

# STUDENT PROGRAM LEARNING PLAN



For step-by-step help in completing this document, please see the accompanying [annotated learning plan](#) and sample learning plans.

<b>Date:</b> July 17, 2017	<b>Grade Range of Learners:</b> HS 9-12	<b>Targeted Performance Level:</b> NH/IL
<b>Time Allotted for This Learning Plan:</b> 60 minutes		

## Lesson Can-Do Statements

Identify specific Lesson Can-Do statement(s) from the Program Can-Do statements in the Curriculum Template (column 2) that are appropriate for and specific to this learning plan.

- I can read menus and order food for Chinese breakfast
- I can compare Chinese and American breakfast
- I can understand introduction to Beijing Sightseeing through online resources;
- I can make sightseeing plans.
- I can bargain and complete transactions in a culturally appropriate way

Indicate what learners need to know and understand to meet the Lesson Can-Do statements above.

Culture	Content	Language
The difference between Chinese and American breakfast Historical sites in Beijing Bargain in a culturally appropriate way	Identify typical Chinese and American breakfast food Learn about famous historical sites in Beijing Make sightseeing plans Learn about bargain strategies	A 像 B 从来没 V 过 有的...有的..

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## EPISODE # 1

Number of minutes for this episode:

<b>STAGE 1</b> <b>Lesson Can-Do Statement(s) Addressed:</b> See box above	<b>STAGE 2</b> <b>Check for Learning</b> Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).
<ul style="list-style-type: none"> <li>• I can read menus and order food for Chinese breakfast</li> <li>• I can compare Chinese and American breakfast</li> </ul>	<ul style="list-style-type: none"> <li>• Students can order breakfast from authentic Chinese menu</li> <li>• Students compare the difference between American and Chinese breakfast</li> </ul>
<b>STAGE 3</b> <b>Enabling Activities</b> Tasks that lead learners to demonstrate what they can do with what they know.	

- Students can identify Chinese breakfast
- Students can name American breakfast in Chinese
- Students can state their breakfast preference
- Students discuss about their experience with Chinese breakfast

**Differentiation Strategies**

*Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.*

Teachers will add visual aid and pinyin to help students comprehend in lower level classes

Teachers will provide scaffolding questions

Teachers will provide students opportunities to expand from sentence level to paragraph level

Teacher will provide more challenging materials for students with higher proficiency level

**EPISODE # 2**

**Number of minutes  
for this episode:**

<p><b>STAGE 1</b> <b>Lesson Can-Do Statement(s) Addressed:</b> See box above</p>	<p><b>STAGE 2</b> <b>Check for Learning</b> <i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i></p>
<ul style="list-style-type: none"> <li>• I can understand introduction to Beijing Sightseeing through online resources;</li> <li>• I can make sightseeing plans.</li> </ul>	<p>Students can ask for advice on sightseeing plans. Students can make arrangements on sightseeing plans.</p>
<p><b>STAGE 3</b> <b>Enabling Activities</b> <i>Tasks that lead learners to demonstrate what they can do with what they know.</i></p> <ul style="list-style-type: none"> <li>• Students talk about which sites they want to visit based on the information they get from video.</li> <li>• Students discuss which sites to go based on their time, their personal interest, past experience and people's suggestions.</li> </ul>	
<p><b>Differentiation Strategies</b> <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i></p> <p>Teachers will add visual aid and pinyin to help students comprehend in lower level classes</p> <p>Teachers will provide scaffolding questions</p> <p>Teachers will provide students opportunities to expand from sentence level to paragraph level</p>	

**EPISODE # 3****Number of minutes  
for this episode:**

<b>STAGE 1</b> <b>Lesson Can-Do Statement(s) Addressed:</b> See box above	<b>STAGE 2</b> <b>Check for Learning</b> <i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i>
<ul style="list-style-type: none"> <li>I can bargain and complete transactions in a culturally appropriate way</li> </ul>	Students can adopt different bargaining strategies in a role-play activity
<b>STAGE 3</b> <b>Enabling Activities</b> <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Students talk about their plan of purchasing gifts. Students talk about popular gift--selfie stick. Students complete tasks of different bargain strategies. Students talk about where they can bargain in the US and China.	
<b>Differentiation Strategies</b> <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i> Teachers will add visual aid and pinyin to help students comprehend in lower level classes Teachers will provide scaffolding questions Teachers will provide students opportunities to expand from sentence level to paragraph level	

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

<b>MATERIALS NEEDED</b> <i>What supplies and materials will you need to successfully implement this learning plan?</i>  Authentic video, images, menu, signs, advertisement
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<b>PERSONAL REFLECTION</b> <i>How did this lesson go? What could you do to improve this learning plan if you do these activities again?</i>
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