

## Creating a Strong Lesson Plan based on Backward Design

Creating a strong lesson plan using **Backward Design** involves starting with the end goal and planning backward to ensure that all elements of the lesson lead toward that goal. This approach is particularly effective because it focuses on what students are supposed to learn and ensures that every activity, assessment, and instructional method is aligned with that learning outcome.

Here's a breakdown of how to develop a lesson plan using **Backward Design**.

### 1. Identify Desired Results (Stage 1)

- **Start with the End in Mind:** Define what you want students to know, understand, and be able to do by the end of the lesson/unit.
- **Big Ideas and Core Understandings:** Determine the overarching concepts and essential questions. For world language classrooms, these could be language structures, cultural insights, or proficiency in a particular skill (e.g., speaking, reading, listening, writing).
- **Objectives:** Write specific learning objectives using verbs from Bloom's Taxonomy (e.g., identify, interpret, create, communicate). For example: "Students will be able to use past-tense verbs in Spanish to describe past experiences."

### 2. Determine Acceptable Evidence (Stage 2)

Lingco for Spanish includes both formative and summative assessments as a key part of the curriculum. Formative assessment is built into the natural sequence of every lesson in Part 3; multiple options for summative assessment are available in the Teacher Resources.

- **Assessments:** Decide how students will demonstrate their understanding and mastery of the learning objectives.
  - **Formative Assessments:** Activities like exit tickets, think-pair-share, quick quizzes, or journaling during the lesson to check understanding.
  - **Summative Assessments:** More comprehensive tasks like projects, presentations, tests, or performance assessments where students showcase their learning.
- **Performance Tasks:** Tasks that mimic real-world language use (e.g., role-playing a conversation, writing a letter, or creating a dialogue).
- **Rubrics:** Develop rubrics that clearly define how student performance will be measured. This encourages self-assessment and gives students a clear understanding of expectations.

### 3. Plan Learning Experiences and Instruction (Stage 3)

- **Learning Activities:** Design activities that lead students toward mastering the learning objectives. These should be engaging, interactive, and scaffolded to build on previous knowledge.
  - **World Language Example:** Start with a listening activity to introduce vocabulary, followed by guided practice in pairs, and end with students creating their own dialogues.
- **Instructional Strategies:** Use varied teaching methods, such as direct instruction, cooperative learning, or inquiry-based approaches, to cater to diverse learning styles.
- **Embedded Grammar in Context:** For language classrooms, make sure grammar is taught in context. For example, teach verb conjugations within the framework of a storytelling or conversational task rather than in isolation.

#### 4. Align with Standards and Proficiency Goals

- Ensure your lesson objectives align with national or state language standards (e.g., ACTFL standards for World Languages).
- Focus on **interpersonal**, **interpretive**, and **presentational communication** when planning tasks, ensuring that students are building proficiency across all language domains.

#### 5. Reflect and Adjust

- **Student-Centered Learning:** Incorporate opportunities for student choice, self-assessment, and reflection, allowing them to set their own learning goals or identify areas for improvement.
- **Continuous Feedback:** Plan for feedback loops where students can receive guidance and adjust their work before final assessments.
- **Differentiation:** Plan to meet diverse learner needs through personalized learning experiences, scaffolding, and flexible grouping.

## Example Lesson Plan Using Backward Design (World Language Context)

### 1. Desired Result:

- Objective: “Students will be able to describe their daily routine in the target language using reflexive verbs.”
- Essential Question: “How do I talk about my day in a way that a native speaker would understand?”

### 2. Evidence:

- **Formative:** Exit ticket where students list five reflexive verbs learned.
- **Summative:** Students create a digital presentation describing their daily routine using reflexive verbs.

### 3. Learning Activities:

- **Warm-up:** Review reflexive verbs with a short video in the target language.
- **Activity 1:** Students watch a sample daily routine video and identify reflexive verbs.
- **Activity 2:** Pair activity where students discuss their morning routine using sentence starters.
- **Activity 3:** Students create a written description of their daily routine using reflexive verbs and share with a partner for peer feedback.

### 4. Assessment and Reflection:

Students present their digital projects to the class and receive feedback using a rubric based on grammar, vocabulary, and fluency.

This structured approach ensures that your lesson plan is aligned, purposeful, and grounded in clear outcomes, making learning more effective and engaging for students.