

CCSS ALIGNED LESSON UNIT PLAN

Mora High School
Lazaro García Middle School

Subject: World Area Studies

Grade: 10-12

Teacher: R. Moody

LESSON ELEMENT: Building Traditional Connections: Uzbekistan and New Mexico Through Cooking

1. **CCSS Addressed:**

Lit. 11-12Speaking and Listening/ Lit. 10-12 Writing and interpreting text/10-12 Language

2. **Activating Prior Knowledge:** We will discuss how many students have seen/ and or used an horno. They will also be shown what a tandoori oven looks like, and view photos taken in Bukhara as part of activation of prior knowledge. They will also compare/contrast both styles of adobe ovens.

3. **Learning Target(s):** Students will research traditional ways of cooking using adobe ovens in both New Mexico and Uzbekistan. This includes helping to build both a tandoori and an horno on school grounds. The design will include mathematical calculations to build both ovens. Donations of adobes and other building materials will facilitate the project. It is a collaboration between my students, the agricultural class, and art students.

4. **Formative Assessment Criteria for Success:** How will you and your students know if they have successfully met the outcomes? Students will be able to successfully build both an horno and tandoori oven; success comes in the form of cooked traditional meals in each. They are meant to become part of school functions where students learn about traditions in both New Mexico and Uzbekistan. What specific criteria will be met in a successful product/process? Skills include building with adobes, using math to create a workable blueprint. What does success on this lesson's outcomes look like? Both structures will be useable and will remain as part of the campus for future use.

5. **Activities/Tasks:** What learning experiences will the student engage in? They will be working collaboratively in order to create viable structures using arch forms, adobes and vents on platforms. Decisions will be made based on teams with the guidance of instructors in both classes.

How will you use these learning experiences or student products as formative assessment opportunities?
Progress monitoring for mastery of skills and content.

6. **Resources/Materials:** What texts, digital resources, & materials will be used in this lesson? Resources include physical building materials, U Tube videos of building both ovens, texts online to support the building process, and Internet research as well as primary resources from Uzbekistan for traditional recipes.

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. Students all have different skill sets; kinesthetic learners will have the chance to not only physically work on the structure, but also take the lead in helping other learning types work on a physical structure. All students will be able to contribute to the finished product.

8. **Modifications:**
As per IEP

9. **Accommodations:**
As per IEP

10. **Closure:** Students will partake in a meal using both ovens as part of the completion of the lesson.

REFLECTION

11. CCSS Shifts? If so, describe:

12. How did this lesson support 21st Century Skills?

13. How did this lesson cognitively engage students?

Bloom's Taxonomy in Lesson

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Blooms Taxonomy in Assessment

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

14. How did this lesson engage students on collaborative learning and enhance their collaborative learning skills?

NOTES:

AVID-WICOR Strategies Used (list specific activities)

Writing:

Inquiry:

Collaboration:

Organization:

Readng: