**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date:**  **August 8, 2018** |  | **Grade Range:**  **High School/Early College** |  | **Targeted Performance Level:**  **Advanced-Mid** |  | **Total Time for this Plan:**  **Day 8** |
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| **Lesson Essential Question**: *To what extent do language and culture shape varying perspectives and opinions about education equity among experts?*  **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. | | | |
| **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 engage in conversations with peers to determine which questions will be used during the **ONSITE** session with education experts based on questions we have developed and spearkers’ areas of expertise noted in bios. | | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks used in lessons 1-5 on barriers to education equity and in lesson 6 on NGO inititatives * 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 questions created for onsite session education experts (observed and noted by instructors in order to provide specific feedback to learners) * Selection of questions for onsite education experts |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | | | |
| **LEARNERS**   1. Exchange questions created by peers for education experts based on their area of expertise and other information in their bios and select final questions to be used during the onsite session | | | | | |
| **Materials Needed** | | | | | |
| * Questions created by individual students * Speaker bios | | | | | |

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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 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 take notes and pose clarifying or probing questions about on information presented by education experts on the panel. | Vocabulary and language chunks include, but are not limited to:   * Vocabulary used to make formal introductions (e.g., *It is with pleasure that I introduce our guest speaker/ We are most grateful s(he) is able to present to our class on the issue of education equity in India and Pakistan, etc.)* * Topical vocabulary/language chunks used in lessons 1-5 on barriers to education equity and in lesson 6 on NGO inititatives | | * Culturally approriate verbal and non- verbal language, content, vocabulary and spoken language structures used when posing previously selected questions/ new questions or comments to education experts during the Skype session (observed and noted by instructors in order to provide specific feedback to learners) * Notes taken on information presented by education experts |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Select a different classmate to welcome and introduce each speaker to the group and read their bio   2. Take notes on the information presented by Indian/ Pakistani /experts and pose/respond to questions as warranted  Format: Indian and Pakistani experts present to STARTALK students as a panel (9:30 – 10:30)  Note:Time is built in for questions/ comments. Letters have been previously sent to speaker with presentation guidelines (use Hindi/Urdu only; engage/ interact with students  during presentation ) | | | |
| **Materials Needed** | | | |
| * Questions selected by students * Speaker bios * Video camera | | | |

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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 exchange information with peers in a debriefing session after the panel presentation to determine and analyze key facts and perspectives presented by experts. * I can explain how a variety of **practices** impacting education equity are related to cultural perspectives based on the panel presentation. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks used in lessons 1-5 on barriers to education equity and in lesson 6 on NGO inititatives | | * Information from panel presentation recorded on Facts and Perspectives Graphic Organizer * Summaries of key points in paragraph form * Key points presented by student group panelist representatives * Content, vocabulary and language structures used during student panel Q&A and comments offered by peers (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. Exchange facts and perspectives (recorded on graphic organizers) gained from the panel presentation in small groups and then summarize key points in paragraph form 2. Select a representative from their small group to present key points to the class as part of a **student panel** made up of a panelist selected from each group . 3. Engage in a Q&A session with the student panel. 4. 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 | | | |

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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 write an electronic letter of appreciation to each expert thanking him/her for presenting in the STARTALK Program, for providing perspectives on specific issues and also stating how their presentation may have inspired me to advocate for education equity. * I can pose clarifying questions about the final assessment task after reading detailed information provided by instructors and reviewing rubric guidelines. * I can establish a writing partnership by choosing a partner who has selected the same area of research regarding barriers to education equity and how to address them. * I can brainstorm different ideas for the story with my writing partner in order to create the final product: an original story that serves as an advocacy piece for education equity for authentic audiences of listeners and viewers. | Vocabulary and language chunks include, but are not limited to:   * Language used to express thanks/appreciation   (*I really appreciate that you took the time to…/ I am very grateful for all of the information you have shared* about…/ *I just wanted to let you know that…/You are very passionate about … issue and are an inspiration to others)*   * 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…/)*   * Topical vocabulary/language chunks used in lessons 1-5 on barriers to education equity and in lesson 6 on NGO inititatives * Language used to talk about the elements of a text *(action / plot; character, setting, atmosphere, point of view, tone, structure, choice of words, imager, etc.)* | | * Drafts and final versions of letters of appreciation to experts or phone messages * Clarifying questions posed about final task and rubric guidelines * Content, vocabulary and language structures used during brainstorming of ideas for the story by writing partnership pairs (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. Write an **electronic letter of appreciation** to each expert thanking him/her for presenting in the STARTALK Program and for providing their perspectives on education equity issues.          1. Read Hindi/Urdu model letters provided by instructors and cite evidence showing the letters meet rubric guidelines * Use appropriate forms of address. * Thank them for presenting in the program * Include the perspectives you’ve gained from their presentations. * Explain why you agree with their perspectives or have a different point of view. * Acknowledge the experts’ contributions to their field and indicate how their presentation has inspired them to advocate for education   + - * 1. Peer-edit letters using Rubric Guidelines, make necessary revisions and send electronically to experts.   **\*Differentiation of Product:** Record a voice message of appreciation that includes required elements in the letter rubric   * + - 1. In Preparation for Final Task          1. Read information provided by instructors with details about the final task\*\* (initially introduced in the first lesson), review rubric guidelines and pose clarifying questions          2. Establish a *writing partnership* by choosing a partner who has selected the same area of research regarding barriers to education equity and how to address them (and with whom they work well) to create the final product: an original story that serves as an advocacy piece for education equity for authentic audiences of listeners and viewers   \***Differentiation of Process**- Teacher evaluates writing partnerships established among students to determine the level of coaching needed to successfully complete the task or to challenge established pairs of higher ability level   * + - * 1. Brainstorm different ideas for the story with their partner | | | |
| **Materials Needed** | | | |

* Hindi/Urdu model letters of appreciation and letter task rubric
* Detailed description of Final Task
* Final Task Rubric

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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 reflect on what I have read in various mentor texts to determine elements of the text that were powerful, how characters are developed and the intended audience. * I can express and justify a clear personal perspective on on the extent to which language and culture shape varying perspectives and opinions about education equity among experts as a local, regional and global issue in a blog posting. **(Global Can Do)** | Vocabulary and language chunks include, but are not limited to:   * Language used to talk about the elements of a text *(action / plot; character, setting, atmosphere, point of view, tone, structure, choice of words, imagery, etc.)* * Topical vocabulary/language chunks used in lessons 1-5 on barriers to education equity and in lesson 6 on NGO inititatives needed for blog post * 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…)* * Vocabulary in Reflective Blog Word Bank | | * Reporting on elements of the text that were powerful, character development and the intended audience based on mentor realistic fiction texts in lesson 9 * Blog entry |
| **Learning Experiences** | | | |
| **LEARNERS**  Read segments of **mentor realistic fiction texts** selected by instructors. Reflect on the elements of the text that were very powerful, the development of characters in the story and who might be the in**t**ended audience of the story  Compose a blog posting in which they reflect on the extent to which language and culture shape varying perspectives and opinions about education equity among experts | | | |
| **Materials Needed** | | | |

* Mentor realistic fiction texts selected by instructors
* Reflective Blog Word Bank
* Reflective Blog Rubric

**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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