**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.
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| 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.

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| 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.
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* 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 .
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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.*Students talk with self-confidence in Arabic about what they want to be in the future . |