**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date: Aug. 12-16, 2019** |  | **Grade: HS/ Early College** |  | **Targeted Performance Level: ADV-Mid** |  | **Online Days 11-14 + Onsite Day 15** |
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**֍ Online Lessons 11-14 ֍**

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| **Curriculum Connection: Program Can-Do Statement & Performance Assessment Task** | | |
| Program Can-Do Statement: |  | Performance Assessment Task: |
| **INTERPERSONAL**  I can take an active role in formal and informal face-toface or Skype discussions with STARTALK peers, peers in partner schools, instructors and experts on topics related to Environmental Challenges by using probing questions, providing explanations, supporting, reacting to and comparing opinions and preferences, and expressing advice and emotions.  I can maintain spontaneous extended spoken or written conversations and discussions in Hindi/Urdu across various time frames using series of connected sentences and probing questions about targeted topics, issues experiences and events related to the theme of Environmental Challenges.  **PRESENTATIONAL**  I can deliver detailed and organized SPOKEN or WRITTEN presentations in Hindi/Urdu at the paragraph level and in various time frames based on information obtained from research and other sources on topics related to Environmental Challenges.  I can advocate, present a point of view on issues related to Environmental Challenges taking into consideration cultural perspectives, and/or present SPOKEN or WRITTEN arguments with supporting evidence using organized paragraphs in various time frames. | **INTERPERSONAL PERFORMANCE ASSESSMENT TASKS:**  Learners actively participate in face-to-face or Skype conversations on topics related to the theme of Environmental Challenges using information and perspectives obtained from Hindi/Urdu texts, classmates, partner school peers, and environmental experts as the context for discussion when engaging in interpersonal preSkype activities, Skype sessions, post –Skype debriefings and when completing Application of Learning tasks. They express their reactions (advice, opinions, emotions and preferences), make comparisons and provide evidence or explanations as warranted to justify assertions.  Learners hold unrehearsed extended face-to-face or virtual spoken or written conversations on lesson topics related to the theme of environmental challenges using information acquired from a variety of culturally authentic sources. They interact with respect for cultural differences and converse with ease one-to-one and in small groups or teams to meet both social and academic needs during lesson specific pre-Skype activities, Skype sessions, post – Skype debriefings and to complete Application of Learning tasks.  **PRESENTATIONAL PERFORMANCE ASSESSMENT TASKS**  Learners provide coherent spoken or written explanations or descriptions of concrete and some abstract topics on the environment informed by facts and cultural perspectives obtained from a variety of culturally-authentic sources, peers and experts as required for completion of daily formative presentational tasks (e.g., multimedia projects, reflective blog posts, green city products).  Learners present persuasive evidence-based positions on environmental topics and advocate for and justify solutions to environmental issues incorporating varying cultural perspectives. They present Ad Campaigns, Op Eds and other tasks to authentic audiences of listeners and viewers and take part in a debate on either the propositional or oppositional team addressing allowance of e-waste disposal in India and Pakistan. |

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| **ONLINE Learning Episodes Days 11-14 Part I** | | **Time frame for daily online episodes:** 1- hour Skype Session, 1- hour individual coaching, 2- hours for virtual interactions with peers to complete and rehearse for presentation of final task (not typically conducted consecutive hour segments) | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can share my ideas for possible solutions targeting a specific environmental concern(s) for my final blog posting to obtain class and partner school peer feedback. * I can develop a draft blog posting that incorporates relevant feedback and solicit peer and instructor comments * I can compose a final version of the blog posting for uploading on selected social media sites. * I can exchange written drafts of materials created for Rounds 1-4 for the public debate for instructor and peer review and comment. * I can make necessary language and content edits to written debate materials and practice for oral presentations for the public debate. | * Topical vocabulary/language chunks used in online learning episodes may include, but are not limited to vocabulary/language chunks from previous lessons related to environmental challenges and the debate topic * 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…)* | | * Teacher observations during exchanges about blog postings-Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Draft and final version of blog posting * Written drafts of materials created for Rounds 1-4 of the public debate * Rehearsal sessions of oral presentations for the public debate |
| **Online Learning Experiences*****(are interactive and occur in pairs or in small groups; coaching is on an individual basis to meet specific learner needs)*** | | | |
| **LEARNERS:**   1. Exchange their ideas for possible solutions targeting a specific environmental concern(s) for their blog posting to obtain class and partner school peer feedback. 2. Develop a draft blog posting that incorporates relevant feedback and solicit peer and instructor comments on the draft based on Rubric Guidelines. 3. Compose a final version of the blog posting; upload to Linguafolio and to social media sites 4. Working as a debate team, exchange written drafts of materials created for Rounds 1-4 of the public debate for review and comment. 5. Make necessary language and content edits to written debate materials and practice for oral presentations. | | | |
| **Materials Needed: NOTE: Lesson-specific resources containing all links to materials used, including instructional materials created by teachers, will be provided to site visitors and are available on the program website:** [**https://www.kean.edu/startalk**](https://www.kean.edu/startalk) **as a resource for STARTALK Programs.** | | | |
| -Information from onsite lessons recorded on Facts and Perspectives Graphic Organizers  -Reflective Blog Word Bank  -Reflective Blog Rubric Guidelines  -Academic Vocabulary for Extended Conversation in Instructional Materials | | | |

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| **Online Learning Episodes Days 11-14: Part II** | | **Time frame for daily online episodes:** 1- hour Skype Session, -1 hour coaching and 2- hours for virtual interactions with peers to compose responses to challenge questions (not typically conducted consecutive hour segments) | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can exchange ideas virtually about possible responses to a *challenge question(s)* each day of the online program related to environmental issues based on interpretive materials selected by instructors, and after virtual discussion with peers. * I can write detailed responses to *challenge questions* on environmental topics that reflect my own perspectives, peer feedback and other cultural perspectives gained during the program. | Vocabulary and language chunks include, but are not limited to:   * Topical vocabulary/language chunks used in previous lessons related to environmental challenges * 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…)* | | * Teacher observations during exchanges about challenge questions-Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Written responses to challenge questions that include a clear personal perspective and perspectives of peers and experts |
| **Online Learning Experiences *(are interactive and occur in pairs or in small groups; coaching is on an individual basis to meet specific learner needs)*** | | | |
| **LEARNERS:**   1. Read/listen to/view an interpretive selection chosen by teachers that builds upon content/language knowledge and skills acquired during the two-week onsite program on the theme of environmental challenges. (A different interpretive selection is assigned in each day in lessons 11-14) 2. Respond to the related *challenge questions*.  * First, discuss the daily challenge question with a partner on Skype before composing a response. * Incorporate information gained from interpretive materials, peers and experts or independent research obtained during the program. * Post responses on their interactive blog for additional feedback from partner school peers (Each of the blog postings is evaluated by their group teacher).   **Day 11**: How *and why* do water access, safety and sustainability issues vary in different cultures? India? Pakistan? U.S.?  **Day 12**: Will air quality in India, Pakistan and the U.S. ever show improvement if current cultural practices contributing to poor air quality persist despite warnings from  environmental experts?  **Day 13**: To what extent do issues related to urbanization and overpopulation negatively impact the economic growth of India, Pakistan and the U.S. ?  **Day 14**: How do India’s/ Pakistan’s efforts to address environmental challenges compare with other developing countries and the U.S.?  \***Differentiation of content**- Instructors modify written questions for writers at lower proficiency levels | | | |
| **Materials Needed** | | | |
| -Challenge questions provided by instructors  -Academic Vocabulary for Extended Conversation in Instructional Materials | | | |

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| **Day 15: Testing and Preparing for the *Celebration of Learning*** | | |
| **Lesson Can-Do Statement** | **Vocabulary** | **Check for Learning** |
| * I can take the 12- Point NYU Test to demonstrate and provide evidence of my growing proficiency. * I can rehearse oral presentations for the public debate. * I can participate in a public debate for advocacy purposes. | Vocabulary and language chunks include, but are not limited to:   * Proficiency testing prompts * Vocabulary and language chunks used in materials for Rounds 1-4 for the public debate. | * NYU Test results reported after the program compared with pre-testing data * Rehearsal sessions of oral presentations for the debate that reflect instructor and peer feedback * Final recorded debate performance |
| **Learning Experiences (are intjeractive and occur for the most part in pairs or in small groups)** | | |
| **LEARNERS:**   1. Take the NYU Test 2. Rehearse oral presentations for the public debate and obtain instructor and peer feedback. 3. Participate in a public debate for advocacy purposes. | | |
| **Materials Needed** | | |
| -Testing Materials  -Notes for public debate | | |