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|  **Onsite: Lesson Plan 10**  |
| **Lesson Title: Building Upon the Knowledge and Perspectives Gained** | **Timeframe:** Day 10 |
| **Lesson Components** |
| **Unit Essential Question(s):** Is education equity an issue solely in developing countries?**Targeted Lesson Essential Question(s):** How does the ability to communicate effectively in Hindi/Urdu assist in disseminating knowledge and proposing solutions to a global issue, such as 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 Activities**  | **Formative Assessments/*****Evidence of*** ***Student Learning (EOL)*** |
| **Linguistic** * Ask informational and clarifying questions.
* Use persuasive language to convey a point of view.
* Analyze language used in video narrative for content, structural and cultural accuracy.
* Critique the video narrative orally and in writing

**Culture** * Discuss and analyze their own and others’ perspectives related to education products and practices that impact education equity.

**Global Competencies*** 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. Discuss suggested edits for inclusion in final video product.

**Skype/Videoconferencing Session**  (9:30 – 10:30)1. Exchange video narrative with native Indian/ Pakistani students for comment and feedback.
2. Provide feedback to native Indian/ Pakistani students on their video segment to be included in the video narrative.

**Debriefing/Reflection/New Learning** (10:30 – 12:15)* + - 1. Combine video segments produced by heritage and native students with their video narrative segment.
			2. Edit content and language as necessary.
 | **Preparing for Cross-Cultural Interactions** 1. Teacher observation/ feedback- *Interpretive/Interpersonal*

**Skype/Videoconferencing Session** 1. Teacher Observation/recording of exchange – *Interpretive/ Interpersonal*
2. Teacher observation/ feedback- *Interpretive/Interpersonal*

**Debriefing/Reflection/New Learning** 1. Teacher observation/ feedback - *Interpretive/ Interpersonal*
2. Teacher observation/ feedback - *Interpretive/ Interpersonal*
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| **Lunch** (12:15 – 1:00) |
|  | **Collaboration /Application/Presentation** (1:00 – 2:45)1. View the completed video narrative.
2. Critique the video based on the [**Rubric Guidelines**](https://sites.google.com/a/kean.edu/startalk/Lesson%2010-Guideline%20for%20the%20video%20narrative.docx) during group discussion.
3. Write an individual critique of the video that reflects their personal perspectives by following [**Task Rubric**](https://sites.google.com/a/kean.edu/startalk/home/students/topic-1/Lesson-9_Rubrics_Video.docx)**.**

**Preparation for Online Program**1. Ask questions about the daily online schedule and expectations for the 2-week online segment of the program based on teacher presentation/explanation.

**Extended Learning Tasks** (2:45 – 3:00)1. Review all materials placed in their electronic portfolio created to date and write a personal reflection on what they have learned about:
* Language
* Cultural Perspectives, products and practices
* Education equity as a global issue
* Collaboration in virtual cross-cultural environments.
1. Complete an entry in their reflective blog on today’s learning.
 | **Collaboration/ Application/Presentation**1. [**Video: Hindi EOL**](http://www.youtube.com/watch?v=82Q2ycMF4PE&feature=player_embedded)

[**Video: Urdu EOL**](http://www.youtube.com/watch?v=T68fLGjptTA&feature=youtu.be)1. Teacher observation/recording /feedback

[**Critique: Hindi EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%2010-Peer%20critique%20to%20the%20video%20-%20EOL.docx)[**Critique: Urdu EOL**](https://sites.google.com/a/kean.edu/startalk/Lesson%2010-Peer%20critique%20to%20the%20video%20-%20EOL.docx) |
| **Lesson Reflections**To be posted by teachers on Kean Startalk PBworks |