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

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

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<thead>
<tr>
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<tr>
<td>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</td>
<td>How are culture and/or content part of the language chunks and words that learners will use?</td>
<td>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</td>
</tr>
<tr>
<td>I can identify student activities in a Chinese video</td>
<td>Vocabulary for typical student activities: dance, sing, exercise, play ball, etc.</td>
<td>Learners complete a checklist.</td>
</tr>
</tbody>
</table>

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

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<td>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</td>
</tr>
<tr>
<td>I can identify academic subjects.</td>
<td>Vocabulary for various academic subjects: math, language, chemistry, music, art, dance, geography, social studies, history, and science.</td>
<td>Learners complete a checklist, matching images with Chinese characters.</td>
</tr>
<tr>
<td>I can share the subjects I’m studying with another person.</td>
<td>I study…, he/she studies….</td>
<td>Learners compare their course schedule with a partner and then share with the class.</td>
</tr>
<tr>
<td>I can compare my course schedule with my classmates’.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Number of minutes for this episode:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

STARTALK Learning Plan (2018)
### 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 interpret a Chinese high school transcript and identify academic subjects.

I can compare what subjects Chinese and US students take.

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

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

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

Learners complete a Venn diagram in small groups.

Learners share their responses with the class.

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### 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 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.

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

[Authentic Chinese high school transcript](#)

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### Learning Episode #4

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

### 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.

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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.
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.

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### Learning Episode #5

**Lesson Can-Do Statement**
*Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.*

<table>
<thead>
<tr>
<th>Can-Do Statement</th>
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</tr>
</thead>
<tbody>
<tr>
<td>I can identify locations of Chinese universities.</td>
<td>Chinese city names.</td>
<td>Learners complete a handout about the location of the universities mentioned. Learners compare their answers with a partner, followed by a share out.</td>
</tr>
<tr>
<td>I can identify places/facilities at a university.</td>
<td>Names of university facilities, such as library, gym, laboratories, dormitories.</td>
<td></td>
</tr>
<tr>
<td>I can identify various types of Chinese universities.</td>
<td>Chinese university classifications, such as foreign studies, normal, polytechnic, and comprehensive.</td>
<td>Learners record the number of times they hear Chinese university classifications in a video.</td>
</tr>
</tbody>
</table>

**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.
# Learning Episode #6

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<td>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</td>
</tr>
<tr>
<td>I can express my preference for a university based on its location, facilities, and classification (specialization).</td>
<td>Structure “because”: I would like to go to xx university to study abroad, because…</td>
<td>Learners brainstorm factors that are important in choosing a university to study abroad using a technology tool, padlet.</td>
</tr>
</tbody>
</table>

## 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 brainstorm factors that are important in choosing a university to study abroad using the tool padlet.
Learners discuss with their classmates the type of university they would like to attend.
Learners determine which other classmates like the same Chinese university as they do.

## Materials Needed

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

- Computers
- Form for gathering information from their classmates

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# Learning Episode #7

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</table>
| I can present my preference for a specific university based on its location, facilities, and classification (specialization). | Hobbies / Interests
Academic Subjects
Professions | Rubric for video |
| | Structure “because”: I would like to go to xx university to study abroad, because… |

## 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 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?