**Backward Design Lesson Plan Template**

**School: Columbia High School**

Teacher Niu Xiuqing Grade level 9-12

Lesson title Travel in Beijing

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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 should know some transportation in Mandarin.*
2. *Students are able to express where to go and how to go in Chinese.*
3. *Students should have a conversation talking about their vacation/weekend.*
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. *Students can point a certain picture of vehicles according to what they hear.*
2. *Students can say names of transportation in Chinese.*
3. *Students can talk in Mandarin about their vacation: where and how to go in Chinese.*
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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?**Step1: Daily greetings.**Step2: New vocabulary introduction through pictures:*1. *假期， 周末， 火车，汽车，飞机，地铁，船，自行车，出租车*
2. *Introduce verbs: 坐， 骑，走路、步行。*
3. *Listen and point.*
4. *Point and say.*

 *Step3: Introduce sentence structures:*1. *Review phrase 哪里 by asking where the students from.*
2. *Review how 怎么 by review how to say this in Chinese.*
3. *Introduce new sentence structure: 假期你要去哪里？我要去...。*

 *你怎么去那儿？ 我坐...去。*1. *Ask and answer in pairs.*

 *Step4: Presentation:*1. *Work in pairs to practice talking about vacation in Chinese.*
2. *Presentation in class.*
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| 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.**Teacher should help students review from time to time about what they’ve learned so that students could have a good memory. This can be done by setting it as a daily small talk. The talk can cover what we’ve learned.*  |

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