**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date:**  **August 2 , 2018** |  | **Grade Range:**  **High School/Early College** |  | **Targeted Performance Level:**  **Advanced-Mid** |  | **Total Time for this Plan:**  **Day 4** |
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| **Lesson Essential Question:**  *In an interconnected world, to what degree do geography and location impact social issues such as education equity?*  **Curriculum Connection Program Can-Do Statement & Performance Assessment Task** | | |
| **INTERPERSONAL** |  | **Interpersonal Performance Assessment Tasks:** |
| 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 tell a fictional story I have created about an education equity issue(s) to authentic audiences and narrate about related topics using organized paragraphs in different time frames.   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 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 narrate stories they have created for advocacy purposes (orally and in writing) to heighten public awareness about and stimulate the need to take action on education equity issues through a variety of multimedia products presented during Skype Sessions and Application of Learning 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 4: IPod Audio Visual Clip) |

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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 exchange information obtained from a video clip about geographical barriers to education equity. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks related to   geographical barriers:   * Challenges posed in each major geographic region of India: Northern Mountains, Peninsular Plateau, Indo-Gangetic Plain, Thar Deser, Coastal Plains, Islands * Challenges posed in each major geographic region of Pakistan: northern highlands, the [Indus River](https://en.wikipedia.org/wiki/Indus_River) plain, with two major subdivisions-the provinces of [Punjab](https://en.wikipedia.org/wiki/Punjab_(Pakistan)) and [Sindh](https://en.wikipedia.org/wiki/Sindh" \o "Sindh) and the Balochistan [Plateau](https://en.wikipedia.org/wiki/Plateau) * Additional major regions in Pakistan (mountain ranges along the western border with [Afghanistan](https://en.wikipedia.org/wiki/Afghanistan), and on the eastern border with India, south of the [Sutlej River](https://en.wikipedia.org/wiki/Sutlej_River), the [Thar Desert](https://en.wikipedia.org/wiki/Thar_Desert" \o "Thar Desert) * Access to education is lowest in areas with high concentrations of poor and vulnerable people due to a combination of geographic, climatic and socio-economic factors * Transportation to schools, which are often located out- of -walking distance in rural areas is lacking * Improvements in transportation infrastructure are needed; while India has made some improvements, graduation rates keeping children in school through graduation is still an issue and dropout rates continue to be high | | * Information recorded on the Facts and Perspectives Graphic Organizer based on video clip * Questions created for Skype Session |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. View a **videoclip** on geographical barriers to education equity 2. Note information obtained from the video on their **Facts and Perspectives Graphic Organizer** 3. Rehearse multi-media presentation messages created on day 3 in small groups for presentation to partner school peers 4. Create questions in small groups for the Skype session | | | |
| **Materials Needed** | | | |
| * Hindi Videoclip- [**https://www.bbc.co.uk/news/resources/idt-sh/how\_we\_get\_to\_school\_hindi**](https://www.bbc.co.uk/news/resources/idt-sh/how_we_get_to_school_hindi) * Urdu Video clip- [**https://www.bing.com/videos/search?q=schools+in+Gilgit+&&view=detail&mid=4B8AF758648941EFBB784B8AF758648941EFBB78&&FORM=VRDGAR**](https://www.bing.com/videos/search?q=schools+in+Gilgit+&&view=detail&mid=4B8AF758648941EFBB784B8AF758648941EFBB78&&FORM=VRDGAR) * Facts and Perspectives 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 determine which multimedia message shared during the SKYPE session was the most *powerful advocacy statement* regarding gender equity and education and justify responses. | Vocabulary and language chunks include, but are not limited to:   * 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…)*   * Topical vocabulary/language chunks related to geographical barriers in previous episode | | * Culturally approriate verbal and non- verbal language, content, vocabulary and spoken language structures used when expressing and supporting opinions about multimedia presentations and during question and answer exchanges with partner school peers on geographical barriers (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. Share their multimedia advocacy presentations from day 3 with partner school peers and respond to their questions and feedback 2. Pose questions to gain the perspectives of partner school peers on geographical barriers to education in India//Pakistan | | | |
| **Materials Needed** | | | |
| * Multimedia advocacy presentations * Multimedia presentation task rubric | | | |
| **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 analyze data and small group findings and draw conclusions by region about how regional geography may impact education equity in India/ Pakistan based on data. * I can determine the relationship between literacy/population/ GDP data and education equity by completing an outline map of the physical/ political geography of India/ Pakistan working with peers in a small group after examining electronic physical and political maps of India/Pakistan and current population, literacy and GDP data. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks related to geographical barriers in previous episodes | | * Information recorded on Facts and Perspectives Graphic Organizers from video clip and partner school peer exchanges * Completed physical/ political geography maps of India/ Pakistan showing the relationship between literacy/population/ GDP data and education equity * Conclusions drawn by region about how regional geography may impact education equity in India/ Pakistan |
| **Learning Experiences*****(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Exchange information obtained from partner school peers about geographical barriers and note on the **Facts and Perspectives Graphic Organizer** 2. Examine an electronic [**physical/political map of India**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson%204%20maps%20%283%29.docx) & [**physical/political map of Pakistan**](https://sites.google.com/a/kean.edu/startalk/Lesson%204%20-Physical%20Map.pdf) and current population, literacy and GDP data of cities in different geographical regions of India/Pakistan 3. Determine the relationship between literacy/population/ GDP data and education equity by completing an outline map of the physical/ political geography of India/ Pakistan 4. Analyze findings in small groups and draw conclusions by region about how regional geography may impact education equity in India/ Pakistan (e.g., States in regions with high population rates tend to have low literacy rates, states in mountainous regions tend to have low literacy rates, states in agricultural regions may have a low GDP, industrial states tend to have high literacy rates and GDP) \***Differentiation of Process**: small groups are composed of mixed ability students 5. Participate in vocabulary and literacy building activities \***Differentiation of Content**- type of activitiy is dependent on learner proficiency level | | | |
| **Materials Needed** | | | |
| * Facts and Perspectives Graphic Organizer * AcademicVocabulary for Extended Conversation in Instructional Materials * Physical/political map of India- **https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6NjNlMzBiMmU3YTVmNmI4NQ** * [Physical/political map of Pakistan](https://sites.google.com/a/kean.edu/startalk/Lesson%204%20-Physical%20Map.pdf)- [**https://www.google.com/url?q=https%3A%2F%2Fsites.google.com%2Fa%2Fkean.edu%2Fstartalk%2FLesson%25204%2520-Physical%2520Map.pdf**](https://www.google.com/url?q=https%3A%2F%2Fsites.google.com%2Fa%2Fkean.edu%2Fstartalk%2FLesson%25204%2520-Physical%2520Map.pdf) * Hindi Table with data to determine relationship between states’ population, literacy rate and GDP %   [**https://docs.google.com/document/d/1Jhqfv3uoovoqdAU1TQRqfxjaEFA9S0et3m9NA0B6-Hc/edit#heading=h.yavy2teb1pgl**](https://docs.google.com/document/d/1Jhqfv3uoovoqdAU1TQRqfxjaEFA9S0et3m9NA0B6-Hc/edit#heading=h.yavy2teb1pgl)  **https://docs.google.com/document/d/1Jhqfv3uoovoqdAU1TQRqfxjaEFA9S0et3m9NA0B6-Hc/edit#**   * Urdu Data on literacy and GDP- [**https://propakistani.pk/2017/05/26/literacy-rate-pakistan-drops-2-2016-17/**](https://propakistani.pk/2017/05/26/literacy-rate-pakistan-drops-2-2016-17/) | | | |

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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 compare and contrast Indian/Pakistani schools with rural schools in the U.S. (physical environment, instructional resources, extent of poverty and teacher quality) after viewing a video clip(s) on rural schools. * I can narrate several paragraphs that provide a “snapshot” of an Indian/Pakistani school in a specific geographical location in the first person taking the role of an Indian/Pakistani student living in that region location for presentation to an online audience of listeners/viewers through an iPod audio/visual-clip. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks related to geographical barriers in previous episodes | | * Descriptions of physical features of schools in various regions of India/Pakistan * Information contained on Venn Diagram based on video contrasting physical environment, instructional resources, extent of poverty and teacher quality in rural schools in India with rural schools in the U.S. * Draft script for an iPod audio-visual clip that provides a “snapshot” of a day in an Indian/Pakistani school in a specific geographical location * Final iPod audio/visual clip * Notes on new information gained during peer iPod presentations; questions posed/responses offered * Feedback on iPod clips supported by evidence |
| **Learning Experiences*(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Locate partner schools on [**Google Earth**](http://www.google.com/earth/index.html) along with a list of teacher generated schools in different regions of India/ Pakistan and note physical features of these schools 2. View a **video clip** of rural schools in India & Pakistan and compare and contrast with rural schools in the U.S. (physical environment, instructional resources, extent of poverty and teacher quality) using a **Venn Diagram**. 3. Create a draft script for an **iPod audio-visual clip** that provides a “**snapshot” of a day in an Indian/Pakistani school** in a specific geographical location; write in the first person taking the role of an Indian/Pakistani student describing experiences s(he) may have dependent on the location of the school and other factors) \***Differentiation of Product:** Create a booklet with captions written in the first person under illustrations. 4. Follow [**Task Rubric**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson%204%20rubric%20for%20extended%20learning.docx) guidelines that include a physical description of the school and geographical region; information about days required to attend school; distance/ mode of travel; number of students; student-teacher relationship; subjects studied and notable personal experiences 5. Edit the draft with peers, make the iPod recording and present to the class 6. Take notes on new information gained during peer presentations and pose questions as needed 7. Evaluate peer presentations using the task rubric; provide and support feedback based on rubric criteria | | | |
| **Materials Needed** | | | |

# Video clips of rural schools in India- [**https://www.youtube.com/watch?v=gc6uECF90Y8**](https://www.youtube.com/watch?v=gc6uECF90Y8) ~ **<https://www.youtube.com/watch?v=5HIiLVR47LU>**

* Video clips of rural schools in Pakistan- [**https://www.bing.com/videos/search?q=schools+in+Gilgit+&&view=detail&mid=4B8AF758648941EFBB784B8AF758648941EFBB78&&FORM=VRDGAR**](https://www.bing.com/videos/search?q=schools+in+Gilgit+&&view=detail&mid=4B8AF758648941EFBB784B8AF758648941EFBB78&&FORM=VRDGAR)
* AcademicVocabulary for Extended Conversation in Instructional Materials
* Venn Diagram Graphic Organizer
* Rubric guidelines for creating the iPod audio-visual clip

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| **Learning Episode #5 Extended Learning Task** | | **Number of minutes for this episode:**15 minutes | |
| **Lesson Can-Do Statement**  *.* |  | |  |
| * 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 explain how lack of access to education in different geographical regions is accepted by many living in rural areas due to cultural perspectives.  **(Intercultural Can Do)** | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary in lesson * Vocabulary in Reflective Blog Word Bank | | * Reflective Blog entry |
| **Learning Experiences** | | | |
| **LEARNERS**   * + - 1. Create a blog post that contains their perspectives about the extent to which geography and location continue to impact social issues such as education equity even in a technologically interconnected world where geography and location, for the most part, are no longer considered obstacles \***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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