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|  **Onsite: Lesson Plan 9**  |
| **Lesson Title: Synthesizing Knowledge and Perspectives through Social-Media** | **Timeframe:** Day 9 |
| **Lesson Components** |
| **Unit Essential Question(s):** Is education equity an issue solely in developing countries?**Targeted Lesson Essential Question(s):** How do social media play a role in disseminating knowledge and solutions regarding education equity? |
| **Lesson Content Understandings:** *Students will understand that* knowledge of language and culture contributes to their capacity to advocate for and take action on global issues.  |
| **Materials & Resources:** Internet Resources; Social Networking Tools; iPods; Laptop Computers; LCD Projector |

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| **Goals/Objectives*****Students will be able to:*** | **Learning Activities/Instructional Strategies****Lesson Sequence*****Students will:*** | **Formative Assessments/*****Evidence of*** ***Student Learning (EOL)*** |
| **Linguistic** * Ask informational and clarifying questions on the video narrative outlines.
* Evaluate information presented in the video narrative outlines created by heritage and native students.
* Summarize information for the video narrative script, draw conclusions and hypothesize possible solutions.
* Use persuasive language to convey a point of view.

**Culture** * Discuss and analyze their own and others’ perspectives related to education products and practices that impact education equity.

**Global** * Determine how language and culture inform and shape perspectives and understandings using information and insights gathered on education equity.
* Use the Hindi/ Urdu language for interpersonal, interpretive and presentational purposes, including appropriate verbal and non-verbal behavior and strategies to communicate effectively about the global issue of education equity.
* Use a variety of international sources, media, and experiences in Hindi and Urdu to identify and weigh relevant evidence related to the global issue of education equity.
* Select and use appropriate technology and media to connect with native speakers, present information, concepts or ideas related to the global issue of education equity.
 | **Preparing for Cross-Cultural Interactions** (8:45 – 9:30)1. Share and receive feedback on outlines of video clips based on their group in-depth area of focus**.**

**Skype/Videoconferencing Session**  (9:30 – 10:30)1. Exchange outlines of clips created for the video narrative with native Indian/ Pakistani students for comment and feedback.
2. Provide feedback to native Indian/ Pakistani students on the outline created for the video narrative on U.S. schools.

**Debriefing/Reflection/New Learning** (10:30 – 12:15)* + - 1. Develop the script for their group clip that will be included in the video narrative.
			2. Exchange with other groups for comment and feedback
 | **Preparing for Cross-Cultural Interactions** 1. Teacher observation/ feedback- *Interpretive/Interpersonal*

**Skype/Videoconferencing Session** 1. Teacher observation/recording of outline exchange - *Interpretive/Interpersonal*
2. Teacher observation/ feedback- *Interpretive/Interpersonal*

**Debriefing/Reflection/New Learning** 1. Teacher observation/

Feedback- *Interpretive/Interpersonal*1. Teacher observation/

Feedback- *Interpretive/Interpersonal*  |
| **Lunch** (12:15 – 1:00) |
|  | **Collaboration /Application/Presentation** (1:00 – 2:45)1. Engage in the technical aspect of video production- combine the clips to create a narrative and visual flow of ideas.

**Extended Learning Tasks** (2:45 – 3:00)1. Edit the video narrative for language and content.
2. Complete an entry in their reflective blog on today’s learning.

Note: *Native students will complete the script for and edit their segment of the video narrative.* | **Collaboration/ Application/Presentation**1. Teacher observation/

feedback - *Interpersonal* |
| **Lesson Reflections**To be posted by teachers on Kean Startalk PBworks |