**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date:**  **July 30, 2018** |  | **Grade Range:**  **High School/Early College** |  | **Targeted Performance Level:**  **Advanced-Mid** |  | **Total Time for this Plan:**  **Day 1** |
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| **Lesson Essential Question:** *Is it reasonable to assume “education equity” has the same meaning in all countries? Why? Why not? Are barriers to education equity similar in all countries? Why? Why not?*  **Curriculum Connection: Program Can-Do Statement & Performance Assessment Task** | | |
| **INTERPERSONAL** |  | **Interpersonal Performance Assessment Tasks:** |
| I can exchange information and ideas and maintain discussions about education equity topics with Hindi Urdu speakers using appropriate content-specific vocabulary, related cultural information, language structures and verbal /non-verbal behavior.  **PRESENTATIONAL**   I can present information to authentic audiences to give a preference, opinion or persuasive argument with supporting evidence on topics related to education equity using organized paragraphs in different time frames. | Learners engage in onsite and virtual exchanges of information and ideas on a wide variety of topics related to education equity with Hindi/Urdu speakers during lesson-specific pre- Skype activities, Skype sessions, post-Skype debriefings and to complete Application of Learning tasks.  **Presentational Performance Assessment Tasks:**  Learners advocate for and defend evidence-based viewpoints about education equity topics in multimedia presentations that contain varying cultural perspectives. They express preferences and opinions and present arguments when interacting with peers and invited experts during lesson-specific pre-Skype activities, Skype sessions, post –Skype debriefings and to complete Application of Learning Tasks (Lesson 1 Inforgraphic). |

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| **Learning Episode #1 Pre-Skpe Activities** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can demonstrate understanding of the information presented in an introductory video created by Indian/ Pakistani partner school peers. | Vocabulary and language chunks include, but are not limited to:   * + - * Exchanging basic personal information (age, grade, etc.); other demographics       * Conveying personal perspectives: A true friend is someone… the most enjoyable activity to engage in is…the most significant event in my life was when…       * Citing similarities/differences in products/ practices in Indian/Pakistani schools and U.S. schools based on information in partner school videos (e.g., vacation periods, types of schools, facilities, amount of English spoken, etc. ) *This is similar to... just like…because… is unlike...compared to… The difference between… in contrast… instead of…* | | * Responses to interview questions during interactions with STARTALK peers   + - * Similarities or differences in the school environment, student activities, etc. recorded on a Comparison Chart Graphic Organizer in their notebooks * List of statements created about what they know about Indian/Pakistani schools |
| **Learning Experience*(are interactive and occur for the most part, in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Introduce themselves to their **STARTALK peers** to become better acquainted (basic information and personal perspectives about friends, etc., as well as sharing of a significant life event) using instructor-created interview questions 2. View a **Partner School Introductory Video** created by [Indian](http://www.youtube.com/watch?v=q1B1axODTqo&feature=youtu.be) and [Pakistani](http://www.youtube.com/watch?v=PitY4FDS__g&feature=share) students to prepare for the first Skype session noting any similarities or differences in the school environment, student activities, etc. on a **Comparison Chart Graphic Organizer** in their notebooks 3. Create a list of statements about what they know regarding Indian/ Pakistani schools (e.g., schools buildings are constructed differently, students wear uniforms, many students speak English) in preparation for the Skype session activity | | | |
| **Materials Needed** | | | |
| * Interview questions * Partner School Videos * Comparison Chart Graphic Organizer | | | |

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| **Learning Episode #2 Skype Session** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences**. (Intercultural Can Do)** * I can participate in an *icebreaker activity* with partner school peers on day 1 of the program to exchange perceptions I have about education/schools in India/ Pakistan and clarify misconceptions they have about U.S. education/schools. | Vocabulary and language chunks include, but are not limited to:   * Interview questions/content * Conveying personal perceptions (*When I think about Indian/ Pakistani schools, I believe that ... Is that true?*   *That is not so/does not happen in the U. S.)* | | * Information recorded on Facts and Perspective Graphic Organizers based on interviews of partner school peers * Statements made related to perceptions about Indian/Pakistani schools; questions posed; clarification of misconceptions about U.S. schools during the icebreaker activity (observed and noted by instructors in order to provide specific feedback to learners) |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Engage in two-way introductions, interview partner school peers and make note of responses on the Facts and Perspectives Graphic Organizer 2. Determine if their “perceptions” about schools in India/ Pakistan are accurate according to partner school peers by engaging in an icebreater activity *(e.g., When I think about Indian/ Pakistani schools, I believe that ... Is that true?)*; alternatively, partner school peers will share their perceptions about schools in the U.S. to determine if their information is accurate according to STARTALK students | | | |
| **Materials Needed** | | | |
| * Interview questions * Facts and Perspectives Graphic Organizer | | | |

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| **Learning Episode #3 Debriefing/Reflection and**  **New Learning** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can identify barriers to education equity in India/Pakistan after viewing a video clip and PPT presentation and distinguish facts from perspectives. * I can exchange ideas about barriers to education equity with peers and speculate if it is reasonable to assume barriers to education equity are similar in other countries. * I can identify issues of personal interest for further investigation with collaborative groups. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks related to main barriers to education equity: * Poverty, gender, government corruption and politics, budgetary constraints, geography and location, quality of teachers * Relationship of cultural perspectives and practices to education and existing barriers | | * Notes taken from the hook video identifying barriers to education equity * Information recorded on Facts and Perspectives Graphic Organizers * Ideas exchanged about barriers to education equity including assumptions about barriers in other countries (observed and noted by instructors in order to provide specific feedback to learners) * Identification of a “barrier area of interest” |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. View a **“hook video”** Indian/Pakistanieducation practices in order to identify *barriers* that impact education equity in India/ Pakistan and make note of the issues 2. Work in pairs/small groups using a **Facts and Perspectives Graphic Organizer** todistinguish facts from perspectives in the video and speculate as to some of the reasons why such perceptions may have come about 3. View a teacher-created **Powerpoint** summarizing and elaborating on barriers to education equity 4. Exchange additional information gained from the PPT in small groups and add this information to the Facts and Perspectives Graphic Organizer 5. Identify an issue of personal interest based on information obtained in the lesson for further future investigation with peers in barrier-specific collaborative groups 6. Participate in a vocabulary or literacy building game/activity (**Differentiation of Content**- type of activitiy is dependent on learner proficiency level) | | | |
| **Materials Needed** | | | |
| * Hindi Hook Video: [**https://www.youtube.com/watch?v=Uu8dFojeuGQ**](https://www.youtube.com/watch?v=Uu8dFojeuGQ) * Urdu Hook Video: [**https://www.youtube.com/watch?v=ltXWl15jlpQ&feature=share**](https://www.youtube.com/watch?v=ltXWl15jlpQ&feature=share) * Hindi Instructor-created PPT: *To be added* * Urdu Instructor-created PPT: [**https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6YjkxOWIyOTZlYjkwYjNk**](https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6YjkxOWIyOTZlYjkwYjNk) * Facts and Perspectives Graphic Organizer * AcademicVocabulary for Extended Conversation in Instructional Materials * Daily Vocabulary or Literacy Building Games/Activities (Instructional Resources)   **\*Differentiation of Content:**   * Additional reading for higher reading levels: Urdu Article on barriers to education equity in Sindh province.   [**https://www.bbc.com/urdu/pakistan/2015/12/151217\_pakistan\_education\_report\_zs**](https://www.bbc.com/urdu/pakistan/2015/12/151217_pakistan_education_report_zs)   * Urdu literacy building- [**https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6NzRmNDJiNTAzYWZhZGFiOQ**](https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6NzRmNDJiNTAzYWZhZGFiOQ) | | | |
| **Learning Episode #4 Application of Learning** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can design a culturally appropriate **infographic** that creates awareness of the major barriers to achieving education equity in India/Pakistan for presentation to an online audience of listeners/viewers. * I can provide feedback with supporting evidence on infographics created by peers based on rubric criteria. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks related to main barriers to education equity in previous episodes * Vocabulary needed to express and offer opinions when evaluating infographics *(e.g., This infographic is very clear and addresses all of the major issues; uses culturally appropriate graphics; offers additional information about… issue)* | | * Infographicscreated following rubric guidelines * Feedback on infographics offered by peers supported by evidence |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   * Design an **infographic** with a partner based on rubric guidelines that creates awareness of the major barriers to achieving education equity in India/Pakistan; first view infographic exemplars and pose questions they may have about creating this product * Present infographic to peers * Evaluate peer infographics using the task rubric; provide feedback with supporting evidence based on rubric criteria\* **Differentiation of Product:** The infographic may focus on all of the barriers or on a single barrier that contains additional information obtained from further research * Read examples of blog postings written by former students about education equity issues and explain why the postings meet the Rubric Guidelines for Blog Postings provided; pose questions about daily blog postings to clarify understanding of expectations * Complete pre-program Linguafolio Online entries. | | | |
| **Materials Needed** | | | |

* Examples of infographics
* Rubric Guidelines for infographics
* AcademicVocabulary for Extended Conversation in Instructional Materials
* Examples of blog postings
* Reflective Blog Rubric
* Linguafolio Online

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| **Learning Episode #5 Extended Learning Task** | | **Number of minutes for this episode:**15 minutes | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can interview a member of my family to learn about personal education experiences and cultural perspectives on education issues in India/Pakistan * I can compose a blog posting about what I feel is the most important new learning about language, culture and/or content in daily lessons. | Vocabulary and language chunks include, but are not limited to:   * Questions contained in Interview found in Instructional Resources on cultural practices and perspectives about education * Vocabulary in Reflective Blog Word Bank | | * Interview results presented in Lesson 2 * Reflective blog entry |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   * 1. **Interview** a member of their family **to learn about personal education experiences** and to gain perspectives on education issues in India/Pakistan using phones or iPods to record audio/video interviews   2. Compose an entry in their reflective blog on perspectives about today’s learning to be uploaded in Linguafolio \***Differentiation of Process:** Record any statements they are not yet able to write as part of the blog entry | | | |
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| **Materials Needed:**   * Interview questions * Reflective Blog Rubric * Reflective Blog Word Bank (Instructional Materials) includes, but is not limited to: * For me, the aspect(s)/ element(s)/ significant issues/meaningful experience(s) was (were)… * For me, the [most] important/relevant/useful idea(s) arose from learning… what happened when… * Previously, I thought (did not think)... At the time, felt (did not feel)... At first knew (did not know)... * Initially, noticed (did not notice)... Subsequently, I questioned (did not question)... Later, realized (did not realize)... * Having read/viewed ... I now feel… experienced... think… applied... realized… discussed... wonder… analyzed... question… learned... know… * Additionally … Furthermore, I have learned that... the most important/significant… is… | | | |
| **NOTE: Lesson-specific resources containing all links to materials used, including instructional materials created by teachers, will also be provided to site visitors and will be available on the program website http://keansgei.wixsite.com/startalk2018 as a resource for STARTALK Programs.** | | | |

**Post-Lesson Reflection:** 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?