**Backward Design Lesson Plan Template**

**School:**

**leicester High School**

Teacher: Bouchra Ait Msguine

Grade level : Novice

Lesson title: the Arab World Countries

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| Step 1—Desired Results |
| *Standard Outcomes for Learning (ACTFL Standard 1.1)—Answer’s the question, what should students know, understand, and be able to do as a result of the lesson?*Recognise names and geographical location of the Arab countriesBe familiar with the Arab countries flags and their significanceLearn vocabulary related to values in Arabic |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?**Students will find the Arab countries on a map**Identify and describe flags of the Arab world`s countries**Learn about the significance of colors in the Arab countries flags**Design a flag of an imaginary country*  |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?**Teacher starts by making students watch a video about the Arab world countries, then provides students with a map on which they have to write the countries names on the right place → class correction**In order to check students mastery of the names and positions of the Arab world countries, the class is divided to two teams two students(one from each team) compete to point to the Arab country the teacher says. The fastest student scores.**The second part of the lesson is to make students understand the significance of the Arab countries flags. Teacher starts by asking students about stripes and stars on the American flag then puts students in groups and assigns them to walk around the class and use their phones to read QR codes which lead them to information about the meaning of colors and symbols on the  Arab countries flags. Each group is in charge of a number of countries depending on the number of students in each class. At the end students share their information in class.* *In the third part of the lesson teacher introduces vocabulary items related to values:  حرية/ عدالة/ مساواة/سلام/ أخوة/كرام****ة****. Students work in groups to design the flag of an imaginary country and chose the values they want their imaginary country to have.( students use google translation to add more values to their motto)**Students present their flags using: هذا علمي, شعارنا: ......* |
| Step 4—Reflection |
| *What happened during my lesson? What did my students learn? How do I know? What did I learn? How will I improve my lesson next time.* |