**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date:**  **August 9, 2018** |  | **Grade Range:**  **High School/Early College** |  | **Targeted Performance Level:**  **Advanced-Mid** |  | **Total Time for this Plan:**  **Day 9** |
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| **Lesson Essential Question***: Do stories have the power to change perspectives? 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. | 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 or other 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. |

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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** |
| 1. I can exchange ideas with peers about elements of mentor realistic fiction textsthat are very powerful, the development of characters in those texts and the intended audience. 2. I can relay original ideas for a story developed by my writing partner and me to peers and offer feedback to them on their story ideas. | 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, images, etc.)* * 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 exchanging ideas about mentor texts, relaying original ideas for stories and providing feedback to others’ story ideas (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 findings about mentor texts with peers based on reflection questions 2. Exchange original ideas for stories with peers and offer feedback to peers on their story ideas | | | |
| **Materials Needed** | | | |
| * Mentor realistic fiction texts and written story ideas for reference   + - * 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 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 relate ideas for an original story to be used for advocacy purposes and elicit additional suggestions from partner school peers. | 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, images, etc.)* * 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…)* | | * Culturally approriate verbal and non- verbal language, content, vocabulary and spoken language structures used when relaying ideas for a story and eliciting feedback about ideas (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**  Share ideas for stories with partner school peers for feedback and elicit suggestions for additional ideas | | | |
| **Materials Needed** | | | |
| * Written ideas for stories created by writing partners for reference   + - * AcademicVocabulary for Extended Conversation in Instructional Materials | | | |

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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** |
| 1. I can engage in conversations with my partner during phase 1 of the story writing process to narrow down the selection of story plot, setting and characters. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks used in previous lessons related to education equity * Language to talk about elements of a text/story noted above * Language used to support an idea, opinion, preference as noted above | | * Content, vocabulary and language structures used when determining the final selection of an idea for a story and justifying why it was chosen, and during engagement in phase 1 of the writing process with writing partners (observed and noted by instructors in order to provide specific feedback to learners) * Notes taken that reflect possible plots, settings and characters for stories |
| **Learning Experiences** | | | |
| **LEARNERS**  1. Select an idea for their story based on feedback and justify why they picked a particular idea as the final idea  2. Engage in Phase 1 of the writing process   * + Develop several possible plots and settings that serve as the context to address their selected education equity issue   + Experiment with the development of specific characters and events that are part of the plot; narrow down to the best choices | | | |
| **Materials Needed** | | | |
| * Notes taken previously by students to be used as a reference in Phase I of the story writing process   + - * 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** |
| 1. I can engage in conversations with my partner during phase 2 of the writing process to create a Story Arc graphic. 2. I can engage in conversations with my partner to select or create an image/graphic for a book jacket that reflects the essence of our story. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks used in previous lessons related to education equity * Language to talk about elements of a text/story noted above * Language used to support an idea, opinion, preference as noted above | | * Content, vocabulary and language structures used when engaging in conversations with writing partners to create the Story Arc graphic and select an image for the book jacket (observed and noted by instructors in order to provide specific feedback to learners) * Story Arc graphic * Image selected for book cover |
| **Learning Experiences *(are interactive and occur for the most part, in pairs or in small groups)*** | | | |
| **LEARNERS**   * + - 1. Engage in Phase 2 of the writing process by creating a *Story Arc graphic* based on the model provided by instructorsthat contains a clear: * beginning- introduces the setting and characters, grabs the reader’s attention and relates to a key conflict/issue that sets the scene for later events. * middle- contains several events to help readers understand the problem going on followed by the most memorable/emotion provoking part of the story and events that may happen after that leading up to the solution of the problem * ending- shows how the character changed or the problem was resolved; the ending is purposeful and comes full circle back to the beginning  1. Create or select an image/graphic for a book cover that reflects the essence of their story. | | | |
| **Materials Needed**   * Models of Story Arc graphics * Notes taken previously by students during Phase I of the story writing process to be used as a reference in creating the Story Arc graphic   + - * 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** |
| * + - 1. I can reflect on how the “big emotion” in my story will inspire readers to take action to addess education equity issues. | * 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 | | * Blog entry |
| **Learning Experiences** | | | |
| **LEARNERS**   1. Complete an entry in their blog reflecting on the goal of their story and the *“big emotion” that taps into the audiences desire to take action?* | | | |
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**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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