

<b>Date:</b> July 13, 2018	<b>Grade Range:</b> HS 9-12	<b>Targeted Performance Level:</b> NH/IL	<b>Total Time for this Plan:</b> 40 minutes
-------------------------------	--------------------------------	---	--

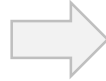
### Curriculum Connection

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



##### Performance Assessment Task:

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

### 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.

#### Vocabulary

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

names of school facilities,  
location and direction words

#### Check for Learning

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

Matching activity on Nearpod to describe doing what activity in which facility.

#### 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 Secondary 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.

#### Materials Needed

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

Campus map, school photos, Nearpod matching exercise

## 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.

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

### Vocabulary

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

names of school and after-school activities

### Check for Learning

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

- Students dub for a short film clip.
- After dubbing, students are interviewed by school newspaper journalist.

### 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.
- Students are interviewed by school newspaper journalist to offer some information about American students' school and after-school activities.

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.

**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?