**Backward Design Lesson Plan Template**

School**:** Campus International High school level: novice

Teacher: Yassin Essaid  Lesson title:jobs

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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 will be able to say some of the jobs in Arabic. * Students will be able to ask and answer questions using “what do you want to be in the future? * Students will be able to differentiate between the masculine and feminine form of the jobs. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   * Students recognize jobs in pictures that are represented by different people. * Students use the new introduced vocabulary items to make simple sentences about what they want to be in the future. * Students play games such as gimkit and fly swatter that are designed with the introduced vocabulary items related to jobs. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  **Materials**: ppp , laptops, data projector, white board, fly swatters, worksheets.  **Warm-up:**   * A review of family members. * Asking students about their dream jobs.   **Presentation:**   * Presenting some jobs in Arabic through a power point presentation with different pictures and names of jobs. * Opting for repetition drills where students individually repeat the words for jobs in Arabic. * I give the students a worksheet with pictures of the jobs and then they listen to me saying the jobs one after another. they listen and number the pictures in the order I say them. * Students work in pairs asking and responding to questions using the following formula : S1: what do you want to be in the future?   S2: I want to be + job . And you ?  S1: I want to be + job   * students work in pairs one says the female name of a job in Arabic and the other says the male one. * For more practice of the new introduced vocabulary items students play the fly swatter game. * In groups of four students get the laptops and play the gimkit game on jobs in Arabic . |
| 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.*  Students talk with self-confidence in Arabic about what they want to be in the future . |