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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 | | |