



2015 Kean Student Program Lesson Plan 4

Date:	July 23, 2015	Theme/Topic:	Political Barriers to Education Equity		
Age Range of Learners:	High School/Early College	Targeted Performance Level:	Advanced Mid	Number of minutes	Day 4
Unit Essential Question (EQ): What is the role of global/regional humanitarian organizations in addressing health and education issues in India/Pakistan? Targeted Lesson EQ: How do politics and government policies influence education equity? Content Understandings: Learners will understand that politics and government policies (allocation of funding, corruption, armed conflict) impact education equity.					



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DO <i>What are the communicative learning targets/can-do statements for this lesson?</i>	DO <i>What are the ACTFL/NCSSFL intercultural learning targets/can-do statements for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</i>
1. Interpersonal Speaking: -I can communicate effectively on a wide variety of present , past and future topics -I can exchange information on topics outside my personal field of interest 2. Presentational Speaking: -I can present information about events of public or personal interest -I can convey my ideas and elaborate on a variety of academic topics. 3. Presentational Writing: - I can write well organized texts for a variety of academic purposes.	Investigation of Products and Practices: 1. I can explain some of the factors that contribute to why products and practices vary across cultures. 2. I can explain how people's practices and behaviors reflect their cultures. 3. I can explore topics of personal and professional interest. Understanding of cultural perspectives: 4. I can explain how people's actions reflect their cultural beliefs.	Necessary vocabulary/grammatical structures, content, etc. to gain knowledge about and/or express ideas orally or in writing: - To evaluate student products, such as multi-media presentations (e.g., <i>This presentation sends a strong message about gender equality in education because it has emotional appeal while still being culturally appropriate.</i>) - For interpretive reading/viewing of authentic materials containing content-specific low frequency vocabulary/ complex sentence

-I can write well organized texts for a variety of general interest purposes. 4. Interpretive Listening/Viewing: -I can understand the main ideas and many details of descriptions or interviews. -I can understand accounts of events. 5. Interpretive Reading: - I can understand general information on topics outside my field of interest. -I can understand messages on a wide variety of past, present and future events.	5. I can explain how social, political, religious and economic institutions reflect cultural beliefs. Participation in cultural interaction: 6. I can comfortably interact and converse with peers and colleagues at school, work or play. 7. I can interact with people in some situations outside of my normal routine.	structures on government policies and political points of view (e.g., <i>The Indian Government should implement more programs like NREGA to assist in increasing the literacy rate of people in the rural areas of India.</i>) • To compare and contrast Indian/Pakistani /American cultural perspectives related to the role of government and politics in education. • For making inferences about a topic/issue or particular situation based on personal interpretation (e.g., <i>This political cartoon shows the impact of lack of allocation of government funds to build schools in rural areas.</i>)
<i>DO</i> <i>What are the Global Competency learning target statements for this lesson based on the EdSteps Global Competence Matrix for World Languages?</i>		
Correlation with the Global Competence Matrix for World Languages All Lessons <u>Domain I: Investigate the World</u> Indicator 2: I can use a variety of domestic and international sources, media, and experiences in Hindi and Urdu to identify and weigh relevant evidence related to equity in education and healthcare issues. <u>Domain III: Communicate Ideas</u> Indicator 2: I can use the Hindi/ Urdu language for interpersonal, interpretive and presentational purposes, including appropriate verbal and non-verbal behavior and strategies to communicate effectively about equity in education and healthcare issues. Indicator 3: I can use appropriate technology and media to connect with native speakers, present information, concepts or ideas related to equity in education and healthcare issues. Lesson 4: <u>Domain I: Investigate the World</u> Indicator 3: I can analyze, integrate and synthesize evidence, taking into account cultural and linguistic contexts, to construct coherent responses appropriate to globally significant questions Indicator 4: I can use knowledge of language and culture to develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions about a globally significant issue. <u>Domain II: Recognize Perspectives</u> Indicator 2: I can examine the perspectives of other people, groups or schools of thought and how language and culture influences those perspectives.		

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What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?	
<u>Learning Episode 1: Preparing for Cross-Cultural Interactions Learning Episode</u> ✓ Sharing and reaction to peer blog postings on gender issues from heritage and native students (minimum 2 sentences per posting) ✓ Peer feedback during rehearsals of multimedia presentations <u>Learning Episode 2: Skype/Videoconferencing Learning Episode</u> ✓ Multimedia presentations by heritage and native students ✓ Questions/comments about presentations <u>Learning Episode 3: Debriefing/Reflection/New Learning Episode</u> ✓ Discussion about the most impactful (heritage/native student) multimedia presentation and justification of selection ✓ Graphic organizer with findings obtained from videoclip on government policies and politics impacting education equity ✓ Completion of interpretive tasks (open-ended questions; sentence completion; define a word with a synonym/ example) on articles assigned to their small groups to gain additional perspectives on the extent to which government policies and politics impact education equity <u>Learning Episode 4: Transfer of Learning</u> ✓ Creation of political cartoon message and graphic ✓ Verbal explanation/responses to questions about cartoon	
How will you facilitate the learning?	
AM Learning Episodes	
Opening Activity/Learning Episode 1	
<u>Preparing for Cross-Cultural Interactions</u> Learners: 1. Rehearse multi-media presentation messages in small groups.	8:45-9:30
AM Learning Episode 2	

<u>Skype/Videoconferencing Session</u> Learners: 1. Present one- to two- minute multimedia presentations on the impact of gender issues on education equity to Indian/ Pakistani students and respond to questions. 2. Listen to Indian/ Pakistani students’ multimedia presentations on the impact of gender issues on education equity in the U.S. and ask questions or provide comments.	9:30-10:30
AM Learning Episode 3	
<u>Debriefing/Reflection/New Learning</u> Learners: 1. Determine which multimedia message shared during the SKYPE session was the most <i>powerful advocacy statement</i> regarding gender equity and education and justify responses. 2. View a video clip that provides a glimpse of the extent to which government policies and politics impact education equity. 3. Interpret, discuss and record information on a graphic organizer. 4. Be provided with teacher selected articles to be read and discussed in 4 small groups to gain additional perspectives on the extent to which government policies and politics impact education equity. 5. Exchange information about their group’s article with the other groups and ask and respond to questions.	10:45-11:45
PM Learning Episode	
<u>Collaboration/Transfer of Learning</u> Learners: 1. Examine several political cartoons on a teacher created PowerPoint that illustrate the impact of politics/government on education. 2. Work in collaborative groups to analyze assigned political cartoons to determine the message. 3. Create an original political cartoon expressing their personal beliefs about the impact of politics/government on education in India/Pakistan working with a partner. Follow Task Rubric.	1-3
Materials Needed for this Lesson: Internet Resources; Social Networking Tools; iPods; Laptop Computers; LCD Projector	
Notes: ➤ <u>Extended Learning Tasks (outside of class time)</u> Learners: 1. Create a powerful slogan or song lyrics with a partner protesting government corruption as a barrier to education equity. Make an audio-clip of the slogan or song lyrics for blog posting. Follow Task Rubric. 2. In preparation for lesson 5, complete an entry in their reflective blog taking into an account their parents’ perspectives on healthcare and healthcare practices (obtained from interviews on after lesson 1). Based on what they have learned in lessons 2-4 , the entry should expound on the relationship between education equity issues and healthcare/ health practices. ➤ Native students complete a similar task focusing on government policies and funding as barriers for education equity in the U.S.	

