**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date:**  **July 31, 2018** |  | **Grade Range:**  **High School/Early College** |  | **Targeted Performance Level:**  **Advanced-Mid** |  | **Total Time for this Plan:**  **Day 2** |
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| **Lesson Essential Question:** *To what extent do cultural perspectives held by individuals from various social classes and poverty levels impact access to a quality education for all children?*    **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. (Lesson 2 Podcast)  **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. (Lesson 2 Advocacy Podcast) |
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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** |
| * I can analyze data from class family interviews and draw conclusions about the impact of socio-economic issues on education equity. | Vocabulary and language chunks include, but are not limited to:   * Questions contained in Interview found in Instructional Resources on cultural practices and perspectives about education | | * Information from family interviews recorded on Facts and Perspectives Graphic Organizer * Written statements reflecting conclusions arrived at based on interview data * Questions prepared for Skype session based on family interviews and video clip |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Exchange information in groups through Google docs collected from **Family Interviews** and record on the **Facts and Perspectives Graphic Organizer** 2. Analyze data from the graphic organizer and respond to the question: *What conclusions can you draw based on your interviews about the impact of socio-economic issues on education equity?* 3. Write a minimum oftwo statements that reflect these conclusions based on the data, which will be shared with Indian/Pakistani students during the Skype session 4. View a **Video clip** highlighting socio-economic barriers to education equity 5. Create questions based on family interviews and information from the video clip for the Skype session | | | |
| **Materials Needed** | | | |
| * + - * Facts and Perspectives Graphic Organizer       * AcademicVocabulary for Extended Conversation in Instructional Materials       * Hindi Video clip highlighting socio-economic barriers to education equity: [**https://www.youtube.com/watch?v=VGCR4sO8\_gg&feature=related**](https://www.youtube.com/watch?v=VGCR4sO8_gg&feature=related)       * Urdu Video clip highlighting socio-economic barriers to education equity: [**https://www.youtube.com/watch?v=-IpNIlQ-1Jc**](https://www.youtube.com/watch?v=-IpNIlQ-1Jc) | | | |

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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 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 engage partner school students in a discussion and seek their opinions about information I have collected from interviews with family members about their educational experiences in India/ Pakistan. * I can support the conclusions I have drawn about the impact of socio-economic issues on education equityfrom family interviews. | Vocabulary and language chunks include, but are not limited to:   * Interview data findings and conclusions | | * Culturally approriate verbal and non- verbal language, content, vocabulary and spoken language structures used and conclusions drawn supported by evidence during sharing of interview data (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. Share and support conclusions arrived at based on data collected from interviewees’ educational experiences in India/ Pakistan and elicit partner school peers’ feedback; pose questions to obtain additional information 2. Listen to information presented by partner school peers about the impact of socio-economic issues on education equity in the U.S. and provide comments or ask clarifying questions | | | |
| **Materials Needed** | | | |
| * Written statements composed by students reflecting conclusions arrived at based on interview data * 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** |
| * I can compare and contrast partner school interview findings about the impact of socio-economic issues on education equity in the U.S. with my findings about India/Pakistan. * I can express and support my opinion about what I thought was the most poignant/moving aspect of a video clip on the impact of socioeconomics/ poverty on education equity. * I can exchange ideas with small groups about information I have read and viewed on the relationship of student achievement and socio-economic factors. * I can interact with peers in discussions to determine information to be included in a summary about the impact of poverty/socio-economic issues on education equity and the extent to which cultural perspectives held by individuals from various social classes and poverty levels impact access to a quality education. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary and language chunks on socio-economic issues impacting education equity: * Family member’s lack of education limits children’s skill development; may underestimate the importance of education, are hesitant to ‘waste’ money on schools * Only a small percenage of the income from poor households is invested into education and health, while the majority is spent on other necessities such as food and fuel * Poverty is still a significant issue in India, despite having one of the fastest-growing economies in the world | | * Information on Comparison Chart Graphic Organizers * Responses to the prompt regarding the most poignant aspect of the video clip viewed * Ideas exchanged in small groups about student achievement and socio economic factors * Comments made during discussions about information to be included in a summary of articles read about the impact of poverty/socio-economic issues on education equity and the extent to which cultural perspectives held by individuals from various social classes and poverty levels impact access to a quality education (observed and noted by instructors in order to provide specific feedback to learners) * Summary paragraphs linking main ideas from articles |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Compare and contrast information gained during the Skype session about the impact of socio-economic issues on education equity in the U.S. with their findings about India and Pakistan 2. Makenote of responses on the **Comparison Chart Graphic Organizer** 3. View a moving **Video clip** on the impact of poverty on education 4. Respond to the prompt: “*What aspect of the video was personally the most poignant/moving?”* (think/ pair/ share) 5. Read selected articles in small groups (one article per group) containing information on the relationship of student achievement and socio-economic factors **\*Differentiation of Content (**see materials needed) List the main ideas in script from the group article on a chart to present during a gallery walk 6. Create a summary paragraph linking main ideas from all small group articles after the gallery walk \***Differentiation of Process and Product**: Circle key words (that may also serve as tags) related to education and poverty/socio-economic issues in assigned article; work with students from other groups to create an electronic Wordle highlighting tags from all articles. 7. Participate in daily Vocabulary or Literacy Building Games/Activities \***Differentiation of Content**- type of activitiy is dependent on learner proficiency level | | | |
| **Materials Needed** | | | |
| * Comparison Chart Graphic Organizer * Hindi Video clips on socioeconomic barriers: [**https://aajtak.intoday.in/video/aajtak-news-impact-school-run-on-roadside-now-shifted-to-its-own-building-1-780135.html**](https://aajtak.intoday.in/video/aajtak-news-impact-school-run-on-roadside-now-shifted-to-its-own-building-1-780135.html) * Urdu Video clips on socioeconomic barriers: [**https://www.youtube.com/watch?v=jZNyriu0RM0&feature=share**](https://www.youtube.com/watch?v=jZNyriu0RM0&feature=share) and **https://www.youtube.com/watch?v=-IpNIlQ-1Jc** * Urdu Video clip on socio economic barrier (to be used for literacy activity) : [**https://www.youtube.com/watch?v=J9Azg0ik4u8**](https://www.youtube.com/watch?v=J9Azg0ik4u8) * **Differentiation of Content**: Alternative Hindi articles on the the relationship of student achievement and socio-economic factors   [**http://hindi.moneycontrol.com/news/market-news/\_50213.html**](http://hindi.moneycontrol.com/news/market-news/_50213.html)  [**https://www.bbc.com/hindi/india/2015/08/150808\_rte\_up\_poor\_student\_tk**](https://www.bbc.com/hindi/india/2015/08/150808_rte_up_poor_student_tk)  [**https://www.bbc.com/hindi/india/2014/01/140129\_unesco\_india\_education\_sk**](https://www.bbc.com/hindi/india/2014/01/140129_unesco_india_education_sk)  [**https://www.bbc.com/hindi/india/2012/06/120615\_chennai\_divya\_ia**](https://www.bbc.com/hindi/india/2012/06/120615_chennai_divya_ia)  For higher level learners  **https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6NTM4YTJiMThjZTQ1NWRkNw**  **https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6NzdmYjViYjhmMGZlZDgwZg**  [**https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6MTgwNzFkNTczMDVkZWY**](https://docs.google.com/viewer?a=v&pid=sites&srcid=a2Vhbi5lZHV8c3RhcnRhbGt8Z3g6MTgwNzFkNTczMDVkZWY)   * AcademicVocabulary for Extended Conversation in Instructional Materials * Vocabulary or Literacy Building Games/Activities \***Differentiation of Content**- type of activitiy is dependent on learner proficiency level | | | |

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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 record segments of a **podcast,** in collaboration with a small group of peers, that reflects cultural and other perspectives gained on the impact of **socio economics/poverty** on education equity and offer possible solutions for presentation to an online audience of listeners/viewers. * I can use the target language to act individually and collaboratively in response to a local, regional, or global situation. **(Global Can Do)** * I can provide feedback with supporting evidence on podcasts created by peers about the impact of socio economics/ poverty on education equity based on rubric criteria. | Vocabulary and language chunks related to the impact of socio economics on education equity including, but not limited to content as noted above   * Vocabulary needed to express and offer opinions when evaluating podcasts *(e.g., This podcast offers realistic solutions that are culturally appropriate, such as…)* | | * Draft content for podcasts * Edited, recorded versions of podcasts presented to class * Notes taken from peer podcasts * Feedback on podcasts offered by peers supported by evidence |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. Create a draft of content to be included in a podcast (in small mixed ability groups using task rubric guidelines) that reflects cultural and other perspectives gained about the impact of poverty on education and offer possible solutions to this issue; edit draft with peers; record the podcast (segments recorded by each each group member) 2. Present podcasts to the class 3. Take notes on new information gained during group presentations and pose questions as needed 4. Evaluate peer presentations using the task rubric; provide and support feedback based on rubric criteria | | | |
| **Materials Needed** | | | |

* Podcast Task Rubric
* AcademicVocabulary for Extended Conversation in Instructional Materials
* Recording Devices

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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 interview a female member of my family to learn about personal education experiences and cultural perspectives on education and gender in India/Pakistan. * I can compose a blog posting about what I feel is the most important new learning about language, culture and/or content in daily lessons. * I can express and justify a clear personal perspective on topics related to a global issue in a blog posting **(Global Can Do)** * I can explain how a variety of **practices** impacting education equity are related to perspectives.  **(Intercultural Can Do)** | Vocabulary and language chunks include, but are not limited to:   * Questions contained in Interview for female family members/friends found in Instructional Resources regarding personal experiences related to cultural practices and perspectives regarding gender and education * Vocabulary in Reflective Blog Word Bank | | * Interview results presented in Lesson 3 * Reflective Blog entry |
| **Learning Experiences *(are interactive and occur for the most part in pairs or in small groups)*** | | | |
| **LEARNERS**   1. View a teacher-selected videoclip on gender equity 2. Interview a female member of their family or a friend from India/Pakistan to determine if issues of gender equity have impacted them personally with regard to their education. 3. Compose an entry in their reflective blog sharing their views about how cultural perspectives held by people at different socioeconomic levels may impact access to education *.* \***Differentiation of Process**: use teacher-created guiding questions to compose blog posting | | | |
| **Materials Needed**   * Interview questions * Hindi Video clip on gender equity [**https://www.youtube.com/watch?v=CJAO5MQf05s**](https://www.youtube.com/watch?v=CJAO5MQf05s) * Urdu Video clip on gender equity**:** **https://www.youtube.com/watch?v=zNBl5CNs6gs** * Reflective Blog Word Bank * Reflective Blog Rubric | | | |
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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:** 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?