

Date: July 13, 2018	Grade Range: HS 9-12	Targeted Performance Level: NH/IL	Total Time for this Plan: 60 minutes
-------------------------------	--------------------------------	---	--

Curriculum Connection

Program Can-Do Statement & Performance Assessment Task

Copy the specific program Can-Do Statement from the curriculum (stage 1) and performance assessment task (stage 2) that you are working toward in this learning plan.

Program Can-Do Statement:

1. I can introduce school facilities of a Chinese high school.
2. I can ask and respond to school activities & after-school activities.
3. I can ask and respond to where school facilities are located on my own campus and some after-school activities.



Performance Assessment Task:

- Students describe he/she can do what activities in specific facilities on a campus tour in Beijing No. 4 High School. (Can-do #1)
- Students dub for a few scenes in a short movie made by students from Beijing No. 4 High School to discuss what activities and after-school activities he/she can do in school. (Can-do #2)
- Students are interviewed by school newspaper journalist to offer information about American students' school and after-school activities. (Can-do #3)

Learning Episode #1

Number of minutes for this episode: 20min

Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

I can introduce school facilities of a Chinese high school.

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

names of school facilities, names of activities, and location words

Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

Students describe he/she can do what activities in which facilities on a campus tour in Beijing No. 4 High School. Match activity with facility on Nearpod and describe doing what activity in which facility following a time order.

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

- Students take a campus tour to Beijing No. 4 High School and get familiar with school facilities.
- Students participate in stretching exercises when they stop by the sports field.
- Students tell what activities they are interested in and where they can participate in those activities on campus.

Differentiation: Students are not expected to know the names of all activities or all facilities on the campus tour. Students with higher proficiency are encouraged to say as many activities and facilities as possible, and give a few reasons why they would like to participate in those activities. Students with lower proficiency are guided to recognize a few familiar activities and facilities, and give one or two reasons for the activities that they want to sign up. Students will compare activities in China and in the U.S., and

understand what Chinese students like to do in school.

Materials Needed

What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

Beijing No. 4 High School campus map, photos of school facilities, Nearpod matching exercise, stretching exercise video YouTube link: <https://youtu.be/GuMlomW9wwg>

Learning Episode #2

Number of minutes for this episode: 20min

Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

I can ask and respond to school activities & after-school activities.

names of school facilities, names of school and after-school activities

Students dub for a few scenes in a short movie made by students from Beijing No. 4 High School to discuss what activities and after-school activities he/she can do in school.

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

- Students watch a short film clip without any dialog.
- Students brainstorm what the characters might say in the clip.
- Students dub for the film clip.

Differentiation: Students with higher proficiency level will brainstorm most things the characters would say in the film clip. Students with lower proficiency level will be given question prompts on PPT slides to help them form dialogs for the dubbing.

Materials Needed

What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

Short film made by students from Beijing No. 4 Secondary School. YouTube link: https://youtu.be/Ms5Xz-sxX_c

Learning Episode #3

Number of minutes for this episode: 20min

Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

I can ask and respond to where school facilities are located on my own campus and some after-school activities.

names of school and after-school activities, names of school facilities, location words

Students are interviewed by school newspaper journalist to talk about U.S. after-school activities.

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

- Students brainstorm questions that can be asked by school newspaper journalist. Students will interact with the teacher to perform a quick interview. The teacher can play the journalist and asks students.
- On Nearpod Collaborate, one student plays the journalist, the other plays the U.S. exchange student, orally say and then type out questions and responses about school and after-school activities.
- Role play: Students are interviewed by school newspaper journalist to offer some information about American students' school and after-school activities. And they can switch roles to do the interview, again.

Differentiation: Students with higher proficiency level will brainstorm questions that can be asked by the school journalist. Students with lower proficiency level will answer those questions. After everything is typed out, students can switch roles.

Materials Needed

What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

Nearpod Collaborate

Add additional learning episodes as needed by copying a learning episode box.

Post-Lesson Reflection

After implementing this learning plan, consider the following questions while reflecting on the successes and challenges of the lesson:

- What were the strength of the lesson? Which activities helped to maximize the learning?
- Did all learners meet the goals of the lesson? Why or why not?
- What could you do to improve this learning plan if you address these lesson Can-Do Statements again?
- The strength of this lesson is that it incorporates many cultural elements, such as the stretching exercises, the virtual campus tour in Beijing No. 4 High School, and the film dubbing activity, to provide students with a contextualized learning experience. Esp. the film dubbing activity immerses students into local high school life and relates to their own high school experience.
- Yes, all learners met the goals of the lesson, because they were provided with multiple opportunities to perform and create with language.
- If time allows, students will be given more time and opportunities to practice with their partner before they perform the tasks. Another thing that can be improved is that if we can find virtual 360 degree hologram of the Beijing No. 4 High School online, students will probably have a better immersion experience.