**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date:**  **August 3 , 2018** |  | **Grade Range:**  **High School/Early College** |  | **Targeted Performance Level:**  **Advanced-Mid** |  | **Total Time for this Plan:**  **Day 5** |
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| **Lesson Essential Question:** *If all politicians and government officials engaged in ethical practices, would current barriers to education be significantly lessened? 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.  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 5 Political Cartoons) | | | |
| **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 conduct a peer review of products created based on lesson topics and support my claims with evidence. | | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks listed in lesson 4 on geographical barriers * 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…)* | | | * Written and verbal peer reviews based on rubric criteria for each task supported by evidence |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | | | |
| **LEARNERS**   1. Conduct a peer review (supporting claims with evidence) of at least one audio-clip and one written blog posting (“snapshot” of an Indian/Pakistani school in a specific geographical location from the perspective of an Indian/Pakistani student living in that region) completed for lesson 4 | | | | | |
| **Materials Needed** | | | | | |
| * Samples of student audio-clips and blog postings * Task-specific rubrics * AcademicVocabulary for Extended Conversation in Instructional Materials | | | | | |

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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 react to feedback and perspectives shared by partner school peers about information presented on audio clips and in blog postings on the impact of geography and location on education equity during a Skype session. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks listed in lesson 4 on geographical barriers * 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…)*   * 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 when responding to partner school peer feedback and questions regarding audio clips and blog postings (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. Are chosen by lottery to present audio clips on geographical barriers to partner school peers who will act as peer reviewers and provide their perspectives 2. Respond to partner school peer feedback and questions 3. Share “School Snapshots” written in blogs in the first person and elicit partner school peer feedback as to whether or the snapshot is realistic/provides accurate information | | | |
| **Materials Needed** | | | |
| * Samples of student audio-clips and blog postings * Task-specific rubrics | | | |

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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 interpret information and main ideas obtained from a video clip that provides a glimpse of the extent to which government policies and politics impact education equity. * I can exchange information about articles read in a small group with other groups to gain their perspectives about information in the articles on government policies and education equity. * I can explain how a variety of government and political **practices** impacting education equity are related to cultural perspectives about commonly acceptedroles**/**actions taken by individuals at the policy, ministry and school level **(Intercultural Can Do)** | Vocabulary and language chunks include, but are not limited to topical vocabulary/language chunks related to government/politics:   * Correlation between corruption level and educational achievement at both the state and district level * Corruption occurs at four different levels: policy, central ministry, school and administrative, and classroom * Policy Level-- Affects the allocation of resources to the education budget; results in the education sector being underresourced * Central Ministry Level--“grand” corruption; involves the diversion of funds associated with procurement, construction, and those intended for allocation to lower levels of the system; results in funds for educational institutions being siphoned off before reaching schools * School and Administrative Level—“Petty” corruption; involves the diversion of money and supplies on their way to schools, and bribes from educators lower in the system seeking to secure opportunity or avoid punishment; results in education supplies being lost to payoffs, under-deliveries, and overpricing; contributes to low quality public teaching * Classroom Level-- Bribes paid by parents to ensure access, good grades and graduation; results in preventing access for disadvantaged groups, creates bias against pupils on ethnic or gender grounds * Inspection system is the main link between the education bureaucracy and individual schools in India; inspectors are expected to report to the administration any significant problems (e.g., teacher absenteeism, poor school conditions); ratio of inspectors to schools is low; inspectors often take monetary bribes to not report problems * Use of public office for private benefit, impacts availability and quality of educational goods and services | | * New information obtained from exchanges with partner school peers during Skype sessions about audio clips and blog postings listed on the Facts and Perspectives Graphic Organizer * Main ideas conveyed in the video recorded on the Facts and Perspectives Graphic Organizer * Culturally approriate verbal and non- verbal language, content, vocabulary and spoken language structures used when exchanging information about articles and posing/responding to questions (observed and noted by instructors in order to provide specific feedback to learners) * Perspectives gained from reading and discussing articles on government policies on education recorded on the Facts and Perspectives Graphic Organizer |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Discuss new insights gained from exchanges about audio clips and blog postings from partner school peers and list on the **Facts and Perspectives Graphic Organizer** 2. View a **video clip** that provides a glimpse of the extent to which government policies and politics impact education equity 3. Exchange ideas conveyed in the video and record information on the Facts and Perspectives Graphic Organizer 4. Read teacher selected **articles** on government policies and the politics around educationand discuss main ideas 5. Exchange information about their group’s article with the other groups and ask and respond to questions 6. Record new information and perspectives gained from articles and exchanges with groups on the Facts and Perspectives Graphic Organizer 7. Participate in vocabulary and literacy building activities \***Differentiation of Content**- type of activitiy is dependent on learner proficiency level | | | |
| **Materials Needed** | | | |
| * Hindi Video clip- **https://www.youtube.com/watch?v=LRhNl1pQrF0 *Sarokaar*** * Urdu Video clips-[**https://www.youtube.com/watch?v=kgqN\_PCRR\_**](https://www.youtube.com/watch?v=kgqN_PCRR_k) [**https://www.youtube.com/watch?v=RUiCmN-8dGo**](https://www.youtube.com/watch?v=RUiCmN-8dGo) * Hindi Articles: * **https://www.punjabkesari.in/blogs/news/corruption-in-the-country-s-education-policy-and-education-581270** * **http://hindi.webdunia.com/article/career-planning/%E0%A4%AD%E0%A5%8D%E0%A4%B0%E0%A4%B7%E0%A5%8D%E2%80%8D%E0%A4%9F%E0%A4%BE%E0%A4%9A%E0%A4%BE%E0%A4%B0-%E0%A4%95%E0%A5%80-%E0%A4%AD%E0%A5%87%E0%A4%82%E0%A4%9F-%E0%A4%9A%E0%A4%A2%E0%A4%BC%E0%A5%80-%E0%A4%B6%E0%A4%BF%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A4%BE-109072700055\_**1.htm * **http://www.thesundaypost.in/sundaypost\_article.php?id=701** * **http://www.hindivarta.com/short-essay-on-new-education-policy-in-hindi** * Urdu Articles * [**https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6MzA4NDQ1MzllNTk2MDJjYw**](https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6MzA4NDQ1MzllNTk2MDJjYw) * [**https://www.nawaiwaqt.com.pk/03-Apr-2017/584313**](https://www.nawaiwaqt.com.pk/03-Apr-2017/584313) * 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 analyze teacher-selected political cartoons illustrating the influence of politics and government on education to determine the specific message working collaboratively with peers. * I can relay a message through the creation of an original political cartoonprotesting government corruption as a barrier to education equity for presentation to an online audience of listeners/viewers. * I can use the target language to act individually and collaboratively in response to a local, regional, or global situation through the creation of a political cartoon with an underlying message opposing government/political corruption **(Global Can Do)** | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks related to government/politics listed in previous episode | | * Interpretation of political cartoon messages * Draft and final edited versions of political cartoons |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Examine several political cartoons on a teacher created **PowerPoint** that illustrate the impact of politics/government on education 2. Work in collaborative groups to analyze assigned political cartoonsto interpret the messages and share interpretations with the full class 3. Create a draft of an **original political cartoon** working with a partner that expresses their personal beliefs about the impact of politics/government on education in India; follow [rubric guidelines; edit and create a final version for presentation during lesson 6](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson-5_Rubrics_Creating%20Cartoon.docx) 4. AcademicVocabulary for Extended Conversation in Instructional Materials | | | |
| **Materials Needed** | | | |

* Hindi Political Cartoon PPT *To be added*
* Urdu Political Cartoon PPT**- https://25115558-a-7d8a0c9c-s-sites.googlegroups.com/a/kean.edu/startalk/Lesson%205%20-%20Political%20Cartoons.pdf?attachauth=ANoY7cp3xFJ9gDFGgIj9aj9qUX\_NZ1AaJkWHsjbtUU1-EoSlzPttIXnnVj4lFsgQn\_Mifv8Isuakw3B7bMENazjolkMv5773ObaXE2vEo7B9kC2ZibhkNb5ZnKQFVWEe\_qEwMCJ0xVkoh9ZcY70DeUxCpuS8Zgd04HzYYKNJ4-32M0HjVdEb3OaMuxEZD0JURkcU60wG4H\_j\_xoyaMw-lT5sqZh\_5XLWRhRcDTcgLS\_P0W5B9kVBisI%3D&attredirects=0**
* Political Cartoon 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 relay a message through a slogan or song lyrics protesting government corruption as a barrier to education equity for presentation to an online audience of listeners/viewers. * I can express and justify a clear personal perspective on the impact of government/political corruption on education equity as local, regional and 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 government/politics listed in other episodes * Vocabulary in Reflective Blog Word Bank | | * Slogans or song lyrics created for presentation in lesson 6 * Reflective Blog entry |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Create a powerful slogan or song lyrics with a partner protesting government corruption as a barrier to education equity. Make an iPod audio-clip of the slogan or song lyrics; follow [rubric guidelines](https://sites.google.com/a/kean.edu/startalk/Presentational%20Spoken%20Rubric%20-%20Revised%205%20June.docx) 2. Compose a blog posting speculating about the likelihood of current barriers to education equity being lessened if all politicians and government officials engaged in highly ethical practices \***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** | | | |
| * 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? | | | |