**Backward Design Lesson Plan Template**

**School: Chariho Regional High School**

Teacher Wangling Grade Novice

Lesson title Job Title and Occupation in Chinese

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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 will be able to speak out 12 words about jobs correctly.  2.Students will be able to recognize and write the right pinyin about the 12 words about jobs.  3.Students will be able to make short dialogues with the sentence patterns  nǐ/ tā /tā zuò shénme/gōng zuò？  -------你/他/她 做什么工作？(What do you/he/she do?)  ---------wǒ/tā /tā shì lǎo shī  /gāo zhōng shēng /dà xué sheng 我/他/她 是 老 师/  高中生/大学生(I am/ He /She is…) 4. Students will be able to present a Chinese passage about their family, including telling us the status of themselves and the jobs of their family members’. |
| Step 2—Assessment Evidence |
| Performance task—What will students do to show what they have learned?  1.Students can remember, read out the words about the 12 jobs on the flash cards correctly.  2. Students can write the right pinyin about the 12 words about jobs.  3. Students can use the words to ask somebody about his job.  4.Students can use the words to tell people the status of themselves and the jobs that their family members are doing at the end of this lesson. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  1.Greeting and Review.   1. T: 起立（stand up）,同学们好(good morning )！ Ss: 王老师好(good morning MS wang！T：请坐(please be seated) 2. Review the contents that we have learned in the last block.   2.Lead in:  Ask the student the question: “What do I do? “  Students’ answer :You are a teacher, writing down the word “teacher(老师) “on the white board. How about you? ( Students’ answer :We are students), writing down the word ”student”(学生 )on the board. Today we will learn more words about jobs and status in Chinese.  3.Teachers’ explanation and presentation:  Flash cards with 12 jobs on it.  4.Pair-work:  Students are asked to make short dialogues with the two sentence patterns   * nǐ/ tā /tā zuò shen me gōng zuò？ * ------你/他/她 做什么工作？(What do you/he/she do?) * ------wǒ/tā /tā shì lǎo shī  /gāo zhōng shēng /dà xué sheng   我/他/她 是 老 师/   高 中 生/  大 学 生(I am/ He /She is…)  5. Group- work.  Students are asked to write down a short Chinese passage about themselves and present it to the members in the group. They should combine what they have learned last block and today’s contents, including telling the jobs about their family members.  A sample is like this:  wǒ jiā yǒu wǔ kǒu rén 。  我家有五口人。( There are five people in my family)  tā men shì bà bà ，mā mā ，gē gē ，mèi mèi hé wǒ  他 们 是 爸爸， 妈妈， 哥哥，妹妹 和我。(They are father, mother, older brother, younger sister and I. )  bà bà shì lǎo shī ，mā mā shì yī shēng ，gē gē shì dà xué shēng  爸爸是老 师，妈 妈 是 医 生， 哥 哥 是 大 学 生，( My father is a teacher, my mother is a doctor, my older brother is a college student)  mèi mèi shì chū zhōng shēng ，wǒ shì gāo zhōng shēng  *妹 妹是 初 中 生,我 是 高 中 生( my younger sister is a middle school student and I am a high school student.)* |
| 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?*  *I feel amazed that my students did such a great job in the last activity. First, I thought it would be very challenging for them to present a short passage about their family with so many contents. They should combine what they learned last block and what they have learnt today together to make it longer. But they successfully achieved it. I think sometimes students are better than we thought they could.* |
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Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,