**Backward Design Lesson Plan Template**

**School: Lewis-Palmer High School**

Teacher Gao Xingping Grade level Novice

Lesson title School Life

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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. Students can say the common subjects in Chinese. 2. Students can talk about what subjects they like and dislike. 3. Students can talk about their time schedule. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. Students can guess the name of the subjects in Chinese when someone describe the subjects. 2. Students can make a dialogue about what subjects they like. 3. Students can talk about what subjects they have every day. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   1. Show the timetable of a typical Chinese school.   kè chénɡ biǎo  课 程 表   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 星期一 | 星期二 | 星期三 | 星期四 | 星期五 | | shànɡ  上  wǔ  午 | shù xué  数 学 | xìn xī  信 息  jì shù  技 术 | shù xué  数 学 |  |  | | yīnɡ yǔ  英 语 | zhōnɡ wén  中 文 | dì lǐ  地 理 |  |  | | zhōnɡ wén  中 文 | yīnɡ yǔ  英 语 | kē xué  科 学 |  |  | | lì shǐ  历 史 | dì lǐ  地 理 | zhōnɡ wén  中 文 |  |  | |  |  |  |  |  |  | | xià  下  wǔ  午 | fǎ wén  法 文 | tǐ yù  体 育 | yīnɡ yǔ  英 语 |  |  | | měi shù  美 术 | yīn yuè  音 乐 | tǐ yù  体 育 |  |  | | yīn yuè  音 乐 | shù xué  数 学 | zhènɡ zhì  政 治 |  |  |   Then learn the subjects’ English meaning.   1. Activity 1   Students draw the paper with a subject on it and describe the subject without mentioning its name in Chinese or English and let others guess.   1. Activity 2   Form groups of two persons. One describe or act, and the other guess the subjects. The group who can guess most and use less time is the winner.   1. Complete the above timetable on Thursdays and Fridays. 2. Talk about what classes they have every day using the following sentence patterns:   1. xīnɡ qī yì wǒ yǒu shù xué kè ， méi yǒu tǐ yù kè 。  星 期 一 我 有 数 学 课 ， 没 有 体 育 课 。  2. xīnɡ qī èr wǒ yǒu dì lǐ kè ， nǐ yǒu dì lǐ kè mɑ ？  星 期 二 我 有 地 理 课 ， 你 有 地 理 课 吗 ？  1)\_\_\_\_wǒ yě yǒu dì lǐ kè 。  \_\_\_\_我 也 有 地 理 课 。  2) wǒ méi yǒu dì lǐ kè 。  我 没 有 地 理 课 。   1. Talk about what subjects they like using the following sentence patterns:     nǐ xǐ huɑn shànɡ shén me kè ？  你 喜 欢 上 什 么 课 ？  wǒ xǐ huɑn shànɡ zhōnɡ wén kè, nǐ ne ？  我 喜 欢 上 中 文 课, 你 呢 ？  1)\_\_\_wǒ xǐ huɑn shànɡ yīnɡ yǔ kè 。  \_\_\_我 喜 欢 上 英 语 课 。  2)\_\_\_\_wǒ yě xǐ huɑn shànɡ zhōnɡ wén kè 。  \_\_\_\_我 也 喜 欢 上 中 文 课 。 |
| 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.*  Students likes the guessing activities and they are very interested in learning the name of different subjects. And students like talking about what subjects they like. |

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