**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. **READING: LITERATURE****Key Ideas and Details**[CCSS.ELA-LITERACY.RL.6.1](http://www.corestandards.org/ELA-Literacy/RL/6/1/)Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.[CCSS.ELA-LITERACY.RL.6.2](http://www.corestandards.org/ELA-Literacy/RL/6/2/)Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.[CCSS.ELA-LITERACY.RL.6.3](http://www.corestandards.org/ELA-Literacy/RL/6/3/)Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**Craft and Structure**[CCSS.ELA-LITERACY.RL.6.4](http://www.corestandards.org/ELA-Literacy/RL/6/4/)Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone[CCSS.ELA-LITERACY.RL.6.5](http://www.corestandards.org/ELA-Literacy/RL/6/5/)Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.[CCSS.ELA-LITERACY.RL.6.6](http://www.corestandards.org/ELA-Literacy/RL/6/6/)Explain how an author develops the point of view of the narrator or speaker in a text.**Integration of Knowledge and Ideas**[CCSS.ELA-LITERACY.RL.6.7](http://www.corestandards.org/ELA-Literacy/RL/6/7/)Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.[CCSS.ELA-LITERACY.RL.6.9](http://www.corestandards.org/ELA-Literacy/RL/6/9/)Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.**READING: INFORMATIONAL TEXT****Key Ideas and Details:**[CCSS.ELA-LITERACY.RI.6.1](http://www.corestandards.org/ELA-Literacy/RI/6/1/)Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.[CCSS.ELA-LITERACY.RI.6.2](http://www.corestandards.org/ELA-Literacy/RI/6/2/)Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.[CCSS.ELA-LITERACY.RI.6.3](http://www.corestandards.org/ELA-Literacy/RI/6/3/)Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**SPEAKING AND LISTENING****Comprehension and Collaboration**[CCSS.ELA-LITERACY.SL.6.1](http://www.corestandards.org/ELA-Literacy/SL/6/1/)Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.[CCSS.ELA-LITERACY.SL.6.1.A](http://www.corestandards.org/ELA-Literacy/SL/6/1/a/)Come to discussions prepared, having read or studied required material; 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.6.1.B](http://www.corestandards.org/ELA-Literacy/SL/6/1/b/)Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.[CCSS.ELA-LITERACY.SL.6.1.C](http://www.corestandards.org/ELA-Literacy/SL/6/1/c/)Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.[CCSS.ELA-LITERACY.SL.6.1.D](http://www.corestandards.org/ELA-Literacy/SL/6/1/d/)Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.**WRITINGText Types and Purposes**[CCSS.ELA-LITERACY.W.6.1](http://www.corestandards.org/ELA-Literacy/W/6/1/)Write arguments to support claims with clear reasons and relevant evidence.[CCSS.ELA-LITERACY.W.6.1.A](http://www.corestandards.org/ELA-Literacy/W/6/1/a/)Introduce claim(s) and organize the reasons and evidence clearly.[CCSS.ELA-LITERACY.W.6.1.B](http://www.corestandards.org/ELA-Literacy/W/6/1/b/)Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.[CCSS.ELA-LITERACY.W.6.1.C](http://www.corestandards.org/ELA-Literacy/W/6/1/c/)Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.[CCSS.ELA-LITERACY.W.6.1.D](http://www.corestandards.org/ELA-Literacy/W/6/1/d/)Establish and maintain a formal style.[CCSS.ELA-LITERACY.W.6.1.E](http://www.corestandards.org/ELA-Literacy/W/6/1/e/)Provide a concluding statement or section that follows from the argument presented.[CCSS.ELA-LITERACY.W.6.2.B](http://www.corestandards.org/ELA-Literacy/W/6/2/b/)Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.[CCSS.ELA-LITERACY.W.6.3](http://www.corestandards.org/ELA-Literacy/W/6/3/)Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**Production and Distribution of Writing**[CCSS.ELA-LITERACY.W.6.4](http://www.corestandards.org/ELA-Literacy/W/6/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)[CCSS.ELA-LITERACY.W.6.5](http://www.corestandards.org/ELA-Literacy/W/6/5/)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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 [here](http://www.corestandards.org/ELA-Literacy/L/6/).)[CCSS.ELA-LITERACY.W.6.6](http://www.corestandards.org/ELA-Literacy/W/6/6/)Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.**Research to Build and Present Knowledge**[CCSS.ELA-LITERACY.W.6.9](http://www.corestandards.org/ELA-Literacy/W/6/9/)Draw evidence from literary or informational texts to support analysis, reflection, and research.**LANGUAGE****Conventions of Standard English**[CCSS.ELA-LITERACY.L.6.1](http://www.corestandards.org/ELA-Literacy/L/6/1/)Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.[CCSS.ELA-LITERACY.L.6.2](http://www.corestandards.org/ELA-Literacy/L/6/2/)Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**Vocabulary Acquisition and Use**[CCSS.ELA-LITERACY.L.6.4.A](http://www.corestandards.org/ELA-Literacy/L/6/4/a/)Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.[CCSS.ELA-LITERACY.L.6.4.B](http://www.corestandards.org/ELA-Literacy/L/6/4/b/)Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).[CCSS.ELA-LITERACY.L.6.5](http://www.corestandards.org/ELA-Literacy/L/6/5/)Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.[CCSS.ELA-LITERACY.L.6.5.A](http://www.corestandards.org/ELA-Literacy/L/6/5/a/)Interpret figures of speech (e.g., personification) in context.[CCSS.ELA-LITERACY.L.6.5.C](http://www.corestandards.org/ELA-Literacy/L/6/5/c/)Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). |
| Other than the big ideas explicitly in the standards you chose, what big ideas might frame this yearlong curriculum?1. Stories
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| CHOSEN BIG IDEAS(S):Exploring Native Literature | ***Transfer*** |
| *I want my students to read, discuss and write about the texts they encounter in Native Literature so that in the long-run, on their own, they will be able to recognize that reading, writing and thinking skills are valuable resources for leading and serving Native communities.*  |
| ***Meaning*** |
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| UNDERSTANDINGS *Students will understand that…** The genre of Native Literature is broad, complex and not fully-defined.
* Selecting meaningful work samples that show evidence of growth/learning and self-reflection are powerful portfolio practices.
 | ESSENTIAL QUESTIONS * What is Native Literature?
* What portfolio practices will help me improve as a reader and writer in Native Literature class?
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| ***Acquisition*** |
| *Students will know…* **Unit 1** Text 1: *Our Stories Remember* by Joseph Bruchac (selected portions)Text 2: Story Corps audio clipsText 3: *How I Became A Ghost* by Tim TingleText 4: Storyteller (Lee Francis)* theme
* conflict
* resolution
* protagonist/antagonist
* differentiating the importance of detail in a text
* types of annotation
* textual evidence
* connotation
* Two types of traditional stories:

 1. Creation/Origin (how things came to be) 2. Values (how you’re supposed to be)* The transformative power of stories and/or storytelling
* Chromebooks, Google Docs and Drive
* Portfolios are collections of things gathered over time that have meaning and reflect something of the owner.

 **Unit 2** Text: *Whale Rider* by Witi IhimaeraText: Zuni Salt Lake story/news articles * theme
* simile
* metaphor
* imagery
* tone
* structure of the mini-essay (topic sentence, evidence, analysis x2, concluding sentence)
* paraphrase/quote
* claim; reasons
* informational text structure
* protocols and structure of a text-based discussion
* sacred spaces/places have stories that sustain and protect them
* the role stories play in sustaining our identities as indigenous

 people* metacognition
* reflection

 **Unit 3:**Text: *Bird Girl and the Man Who Followed the Sun* by Velma Wallis* structure of the mini-essay
* point of view
* protagonist/antagonist
* perspective
* context clues
* author bias
* claim; reasons
* text-based discussions
* tuning protocol or read around (peer critique process)
* Value of discussing work samples in the portfolio

**Unit 4** Text: The Unauthorized Autobiography of Me” by Sherman AlexieText: “The Medicine Bag” by Virginia Driving Hawk Sneve* claims; reasons
* symbolism
* metaphor
* analogy
* structure of informational text
* structure of formal writing
* Weebly website navigation
* website design
* writer’s purpose
* Inferences

  | *Students will be skilled at…* **Unit 1:*** Summarize the plot (conflict and resolution), characters, and theme of a story
* Synthesize the main ideas of a text by annotating
* Identify textual evidence that supports the theme of a story
* Articulate the writer or storyteller’s purpose in crafting or retelling the story
* Infer that there are two types of traditional stories, creation stories and values-based stories
* Recognize that stories are collective texts that tie each of us together despite our varied experiences
* Utilize Chromebooks, Google Docs and Drive to type and share work among one another
* Interview a peer in order to elicit a story from them.
* Engage in a one-to-one conversation about a topic
* Pose questions in a one-to-one conversation
* Assess how portfolios can be useful for collecting evidence of growth in reading, writing and thinking.
* Interpret in writing, what stories teach us about one another and ourselves

**Unit 2:*** Identify the theme of the text
* Identify examples of simile and metaphor
* Recognize imagery and the phrases in a text which build it
* Identify the tone of a passage within a larger text
* Compose a mini-essay with relevant textual evidence
* Apply sentence stems to effectively integrate textual evidence in the form of a paraphrase or quote
* Critique snippets of student discussions to identify characteristics of a good conversation
* Utilize “ways in” questions as a starting point for discussions
* Engage in weekly text-based discussions
* Articulate how stories act as guardians of physical landscapes and spaces
* Summarize an informational text
* Explain how stories perpetuate culture and sustain indigenous people
* Argue (in writing) for a cause with relevant claims and reasons to support that claim
* Identify works samples for portfolio and explain why the pieces was selected
* Analyze work samples that are selected for the portfolio

**Unit 3:*** Apply mini-essay format when responding to questions based on the text
* Articulate the author’s point of view based on the story’s plot
* Identify character attributes and explain how the character evolves over time
* Identify the protagonist and antagonist of the story
* Predict and infer what an unknown word means based on context clues
* Identify textual evidence that reveals author’s bias
* Compare and contrast features in a piece of informational text and literature
* Compose an essay that draws on information read and applied to a new situation.
* Analyze how a fictional character would respond to a real life current event, applying evidence to justify their perspective.
* Engage in weekly discussions about the text.
* Apply a critique protocol to help others revise their writing
* Describe work samples from the portfolio and synthesize how they convey individual growth.

**Unit 4*** Establish a claim about what Native Literature is with clear reasons

 to support it* Recognize examples of symbolism in a text
* Create a metaphor or analogy that describes Native Literature and the power of stories to a younger audience
* Plan and organize information so that it is accessible for the audience
* Maintain a formal style of writing in the finished product
* Navigate Weebly in order to craft a webpage that is informative and useful to the audience
* Compare and contrast books lists from NACA and other middle

 schools * Make an inference based on an analysis of reading materials
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| **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 |
| [CCSS.ELA-LITERACY.W.6.1.A](http://www.corestandards.org/ELA-Literacy/W/8/1/a/)I can introduce a claim |  |  |
| [CCSS.ELA-LITERACY.W.6.1.A](http://www.corestandards.org/ELA-Literacy/W/8/1/a/)I can organize reasons and evidence clearly using transitions to clarify their relationships among claim(s) and reasons. |  |  |
| [CCSS.ELA-LITERACY.W.6.1.B](http://www.corestandards.org/ELA-Literacy/W/6/1/b/)I can support a claim with clear reasons and relevant evidence, demonstrating an understanding of the topic or text. |  |  |
| [CCSS.ELA-LITERACY.W.6.1.B](http://www.corestandards.org/ELA-Literacy/W/6/1/b/)I can use quotation marks to identify cited evidence. |  |  |
| [CCSS.ELA-LITERACY.W.6.4](http://www.corestandards.org/ELA-Literacy/W/6/4/)I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |  |  |
| [CCSS.ELA-LITERACY.RL.6.2](http://www.corestandards.org/ELA-Literacy/RL/6/2/)I can identify theme of a text using a complete sentence and make explicit connections between the details and the theme. |  |  |
| [CCSS.ELA-LITERACY.RL.6.2](http://www.corestandards.org/ELA-Literacy/RL/6/2/)I can summarize the story elements of a text.  |  |  |
| [CCSS.ELA-LITERACY.SL.6.1](http://www.corestandards.org/ELA-Literacy/SL/6/1/)I can engage effectively in various types of discussion by expressing myself clearly and building off of other’s ideas. |  |  |
| [CCSS.ELA-LITERACY.SL.6.1.A](http://www.corestandards.org/ELA-Literacy/SL/6/1/a/)I can come to discussions prepared, having read or studied material, and I demonstrate this by referring to evidence on the topic, text or issue.  |  |  |
| [CCSS.ELA-LITERACY.SL.6.4](http://www.corestandards.org/ELA-Literacy/SL/6/4/) (1)I can present claims and findings, sequence ideas logically, and use pertinent description, facts and details to communicate main idea and themes. |  |  |
| [CCSS.ELA-LITERACY.SL.6.4](http://www.corestandards.org/ELA-Literacy/SL/6/4/) (2)I can use appropriate eye contact, adequate volume and clear pronunciation.  |  |  |

 | PERFORMANCE TASK(S):  What (cognitive verb + big idea):* Create a digital portfolio that showcases samples of work related to Native Literature texts explored throughout the year.
* Craft a reflection that responds to this question, “What is my story as a reader and writer?

Why (copied and pasted EUs from Stage 1):* Selecting meaningful work samples that show evidence of growth/learning and self-reflection are powerful portfolio practices.

How (GRASPS, written to and for students):**Goal:** Now that you have spent a year reading, writing, discussing and exploring Native Literature and accompanying texts, you will finalize the portfolio that you created this school year. Take a look back at the work samples that were chosen as evidence of achievement and some of your best work samples. Analyze these work samples and craft a one-page reflection that answers the question, “What is my story as a reader and writer? Think about how you have grown in your reading and writing skills as a result of the work you completed this school year. **Role:** Native Literature scholar**Audience:** Parents, teachers and peers**Situation:** NACA end of year student demonstrations**Product, Performance, and Purpose:****Product:** Digital portfolio and reflection paper**Performance**: Present portfolio to parents, teachers and peers that answers the question, “What is my story as a reader and writer?” **Purpose**: To engage student in the core value of reflection as they analyze their progress in when it comes to reading, writing and thinking. \*Extension: have students take this reflection paper one step further by writing about how they envision using what they learned this year to impact Native communities. **Standards and Criteria for Success:** |
| <type here> | OTHER EVIDENCE:  |
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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. Stories

(*Our Stories Remember*; Oral storytelling; *How I became a Ghost*) | Why do we have stories? (*content*)**What elements do all stories have in common?** (skill) | [CCSS.ELA-LITERACY.RL.6.1](http://www.corestandards.org/ELA-Literacy/RL/6/1/)[CCSS.ELA-LITERACY.RL.6.2](http://www.corestandards.org/ELA-Literacy/RI/6/2/)CCSS.ELA-LITERACY.RL.6.3CCSS.ELA-LITERACY.RL.6.5[CCSS.ELA-LITERACY.RL.6.9](http://www.corestandards.org/ELA-Literacy/RL/6/9/)[CCSS.ELA-LITERACY.SL.6.1](http://www.corestandards.org/ELA-Literacy/SL/6/1/)[CCSS.ELA-LITERACY.SL.6.1](http://www.corestandards.org/ELA-Literacy/SL/6/1/).C[CCSS.ELA-LITERACY.W.6.4](http://www.corestandards.org/ELA-Literacy/W/6/4/)CCSS.ELA-LITERACY.W.6.6 | Students will replicate the Story Corps process on a smaller scale. On a weekly basis, students will listen to some of the vignettes that are available on the Story Corps website and write a quick reflection about the story shared (ie. What did you learn from this story?). Students will deconstruct the process by considering how the interviewer elicited this story from the individual who is speaking. They will brainstorm questions to ask and compare their finalized lists to the questions Story Corps suggests. Students will then pair up with a classmate to interview, spend at least 15-20 minutes engaged in a recorded interview. Students will then listen to the audio recording of their subject to transcribe a story that arose from their conversation. They will type this story and will find evidence of story elements and write a short reflection as to what this story tells us about the person who told it.  | 9 weeks |
| 1. Stories and place

(*Whale Rider*) | Why do our stories matter?  (*content*)**Why does structure matter when writing?** (*skill*) | [CCSS.ELA-LITERACY.RL.6.1](http://www.corestandards.org/ELA-Literacy/RL/6/1/)[CCSS.ELA-LITERACY.RL.6.2](http://www.corestandards.org/ELA-Literacy/RI/6/2/)[CCSS.ELA-LITERACY.RL.6.7](http://www.corestandards.org/ELA-Literacy/RL/6/7/)[CCSS.ELA-LITERACY.RL.6.9](http://www.corestandards.org/ELA-Literacy/RL/6/9/)[CCSS.ELA-LITERACY.W.6.1](http://www.corestandards.org/ELA-Literacy/W/6/1/)[CCSS.ELA-LITERACY.SL.6.1](http://www.corestandards.org/ELA-Literacy/SL/6/1/)[CCSS.ELA-LITERACY.L.6.5](http://www.corestandards.org/ELA-Literacy/L/6/5/)[CCSS.ELA-LITERACY.RI.6.1](http://www.corestandards.org/ELA-Literacy/RI/6/1/)[CCSS.ELA-LITERACY.RI.6.](http://www.corestandards.org/ELA-Literacy/RI/6/1/)2[CCSS.ELA-LITERACY.RI.6.](http://www.corestandards.org/ELA-Literacy/RI/6/1/)3 | Students will have a choice to focus on an environmental issue:1. Threat of the Keystone Pipeline and its impact on South Dakota tribes
2. Fracking in the Four Corners region
3. Any environmental issue impacting student’s community

I will provide students with stories about the land bases in the regions (with the exception of option #3) as well as informational texts about impending and current environmental threats. Students will analyze the information and write a mini-essay with claims and reasons to support what action needs to take place to protect those areas. For students who can use a challenge, they will be encouraged to write an editorial piece. (Thinking about where I can submit these..Albuquerque Journal, Indian Country Today) | 9 weeks |
| 1. Stories and perspective

(*Bird Girl and the Man Who Followed the Sun*) | How do stories construct our point of view?(content)**What text features help us analyze a text?**(skill) | [CCSS.ELA-LITERACY.RL.6.2](http://www.corestandards.org/ELA-Literacy/RL/6/2/)[CCSS.ELA-LITERACY.RL.6.3](http://www.corestandards.org/ELA-Literacy/RL/6/3/)[CCSS.ELA-LITERACY.RL.6.4](http://www.corestandards.org/ELA-Literacy/RL/6/4/)[CCSS.ELA-LITERACY.RL.6.6](http://www.corestandards.org/ELA-Literacy/RL/6/6/)[CCSS.ELA-LITERACY.RL.6.9](http://www.corestandards.org/ELA-Literacy/RL/6/9/)[CCSS.ELA-LITERACY.W.6.1.B](http://www.corestandards.org/ELA-Literacy/W/6/1/b/)[CCSS.ELA-LITERACY.W.6.6](http://www.corestandards.org/ELA-Literacy/W/6/6/)[CCSS.ELA-LITERACY.SL.6.1.B](http://www.corestandards.org/ELA-Literacy/SL/6/1/b/)[CCSS.ELA-LITERACY.SL.6.1.](http://www.corestandards.org/ELA-Literacy/SL/6/1/b/)C[CCSS.ELA-LITERACY.SL.6.1.](http://www.corestandards.org/ELA-Literacy/SL/6/1/b/)D[CCSS.ELA-LITERACY.L.6.4.A](http://www.corestandards.org/ELA-Literacy/L/6/4/a/) | Students will compose a multi-paragraph literary analysis of the the core text, *Bird Girl and the Man Who Followed the Sun*. | 12 weeks |
| 1. Native Literature

(*Essay: Unauthorized Autobiography of Me; The Medicine Bag*) | What is Native Literature?**What is our story?** | [CCSS.ELA-LITERACY.W.6.1](http://www.corestandards.org/ELA-Literacy/W/6/1/)[CCSS.ELA-LITERACY.W.6.1.A](http://www.corestandards.org/ELA-Literacy/W/6/1/a/)[CCSS.ELA-LITERACY.W.6.1.B](http://www.corestandards.org/ELA-Literacy/W/6/1/b/)[CCSS.ELA-LITERACY.W.6.1.](http://www.corestandards.org/ELA-Literacy/W/6/1/b/)C[CCSS.ELA-LITERACY.W.6.1.](http://www.corestandards.org/ELA-Literacy/W/6/1/b/)D[CCSS.ELA-LITERACY.W.6.2.B](http://www.corestandards.org/ELA-Literacy/W/6/2/b/)[CCSS.ELA-LITERACY.W.6.](http://www.corestandards.org/ELA-Literacy/W/6/2/b/)3[CCSS.ELA-LITERACY.W.6.](http://www.corestandards.org/ELA-Literacy/W/6/2/b/)4[CCSS.ELA-LITERACY.W.6.](http://www.corestandards.org/ELA-Literacy/W/6/2/b/)5[CCSS.ELA-LITERACY.L.6.1](http://www.corestandards.org/ELA-Literacy/L/6/1/)[CCSS.ELA-LITERACY.L.6.](http://www.corestandards.org/ELA-Literacy/L/6/1/)5 | Students will create a Weebly webpage that captures “What is Native Literature?” in a way that is informative for potential NACA students and families. 1. Students will contact area middle schools to request 6th grade reading lists.
2. Compare and contrast NACA 6th grade Native Lit. material to those of other schools.
3. Use the information above to help articulate what Native Lit is and how if differs from the texts students read at other middle schools
4. Students draft their informational webpage
5. Gallery walk and critique session of webpage
6. Produce final drafts based on feedback.

Class will select several of the best webpages to link to NACA’s website and will be presented at the information session for incoming sixth graders in the Spring.Students will also spend the the final weeks of the this unit compiling, organizing and reflecting on their portfolio.  | 6 weeks |

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