**Backward Design Lesson Plan Template**

**School: Mesita Elementary School**

Teacher Liang Yan Grade level Novice

Lesson title Careers

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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?*1. *The students should know the Chinese words of 12 careers:*

*the firefighter消防员 xiāo fáng yuan, the nurse护士 hù shì, the police officer 警察 jǐng chá, the engineer 工程师, the pilot 飞行员, the teacher老师 lǎo shī, the singer 歌手，the dancer 舞蹈家，the cook 厨师，the doctor 医生 yī sheng, the photographer 摄影师，the artist 画家* *2. The students are able to ask and answer their ideal jobs:*  *A: 你想当什么？Nǐ xiǎng dāng shénme? What job do you want to do?* *B: 我想当…wǒ xiǎng dāng … I want to be…* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?**1. The students will read the Chinese words of jobs.**2. The students will match the new words with Chinese pinyin and English meaning.**3. The students can give a presentation about their parents’ jobs.**4. The students will ask and answer in pairs:*  *A: 你想当什么？Nǐ xiǎng dāng shénme? What job do you want to do?* *B: 我想当…wǒ xiǎng dāng … I want to be…* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*1. *1. Show a song of jobs in Mandarin and ask the students to tell the Chinese words. Compete who can say the most words about jobs.*
2.
3. *2. Teach vocabulary:* *the firefighter消防员 xiāo fáng yuan, the nurse护士 hù shì, the police officer 警察 jǐng chá, the engineer 工程师, the pilot 飞行员, the teacher老师 lǎo shī, the singer 歌手，the dancer 舞蹈家，the cook 厨师，the doctor 医生 yī sheng, the photographer 摄影师，the artist 画家*
4.
5. *3. Vocabulary Game: Match the words with with their Chinese pinyin and English meaning. Each student gets a piece of paper with Chinese characters or pinyin or English meaning. They leave their tables to find other paper.*
6.
7. *4. Presentation: The students give a presentation about their parents’ jobs.*
8.
9. *5. Pair work: Teach the students to ask and answer:*

 *A: 你想当什么？Nǐ xiǎng dāng shénme? What job do you want to do?* *B: 我想当…wǒ xiǎng dāng … I want to be…* *6. Learn a Chinese song about jobs.* |
| Step 4—Reflection |
| *1. The students actively involved in the vocabulary game to match new words. They had great fun. Learning during games is a useful way to learn Chinese.**2. The students really love giving a presentation! It can help them to learn more and better.**3. The students feel proud of their work and look forward to taking their projects home to share with their families.* |

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