Backward Design Lesson Plan Template

Teacher: Ezzat Hassan **Mentor High School**
Grade level: Arabic 1 **Lesson title: Classroom objects (lesson 2)**

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 beable to identifyand readthenamesofsomeclassroom objectsinArabic.(book,bag,pencil,compasses,stapler,chairandmap) (كتاب حقيبة دباسة بركار كرسي خريطة)
- Say what they can see from classroom objects in Arabic and draw them.

Step 2 — Assessment Evidence

Performance task— What will students do to show what they have learned?

- -Studentswillsay,readand write thenames of someclassroom objects in Arabic.
- Students will talk about some classroom objects.
- Students will ask and answer about some classroom objects.
- Students will draw cards for classroom objects.

Step 3 — Learning Plan

Learning activities – Answer' s the question, how do I teach it?

- ,After greeting students, I revise yesterday's classroom objects by using flashcards and the smart TV. (pen, chair, protractor, eraser and chalk)
- I ask students what can they find at their bags.
- I introduce the names of some classroom objects in Arabic using some real objects, flashcards and the classroom TV (with the help of ,Airplay).
- Students repeat the names of classroom objects in chorus and individually.

- I show students the flashcards for different classroom objects and they say their names.
- I play a memory game with the students. I ask two students to say as many words as she/he can about classroom objects. The winner is the students who can say more classroom words. I continue the game with other students.
- I divide students into two groups to talk about the usage of different classroom objects.
- Quiz– quiz Trade. I give each student a card. I ask each student to write a question (about a classroom object) on the front and answer on the . they leave their places to find a partner. One

Sample Lesson Plan Using Backward Design

Abigail Norfleet James

Sample Lesson Plan Using Backward Design:

   Understanding by Design Grant P. Wiggins,Jay McTighe,2005 What is understanding and how does it differ from knowledge How can we determine the big ideas worth understanding Why is understanding an important teaching goal and how do we know when students have attained it How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today s high stakes standards based environment Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of Understanding by Design Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998 the authors have greatly revised and expanded their original work to guide educators across the K 16 spectrum in the design of curriculum assessment and instruction With an improved UbD Template at its core the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks Readers will learn why the familiar coverage and activity based approaches to curriculum design fall short and how a focus on the six facets of understanding can enrich student learning With an expanded array of practical strategies tools and examples from all subject areas the book demonstrates how the research based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum Combining provocative ideas thoughtful analysis and tested approaches this new edition of Understanding by Design offers teacher designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike   Differentiated Instructional Strategies for the Block Schedule Gayle H. Gregory,Lynne E. Herndon,2010-06-28 Eliminate idea block with this practical resource that includes more than 100 planning tools matrixes rubrics templates and choice boards for differentiating instruction during extended learning blocks   Teaching First-Year College Students Maggie Murphy,2019-05-15 The first year experience is an emerging hot topic in academic libraries and many librarians who work with first year students are interested in best practices for engaging and retaining them Professional discussion and interest groups conferences and vendor sponsored awards for librarians working with first year students are popping up left and right A critical aspect of libraries in the first year experience is effective information literacy instruction for first year students Research shows that despite growing up in a world rife with technology and information students entering college rarely bring with them the conceptual understandings and critical habits of thinking needed for finding evaluating and ethically using information in both academic and real world contexts Faculty in upper level courses expect students to learn about the research process in their first year of college and instructors in the first year curriculum expect librarians to teach this to their students Despite all this designing teaching and evaluating effective information literacy instruction specifically for first year students is not necessarily intuitive for instruction librarians That is why Teaching First Year College Students A Practical Guide for Librarians is a comprehensive how to guide for both new and experienced librarians interested in

planning teaching and assessing library instruction for first year students The book Examines the related histories of library instruction and first year experience initiativesSummarizes and synthesizes empirical research and educational theory about first year students as learners and novice researchersEstablishes best practices for engaging first year students through active learning and inclusive teachingFeatures excerpts from interviews with a number of instruction librarians who work with first year students in a range of positions and instructional contextsIncludes examples of activities lesson plans and assessment ideas for first year library instruction for common first year course scenariosIncludes a template to use for library instruction lesson planningWritten by a library instruction coordinator with a graduate degree in First Year Studies and a first year instruction librarian Teaching First Year College Students A Practical Guide for Librarians is the first comprehensive how to guide for both new and experienced librarians interested in planning coordinating teaching and assessing library instruction for first year students **Toolbox for Teachers and Mentors** Richard D. Solomon,Elaine C. Solomon,2009 What is in the Toolbox What is a teacher What should I be teaching How do I plan lessons What are teacher directed models of teaching What are student engaged models of teaching How do I reach all students How do I manage student behavior What are the interpersonal reflection and observational skills required of a mentor teacher What is the core knowledge base a mentor needs to have about how one learns to teach About the Author Having collectively spent over seventy years in teaching students and training teachers in the public school arena Dr Richard and Elaine Solomon are now focused on improving Jewish education They have created a seven stage career development ladder from madrichim to mentor and expert teacher that can transform how Jewish educators are recruited developed and supported **Lesson Planning for High School Physical Education** MacDonald, Lynn Couturier,Doan, Robert,Chepko, Stevie,2018 Lesson Planning for High School Physical Education offers more than 240 lesson plans that are standards based and ready to use These innovative plans are great for fostering physical literacy in your students The book also provides guidance on how to plan effective lessons that align with SHAPE America s National Standards and Grade Level Outcomes for K 12 Physical Education *Interdisciplinary Instruction* Karlyn E. Wood,2015-03-23 The fifth edition of this practical guide to interdisciplinary instruction focuses on the thinking and reasoning skills mandated by the Common Core State Standards and the content learning standards required by an increasing number of states The author provides an easy to follow step by step guide to designing creating and implementing unit and lesson plans for all learners Both pre service and in service elementary and middle school teachers will find Wood s approach to be comprehensive with a strong theoretical foundation Using Wiggins and McTighe s backward design process Wood offers specific protocols for creating unit and lesson plans at the elementary and middle school levels By emphasizing differential instruction constructivist educational philosophy application of skills in meaningful context and the art of engaging student interest he demonstrates how diverse student populations can benefit from the interdisciplinary approach Prospective teachers will learn to create interdisciplinary and

multidisciplinary plans that promote problem solving creativity and social interaction Examples abound with an appendix of sample unit plan designs filled with ideas for lessons and activities **Effective Instructional Strategies** Kenneth D. Moore,2014-01-15 A concise and easy to read K 12 methods text that covers practical information all teachers need to be effective The Fourth Edition of Effective Instructional Strategies From Theory to Practice provides thorough coverage of the strategies and essential skills that every teacher needs to know This text applies the latest research findings and useful classroom practices to the instructional process by presenting a Theory to Practice approach to instruction emphasizing the intelligent use of teaching theory and research to improve classroom instruction Logically and precisely providing information about how to be an effective classroom teacher this text has been carefully designed to maximize instructional flexibility and to model established principles of instruction It was further designed to expand the pedagogical teaching knowledge of teachers and their instructional repertoires P.L.A.N. for Better Learning Kevin Bird,Kirk Savage,2015-11-26 This hands on guide is designed to assist teachers as they structure their learning practice The framework of four basic and proven steps Preparation Learning Sequence Authentic Application and New Thinking can be used at any level for any subject and for learning applications from lessons to unit plans The P L A N approach aims to improve flow in teaching to help teachers truly implement purposeful planning personalization and engagement Combining the best research on how we learn with practical lesson exemplars the P L A N process encourages and supports goal setting student engagement and transformational learning *Creating Your Teaching Plan* Arleen P. Mariotti,2009 The completely updated NETWORK GUIDE TO NETWORKS 6th Edition gives readers the technical skills and industry know how required to begin an exciting career installing configuring and troubleshooting computer networks The text also prepares readers for CompTIA s Network N10 005 certification exam with fundamentals in protocols topologies hardware and network design After exploring TCP IP Ethernet wireless transmission and security concepts as well as an all new chapter on virtual networks readers can increase their knowledge with the practical On the Job stories Review Questions Hands On Projects and Case Projects NETWORK GUIDE TO NETWORKS 6th Edition also includes reference appendices a glossary and full color illustrations The features of the text combined with its emphasis on real world problem solving provides readers with the tools they need to succeed in any computing environment **Teaching the Male Brain** Abigail Norfleet James,2007-03-15 Differentiate your teaching style to address learning differences between girls and boys in the classroom The author provides qualitative and quantitative research to show why boys learn differently and demonstrates how you can differentiate teaching strategies to help boys succeed This easy to use handbook shows you how to Recognize sociological and neurobiological foundations of cognitive gender differences Look critically at curricula and teaching practices evaluate how well they work with boys and uncover areas where changes can be made Develop educational approaches based on research and classroom practice that are responsive to the learning differences of both boys and girls Designing Effective Language Learning Materials for

Less Commonly Taught Languages Öner Özçelik,Amber Kennedy Kent,2023-08-01 A step by step guide to designing materials for learning world languages from expert instructional designers Many teachers of less commonly taught languages or LCTLs find themselves in the position of needing access to quality language teaching and learning materials where none exist or where those that do are extremely outdated Designing Effective Language Learning Materials for Less Commonly Taught Languages is a concise guide for language instructors or anyone with an interest in developing language learning materials While leading instructors through the development process using the ADDIE model of instructional design Analysis Design Development Implementation Evaluation z elik and Kent present examples from many different languages provide reflection questions for readers to consider at the end of each chapter and give concrete strategies and tips throughout the process Readers will come away from the book with a more comprehensive understanding of how to develop materials for world language learning in general and LCTL learning in particular and a clear roadmap for doing so Simply written and free of overly complicated jargon or rhetoric Designing Effective Language Learning Materials for Less Commonly Taught Languages will be an invaluable reference for novice and experienced instructors alike as well as directors of language programs   Skills-Based Health Education Mary Connolly,2018-08-21 The Second Edition of Skills Based Health Education provides pre service and practicing teachers with the pedagogical foundation and tools to develop a comprehensive PreK 12 health education program using the National Health Education Standards It takes each standard by grade span provides scenarios based on research to explain the skill and then provides a step by step approach to planning assessment and instruction Early chapters connect skills based health education to coordinated school health and the national initiatives of the Centers for Disease Control and Prevention Healthy People 2020 The Whole Child and 21st Century Skills The remaining chapters provide guidance to plan implement and assess performance tasks Readers are shown how to establish student needs select content and skill performance indicators to meet those needs and plan and implement assessment and instructions   **Engineering Instruction for High-Ability Learners in K-8 Classrooms** National Assoc For Gifted Children,Alicia Cotabish,2021-09-03 Engineering Instruction for High Ability Learners in K 8 Classrooms is an application based practitioners guide to applied engineering that is grounded in engineering practices found in the new Next Generation Science Standards NGSS and the Standards for Engineering Education The book provides educators with information and examples on integrating engineering into existing and newly designed curriculum The book specifies necessary components of engineering curriculum and instruction recommends appropriate activities to encourage problem solving creativity and innovation and provides examples of innovative technology in engineering curriculum and instruction Additionally authors discuss professional development practices to best prepare teachers for engineering instruction and provide recommendations to identify engineering talent among K 8 students Finally the book includes a wealth of resources including sample lesson and assessment plans to assist educators in integrating engineering into their curriculum and instruction

What About Us? Diane Kerr,Tracey A. Hulen,Jacqueline Heller,Brian K. Butler,2020-08-14 Early childhood learning is a critical launchpad for every student s social emotional and intellectual growth With What About Us you will discover how to achieve the full potential of PreK 2 classrooms through proven best practices aligned to the PLC at Work process Learn how to work in collaborative teams to determine essential standards design assessments monitor student progress and more Use this resource to ensure every early childhood student gains the strong foundation necessary for an excellent education Understand how the PLC at Work process and early childhood learning go hand in hand Learn the various aspects of what goes into creating an effective PLC for early childhood learning Explore the environmental cultural and academic needs of an early childhood learner in the formative years Map out effective curricula that encompass the practices embodied by PLC at Work and promote social emotional learning Grasp the importance of operating effectively as a whole school team Contents Chapters Introduction Chapter 1 How the PLC Process Supports Collaborative Teams Creating a Foundation of Learning Chapter 2 What We Want Out Students to Know and Be Able to Do Building a Curriculum Chapter 3 What We Want Out Students to Know and Be Able to Do Determining Essential Standards and Mapping Curriculum Chapter 4 How We Know Students Have Learned Unwrapping Standards and Setting Goals Chapter 5 How We Know Students Have Learned Designing Assessments Chapter 6 How We Respond When Some Students Do or Do Not Learn Conducting Data Discussions and Progress Monitoring Chapter 7 How We Respond When Some Students Do or Do Not Learn Planning Instruction Epilogue **Diego Agent of Change: Addressing the Public Education State of Emergency** Howard D. Zmudy,2025-08-26 The curriculum approach presented is called Students Empowering Themselves S E T Going for the Magic S E T is based on the quality of sameness within each human being the desire to be happy a consistent response we received for 50 years while working with youth and adults of all ages and cultures from around the world We call it the Common Thread Denominator Experience It is more than a simple intervention applicable in all learning environments it is an evolution that unfolds as all participants come together as an inclusive community working toward a common goal It is driven by empowerment and sustained by the joy of self discovery inspiring the desire to uncover more about oneself Schonert Reichl 2014 stated Educating the heart refers to the importance of not only focusing on developing the cognitive aspects our minds but also all the qualities that make us human our hearts and ultimately give us meaning in our lives Research has demonstrated the positive impacts of developing our hearts the way we feel and relate to one another In fact heart and mind learning are interconnected S E T is eclectic including the application of evidence based neuroscience to instructional strategies that are brain research based and trauma informed securing a pathway to nurturing and building resilience It offers a positive emotional learning environment that reduces stress and promotes building a foundation for a love to learn attitude where learners become leaders *Cross-disciplinary STEM Learning for Asian Primary Students* Winnie Wing Mui So,Zhi Hong Wan,Tian Luo,2023-11-27 Given the importance of student learning in the various types and integration of

STEM education this book provides a landscape of cross disciplinary STEM learning in Asian primary schools and a systematic overview of design practices and outcomes of STEM learning implementation Science Technology Engineering and Mathematics STEM has continued to attract attention worldwide and there have been calls for the promotion of STEM education in primary schools to nurture students to meet the needs of societies in terms of innovation and technology development Since STEM is complex in nature and is related to various disciplines the effort of a single discipline may not be as effective as cross disciplinary efforts This edited volume involving an Asian team of authors examines how cross disciplinary STEM learning can be designed for students to achieve viable outcomes and what opportunities and challenges have been offered to the next generation to equip them with the necessary skills knowledge and ways of thinking as well as attitudes and values for lifelong learning A resourceful text for students researchers and practitioners interested in the rich development of STEM education and practical methods for a variety of learning approaches from elementary to secondary education has been provided   The Big6 Curriculum Michael B. Eisenberg,Janet Murray,Colet Bartow,2016-05-26 This practical hands on book explains how to ensure that your students are information and communication technology literate that is competent with a range of tools technologies and techniques for seeking out and applying information The importance of teaching information and communication technology ICT literacy is clear without it students will be ill equipped to find and use information in all its forms as well as produce and present information in all forms Unfortunately most ICT literacy educational programs are irregular incomplete or arbitrary Classroom teachers teacher librarians and technology teachers need a complete ICT program one with clearly defined goals and objectives planned and coordinated instruction regular and objective assessment of learning and formal reporting of results This book explains how to integrate the objectives of ICT literacy into your school s established curricular structure The book explains the rationale for a having a comprehensive ICT program describes how to develop a Big6 by the Month program and defines the challenges in the areas of information seeking strategies location and access use of information synthesis and evaluation It also includes templates for grade level objectives a scenario plan program plan lesson plan and unit plan summary evidence and criteria performance descriptors a presentation readiness checklist and Big6 by the Month checklists for instructional leaders teachers and teacher librarians   **K-12 School Wellness Education** Hannah Holl,Randy Nichols,2025-08-22 The text provides strategies to promote wellness in schools with the focus on why physical activity matters Unit and lesson plans demonstrate how to combine physical activities with the Living Well components nutrition social and emotional wellness the body s responses to activity health related fitness and safety   **Resources in Education** ,2001   **The Essentials of Social Studies, Grades K-8** Kathy Checkley,2008-01-15 Blending research with teacher developed strategies this book helps teachers better understand students cultural differences and turn educational challenges into educational opportunities

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