Backward Design Lesson Plan Template

Teacher Wen zhao Wang Grade level 9th,10th, 11th \_

Lesson title Spring Festival

Time: 60 minutes

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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 are able to tell words and phrases of traditional ways to celebrate Chinese Spring Festival. Students are able to give a presentation of how people celebrate this longest and most important holiday in China... |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. Pair Work: students have to work in pairs and make a list of information relevant to Chinese Spring Festival. 2. Go-Go-Mo: students need to share what they found with each other 3. Follow the teacher’s power point and figure out how to say those activities in Chinese 4. Art Project: Red Envelope 5. Lucky message for New Year |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  Step 1. Lead—in: students need to work in pairs on computers to figure out the significance of Spring Festival, traditional ways to celebrate Chinese New Year in China.  Step 2. Competition: students will be divided into two groups. They can earn points by telling one traditional way to celebrate it. One way, one point. And the winner can get stickers.  Step3: Teacher shows the power point of the ways people celebrate it. So they can figure out their research result in Chinese. Teacher needs to correct their pronunciation.  Step4: Art Project: Red Envelope  Students need to work individually to make the red envelope and write down a lucky message in Chinese on the envelope, for example, ma nian ji xiang (马年吉祥) |
| 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?*  How to engage students in a language class is a challenge for a young teacher in high school. Lecture is useless and boring. So if the teacher is able to give chances to students to show and explore the unknown knowledge, not only students will feel proud of themselves, but also the teachers will feel excited to see how much surprise students give them. In a language class, teachers not only have to focus on how much they could teach, but what is more important is, how the teachers guide students know more. In other words, a successful language teacher is the one who can make students feel interested in the culture. So exploring more fun and significant activities will be one of my most important goals here. |

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