

<b>Date:</b> 11/10/18	<b>Grade Range:</b> 9-12	<b>Targeted Performance Level:</b> Novice Mid	<b>Total Time for this Plan:</b> 120 minutes
--------------------------	-----------------------------	--	---

### Curriculum Connection

 Watch a summary of this learning plan

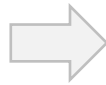
#### Program Can-Do Statement & Performance Assessment Task

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:

I can express my preferences for a study abroad program in China based on my interests, hobbies and future professionn.

I can present my choice of a Chinese university for a study abroad program based on location and type of university.



*Learners will, based on their own interests / hobbies and future professions, choose a potential university for study abroad.*

### Learning Episode #1

Number of minutes for this episode:

#### 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 identify student activities in a Chinese video

#### Vocabulary

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

Vocabulary for typical student activities: dance, sing, exercise, play ball, etc.

#### Check for Learning

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

Learners complete a checklist.

### 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.

\*\*\*\*\*  
\*\*\*\*\*

Teacher shows a slide with the goals of the day; learners read the “I can” statements.  
Learners watch the video of Chinese students engaged in a variety of activities.  
Learners complete a checklist of the activities they view in the video.  
Learners check their answers with a partner.

**Materials Needed**

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

[Video of students at a Chinese university](#)

[Checklist Handout](#)

[Powerpoint Presentation \(PDF\)](#)

**Learning Episode #2**

**Number of minutes for this episode:**

**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 identify academic subjects.  
  
I can share the subjects I’m studying with another person.  
  
I can compare my course schedule with my classmates’.

Vocabulary for various academic subjects: math, language, chemistry, music, art, dance, geography, social studies, history, and science.  
  
I study..., he/she studies....

Learners complete a checklist, matching images with Chinese characters.  
  
Learners compare their course schedule with a partner and then share with the class.

**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.

\*\*\*\*\*  
\*\*\*\*\*

Learners activate previously learned vocabulary by matching images of subjects with the Chinese characters.  
Learners share their course schedule with that of a partner. Learners report on one course that he/she is taking, but his/her partner is not taking; and one course his partner is taking, and he/she is not taking.

**Materials Needed**

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

[Handout with images of subjects and Chinese characters.](#)

[Class Schedule](#)

**Learning Episode #3**

**Number of minutes for this episode:**

<b>Lesson Can-Do Statement</b>	<b>Vocabulary</b>	<b>Check for Learning</b>
<i>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i>	<i>How are culture and/or content part of the language chunks and words that learners will use?</i>	<i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i>
<p>I can interpret a Chinese high school transcript and identify academic subjects.</p> <p>I can compare what subjects Chinese and US students take.</p>	<p>Vocabulary for various academic subjects: math, language, chemistry, music, art, dance, geography, social studies, history, and science.</p>	<p>Learners complete a Venn diagram in small groups.</p> <p>Learners share their responses with the class.</p>
<b>Learning Experiences</b>		
<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>***** *****</p>		
<p>Learners read a Chinese high school student’s transcript to identify the subjects s/he is taking. Learners then compare the courses taken by US students with those on the Chinese transcript.</p>		
<b>Materials Needed</b>		
<i>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</i>		
<p><a href="#">Authentic Chinese high school transcript.</a></p>		

<b>Learning Episode #4</b>		<b>Number of minutes for this episode:</b>
<b>Lesson Can-Do Statement</b>	<b>Vocabulary</b>	<b>Check for Learning</b>
<i>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i>	<i>How are culture and/or content part of the language chunks and words that learners will use?</i>	<i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i>
<p>I can identify professions from authentic materials (images of Chinese people working in a variety of professions).</p> <p>I can connect academic subjects with the appropriate professions</p>	<p>Academic subjects.</p> <p>Professions, such as teacher, translator, businessman, doctor.</p> <p>Structures: “need to study” or “It is important to study”</p>	<p>Learners complete a worksheet connecting academic subjects with the appropriate professions.</p>
<b>Learning Experiences</b>		
<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>***** *****</p>		

Learners look at images of real-life people in China and associate the images with professions.

Learners work individually to list all the academic subjects relevant to pursuing various professions.

Learners compare their lists with a partner and then share out to the entire class.

**Materials Needed**

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

[Images of Chinese people engaging in various professional activities.](#)

**Learning Episode #5**

**Number of minutes for this episode:35**

**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 identify locations of Chinese universities.

Chinese city names.

Learners complete a handout about the location of the universities mentioned. Learners compare their answers with a partner, followed by a share out.

I can identify places/facilities at a university.

Names of university facilities, such as library, gym, laboratories, dormitories.

I can identify various types of Chinese universities.

Chinese university classifications, such as foreign studies, normal, polytechnic, and comprehensive.

Learners record the number of times they hear Chinese university classifications in a video.

**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.*

\*\*\*\*\*  
\*\*\*\*\*

Learners watch a video about Chinese universities to identify their location.

Learners watch the video a second time to identify the types of universities mentioned (technological, normal, technical and foreign studies, and comprehensive).

Learners watch China university commercial videos.

**Materials Needed**

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

Videos about Chinese universities - [Video 1](#), [Video 2](#)  
[Handout.](#)

--

<b>Learning Episode #6</b>		<b>Number of minutes for this episode:35</b>
<b>Lesson Can-Do Statement</b> <i>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i>	<b>Vocabulary</b> <i>How are culture and/or content part of the language chunks and words that learners will use?</i>	<b>Check for Learning</b> <i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i>
I can express my preference for a university based on its location, facilities, and classification (specialization).	Structure “because”: I would like to go to xx university to study abroad, because...	Learners brainstorm factors that are important in choosing a university to study using a technology tool, padlet.
<b>Learning Experiences</b> <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>*****</p> <p>*****</p>		
<p>Learners brainstorm factors that are important in choosing a university to study abroad using the tool padlet.</p> <p>Learners discuss with their classmates the type of university they would like to attend.</p> <p>Learners determine which other classmates like the same Chinese university as they do.</p>		
<b>Materials Needed</b> <i>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</i>		
<p>Computers</p> <p><a href="#">Form for gathering information from their classmates</a></p>		

<b>Learning Episode #7</b>		<b>Number of minutes for this episode:35</b>
<b>Lesson Can-Do Statement</b> <i>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i>	<b>Vocabulary</b> <i>How are culture and/or content part of the language chunks and words that learners will use?</i>	<b>Check for Learning</b> <i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i>
I can present my preference for a specific university based on its location, facilities, and classification (specialization).	Hobbies / Interests Academic Subjects Professions Structure “because”: I would like to go to xx university to study abroad, because...	Rubric for video
<b>Learning Experiences</b>		

*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.*

\*\*\*\*\*  
\*\*\*\*\*

Learners watch China university commercial videos.

Learners make their decision, choose one of the universities to study abroad, make a video to introduce themselves, explain the reasons that they choose that particular university to study abroad.

**Materials Needed**

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

China University commercial videos - [Video 1](#), [Video 2](#)

Computers

**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?