**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date:**  **August 6 , 2018** |  | **Grade Range:**  **High School/Early College** |  | **Targeted Performance Level:**  **Advanced-Mid** |  | **Total Time for this Plan:**  **Day 6** |
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| **Lesson Essential Question:** *Ju****st*** *how effective are current NGO initiatives in addressing education equity issues?*  **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.  I can converse comfortably with Hindi/Urdu speakers in familiar and some unfamiliar situations and show respect for/understanding of cultural differences **(Intercultural Can Do)** when addressing situations in conversations or to meet group needs.  I can sustain conversations on concrete (and sometimes abstract topics) related to education equity using culturally authentic sources to support and justify my opinions, reactions and emotions.  **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.  I can deliver detailed presentations to authentic audiences and elaborate about topics related to education equity to inform, describe or explain how current education practices are related to perspectives **(Intercultural Can Do)** 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.  Learners interact in small groups or teams to meet social and academic group needs. They converse at ease with Hindi/Urdu speakers when interacting, negotiating or resolving an unexpected complication by providing detailed explanations on topics related to education equity or by offering solutions to address equity issues during lesson-specific pre-Skype activities, Skype sessions, post –Skype debriefings and to complete Application of Learning tasks.  Learners hold extended face-to-face or virtual conversations on topics related to the education equity using information acquired from a variety of culturally-authentic texts to support their opinions, reactions and emotions. They provide evidence to justify assertions expressed in interpersonal speaking or writing during lesson-specific pre-Skype activities, Skype sessions, post –Skype debriefings and when completing 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.  Learners provide detailed explanations or descriptions of concrete and some abstract education equity topics informed by facts and cultural perspectives obtained from authentic print and non-print texts and interactions with peers, the community and experts during Skype Sessions and Application of Learning Tasks, through blog postings, and in their story/final assessment advocacy product. (Lesson 6: FaceBook Posting) |

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| **Learning Episode #1 Pre-Skype Activities** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can express my opinion, emotions or preferences supported by evidence about political cartoons, slogans, song lyrics and blog postings on government /politics as a barrier to education equity created by peers based on rubric criteria. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks listed in lesson 5 on government policies/corruption as barriers to education equity * Language used to express and support an opinion   *(I think / consider / find / feel / believe / suppose / presume / assume that ...I have evidence to support that/ My opinion is based on…/The evidence is clear that…* You may think I’m exaggerating, but…/*You would be amazed that…/)*   * Language used to support a premise (*because of/given that/the reason is that/due to/since/in order to/ so, therefore, it follows that…)* | | * Content, vocabulary and language structures used when when expressing opinions, emotions or preferences about peer products (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. Conduct a peer review of products created in lesson 6 protesting government /politics as a barrier to education equity using task rubrics | | | |
| **Materials Needed** | | | |
| * Student created political cartoons, song lyrics, slogans, blog postings * Student created questions for experts * Task rubrics | | | |

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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 use appropriate vocabulary, cultural information, and features of language to communicate eﬀectively and spontaneously with the target language community face-to-face or online**. (Global Can Do)** * I can use probing questions and provide detailed responses supported by evidence to perspectives and feedback provided by partner school peers who have reviewed political cartoons, slogans, song lyrics or blog postings protesting government corruption as a barrier to education equity. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks listed in lesson 5 on government policies/corruption as barriers to education equity * Language used to express and support an opinion   *(I think / consider / find / feel / believe / suppose / presume / assume that ...I have evidence to support that/ My opinion is based on…/The evidence is clear that…* You may think I’m exaggerating, but…/*You would be amazed that…/)*   * Language used to support a premise(*because of/given that/the reason is that/due to/since/in order to/ so, therefore, it follows that…)* | | * Culturally approriate verbal and non- verbal language, content, vocabulary and spoken language structures used, and statements made supported by evidence about products created (observed and noted by instructors in order to provide specific feedback to learners) * Information about NGOs shared by partner school peers recorded on Facts and Perspectives Graphic Organizers |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Present selected cartoons and other student created products to partner school peers who act as peer reviewers and provide their perspectives 2. Pose questions to partner school peers about current education  initiatives by NGOs in India/Pakistan and record new information on  **Facts and Perspectives Graphic Organizers** | | | |
| **Materials Needed** | | | |
| * Student created political cartoons, song lyrics, slogans, blog postings * Task rubrics * Facts and Perspectives Graphic Organizers | | | |

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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 maintain extended conversations with peers about information and perspectives I have heard, read or viewed about different types of NGO initiatives. * I can use appropriate vocabulary, cultural information, and features of language to communicate eﬀectively and spontaneously with the target language community face-to-face or online**. (Global Can Do)** * I can explain how a variety of practices related to the work of NGOs are related to perspectives.  **(Intercultural Can Do)** * I can select an NGO that addresses my area of focus and do additional research about that NGO. in my focus group. | Vocabulary and language chunks include, but are not limited to topical vocabulary/language chunks related to Non Government Organizations:  Characteristics:   * A non-governmental organization (**NGO**) is any non-profit, voluntary citizens' group which is organized on a local, national or international level. * NGOs are usually funded by donations and are run primarily by volunteers.; some are government- funded * NGOs are active in humanitarian, educational, health care, public policy, human rights, environmental, disaster relief and other areas to effect changes according to their mission * Not all people working for NGOs are [volunteers](https://en.wikipedia.org/wiki/Volunteering); some NGOs have paid professional staff * There has been a rapid growth of NGOs especially over the past two decades   Problems facing NGOs   * Lack or misuse of funds, lack of dedicated leadership and adequate training for personnel, lack of volunteers * Absence of coordination between NGOs existing at local, state and national level has led to common problems such as overlapping, duplication * Need to expand operation in rural areas where a large percentage of the population lives and to enlist the cooperation of village people in making their lives better * In India, since only 57% of the child population has access to formal schooling, NGO’s play a very important role in helping and teaching children; remaining 43% are solely dependent on the NGO’s for informal schooling * In Pakistan, many NGOs operate on a small scale and are unregistered; it is difficult to estimate the number; NGOs have a mixed level of performanciein PK; most prefer to work on relief efforts rather than policy and inequalities * Studies show that the ways NGOs can be most effective is by targeting schooling for specific populations in remote locations, scheduled caste, scheduled tribe and other children that face social barriers to education (urban poor, child workers, street children)   Prospects for NGOs   * It is encouraging to hear about efforts that have been made and continue to be made by NGOs/ I am optimistic about some of the ideas for improvement of NGOs * AcademicVocabulary for Extended Conversation (e.g.,   *Am I correct in assuming that…/Could you expand a little bit on what you said about…/Could you be more specific about…/Something else I’d like to know is…/ If I have understood you correctly, your point is that…/Sorry, but I’m not quite clear on…/So you are saying that…/In other words, you think…/… indicated that.../ … pointed out to me that.../… emphasized that…/ concluded that.../My idea is similar to/related to…/I agree with (a person) that…/My idea builds upon…’s idea)* | | * Culturally approriate verbal and non- verbal language, content, vocabulary and spoken language structures used, and statements made supported by evidence when conversing about information, perspectives and practices regarding NGOs (observed and noted by instructors in order to provide specific feedback to learners) * New information obtained from authentic sources recorded on the Facts and Perspectives Graphic Organizer * Selection of specific NGO for additional research * Notes on new information obtained from research |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   * + - 1. Exchange information about  new perspectives gained from partner school peers from the political cartoons on government /politics as a barrier to education equity (related to new learning on NGOs)       2. View **video clips of interviews, documentaries,**  **news segments** and **commercials** at four different learning stations to explore the kinds of initiatives undertaken by NGOs and at times by individual citizens       3. Exchange information about what they have seen and heard based on these authentic sources and record on **the Facts and Perspectives Graphic Organizer**       4. Select an NGO (from a teacher selected list of NGOs in India /Pakistan) on their barrier area of focus for further investigation in small groups       5. Research additional information about the NGO selected working in their specific focus group including its mission, targeted population, types of activities engaged in and testimonials about successful initiatives; provide a rationale for their choice of that specific NGO \***Differentiation of Process**- place learners in mixed ability focus groups       6. Participate in vocabulary and literacy building activities \***Differentiation of Content**- type of activitiy is dependent on learner proficiency level | | | |
| **Materials Needed** | | | |
| * Hindi documentaries- [**https://www.youtube.com/watch?v=S6RCBd09Wgw**](https://www.youtube.com/watch?v=S6RCBd09Wgw)and **bhttps://www.youtube.com/watch?v=8if2Rn439zo** * Urdu documentaries/interviews- [**https://www.youtube.com/watch?v=28vUdW3tphE&feature=share**](https://www.youtube.com/watch?v=28vUdW3tphE&feature=share) * Hindi news segment- [h**ttps://www.youtube.com/watch?v=ma2DY0LAyl8**](https://www.youtube.com/watch?v=ma2DY0LAyl8) * Urdu news segment- [**https://www.youtube.com/watch?v=uEv\_Ur8YvHo&feature=share**](https://www.youtube.com/watch?v=uEv_Ur8YvHo&feature=share) * Hindi commercial- [**https://www.youtube.com/watch?v=ZH-fcDUnbS0**](https://www.youtube.com/watch?v=ZH-fcDUnbS0) * Urdu commercial- [**https://www.youtube.com/watch?v=mtBnginjhpM&feature=share**](https://www.youtube.com/watch?v=mtBnginjhpM&feature=share) * **Urdu** list of education NGOs- [**https://ilm.com.pk/directories/educational-institutes/ngos-working-for-education-in-pakistan/**](https://ilm.com.pk/directories/educational-institutes/ngos-working-for-education-in-pakistan/) * Facts and Perspectives Graphic Organizer * AcademicVocabulary for Extended Conversation in Instructional Materials | | | |

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| **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 use appropriate vocabulary, cultural information, and features of language to communicate eﬀectively and spontaneously with a partner about key ideas obtained from interviews, readings, videos and information researched to be included in a FaceBook page. * I can create a FaceBook page and/or use original ideas to inform the creation of a new “NGO” initiative to address a specific issues related to education equity. * I can use the target language to act individually and collaboratively through a Facebook posting about a non-governmental organization(s) to raise awareness of a local, regional, or global education equity issue. **(Global Can Do)** | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks related to NGOs previously listed | | * Content, vocabulary, spoken language structures, and statements made supported by evidence when conversing about information obtained from a variety of authentic sources about NGOs to be included in a FaceBook page (observed and noted by instructors in order to provide specific feedback to learners) * Draft of FaceBook page * Final edited version of FaceBook page |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   * Using the information obtained from research of their NGO, work with a partner to compose a first draft of a **FaceBook** page to inform friends and contacts about the work of the NGO for advocacy purposes; use rubric guidelines;edit and create a final version for posting  **\*Differentiation of Product:** Work with a partner to create their own “NGO” initiative by taking the best ideas from the interviews, videos, etc. they have seen and heard.  Post on FaceBook for feedback on the idea from friends and contacts | | | |
| **Materials Needed** | | | |

* Notes obtained from research on specific NGOS and other content selected for the FaceBook page
* FaceBook page task rubric
* AcademicVocabulary for Extended Conversation in Instructional Materials

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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 create questions for virtual panelists based on their area of expertise and other information in their bios.       * 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. * I can express and justify a clear personal perspective about the overall effectiveness of NGOs in response to education equity as a global issue in a blog posting (**Global Can Do**) | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks related to Non Government Organizations listed in other episodes * Vocabulary in Reflective Blog Word Bank | | * Questions for virtual panelists * Blog entries about NGOs |
| **Learning Experiences** | | | |
| **LEARNERS**   1. Create five questions for the virtual panelists scheduled to present in lesson 7 based on their area of expertise and other information in their bios 2. Compose a blog posting based upon the information obtained in this lesson that reflects their opinion about the overall effectiveness of NGOs in addressing education equity issues\***Differentiation of Process**: use teacher-created guiding questions to compose blog posting | | | |
| **Materials Needed** | | | |

* Reflective Blog Rubric
* Reflective Blog Wordbank

**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**

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| *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? |
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