**Backward Design Lesson Plan Template**

**School: Beethoven Secondary**

Teacher Wang Xiaoyue Grade level 2nd to 7th

Lesson title Chinese New Year

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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 how to say happy new year in Chinese and the hand gesture.*
2. *Students should know some of the traditions of Chinese New Year.*
3. *Students should understand people from different place may have different culture and festivals.*
4. *Students should be able to sing the Chinese New Year song and greet to each other.*
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?**Students will sing the Chinese New Year song.* *Students will make traditional handicrafts.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*1. *Greetings.*

*Learn to say Happy New Year in Chinese and the hand gesture.*1. *Sing a song.*

 *Happy Chinese New Year*1. *Watch a video about the Chinese New Year beast and find out the traditions to celebrate the festival.*
2. *Paper cutting*

 *Drums, red clothing, lanterns, Chinese character Chun (spring), fire cracers* |
| 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. *Students enjoyed learning the legend and traditions of Chinese New Year.*
2. *Students have a general understanding about the Chinese New Year and how people celebrate it.*
3. *They could sing the Happy New Year song and make paper cuttings for the new year.*
4. *I learned that students enjoy learning different cultures and they love festivals.*
5. *Next time when another Chinese festival is approaching, I could plan more activities for students to have a deep experience of the culture.*
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Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,