



The Erindale Academy

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| 1576 Dundas St West, Mississauga, ON L5C 1E5

Daily Lesson Plan



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Course Name: Simplified Chinese		Course Code: LKBDU
Grade Level: 12	Duration: 3	Lesson #: 2.2
Unit #: 2	Lesson Title: 2.2 Resume Writing	
Overall Expectations (<i>Directly from The Ontario Curriculum</i>) A1, A2, A3 B1, B2.1, B3 C1, C2, C3 D1, D2		
Specific Expectations (<i>Directly from The Ontario Curriculum</i>) A1.1 A1.2 A2.1 A2.2 A2.3 A3.1 B1.1 B1.2 B1.3 B2.1 B2.2 C1.1 C1.2 C1.3 C2.1 C2.2 C3.1 D1.2 D2.2 D2.3		
Learning Skills & Work Habits (<i>Check all that apply; Select from the following list and describe the activity(ies) you plan to track</i>) Responsibility: Know class rules and expectations Organization: Prepare for quizzes and other assignments on the way Independent Work: Review of learnings in class; do homework independently Collaboration: Pair work and group work in role play, discussion, and games etc. Initiative: Engage in class actively; preview and review lessons Self-Regulation: Obey the class rules; do assignments in time		
Learning Goals (<i>What do I want the students to know and/or be able to do?</i>) Today you (students) will: <ol style="list-style-type: none">1) Understand the definition, length, and necessity of a resume2) Learn the format of English resume3) Learn the format of Chinese resume4) Understand the differences between Chinese and English resumes5) Learn how to write appropriate resumes for different job positions6) Enhance teamwork and public speaking skills through activities		



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Success Criteria (*Based on the application of the lesson, how will I know students have learned what I intended? Recording Devices: anecdotal record, checklist, rating scale, rubric, etc...*)

By the end of this lesson I (students) can:

- Translate sentences with the awareness of appropriate figures of speech knowledge
- Group work on translating sentences
- Speak in public (games)

Materials and Resources

Lian, S. (1993), *Contrastive Studies of English and Chinese*. Beijing: Higher Education Press.

Shao, Z. & Shao, W. (2013). *Contrastive Studies between English and Chinese*. Shanghai: East China University of Science and Technology Press.

Wheatley, J. K. (2011). *Learning Chinese: A Foundation Course in Mandarin*. New Haven & London: Yale University Press.

Relevant Youtube videos

Relevant resume samples

Lesson Structure and Activities

Timing (minutes)	Content
~5-10 minutes	ICEBREAKER & WARM-UP QUESTIONS <i>Check attendance</i> Warm-up questions: How are you today? Any updates/ news to share?
~15-20 minutes	Part 1 Review of Lesson 2.1 Homework check – 60-second Self-introduction



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~45-50 minutes	Part 2 Lecture: Resume writing
~5-10 minutes	Part 3 - Discussion: <ul style="list-style-type: none">• What is a resume? When is a resume used?• How many pages is a resume supposed to have?• Are there some differences between Chinese and English resumes? Sample analysis
15 minutes	Break
~70 minutes	Part 4 – Resume writing lab <i>Students write their own resumes in Chinese and English</i>
~10-15 minutes	ASSIGN ASSIGNMENT/HOMEWORK <ul style="list-style-type: none">- 1. <i>Writing from yesterday's class</i>- <i>Topic: ... (Your name) in 5 years (Vision of yourself in 5 years from now – your education, career, family, and friends, etc.)</i>- 2. <i>Finish your resumes and submit them by 11:59pm tomorrow, June 5</i>- 3. <i>A brief introduction to your dream university and program (3-5 minutes, orally)</i>
ASSIGNMENT/HOMEWORK <ul style="list-style-type: none">- 1. <i>Writing from yesterday's class</i>- <i>Topic: ... (Your name) in 5 years (Vision of yourself in 5 years from now – your education, career, family, and friends, etc.)</i>- 2. <i>Finish your resumes and submit them by 11:59pm tomorrow, June 5</i>- 3. <i>A brief introduction to your dream university and program (3-5 minutes, orally)</i>	
EXIT CARD Short Survey	
TEACHER'S REFLECTIONS (What do I need to do to become more effective as a teacher in supporting student learning?) After the lesson:	



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Check all that apply in each list (Teacher may modify the list)

Assessment Strategies		
For Learning	As Learning	Of Learning
<p>Student product: Diagnostic tests Practice quiz Pop quizzes Homework Class notes Peer feedback Practice questions Practice tests</p> <p>Observation: Class discussions Peer feedback</p> <p>Conversation: Student teacher conferences Small group discussions</p>	<p>Student product: Learning logs Self-assessment sheet Homework Self-analysis sheet Peer-analysis sheet</p> <p>Observation: Whole class discussions Group discussions</p> <p>Conversation: Student teacher conferences Small group discussions Pair work</p>	<p>Student product: Assignments Tests Exam Case studies Business report</p> <p>Observation: Student-led discussion/debate Presentation Performance tasks</p> <p>Conversation: Student teacher conferences Question and answer session</p>
Lesson Tools		
<p>Direct Instruction Structured overview Lecture Compare & contrast Socratic method Demonstrations</p>	<p>Indirect Instruction Problem solving Case studies Reading for meaning Inquiry Reflective discussion Writing to inform Concept formation Concept mapping Concept attainment</p>	<p>Instructional Skills Explaining Demonstrating Questioning</p>



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Interactive Instruction	Independent Study	Experiential Learning
<ul style="list-style-type: none">PowerPointVideo clipDebatesRole playingBrainstormingPeer partnerLearning/analysisDiscussionLaboratory groupsCooperative learningGroupsJigsawProblem solvingConferencing	<ul style="list-style-type: none">EssaysComputer assistedInstructionJournalsLearning logsReportsLearning activity packagesCorrespondence lessonsLearning contractsHomeworkResearch projectsAssigned questionsLearning centers	<ul style="list-style-type: none">Field tripsConductingExperimentsSimulationsGamesStory tellingFocused imagingField observationsRole-playingModel buildingSurveysCase studies