**Backward Design Lesson Plan**

**School: Plantation Middle School**

Teacher Zhao Xin Grade level Grade 6-8

Lesson title Cultural Project

|  |
| --- |
| 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?*  By the end of the class, students will be able to  1. demonstrate understanding of familiar topics related to Chinese Culture.  2. demonstrate understanding of simple information supported by visuals through the research on laptop.  3. use information acquired through the study of the practices, and perspectives of the target cultures to identify some of their characteristics and compare them to own culture. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Assessment Evidence  1. Students can present the projects in a group.  2. Students can work in groups to search for information in Chinese Culture. |

|  |
| --- |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   1. Preparation and Materials:   Index Cards, Projector.   1. Warming-up:   Introduce the topics of Chinese Culture.   1. Presentation: 2. Present the topics: Chinese Tea, Confucius and Confucius Ideas, Chinese National Day, Beijing Opera, Chinese Calligraphy, Chinese Invention, Chinese Songs, Chinese Province, Chinese Geography, Travel Guide to Beijing, Travel Guide to Guangzhou, Travel Guide to Taiwan, Tibet in the PowerPoint. Teach Ss how to pronounce according to the topic.   4. Practice:   1. Discussion: Ask the students to discuss the roles in a group, the aspects of Chinese Culture Topic, the information they are searching, the way they present. 2. Research: Guide and monitor the students to do research according to different groups’ topic. 3. Production:   The students will present the group project in the media center.   1. Summary:   Let the students have a survey about the topic they learn today. |
| 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.*  This lesson is a combination of several periods. The duration is two weeks. I let the students have a full discussion of their roles in the project. They are required to distribute different roles in a group to work together for two weeks. In the class, they have enough time to discuss about the information they find.  During these two weeks, the students not only learn the language by themselves, but also they get a large amount of information by group discussion. This belongs to student-centered learning method.While they are doing the research, I always go around different groups to check how they are doing their jobs in a group. But sometimes some groups does not work well so I help them out. I use the participation grade to monitor they are all doing their jobs. What I learnt from the class is that the teacher do not need to be the center of the class all the time. In the first five to ten minutes, what the teacher needs to do is to give them a clear map of what they are going to do. Next time, I should give them more detailed guidance.  But when they present the information, it seems that some information is not *totally understand. The next time, I should give them more detailed explanation.* |

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