

## Backward Design Lesson Plan Template

Teacher: Ezzat Hassan  
Grade level: Arabic 1

Mentor High School  
Lesson title: Classroom objects (lesson 2)

Step 1 — Desired Results
<p><i>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?</i></p> <ul style="list-style-type: none"> <li>Students will be able to identify and read the names of some classroom objects in Arabic. (book, bag, pencil, compasses, stapler, chair and map) ( كُتَاب، حَقَائِق، دِيَاة، مَكْرَسِي، مَقْرِيَّة )</li> <li>Say what they can see from classroom objects in Arabic and draw them.</li> </ul>
Step 2 — Assessment Evidence
<p><i>Performance task— What will students do to show what they have learned?</i></p> <ul style="list-style-type: none"> <li>Students will say, read and write the names of some classroom objects in Arabic.</li> <li>Students will talk about some classroom objects.</li> <li>Students will ask and answer about some classroom objects.</li> <li>Students will draw cards for classroom objects.</li> </ul>
Step 3 — Learning Plan
<p><i>Learning activities - Answer s the question, how do I teach it?</i></p> <ul style="list-style-type: none"> <li>After greeting students, I revise yesterday's classroom objects by using flashcards and the smart TV. (pen, chair, protractor, eraser and chalk)</li> <li>I ask students what can they find at their bags.</li> <li>I introduce the names of some classroom objects in Arabic using some real objects, flashcards and the classroom TV (with the help of Airplay).</li> <li>Students repeat the names of classroom objects in chorus and individually.</li> <li>I show students the flashcards for different classroom objects and they say their names.</li> <li>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.</li> <li>I divide students into two groups to talk about the usage of different classroom objects.</li> <li>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 back. they leave their places to find a partner. One</li> </ul>

# Sample Lesson Plan Using Backward Design

**Richard D. Solomon, Elaine C. Solomon**



## **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 **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 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 **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 **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

*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 **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 *School Nursing*

Janice Selekman,Robin Adair Shannon,Catherine F Yonkaitis,2019-07-01 Produced in cooperation with the National Association of School Nurses this text includes comprehensive coverage of the multiple facets of school nursing from the foundations of practice and the roles and functions of a school nurse through episodic and chronic illness and behavioral issues to legal issues and leading and managing within school settings Written and edited by school nurses and pediatric experts it features real world tested best practices based on evidence and experience There s content here that you won t find in other books such as health assessments individualized health plan development mental health conditions including adolescent depression contemporary legal issues and current policy statements essential to school nursing **Health and Physical Education for Elementary Classroom Teachers**

Retta R. Evans,Sandra K. Sims,2016-03-11 In elementary schools across the United States teachers are often tasked with teaching health education or physical education although they may not have specialist training Health and Physical Education for Elementary Classroom Teachers An Integrated Approach is the perfect resource for these educators It covers both health and physical education while giving current and preservice teachers the skills to deliver appropriate lessons to their young students Retta Evans and Sandra Sims respected educators and physical education advocates provide everything teachers need in order to seamlessly incorporate health education and physical education into an integrated curriculum Based on national health education physical education and state specific academic standards including the Common Core state standards this is a guide that will help teachers empower elementary students to become healthy and active The text is complemented with a full suite of ancillary products Sample syllabus and course outline Chapter resources including an overview outline review questions with answers and learning activities Chapter questions to help in creating quick assessments of student learning or in building custom tests Approximately 150 slides to reinforce key points The text also features lab exercises that allow students to practice the material they are learning including designing their own standards based lesson plans that integrate health and physical education By learning the essential knowledge and using the invaluable strategies in this book every teacher will be equipped to create a healthy and active school environment that maximizes student achievement Health and Physical Education for Elementary Classroom Teachers is organized into two parts each dedicated to different components of incorporating health and physical education into the elementary classroom Part I focuses on the foundational knowledge needed for teaching

health and physical education It addresses the health risk behaviors of today's generation of students a team approach to coordinated school health how physical growth and brain development in children are related to health and the many characteristics and benefits of a high quality physical education program Part II emphasizes the strategies necessary for incorporating health physical education and physical activity into the curriculum and school day It discusses how teachers can become advocates of healthy and active schools identify habits that promote everyday health in the classroom and incorporate physical activity and the national standards into each school day It also presents teaching methods assessment tools and evaluation strategies to ensure teaching success Throughout this book practicing and training teachers will find websites tips for best practices sample lesson plans and tables with innovative strategies The result is a great resource that teachers can use to fulfill what is both a tremendous responsibility and a unique opportunity promoting health and wellness in the elementary classroom using an integrated approach **Make Teaching Sustainable** Paul Emerich

France, 2023-08-18 Rethink your teaching practice with six mindset shifts that will transform how you approach the job ensuring that you can sustain your energy and effectiveness while empowering and supporting learners Traditional approaches to the practice of teaching are unsustainable Too many educators are disengaging burning out and leaving the profession in response to stressors both inside and outside of schools And high teacher turnover has a negative effect on our students In *Make Teaching Sustainable* Paul Emerich France explores six mindset shifts that you can implement to improve your educational environment while also supporting and empowering the students you lead Humanity over industry Collectivism over individualism Empowerment over control Minimalism over maximalism Process over product Flexibility over fixedness The goal of sustainable teaching is not simply to have teachers do less work but also to help focus efforts on effective efficient and meaningful practices that make learning richer for students Guided by recent research and interviews with practitioners in the field France explores how mindset and practice shifts interact with themes of healing regeneration vulnerability partnership ritual and simplicity He also outlines tangible benefits to sustainable teaching from a reduction in burnout to an increase in student engagement with learning Whether you're a teacher coach or administrator *Make Teaching Sustainable* will inspire you to embark on a practicable action oriented path to sustainability ensuring that you can continue to be nurtured supported and effective in the profession that you love *The Emerald Handbook of Modern Information*

*Management* James M. Matarazzo, Toby Pearlstein, 2017-12-19 This handbook aims to be an integral text for students of library and information science and a ready reference for information professional practitioners The chapters provide a construct through which any information professional may learn about the major challenges facing them in the early part of the 21st century Teaching Adventure Education Theory Bob Stremba, 2009 *Teaching Adventure Education Theory* Best Practices offers stimulating fun and engaging activities instructors can use in assisting future adventure educators outdoor leaders and group facilitators in making the connections between adventure theory and practice *Collaborative Strategies*

*for Teaching Reading Comprehension* Judi Moreillon, 2007-02-26 Presents a collection of collaborative strategies for classroom teachers and librarians designed to help improve students reading comprehension      **Teaching L2 Composition** Dana R. Ferris, John Hedgcock, 2013-10 This popular comprehensive theory to practice text is designed to help teachers understand the task of writing L2 writers the different pedagogical models used in current composition teaching and reading writing connections Moving from general themes to specific pedagogical concerns it includes practice oriented chapters on the role of genre task construction course and lesson design writing assessment feedback error treatment and classroom language grammar vocabulary style instruction Although all topics are firmly grounded in relevant research a distinguishing feature of the text is the array of hands on practical examples materials and tasks that pre and in service teachers can use to develop the complex skills involved in teaching second language writing Each chapter includes Questions for Reflection Further Reading and Resources Reflection and Review and Application Activities An ideal text for L2 teacher preparation courses courses that include both L1 and L2 students and workshops for instructors of L2 writers in academic secondary and postsecondary settings the accessible synthesis of theory and research enables readers to see the relevance of the field s knowledge base to their own present or future classroom settings and student writers      The Impact of the 4th Industrial Revolution on Engineering Education Michael E. Auer, Hanno Hortsch, Panarit Sethakul, 2020-03-17 This book gathers papers presented at the 22nd International Conference on Interactive Collaborative Learning ICL2019 which was held in Bangkok Thailand from 25 to 27 September 2019 Covering various fields of e learning and distance learning course and curriculum development knowledge management and learning real world learning experiences evaluation and outcomes assessment computer aided language learning vocational education development and technical teacher training the contributions focus on innovative ways in which higher education can respond to the real world challenges related to the current transformation in the development of education Since it was established in 1998 the ICL conference has been devoted to new approaches in learning with a focus on collaborative learning Today it is a forum for sharing trends and research findings as well as presenting practical experiences in learning and engineering pedagogy The book appeals to policymakers academics educators researchers in pedagogy and learning theory school teachers and other professionals in the learning industry and further and continuing education      **Literacies in Language Education** Kate Paesani, Mandy Menke, 2023 Some pedagogists have struggled with what they see as a lack of literacy among learners immersed in the communicative approach to learning and how to bridge this gap as learners reach the upper levels Literacies in Language Education introduces and provides practical guidance on how to teach world languages using a multiliteracies approach which focuses on critical engagement with texts and intercultural development to further language learning Melding the sometimes conflicting interests in language depts of literature and linguistics the authors embrace an expanded understanding of literacies to capture the dynamism of language and its contexts of use the importance of preparing students to interact with the range of

text types they will encounter in their academic workplace and personal lives and the multicultural and multilingual landscape of secondary and postsecondary language classrooms The book provides clear and practical guidance about what the approach is its benefits and how to create curricula for it how to use the approach in teaching and how to train teachers to use the approach each a key access point to pedagogical change This book provides teachers and program admins immediate steps to take toward designing and implementing this approach in their classes and curricula The authors are well known in this area for their teacher training at CARLA a well respected center at the U of MN CARLA hosts multiple workshops on the topic annually and is invited to do so around the country they will adopt this book in those workshops

**Teaching the Female Brain** Abigail Norfleet James, 2011-12-15 James text is a wonderful resource for teachers and parents of girls The practical suggestions for math and science teachers are an absolute highlight If educators read and follow the encouraging suggestions in this book more girls would be empowered to succeed in math and science Kate Broadley Researcher Alliance of Girls Schools Incorporate brain based research to empower girls in the classroom As any classroom teacher can tell you there are discernible differences in the way girls and boys learn This engaging practical guide examines how girls unique sensory physical cognitive and emotional characteristics affect their performance in the classroom and shows you how to adapt classroom experiences to assist girls learning particularly in math and science Abigail Norfleet James provides research based findings to build your understanding of how females learn differently whether in coed or single sex settings and clarifies assumptions held by both teachers and students about themselves Inside readers will find Specific instructional techniques and practical applications for differentiating instruction in math and science Ways of dealing with girls stress Up to date findings on left vs right brain learning styles of learning and math anxiety Resources figures and charts as well as quizzes in each chapter that introduce the topic and challenge preconceived notions of learning differences Teach in ways that complement the female brain and give girls the best education possible

**Advances in Community Thought and Research** Irma N. Guadarrama, John Ramsey, Janice L. Nath, 2005-11-01 The collection of papers in this volume have a combined synergy that exudes a sense of hope and confidence that our progress in the Professional Development Schools research movement has been substantial and vibrant even though some would argue that the strides are not enough nor fast enough to make a significant difference However no one can argue the fact that our efforts are indeed crucial to the improvement of education for all students and in that sense Professional Development Schools Research is definitely on track

**Immersive Education** Paula MacDowell, Jennifer Lock, 2023-01-02 This book focuses on designing and being a designer of immersive education It introduces readers to the human experiences within immersive learning environments and contributes research evidence on the effectiveness of immersive technologies in K 12 and post secondary contexts Through the chapters illustrative contextual examples and vignettes demonstrate immersive learning in real world educational practice Readers will be equipped to design engaging and culturally relevant immersive experiences for learning



in a post COVID world Immersive Education Designing for Learning brings researchers designers and educators together to offer pedagogical strategies and design guidelines The originality lies in integrating theoretical and practical knowledge to design meaningful immersive experiences with attention to sustainability community and creativity Valuable insights are provided to support students and teachers as immersive learning designers and storytellers

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