**STARTALK LEARNING PLAN Designing Learning Experiences**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date:****August 13-17, 2018** |  | **Grade Range:****High School/Early College** |  | **Targeted Performance Level:****Advanced-Mid** |  | **Total Time for this Plan:****Days 11-14 ONLINE and** **Day 15** |
|  |  |  |  |

|  |
| --- |
| **Lesson Essential Question:** *How does the ability to communicate effectively in Hindi/Urdu assist in disseminating knowledge about and proposing solutions to a global issue, 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.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 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 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. |

|  |  |
| --- | --- |
| **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 present a second draft of my fictional advocacy story for peer and instructor review and feedback during the online program.
* I can show how a variety of practices related to education occurring in my story are related to cultural perspectives. **(Intercultural Can Do)**
* I can present a final written and podcast version of my story for authentic online audiences.
* I can write a summary of my story for the book jacket
* I can use the target language to act individually and collaboratively in response to a local, regional, or global situation through the creation of a fictional story for authentic audiences. **(Global Can Do)**
* I can express and justify a clear personal perspective on topics related to a global issue through the creation of a fictional story for authentic audiences. **(Global Can Do)**
 | 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 draft of fictional advocacy story
* Final written version of story that includes perspectives about cultural practices related to education and how they affect education equity
* Podcasts of final versions of the stories
* Written summaries of the story for the book jacket
* Rehearsal sessions of oral presentations of story summaries that reflect instructor and peer feedback
 |
| **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. Complete editing of advocacy stories for peer and instructor review and feedback
2. Prepare a final written version of the entire story for inclusion on the Kean/STARTALK, NGO and other advocacy organization websites
3. Record the final version of the story as a podcast for online posting
4. Prepare a written summary of the story for the book jacket; obtain peer feedback; edit for for display at the graduation/celebration of learning ceremony
5. Rehearse oral presentations of summaries of their stories for peer and instructor feedback
 |
| **Materials Needed** |
| * Story writing materials
* iPods
	+ - * AcademicVocabulary for Extended Conversation in Instructional Materials
 |

|  |  |
| --- | --- |
| **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 education equity topics based on interpretive materials selected by instructors, and after virtual discussion with peers draft a written response.
* I can write detailed responses to *challenge questions* on education equity topics that reflect my own persoectives, peer feedback and other cultural perspectives during the online program.
* I can express and justify a clear personal perspective in my responses to challenge questions related to education equity as a global issue. **(Global Can Do)**
 | Vocabulary and language chunks include, but are not limited to:* Topical vocabulary/language chunks used in previous lessons related to education equity
* 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 exchanging ideas about responses to challenge questions (observed and noted by instructors in order to provide specific feedback to learners)
* Written responses to challenge questions that include perspectives of peers and experts, interpretive materials read or viewed during class or researched independently
 |
| **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 education equity. (A different interpretive selection is assigned in each day in lessons 11-14)
2. Respond to the *challenge questions* below related to understanding of the selection within an Indian/Pakistani cultural context.
* First, discuss the daily challenge question with a partner on Skype before composing a response (Two discussions are evaluated by their group teacher – one during the first week and one during the second week of the online program).
* Incorporate information gained from in-depth readings in the self-selected area of specialization, where applicable
* Post responses on their interactive blog for additional feedback from Indian/Pakistani students (Each of the blog postings is evaluated by their group teacher).

**Day 11**: How do cultural practices and perspectives shape children’s education opportunities even before their first day of school?**Day 12:** What impact does armed conflict in Pakistan and social hierarchy in India have on education? How can education impact conflict and social hierarchy?**Day 13:** How do education inequities continue to reinforce political domination, subordination of marginalized groups or ethnic and linguistic segregation? **Day 14:** How does the *quality* of education in India and Pakistan compare with other countries in the region? How do India’s/ Pakistan’s efforts to address the issue of disparities in learning and achievement compare with other developing countries? \***Differentiation of content**- Instructors modify written questions for writers at lower proficiency levels |
| **Materials Needed** |
| * Challenge questions provided by instructors
	+ - * AcademicVocabulary for Extended Conversation in Instructional Materials
 |
| **Day 15: Testing and Preparing for the *Celebration of Learning***  |  |
| **Lesson Can-Do Statement**  | **Vocabulary** | **Check for Learning** |
| * I can take either the 12- or 16-Point NYU Test to demonstrate and provide evidence of my growing proficiency
* I can take the AAPPL post test to demonstrate and provide evidence of my growing proficiency (Hindi only)
* I can rehearse the oral narration of my fictional story summary and reading of a segment of the Human Rights Declaration for presentation at the graduation/celebration of learning
 | Vocabulary and language chunks include, but are not limited to:* Proficiency testing prompts
* Vocabulary and language chunks used in summaries of fictional advocacy stories
* Vocabulary and language chunks contained in Declarations of Human Rights
 | * NYU Test results reported after the program compared with pre-testing data
* AAPPL Test results reported after the program compared with pre-testing data
* Rehearsal sessions of oral narrations of story summaries and Declaration of Human Rights that reflect instructor and peer feedback
 |
| **Learning Experiences** |
| **Learners:**1. Take the NYU Test
2. Take the Hindi AAPPL Test
3. Rehearse oral narration of story summaries
4. Rehearse narration of segments of India’s Declaration of Human Rights and the UN Declaration of Human Rights for presentation at the graduation/celebration of learning
 |
| **Materials Needed*** UN Declaration of Human Rights- [**https://www.redbubble.com/people/xiye7/works/21822725-un-declaration-of-human-rights?finish=semi\_gloss&p=poster&size=small&utm\_source=google&utm\_medium=cpc&utm\_campaign=g.pla+notset&country\_code=US&gclid=EAIaIQobChMIkPjpw\_eC3AIVElmGCh0D8wbuEAQYAiABEgIoXfD\_BwE**](https://www.redbubble.com/people/xiye7/works/21822725-un-declaration-of-human-rights?finish=semi_gloss&p=poster&size=small&utm_source=google&utm_medium=cpc&utm_campaign=g.pla+notset&country_code=US&gclid=EAIaIQobChMIkPjpw_eC3AIVElmGCh0D8wbuEAQYAiABEgIoXfD_BwE)
* India’s Declaration of Human Rights- [**https://www.sustainable-design.ie/links/UN-OHCHR\_1948-UDHR\_Hindi-India.pdf**](https://www.sustainable-design.ie/links/UN-OHCHR_1948-UDHR_Hindi-India.pdf)

**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? |