship  Indigenous Heroes | ***Transfer*** | | |
| *I want my students to reflect on their scholarly activities, so that in the long-run, on their own, they will be able to set independent learning goals and participate in native literature studies at the college level.* | | |
| ***Meaning*** | | |
| UNDERSTANDINGS  *Students will understand that…*   * Native Literature scholars engage in an-ongoing cycle of reading, writing, collaboration, revision, and sharing to continually create new knowledge. * Technology, used with care, can enhance scholarship in Native Literature. * Indigenous heroes draw on their personal strengths and traditions to effect positive changes. | | ESSENTIAL QUESTIONS     * What does it mean to be a Native American Literature scholar? * How should technology be used to study Native Literature? * What are the characteristics of indigenous heroes? |
| ***Acquisition*** | | |
| *Students will know…*   * Unit 1:   + theme (universal life lesson)   + summary/paraphrase   + narrator, point of view   + annotation strategies   + narrative techniques: details, dialogue, plot sequence   + punctuating dialogue   + writing process   + narrative styles   + Campbell’s hero’s journey * Unit 2:   + suspense, dramatic irony   + flexible citation length: word, phrase, sentence, paraphrase   + characteristics of heroes   + analogies, metaphors, similes   + mini-essay structure and transitions * Unit 3:   + theme development   + figurative language   + tone and mood   + structure of a multi-paragraph essay   + presentation strategies * Unit 4:   + history of AIM   + UN Declaration of the Rights of Indigenous Peoples   + Interview process and strategies | | *Students will be able to:*   * Unit 1:   + describe the theme of a text using formal style   + effectively paraphrase and summarize a section of a text   + annotate texts (on paper, sticky notes, digitally)   + compare and contrast structure of two texts (single vs. multiple narrators, chronological/anachronic)   + evaluate the effectiveness of physical/digital annotation, reading, and writing   + participate in whole-class and digital collaborative discussions   + write a narrative that includes detailed descriptions, dialogue, and a logical plot sequence * Unit 2:   + analyze the POV of a literary text   + cite evidence of heroism from a text write a mini-essay with a strong thesis, evidence, and analysis   + compare and contrast film/text versions of *BMU*   + adapt a speech/presentation to a specific audience * Unit 3:   + read closely a paragraph of text   + recognize conflicting viewpoints   + ask questions to connect ideas   + write a multi-paragraph essay to connect themes across texts   + present arguments to a scholarly audience * Unit 4:   + Research modern indigenous heroes using online sources   + Draft interview questions   + Conduct a professional video interview   + Write an informative text based on interview |
| **Stage 2 - Evidence** | | | |
| **Evaluative Criteria** | | **Assessment Evidence** | |
| Standards-based A+ Rubric in Student-friendly Language   |  |  |  | | --- | --- | --- | | Performance Assessment Criteria and Standard Alignment | Complete | Needs Revision | | [CCSS.ELA-LITERACY.RL.8.10](http://www.corestandards.org/ELA-Literacy/RL/8/10/)  I can independently read and understand complex 8th grade literature independently. |  |  | | [CCSS.ELA-LITERACY.RI.8.10](http://www.corestandards.org/ELA-Literacy/RI/8/10/)  I can independently read and understand complex 8th grade literary nonfiction. |  |  | | [CCSS.ELA-LITERACY.W.8.2](http://www.corestandards.org/ELA-Literacy/W/8/2/)  I can select, organize, and analyze my portfolio entries. |  |  | | [**CCSS.ELA-LITERACY.W.8.2.A**](http://www.corestandards.org/ELA-Literacy/W/8/2/a/)  I can introduce my topic and preview the content in my portfolio. |  |  | | [**CCSS.ELA-LITERACY.W.8.2.A**](http://www.corestandards.org/ELA-Literacy/W/8/2/a/)  I can use headings, graphics, and multimedia to help my audience understand my content. |  |  | | [CCSS.ELA-LITERACY.W.8.2.B](http://www.corestandards.org/ELA-Literacy/W/8/2/b/)  I can develop my ideas with facts, definitions, details, quotations and examples. |  |  | | [CCSS.ELA-LITERACY.W.8.2.D](http://www.corestandards.org/ELA-Literacy/W/8/2/d/)  I can use literary and academic vocabulary to describe my content. |  |  | | [CCSS.ELA-LITERACY.W.8.6](http://www.corestandards.org/ELA-Literacy/W/8/6/)  I can use technology to produce, publish, and present my writing. |  |  | | [CCSS.ELA-LITERACY.W.8.6](http://www.corestandards.org/ELA-Literacy/W/8/6/)  I can use technology to collaborate with others. |  |  | | [CCSS.ELA-LITERACY.SL.8.4](http://www.corestandards.org/ELA-Literacy/SL/8/4/)  I can present my work in a focused, easy-to-follow way with evidence, reasoning, and details. |  |  | | [CCSS.ELA-LITERACY.SL.8.4](http://www.corestandards.org/ELA-Literacy/SL/8/4/)  I can present my work with good eye contact, a clear voice, and clear pronunciation. |  |  | | [CCSS.ELA-LITERACY.SL.8.5](http://www.corestandards.org/ELA-Literacy/SL/8/5/)  I can present my work using technology to clarify information, strengthen my argument, and add interest. |  |  | | | PERFORMANCE TASK(S):    What (cognitive verb + big idea):   * Create a portfolio to assess and reflect on learning and growth in reading, writing, and speaking and listening * Communicate learning and growth to NACA community members, including future 8th grade students   Why (copied and pasted EUs from Stage 1):  To understand that scholars engage in an-ongoing cycle of reading, writing, collaboration, revision, and sharing to continually create new knowledge.  How (GRASPS, written to and for students):  **Goal:** Create an electronic portfolio to share your growth as a Native Literature scholar from 6th through 8th grade  **Role:** Native Literature scholar  **Audience:** NACA faculty, families, and next year’s 8th grade NL scholars  **Situation:** Native Literature Symposium  **Product, Performance, and Purpose:** You will create an electronic portfolio that includes examples of your best work in reading, writing, and speaking. For each piece, you will reflect on your learning and growth. Your portfolio will also include a description in your own words of what it means to be a Native Literature Scholar.  **Standards and Criteria for Success:** | |
|  | | 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. Technology and the Apocalypse (*Killer of Enemies/ Rose Eagle*) | How does technology change our reading, writing, and cultural practices?  What is a hero? | CCSS.ELA-LITERACY.RL.8.3  Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  CCSS.ELA-LITERACY.RL.8.5  Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  CCSS.ELA-LITERACY.RL.8.9  Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  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.W.8.3  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  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. | -Work with a group of your choice (2-5 students) to publish a collaborative digital text titled, *Trail of the Dead,* as a sequel to Bruchac’s *Killer of Enemies* in which each of you are a hero with powers drawing on your cultural background and experiences. You will be responsible for writing a chapter in a novella told from multiple-perspectives. | 9 weeks (PIR unit will last longer since 20-30 minutes of daily class time will be devoted to Lightsail) | | 1. *Bless Me, Ultima*   *Flight* (PIR)  *Power* (advanced NL) | What does it mean to be a modern indigenous hero?  How does an artist adapt work for a particular audience? | CCSS.ELA-LITERACY.RL.8.6  Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CCSS.ELA-LITERACY.RL.8.7  Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  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).  CCSS.ELA-LITERACY.SL.8.6  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.) | -Create a presentation or activity to teach younger students what it means to be a modern indigenous hero | 9 weeks (PIR unit will last longer since 20-30 minutes of daily class time will be devoted to Lightsail) | | 1. *Power*   *Bless Me, Ultima* (PIR)    *Truth and Bright Water*  (advanced) | Why do the questions we ask matter?  What is a common theme in Native American literature? | CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  CCSS.ELA-LITERACY.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative 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.  CCSS.ELA-LITERACY.W.8.1  Write arguments to support claims with clear reasons and relevant evidence.  CCSS.ELA-LITERACY.SL.8.1.C  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.8.4  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. | -What is a common theme in NL? scholarly essay and Symposium presentation | 9 weeks  (PIR unit will last longer since 20-30 minutes of daily class time will be devoted to Lightsail) | | 1. AIM Literature Circles     *Lakota Woman / Prison Writings*    (Advanced students will read 2 book-length texts.)    (PIR will not complete this unit due to time constraints.) | Who are my modern indigenous role models?    How can integrating digital tools make my message clear? | 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.  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.  CCSS.ELA-LITERACY.W.8.2  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  CCSS.ELA-LITERACY.SL.8.1.A  Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  CCSS.ELA-LITERACY.SL.8.1.B  Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  CCSS.ELA-LITERACY.SL.8.5  Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | -Create a digital profile of a self-selected modern indigenous hero that includes multimedia and text based on a personal interview | 7 weeks | | 1. Scholarly Portfolios | What have I learned as a NL scholar and what are my scholarly next steps? | [CCSS.ELA-LITERACY.W.8.2](http://www.corestandards.org/ELA-Literacy/W/8/2/)  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  [CCSS.ELA-LITERACY.W.8.2.A](http://www.corestandards.org/ELA-Literacy/W/8/2/a/)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  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[CCSS.ELA-LITERACY.SL.8.5](http://www.corestandards.org/ELA-Literacy/SL/8/5/)  Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | -Complete an ePortfolio to reflect on learning, growth, and goals in Reading Literature; Reading Informational Text; Writing; and Speaking and Listening | 2 weeks | | | | |