

CCSS ALIGNED LESSON UNIT PLAN

Mora High School
Lazaro García Middle School

Subject: Language Arts

Grade: 12

Teacher: R. Moody

LESSON ELEMENT: Folk Tales: Southwest and Central Asia

- 1. CCSS Addressed:**
Lit 11-12 key ideas /writing 11-12 interpretation of text/ 11-12 Speaking and Listening
- 2. Activating Prior Knowledge:** pre-test on folk tales
- 3. Learning Target(s):** Students will gain a larger understanding of global cultures and recognize the universality of folk tales as part of cultural traditions. This will be accomplished through the comparative reading of folk tales from American Southwest and the folk tales from Uzbekistan and Kazakhstan. American southwest includes both Native American and Hispanic stories.
- 4. Formative Assessment Criteria for Success:** How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? Students will be able with 85% accuracy recognize both the narrative components of a story and its importance within a specific culture.
What does success on this lesson's outcomes look like? Students will create their own folk tale based on universal guidelines. They will also use these tales as the background for studying an epic tale such as Beowulf, and understand the universality of traditional stories.
- 5. Activities/Tasks:** What learning experiences will the student engage in? Students will research folk tales of the southwest and the culture of Central Asia. They will be exposed to and analyze readings from diverse cultures (see above) They will also be expected to create a folktale of their own based on a personal experience.

How will you use these learning experiences or student products as formative assessment opportunities? Students will be graded on projects as well as non-fictional readings using AVID strategies.
- 6. Resources/Materials:** What texts, digital resources, & materials will be used in this lesson? Internet materials will be employed, informational texts, examples of folk tales, and visual references. This may include a visit to the museum of ethnographic art in Santa Fe. Professional storytellers may also be used as a resource.
- 7. Access for All:** How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.
- 8. Modifications:** as per IEP
- 9. Accommodations:** as per IEP
- 10. Closure:** Students will be able to recognize the universality of folk tales with an 85% accuracy. When reading a text, whether ancient or modern, they will analyze this universality. They will also be able to create a folk tale of their own using learned elements, plot and symbolism.

REFLECTION

11. CCSS Shifts? If so, describe:

12. How did this lesson support 21st Century Skills?
Students were able to look at global texts, identify universal elements and create a text on their own.

13. How did this lesson cognitively engage students? Students were exposed to global stories which they had not heard before, and they collaboratively created a new tale with elements of those which were old.

Bloom's Taxonomy in Lesson

- X Creating
- X Evaluating
- X Analyzing
- X Applying
- X Understanding
- X Remembering

Blooms Taxonomy in Assessment

- X Creating
- X Evaluating
- Analyzing
- X Applying
- X Understanding
- Remembering

14. How did this lesson engage students on collaborative learning and enhance their collaborative learning skills?
They worked in groups to apply elements learned in class in order to create an original story based on universal themes.

NOTES:

AVID-WICOR Strategies Used (list specific activities)

Writing:

Inquiry:

Collaboration:

Organization:

Readng: