**Backward Design Lesson Plan Template**

**School: Andrew Lewis middle school**

Teacher \_\_\_\_\_\_Group8\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade level \_Middle school

Lesson title: Chinese Table manners

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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?*  SWBAT(students will be able to )**:**  **Work in groups to do research about Chinese food and table manners.**  **Work in groups to do language research about how to give comments on food.**  **Work in groups to make a poster about Chinese table manners including seating, gifts, respect, toasting.** |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. Students will present what is wrong in Chinese table manners 2. Students will be able to set chopsticks, plate and bowl in a correct way 3. Students will be able to use simple language like 好吃(tasty)，还行(soso)，美味(deliciouse)to comments on food. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   1. **Review food’ names**   **Teacher show the flash cards about the food items**   1. **Group research(** table manners, table talk)   Students will search how to set chopsticks, plate and bowl in a correct way  Students will search how to use simple language like 好吃(tasty)，还行(soso)，美味(deliciouse)to comments on food.   1. **Teacher clarifies the taboos and language in open class and explains the reason.**   **4. Make posters and presentation** |
| 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.*  Make the clear rubrics which are easier to let the students to follow when they made the poster.  Make a dialogue and let the students to role play the dialogue. |

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