

Date: 7/12	Grade Range: 9 th -11 th grade	Targeted Performance Level: Intermediate Low	Total Time for this Plan: 1 hour
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Curriculum Connection

Program Can-Do Statement & Performance Assessment Task

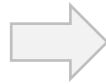
Copy the specific program Can-Do Statement from the curriculum (stage 1) and performance assessment task (stage 2) that you are working toward in this learning plan.

Can-Do Statements

I can ask and respond to school subjects, classes, and schedule.

I can express my likes and dislikes of school subjects and schedules and provide reasons.

I can compare high school classes and schedules in China and U.S.



Performance Assessment Task:

An interview about likes and dislikes of school subjects.

Presentation of each learner's own school schedule.

Presentation of comparisons between a Chinese high student's schedule and subjects with their own.

Learning Episode #1

Number of minutes for this episode: 15

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 ask and respond to school subjects, classes, and schedule.

Vocabulary

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

Students learn Li Ming's class schedule and relate it to their own ones.

Check for Learning

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

They will conduct an interview about likes and dislikes of school subjects.

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.

1. Answer questions based on Beijing No. 4 Middle School's map and introduce your own school with its history, class and student numbers.
2. Watch an authentic video about one student's class schedule and answer 3 related questions in Nearpod.
3. Review school subjects with likes and dislikes.
4. Interview and discuss the reasons of likes and dislikes with the teacher and the partners.

Materials Needed

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

PowerPoint slides, one authentic video about one student's class schedule, a map of Beijing No. 4 School, authentic pictures of school subjects, Nearpod.

Learning Episode #2

Number of minutes for this episode: 15

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 express my likes and dislikes of school subjects and schedules and provide reasons.	Through watching two videos and doing two cultural activities with the teacher, students learn Chinese stretch exercise and eye exercise.	They will discuss their one day schedule at school in Nearpd through typing and speaking.
<p>Learning Experiences <i>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.</i></p>		
<ol style="list-style-type: none"> 1. Reviewing school subjects with likes and dislikes. 2. Interview and discuss the reasons of likes and dislikes with the teacher and the partners. 3. Interpret a typical high school student’s schedule. 4. Zoom activity of filling in blanks regarding 4 schedule questions. 5. Watch two vidoes of stretch exercise and eye exercise during Chinese students’ break and do them together with the teacher. 6. Discuss which classes are taken at which classrooms with the teacher and the partners. 7. Present each of their own class schedule in paragraph. 		
<p>Materials Needed <i>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</i></p>		
<p>PowerPoint slides, one authentic picture of Chinese student’s high school schedule, two authentic videos of stretch exercise and eye exercise.</p>		

<p>Learning Episode #3 Number of minutes for this episode: 15</p>		
<p>Lesson Can-Do Statement <i>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i></p>	<p>Vocabulary <i>How are culture and/or content part of the language chunks and words that learners will use?</i></p>	<p>Check for Learning <i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i></p>
<p>I can compare high school classes and schedules in China and U.S.</p>	<p>Students learn and interpret a typical high school Chinese student’s schedule.</p>	<p>They will discuss and compare Chinese school with their school in different aspects such as schedules and school subjects in Nearpod through typing and speaking.</p>
<p>Learning Experiences <i>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.</i></p>		
<ol style="list-style-type: none"> 1. Review schedule and school subjects and comparison structure. 2. Each student presents their comparisons in paragraph. 		
<p>Materials Needed <i>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</i></p>		
<p>PowerPoint slides, one authentic picture of a Chinese high school student’s weekly schedule.</p>		

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 the lesson was the communicative activities for students to speak and compare different aspects of the related topic in Chinese and American culture. The three performance tasks helped to maximize the learning. As all learners were able to meet the expectations during these tasks, they met the lesson goals. If I address these lesson Can-Do Statements again, I will provide more communicative questions and more questions related to students themselves in order to push their language output.