

STUDENT PROGRAM LEARNING PLAN



For step-by-step help in completing this document, please see the accompanying *annotated learning plan* and *sample learning plans*.

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

<p>Lesson Can-Do Statements</p> <p><i>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 <u>this</u> learning plan.</i></p> <ul style="list-style-type: none"> • 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		

da

EPISODE # 1		Number of minutes for this episode:
<p>STAGE 1</p> <p>Lesson Can-Do Statement(s) Addressed: See box above</p>	<p>STAGE 2</p> <p>Check for Learning</p> <p><i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i></p>	
<p>STAGE 3</p> <p>Enabling Activities</p> <p><i>Tasks that lead learners to demonstrate what they can do with what they know.</i></p>		

Differentiation Strategies

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

EPISODE # 2**Number of minutes
for this episode:****STAGE 1**

Lesson Can-Do Statement(s) Addressed: *See box above*

STAGE 2**Check for Learning**

Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).

STAGE 3**Enabling Activities**

Tasks that lead learners to demonstrate what they can do with what they know.

Differentiation Strategies

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

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

MATERIALS NEEDED

What supplies and materials will you need to successfully implement this learning plan?

PERSONAL REFLECTION

How did this lesson go? What could you do to improve this learning plan if you do these activities again?

