



The Erindale Academy

Tel: 905-232-1576

| Email: info@erindaleacademy.ca

www.erindaleacademy.ca

| 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 #: 2.4
Unit #: 2	Lesson Title: 2.4 Job search & Job ad analysis	
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) Have knowledge of Canadian job-hunting process2) Improve listening and speaking skills through class discussion3) Use new vocabulary appropriately4) Learn to analyze job listings and job ads5) Improve research skills through project6) Improve Presentation skill7) Enhance teamwork and public speaking skills through activities		



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:

- Understand Canadian job search knowledge
- Group work on resume review
- Speak in public (Presentation)

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 video and reading materials

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 2.3 Resume review Homework check – A brief introduction to the job post you found
~5-10 minutes	Part 2 - Discussion: <ul style="list-style-type: none">• How do people find jobs in Canada?



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	<ul style="list-style-type: none">• How about job-hunting in China? Is it the same with or different from the Canadian job-seeking process?• Are there any special job opportunities/ employment programs for college students?• How to analyze a job ad effectively?
~45-50 minutes	Part 3 Lecture: Job search & Job ad analysis
15 minutes	Break
~70 minutes	Part 4 – E-Portfolio samples <i>Learn how to create personal e-Portfolio</i>
~10-15 minutes	ASSIGN ASSIGNMENT/HOMEWORK - 1. <i>Revise your resumes and submit them by 11:59pm Friday June 7</i> - 2. <i>Prepare for your e-Portfolio: Google site and more</i>
ASSIGNMENT/HOMEWORK - 1. <i>Revise your resumes and submit them by 11:59pm Friday June 7</i> - 2. <i>Prepare for your e-Portfolio: Google site and more</i>	
EXIT CARD <i>Short Survey</i>	
TEACHER'S REFLECTIONS <i>(What do I need to do to become more effective as a teacher in supporting student learning?)</i> 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