**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date:**  **August 7 , 2018** |  | **Grade Range:**  **High School/Early College** |  | **Targeted Performance Level:**  **Advanced-Mid** |  | **Total Time for this Plan:**  **Day 7** |
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| **Lesson Essential Question:**  *According to Indian, Pakistani and American experts, what are the most significant barriers to education equity and possible solutions? To what extent do proposed solutions address cultural perspectives about education?*  **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** | |  | | |  |
| * I can engage in conversations with peers to determine which questions will be used during the **VIRTUAL Skype 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 Skype session education experts (observed and noted by instructors in order to provide specific feedback to learners) * Selection of questions for Skype session 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 Skype 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)** | 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: Session 1 - Indian experts present to STARTALK students (9:30 – 10:30); American expert presents to Indian students in a concurrent session  Session 2- Pakistani experts present to STARTALK heritage students (10:30 – 11:30); American expert presents to Pakistani students in a concurrent session)  Note:Time is built into each session 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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| * I can exchange information in groups gained from Skype sessions with Indian/Pakistani experts. * I can compare and contrast information from experts in discussions with peers using a Venn-Diagram and speculate possible reasons for similarities and differences. * I can summarize findings about similarities and differences using information gained from education experts and exchanges with peers. | 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 similarities and differences   To express similarities *(In like manner • Likewise • Similarly • As well as • At the same time • In the same way • Compared to • Also • Both • Each of • (Just) like • NeitherThe same too • Equally important)*  To express differences *( Conversely • Regardless • Nevertheless • And yet • Yet • While • Unlike • But • Nor • Despite • Though • Unlike • While • In spite of • Although • The difference between • As opposed to • On the other hand • In contrast • On the contrary • After all • Instead of • However)*   * 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 information obtained by experts with peers based on notes (observed and noted by instructors in order to provide specific feedback to learners) * Information recorded on Venn Diagrams * Content, vocabulary and language structures used when speculating possible reasons for similarities and differences (observed and noted by instructors in order to provide specific feedback to learners) * Summaries of findings presented supported by evidence |

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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** |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   * + - 1. Exchange information from notes taken during the Skype sessions with Indian/Pakistani experts in small groups       2. Compare and contrast information from experts using a Venn-Diagram and speculate possible reasons for similarities and differences   \***Differentiation of Process:** use of a word bank containing language used to express similarities and differences as needed for oral and written tasks   * + - 1. Present a summary of findings to the entire class supported by evidence; pose and respond to questions as warranted       2. Participate in vocabulary and literacy building activities \***Differentiation of Content**- type of activitiy is dependent on learner proficiency level | | | |
| **Materials Needed** | | | |
| * Notes taken from virtual presentation by education experts * Venn Diagram 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 engage in a [Literacy Text Chat](https://sites.google.com/a/kean.edu/startalk/A%20Literacy%20Chat%20definition.docx) in a group using *Google docs* by writing responses to specific questions about perspectives on barriers and solutions to education equity issues and then as a group, decide which comments should be posted on *Google docs* that represent the group’s perspectives. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks used in lessons 1-6 needed to respond to literacy chat questions (*varying perspectives of education experts about: barriers to education equity and how to address them, the role of cultural perspectives and beliefs, the effectiveness of NGOs)* * 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 interacting with peers to determine which comments should be posted representing the group (observed and noted by instructors in order to provide specific feedback to learners) * Comments posted and responses to others’ comments posted on the literacy chat |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Participate in a[**Literacy Text Chat\***](https://sites.google.com/a/kean.edu/startalk/A%20Literacy%20Chat%20definition.docx) in groups using Google docs by writing their responses individually to the questions below and then as a group, deciding which comments should be posted on **Google docs** that represent the group’s perspectives; responses for each group are recorded using color coding   Literacy Chat Questions   * What perspectives did Indian and Pakistani experts share about the barriers to education equity (socio-economics, gender, geographical location, government and politics)? * What solutions did they propose? To what extent did they feel NGOs have played an important role / could play a greater role in addressing barriers to an equitable education? * How do they perceive cultural perspectives have impacted/continue to impact education equity for all? * How are their perspectives similar or different?   Note: Native students respond to literacy chat postings on Indian/Pakistani experts and compare with information provided by American experts. | | | |
| **Materials Needed**  **\*A Literacy Chat** is an electronic text chat that enables students to express their own perspectives and gain/respond to the perspectives/views of other students while engaging in real time interpersonal writing. It is used as a tool for literacy development and to assess growing literacy skills. | | | |

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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 create questions for **ONSITE** panelists(lesson 8) based on their area of expertise and questions that have arisen from information gathered on the topic of education equity in the program.   + - * I can express and justify a clear personal perspective after hearing the views of experts on topics related to education equity as a local, regional or global issue in a blog posting.(**GLOBAL COMPETENCY**) | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks from lessons 1-6 * 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…/)*   * Vocabulary in Reflective Blog Word Bank | | * Questions created for education experts to be used in lesson 8 * Blog entries |
| **Learning Experiences** | | | |
| **LEARNERS**   1. Create additional questions for onsite experts invited to present on day 8 that may not have been addressed by virtual experts or that have arisen based on information gathered on the topic of education equity in the program 2. Compose a blog posting that reflects their opinion based upon the information obtained from experts about whether or not the solutions they have proposed to address various barriers to education equity will be effective in light of cultural perspectives held by local Indian/Pakistani communities in different regions of the country.   \***Differentiation of Process**: use teacher-created guiding questions to compose blog posting  **Materials Needed**   * 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?