



Guide to Backward Design Lesson Plan

Week of: Place date here

Course/Level: Language and Level (honors)

Unit Title: Unit title from District Curriculum Framework

*TEM Correlations are represented in parenthesis with the number of criteria that connects.

Monday

Duration: Class length

1. What will my students be able to do with what they learn at the end of the lesson?

Learning Target(s): This should be performance oriented, achievable in one day's lesson and stated in student-friendly terms. These can be found on the Curriculum Framework for each respective level.
(T1)*

2. How will I know students have achieved the daily learning targets?

- How does this performance lead toward the unit and annual performance targets?
- What kind of feedback will I provide my students?

Performance Target: **(T1, T3)** Students will speak in sentences. Students asking questions. (Intermediate Low)

Performance Task (s):

How will students demonstrate what they have learned? (Partner work, checklist, quiz, etc.)

Student Feedback:

How the students will know that they did well or could do better? Do they understand what level they scored at?

Partner feedback, sticker after the activity, Self-evaluation (thumbs up/thumbs down)

3. What learning experiences will lead my students to meet and exceed the daily performance target?

Language Chunks:

What sentence frames and connectors will students learn/use?

Cultural Interactions/Context:

Within what culturally-appropriate context will students perform?

Warm-up (T7)	Guided Practice (T4, T7)	Independent Practice (T4, T5, T6)	Check for Understanding (T6)	Closure (T1, T6, T7)
What is your hook? How will you prime students to maximize their learning today? <i>*According to Primacy-Recency effect this is the most powerful instructional time in your class period!</i>	What activities will you use to model for and practice the content with the students?	What activities will students complete on their own to practice content?	What strategies will you use to ensure they understand the content throughout the lesson?	How will you check to see how well students have mastered the daily targets? How do you solidify the learning of the day?
What materials, supplies and supports will your students need?	What materials, supplies and supports will your students need?	What materials, supplies and supports will your students need?	What materials, supplies and supports will your students need?	What materials, supplies and supports will your students need?

What help or support will I provide for my struggling learners?

- What will you do for students who need extra support or those who are behind classmates?

How will I challenge my advanced students?

- How will you challenge students who easily meet or exceed your daily learning targets? What growth opportunities will you provide students who exceed expectations or are exceeding expectations?

