**Backward Design Lesson Plan Template**

**School: Lane Tech College Prep High School**

**Teacher Chen Yanyi Grade level Chinese 2**

**Lesson title Places and directions**

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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?*  Students can talk about where they live in Chicago, if it is far away from school or close to school, and they can also make a description of some places. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   * Quick responses: This is every day’s routine after greetings. Teacher leads to review what learned with a question or a statement for the class to have a quick response to what they heard. 今天几月几号？今天星期几？今天天气怎么样？你今天怎么来上学？你家离学校远吗？ * Volleyball reading---presentational communication---芝加哥的中国城. Students work in pairs. After doing the listening comprehension, students have to work in pairs to practice volleyball reading with their partners, and then present it with the teacher. * Draw a simple map of the Chinatown in Chicago according to the passage. They have to show us some important locations in Chinatown and present their map to the whole class. While they are presenting, they are asked to introduce Chinatown in Chinese at the same time. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * Read the passage together as a review. * Pair work. * Give the students instructions to do the volleyball reading. * Presentational communication. Individual work. Ask students to draw a map of Chinatown according to the passage. After finishing, they have to introduce Chinatown according to their maps in Chinese. |
| 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?*  I will still ask students to work together to do the reading comprehension, which strengthens their teamwork spirit. By discussion, students can understand the passage well. I think visualize the map is a good way to enhance what they learnt about Chinatown. I will try to give as many chances as I can to the students to improve their Mandarin proficiency in the future. |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,