Backward Design Lesson Plan Template

Teacher Ahmed Mohamed Grade level Arabic 1

Lesson title Meetings and Interviews

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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 will be able to ask and answer the interview questions in Arabic   **ما أسمك؟**  **أسمي ........**  **كيف حالك؟**  **أنا بخير.**  **كم عمرك؟**  **أنا عندي ١٤ سنة.**  **من أين أنت؟**  **أنا من أمريكا.**  **ما جنسيتك؟**  **أنا أمريكي.**  **ما وظيفتك؟**  **أنا طالب.**  **أين تعمل؟**  **أنا أدرس في الـمدرسة.**  **ما وظيفة أبوك؟**  **أبي مهندس.**  **أين يعمل أبوك؟**  **أبي يعمل في شركة.**  **ما هو طعامك الـمفضل؟**  **طعامي المفضل هو البطاطس باللحم.**  **ما هي مادتك المفضلة؟**  **مادتي المفضلة هي الرياضيات.**  **ما هو حيوانك الـمفضل؟** |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. The students will greet each others in Arabic. 2. Introduce themselves in Arabic and reply a person who introduces himself. 3. They will make a role play to conduct an interview in Arabic with the teacher |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  **Step one Activating schema: (10 minutes)**  I will greet the students. Then I will ask two of them to make a role play to greet each other with different greetings. And the other answers. I will make the first one as a model with one of the students. I will play the song again and ask the students to sing along with the Egyptian singer while saying “Assalamualikum”  **Step two presentation: (10 minutes)**  The teacher goes on presenting the interview questions in Arabic using his PowerPoint presentation asking the students to do a role play for each question (Most of the questions were studied before in individual lessons)  **Step Three game: (10 minutes)**  The teacher makes paper slips for the interview questions and answers, he asks the students to match the questions to the answers and then use them to ask each other the questions.  **Step four Interview’s Role play: (12 minutes)**  The teacher asks some of the students to come to conduct an interview with him in Arabic. The teacher asks the questions and the SS answer.  **Step five getting Feedback: (2 minutes)**  The teacher distributes feedback forms asking the students to say did they like the lesson why and why not. I collect the forms.  **Step six Homework:** **(1 minute)**  The teacher gives the homework. |
| 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*   1. ***The students did well during the activities in which they do something.*** 2. ***They get bored during repetition.*** 3. ***Role-play is effective.*** |

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