

<b>Date:</b> n/a	<b>Grade Range:</b> HS	<b>Targeted Performance Level:</b> NM	<b>Total Time for this Plan:</b> 180-210
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### 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.

I can request and provide information by asking and answering simple questions about personal information, language and educational backgrounds, interests, and life experiences, using a mixture of practiced and memorized words, phrases, and simple sentences



Learners will participate in an interview for a job in an international summer camp in a target-language country. They will design questions as directors of different international groups in the camp and take turns being directors and job candidates. In the end, directors will name their best candidate and explain why they chose them. To prepare for the interview, learners will view authentic Russian resumes, recognize headings and key information in them, and guess what jobs the authors of the resumes are seeking. Learners will also design their own resumes.

### Learning Episode #1



Watch this in Action

Number of minutes for this episode: 30

#### 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 exchange information on people's names, professions, home countries, and language backgrounds (Interpersonal)

#### Vocabulary

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

Review and expand from previous learning days: Vocabulary for professions, names of countries, and languages. Structures related to asking and answering questions: What is his/her name? Where does/did s/he live? What is/was his/her profession? What languages does/did s/he know?

#### Check for Learning

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

In groups, learners will be able to ask and answer questions to guess a famous person (similar to a 20-questions game format)

#### 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.

1. Teacher presents images of famous people and asks questions about their names, nationalities, countries where they live(d), what languages they speak/spoke, and what their professions are (I do and We do)
2. Teacher models a dialog for mini-conferences, in which s/he and one of the learners ask and answer questions about the people on cards with famous people—their name, country, language(s),

profession(s) (I do)

- Each learner gets a card with an image of a famous person; learners go around the room and carry on dialogs about them; at the end, learners exchange cards and move on to their next partner (We do and You do)
- In groups of 3 or 4, learners play 20 questions. They take turns thinking of a famous person, while others ask questions about this person (Is it he or her? Is s/he alive? Is s/he an American, etc. / Does/did s/he live in the U.S.? Is s/he a politician, a scientist, a writer, an actor, a musician, etc.), Is it...?) (You do)

### Materials Needed

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

- Cards with images of famous people from different countries

## Learning Episode #2

 Watch this in Action

Number of minutes for this episode: 30

### 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 cultural differences in the information included in resumes in Russia and the U.S.

Vocabulary for resumes (job objective, work, education, languages, computer skills, interests, references)  
Cultural differences in information included in resumes in Russia and the U.S.

Learners will be able to complete a Venn diagram categorizing what information typically appears in Russian resumes only, American resumes only, and both Russian and American resumes

### 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 view an excerpt from an authentic video about resumes and guess its topic (I do and We do)
- On Padlet, learners brainstorm what information may be included in a resume (to activate background knowledge and previously encountered vocabulary) (We do)
- Learners view authentic Russian and American resumes and identify parts that differ across the cultures (We do and You do)
- Learners complete a Venn diagram categorizing what information typically appears in Russian resumes only, American resumes only, and both Russian and American resumes (We do and You do)

### Materials Needed

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

- YouTube link with a video about resumes (e.g., <https://www.youtube.com/watch?v=GaDFJucB7tU> (starting at 30<sup>th</sup> second and stopped when appropriate))
- [Padlet page for brainstorming resume section headings](#)
- [Authentic Russian and American resumes](#) for learners to identify differences in cultural conventions.
- Handouts of Venn diagram (Russian resumes, American resumes, both)

## Learning Episode #3

Number of minutes for this episode: 30

### 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 main headings in authentic Russian resumes and recognize some of the key information about people's address, education, professions, language skills, computer skills, etc.) (Interpretive)	Vocabulary for resumes (job objective, work, education, languages, computer skills, interests, references) Cultural conventions for names and contact information Construction "Why? – Because..."	Learners will be able to match the headings to appropriate resume sections and explain why they think so by circling and pointing to words and phrases that helped them make their decision
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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.*

1. Teacher and learners recall headings of resume sections that are typical for Russian resumes (I do and We do)
2. Learners look through an authentic resume in which the section headings are whitened out and match them to appropriate headings; compare results in pairs (We do and You do)
3. Learners present their choices and explain why they made these choices by circling and pointing to words and phrases that helped them choose the appropriate heading for each section (You do)

### Materials Needed

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

- [Handouts of an authentic resume with section headings whitened-out](#)
- Printouts of section headings to match to the resume parts (consider using more section so that learners would not match using the reason of "because it is the last one")

<b>Learning Episode #4</b>		<b>Number of minutes for this episode: 30</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 identify what position (job) a person is seeking based on his/her resume information (Interpretive)	Vocabulary for jobs and resumes Construction "Why? – Because..."	Learners will be able to match jobs sought to corresponding resumes of job seekers and explain their choices
<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>		
<ol style="list-style-type: none"> <li>1. Teacher displays a list of different jobs (positions) and uses gestures and images to explain them (I do)</li> <li>2. Learners view 3-5 authentic resumes and work on finding job titles that correspond to each resume; compare results with a partner (We do and You do)</li> <li>3. Learners present their answers and explain why they chose a certain job by circling and pointing to the key words that helped them make their decision (You do)</li> </ol>		
<b>Materials Needed</b>		
<i>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</i>		
<ul style="list-style-type: none"> <li>- <a href="#">List of jobs</a> (e.g., designer, programmer, translator, musician, professor, a fitness club trainer, tour guide, etc.); consider including more jobs than there are resumes</li> </ul>		

- [Authentic resumes with positions whitened-out](#)

<b>Learning Episode #5</b>		<b>Number of minutes for this episode: 30</b>
<p><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></p>	<p><b>Vocabulary</b> <i>How are culture and/or content part of the language chunks and words that learners will use?</i></p>	<p><b>Check for Learning</b> <i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i></p>
<p>I can describe personal information, education, work experience, skills, and qualities in my resume (Presentational)</p>	<p>Vocabulary found in resumes Specific vocabulary relevant for your group of learners when applying for a job in an international summer camp</p>	<p>Learners will be able to create their own resumes for a job at an international summer camp</p>
<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> <ol style="list-style-type: none"> <li>1. Teacher and learners brainstorm headings learners may want to use in their resumes (I do and We do)</li> <li>2. Learners create their own templates with appropriate headings or insert headings in available templates; compare with a partner; adjust their work; clarify issues (We do and You do)</li> <li>3. Learners complete their resumes; finish as homework (We do and You do)</li> </ol>		
<p><b>Materials Needed</b> <i>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</i></p> <ul style="list-style-type: none"> <li>- Laptop</li> <li>- Resume templates (optional)</li> </ul>		

<b>Learning Episode #6</b>		 <b>Watch this in Action</b>	<b>Number of minutes for this episode: 30-60</b>
<p><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></p>	<p><b>Vocabulary</b> <i>How are culture and/or content part of the language chunks and words that learners will use?</i></p>	<p><b>Check for Learning</b> <i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i></p>	
<p>I can ask and answer questions pertaining to a job interview in an international summer camp (Interpersonal)</p>	<p>Vocabulary and structures relevant for a job in an international summer camp (I like to sing/dance/play the guitar, etc., I worked with children; I went to France, I know ... language(s); I speak ..., I live in....) Question structures: Do you like? Have you been to? Have you worked in/as? Can you sing? Are you kind/responsible/punctual/hard-working/stress-resistant, etc.? Why?—Because: My best candidate is... because....</p>	<p>Learners will be able to conduct an interview for a job in an international summer camp, choose the best candidate and explain why the candidate is the best</p>	
<p><b>Learning Experiences</b></p>			

*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.*

1. Teacher presents an international summer camp in a target-language country (e.g., Artek) using images, maps, gestures, etc. Teacher introduces the situation: learners are applying for a job at the camp to work with children from different countries (I do)
2. On padlet, learners brainstorm questions for a job interview in the camp (We do and You do)
3. Learners consider their classmate's questions and finalize their lists (You do)
4. Learners are divided into camp directors and job seekers; each director gets a card with the name of the country from which the children in their group will be from; interviewing begins in a speed-dating format; directors and candidates exchange greetings and business cards and/or resumes; directors ask questions and take notes (You do)
5. Learners-directors take turns introducing their group's home country; name the best candidate, and explain their choice; candidates thank directors and accept the job (You do)
6. Learners switch roles and repeat steps 4 and 5 (You do)

### **Materials Needed**

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

- [Ppt about an international summer camp](#)
- Padlet for brainstorming interview questions
- Cards with names of countries (U.S., Canada, France, Germany, Italy, etc.)

## **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?

Possible follow-ups for the interview include writing follow-up emails to directors