**STARTALK LEARNING PLAN Designing Learning Experiences**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date:**  **August 10, 2018** |  | **Grade Range:**  **High School/Early College** |  | **Targeted Performance Level:**  **Advanced-Mid** |  | **Total Time for this Plan:**  **Day 10** |
|  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Lesson Essential Question:** *What is the likelihood a powerful story on the Internet might inspire people to take action to address global issues such as education equity?*  **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 tell a fictional story I have created about an education equity issue(s) to authentic audiences and narrate about related topics using organized paragraphs in different time frames.   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 narrate stories they have created for advocacy purposes (orally and in writing) to heighten public awareness about and stimulate the need to take action on education equity issues through a variety of multimedia products presented during Skype Sessions and Application of Learning 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. |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 explain my Story Arc graphic to **peers** to elicit their opinions about how well the beginning, middle and ending of the story flows and how effective the most powerful emotion in the story is to move the audience to take action. * I can justify the choice of images for the book jacket. | 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…)* * Topical vocabulary/language chunks used in previous lessons related to education equity | | * Content, vocabulary and language structures used when explaining the content of the Story Arc graphic and when justifying the choice of images for the book jacket (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. Explain Story Arc graphics and justify their choice of images for the book jacket 2. Elict peer opinions as to how well the beginning, middle and ending of the story flows and what they think the most powerful emotion is in the story (and where it occurs) that will heighten audience awareness about education equity issues and inspire them to take action | | | |
| **Materials Needed** | | | |
| * Student-created Story Arc graphics * Story Arc rubric   + - * AcademicVocabulary for Extended Conversation in Instructional Materials | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 explain my Story Arc graphic to **partner school peers** and elicit their opinions about how well the beginning, middle and ending of the story flows and how effective the most powerful emotion in the story is to move the audience to take action. * I can justify the images chosen for the book jacket | 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…)* * Topical vocabulary/language chunks used in previous lessons related to education equity | | * Content, vocabulary and language structures used when explaining the content of the Story Arc graphic and when justifying the choice of images for the book jacket (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. Explain Story Arc graphics and justify their choice of images for the book jacket 2. Elict partner school peer opinions as to what they think the most powerful emotion is in the story (and where it occurs) that will cause the audience to care and take action about equity issue**s.** | | | |
| **Materials Needed** | | | |
| * Student-created Story Arc graphics * Story Arc rubric   + - * AcademicVocabulary for Extended Conversation in Instructional Materials | | | |
| **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 weigh feedback provided by STARTALK and partner school peers and consider new approaches when revising Story Arc graphic content, | Vocabulary and language chunks include, but are not limited to:   * Language to talk about elements of a text/story noted above * Language used to support an idea, opinion, preference as noted above | | * Revisions made in Story Arc graphics that reflect peer feedback |
| **Learning Experiences *(are interactive and occur for the most part, in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Strengthen Story Arc content as needed by thoughtful and revising, rewriting, or trying a new approach based on STARTALKand partner school peer feedback | | | |
| **Materials Needed** | | | |
| * Student-created Story Arc graphics * Story Arc rubric   + - * AcademicVocabulary for Extended Conversation in Instructional Materials | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 conversations with my partner during the process of drafting transition content (dialog and descriptive paragraphs) from beginning to middle to the ending of story * I can compose a first draft of my story with my writing partner that includes transition content and meets other rubric criteria. | Vocabulary and language chunks include, but are not limited to:   * 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 converstations with writing partners and when exchanging story drafts with peers for feedback (observed and noted by instructors in order to provide specific feedback to learners) * First drafts of story |
| **Learning Experiences *(are interactive and occur for the most part, in pairs or in small groups)*** | | | | |
| **LEARNERS**   1. Begin drafting transition content (dialog and descriptive paragraphs) from beginning to middle to the ending of story. Make sure that :  * Main characters are clearly named and described * One idea or scene follows another in a logical sequence * It is easy for the reader to understand the problem the main characters face and why it is a problem * The solution or possible solution to the character's problem is easy to understand, and is logical * There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking * The story contains many creative details and/or descriptions that contribute to the reader's enjoyment (the author has really used his/her imagination) * Story is accurately written (choice of vocabulary and use of grammatical structures) in a style that is appealing and culturally appropriate * Story length meets rubric guidelines  1. Exchange first drafts of their stories with peers and elicit their feedback on how well the drafts meet rubric guidelines | | | | |
| **Materials Needed**  *What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?* | | | | |
| * Story writing materials and notes taken on peer feedback * Story writing Rubric   + - * AcademicVocabulary for Extended Conversation in nstructional Materials   **Learning Episode #5 Extended Learning Task** | | | **Number of minutes for this episode:** 15 minutes | |
| **Lesson Can-Do Statement** | **Vocabulary** | | | **Check for Learning** |
| * I can weigh feedback provided by peers and consider new approaches when composing the second draft of my story with my writing partner | 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…)* * Topical vocabulary/language chunks used in previous lessons related to education equity | | | * Second drafts of story shared during the online segment of the program that reflect peer feedback |
| **Learning Experiences *(are interactive and occur for the most part, in pairs or in small groups)*** | | | | |
| **LEARNERS**   1. Continue to fine tune story drafts based on peer feedback; create a second draft 2. Ask questions about the daily online schedule and expectations for the 4 day online segment of the program based on teacher presentation/explanation | | | | |
| **Materials Needed**   * Story writing materials and notes taken on peer feedback | | | | |

**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**

|  |
| --- |
| *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? |
|  |