**Backward Design Lesson Plan Template**

**School: Campus International High School**

Teacher Yassin Essaid Grade level 9th

Lesson title personal pronouns

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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 recognize the following personal pronouns in Arabic : I, you, he, she, it, we, they* 2. *Students will be able to say the introduced personal pronouns in Arabic correctly* 3. *Students will be able to use the Arabic personal pronouns correctly.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *In order to show that they have learnt the target personal pronouns, students have to demonstrate clear understanding of the personal pronouns in Arabic by successfully accomplishing the activities that are going to be conducted. Thus, students show that they have fully grasped the words while playing the kahoot game as well as while being able to talk using some of the personal pronouns.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * *Warm up: 5 min*   *After greeting the students, I will ask them if they are happy today. I will ask different students the following question in their mother tongue and translate them into Arabic too.:*  *T: I am happy today. And you?*  *S1: I am happy too*  *S2: I am not happy*  *S3: …………………*  *Then when each student is answering my question, I will tell the other students in Arabic for example : she is happy/ not happy – he is happy/not happy – they are happy / they are not happy*   * *First stage : Presentation: 15 min* * *Through the use of a data projector, I am going to project pictures of people each time showing a person or two or three people together so that to explain to them the different Arabic personal pronouns. For example, I will show a picture of a girl and say ‘she’, and show them a picture of a boy and say ‘he’ and so on and so forth. I am going to pronounce each pronoun twice.* * *Through the use of repetition drills students are going to repeat the introduced personal pronouns three times while showing them the picture of each person or persons one after another.* * *Then I will use other pictures of different people on the screen and shout out one of the pronouns that have been introduced, students then listen and point to the person or persons representing the pronoun that has been mentioned.* * *Second stage: Practice: 10 min* * *The class is divided into teams of four. With the use of laptops they are going to log in to the Kahoot game that I have created beforehand. In this game students get extra practice of the personal pronouns introduced and it also serves as a way to check students’ understanding.* * *The third stage: Production: 10 min*   *After being modeled , students are going to use personal pronouns to talk about themselves and ask about the others using the following formula in Arabic:*  *S1: I am a student, Are you a student too ?*  *S2: Yes, I am a student. Is he a student?*  *S1: Yes, he is a student. Are they students?*   * *Students proceed the same way with the other pronouns* |
| 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.* |