**STUDENT PROGRAM LEARNING PLAN 1**

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| **Grade Range of Learners: 9-12**  | **Targeted Performance Level: Adv-Mid** |
| **Time Allotted for This Learning Plan:** *Global Project-Based Learning* serves as the framework for unit/lessons which are organized in 5 blocks with multiple 15-20 minute episodes per block. |
| **Unit Theme:  *Environmental Challenges and Public Health in India and Pakistan*****LESSON Title: *The******Challenge of Air Quality*** **Lesson Essential Question:** *According to a January 2017 statement from Greenpeace,**countries in South Asia, such as India/Pakistan, “are facing an apocalypse right now due to unbreatheable air.” Do you agree with this claim? Why/not?*  |

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| **INTERPERSONAL NOTE: Can Dos addressed in this lesson appear in Red*** 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 and Public Health in India and Pakistan.
* I can take an active role in formal and informal FACE-TO-FACE or SKYPE DISCUSSIONS with STARTALK peers, peers in partner schools, instructors and experts on topics related to the program theme by using probing questions, providing explanations, supporting, reacting to and comparing opinions and preferences, and expressing advice and emotions. (Intercultural Competency-CIA; Global Competency-Communicating Ideas)
* I can interact using CULTURALLY APPROPRIATE VERBAL AND NON-VERBAL LANGUAGE and can recognize when use of language, body language or tone of voice is culturally inappropriate. (Intercultural Competency- CIA)
* I can EXPRESS, SUPPORT and DEFEND my OPINIONS/VIEWPOINTS, RECOMMENDATIONS OR PERSPECTIVES and explain other's perspectives clearly in both formal and informal discussions, panels or debates and in planning for activities, events or taking a course of action. (Intercultural Competencies-CP/CIA; Global Competencies- Recognize Perspectives and Communicate ideas)
* I can explain WHY CULTURAL PRACTICES and PRODUCTS IMPACTING THE ENVIRONMENT may hinder prospects for improvement of environmental conditions in India/Pakistan. (Intercultural Competencies- CPP/CIA; Global Competencies- Recognize Perspectives and Communicate ideas)
* I can explain HOW CULTURAL PERSPECTIVES about the DIAGNOSIS/TREATMENT of ILLNESSES/DISEASES RELATED to the ENVIRONMENT impact successful treatment of and the potential for elimination of such diseases. (Intercultural Competencies-CP/CIA; Global Competencies- Recognize Perspectives and Communicate ideas)
* I can use Hindi/Urdu TO INTERACT EFFECTIVELY with STARTALK peers, peers in partner schools and the broader Hindi/Urdu community in order to TAKE COLLABORATIVE ACTION that may improve conditions related to environmental pollution and environmentally-related public health issues in India/Pakistan. (Intercultural Competency- CIA; Global Competencies-Communicate Ideas/Take Action)

**INTERPRETIVE**: * I can understand the underlying message and most supporting details that are SPOKEN or WRITTEN in Hindi/Urdu from complex, organized audio/audio visual descriptive informational texts and some fictional texts across time frames related to the theme of Environmental Challenges and Public Health in India and Pakistan.
* I can accurately REPRESENT THE IDEAS AND PERSPECTIVES SPOKEN ABOUT by peers and other Hindi/Urdu speakers in informal conversations or discussions and in formal presentations to inform the completion of various tasks and to create cultural products and performances. (Intercultural Competency-CP; Global Competency- Recognize Perspectives)
* I can accurately REPRESENT THE IDEAS AND PERSPECTIVES WRITTEN ABOUT in informational and some literary texts, and by peers and experts to inform the completion of various tasks and to create cultural products and performances related to the program theme. (Intercultural Competency-CP; Global Competency- Recognize Perspectives)
* I can ANALYZE, SYNTHESIZE AND WEIGH SOURCES of SPOKEN or WRITTEN evidence to develop a clear position(s) or to propose solutions reflecting multiple cultural perspectives regarding environmental pollution and environmentally-related public health issues in India/Pakistan. (Intercultural Competencies- CPP/CP; Global Competencies-Investigate the World/Recognize Perspectives/Take Action)

**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 and Public Health in India and Pakistan.
* I can advocate, present a point of view taking into consideration cultural perspectives, and/or present SPOKEN or WRITTEN arguments with supporting evidence using organized paragraphs in various time frames. (Intercultural Competency-CP; Global Competencies- Communicate Ideas/Recognize Perspectives)
* I can propose culturally-appropriate actions/solutions that are SPOKEN or WRITTEN based on evidence that considers previous approaches, different perspectives and possible consequences to improve environmental conditions and related public health issues. (Intercultural Competency-CP; Global Competencies-Communicate Ideas/Take Action)
* I can select and use technology and media resources for effective collaboration and for potential audience impact in SPOKENorWRITTEN presentations. (Global Competency- Communicate Ideas)
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| **Culture**  | **Content** | **Language** |
| * Cultural practices that contribute to air pollution

(e.g., burning of solid fuels during cooking in homes not properly ventilated; large scale crop residue burning in agriculture fields; morning trash fires in cities to keep warm in the winter; extensive use of firecrackers during Diwali festival) * Cultural perspectives about air pollution obtained from video clip sources, native-speaking peers
 | * Introductions and sharing of personal information with native students from Partner Schools
* Interviews of native students
* Overview of Environmental Challenges in India/Pakistan
* Causes of Air Pollution: cultural practices cited in column 1; fuel adulteration, non-regulated vehicular and industrial emissions; traffic congestion, etc.
* Major effects of air pollution on the environment: reports of decline in air quality shifting from “acute to chronic”, expecially in cities such as Delhi and Lahore

 (Note: Health effects will be discussed in depth in subsequent lessons)* Font familiarization practice
* Writing Blog Postings using fonts about lesson topics
 | * Low-frequency vocabulary on air quality issues and related cultural practices and perspectives
* Informal/formal language structures needed to undersand and talk about content
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|  **BLOCK 1 EPISODE: PRE-SKYPE** |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed*** I can take an active role in formal and informal FACE-TO-FACE or SKYPE DISCUSSIONS with STARTALK peers, peers in partner schools, instructors and experts on topics related to the program theme by using probing questions, providing explanations, supporting, reacting to and comparing opinions and preferences, and expressing advice and emotions
 | **STAGE 2 Check for Learning*** Information recorded on Comparison Chart Graphic Organizers based on Partner School Video
* Information recorded on Facts and Perspectives Graphic Organizers based on heritage peer responses
* Explanation of why a specific NGO(s) was chosen to collaborate with on addressing environment and public health issues through the creation of advocacy materials

***Note: Students were instructed during orientation session in June to research NGOs addressing environment and public health issues they would like to collaborate with during and after the program, and for the purpose of development of advocacy materials/products for posting on the organization’s website.*** |
| **STAGE 3** **Enabling Activities are conducted in pairs or small groups unless otherwise noted. (Learner Resources appear in green)*****LEARNERS:**** View the **Partner School Introductory Video** created by Indian/Pakistani students in preparation for the first Skype session and note any similarities or differences in the school environment, student activities, etc. on **Comparison Chart Graphic Organizers.**
* Interview their **STARTALK peers** to become better acquainted (questionsinclude basic information, and personal perspectives about friends, etc., as well as sharing of a significant life event.) and to determine whether or not they are interested in pursuing a career in environmental science or medicine/health and the reason(s) why/why not using **Peer Interview Questions** previously developed by instructors for this task. Make note of responses on **Facts and Perspectives** **Graphic Organizers** (Note: Partner school peers will engage in the same Pre- Skype same activity).
* Share with instructors and peers information about the NGO they chose to collaborate with on addressing environment and public health issues and the reasons why.

**Differentiation Strategies** Pair students of mixed abilities for initial activities based on data obtained from pre-assessments. |
| **BLOCK 2 EPISODE: SKYPE Session with Partner School**  |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed*** I can take an active role in formal and informal FACE-TO-FACE or SKYPE DISCUSSIONS with STARTALK peers, peers in partner schools, instructors and experts on topics related to the program theme by using probing questions, providing explanations, supporting, reacting to and comparing opinions and preferences, and expressing advice and emotions
* I can interact using CULTURALLY APPROPRIATE VERBAL AND NON-VERBAL LANGUAGE and can recognize when use of language, body language or tone of voice is culturally inappropriate.
 | **STAGE 2 Check for Learning*** Teacher observation of culturally approriate verbal and non verbal language during verbal exchanges of introductory information
* Information recorded on Facts and Perspectives Graphic Organizers based on **native-speaking peer**  responses
* Information recorded on Comparison Chart Graphic Organizers based on **native-speaking peer** Interview responses
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| **STAGE 3****Enabling Activities are conducted in pairs or small groups unless otherwise noted.*****LEARNERS:**** Exchange introductions with **native-speaking peers** (includes basic information, and personal perspectives about friends, etc., as well as sharing of a significant life event.).
* Pose Interview questions to native-speaking peers including whether or not they are interested in a career in environmental science or medicine/health and the reason(s) why.
* Note interview responses on **Fact and Perspectives Graphic Organizers** and compare heritage peer and native-speaking peer responses on **Comparison Chart Graphic Organizers**.

**Differentiation Strategies**Continue working in pairs of mixed abilities to support struggling learners with tasks in this episode. |

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| **BLOCK 3 EPISODE: Debriefing, Reflection and New Learning** |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed*** 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.
* I can understand the underlying message and most supporting details that are SPOKEN or WRITTEN in Hindi/Urdu from complex, organized audio/audio visual descriptive informational texts and some fictional texts across time frames related to the theme.
* I can accurately REPRESENT THE IDEAS AND PERSPECTIVES SPOKEN ABOUT by peers and other Hindi/Urdu speakers in informal conversations or discussions and in formal presentations to inform the completion of various tasks and to create cultural products and performances
* I can explain WHY CULTURAL PRACTICES and PRODUCTS IMPACTING THE ENVIRONMENT may hinder prospects for improvement of environmental conditions in India/Pakistan.
 | **STAGE 2 Check for Learning*** Teacher observation for accuracy of content, vocabulary use and spoken language structures during verbal exchanges about reasons for varied responses on Comparison Chart
* Information recorded on Facts and Perspectives Graphic Organizer after viewing hook video and shorter clips on air pollution
* Key Take Aways from videos reported by groups
* Questions posed by students related to Key Take Aways from videos
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| **STAGE 3****Enabling Activities are conducted in pairs or small groups unless otherwise noted.** ***LEARNERS:*** * Compare heritage and native-speaking peers interview responses placed on the Comparison Chart and speculate on the reasons for varied responses and possible cultural implications.
* View a **Hook Video clip Overview** of environmental and health-related challenges in India/Pakistan and take notes on key issues and main ideas and several **shorter clips focusing on air pollution.**
* Exchange information to be placed on **Facts and Perspectives Graphic Organizers** based on main ideas provided in the video clip.
* After discussion, note key take aways and report out by group.
* Pose questions related to key take aways and statistical data.

**Differentiation Strategies:** *TBD based on observations from previous activities* |

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| **BLOCK 4 EPISODE (PM SESSION): Transfer/Application of Learning** |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed*** 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.
* I can understand the underlying message and most supporting details that are SPOKEN or WRITTEN in Hindi/Urdu from complex, organized audio/audio visual descriptive informational texts and some fictional texts across time frames related to the theme.
* I can accurately REPRESENT THE IDEAS AND PERSPECTIVES SPOKEN ABOUT by peers and other Hindi/Urdu speakers in informal conversations or discussions and in formal presentations to inform the completion of various tasks and to create cultural products and performances.
* I can advocate, present a point of view taking into consideration cultural perspectives, and/or present SPOKEN or WRITTEN information arguments with supporting evidence using organized paragraphs in various time frames
* I can select and use technology and media resources for effective collaboration and for potential audience impact in SPOKEN or WRITTEN presentations.
 | **STAGE 2 Check for Learning*** Learner responses given during Word Challenge Game
* Completion of font practice activities showing correct usage of fonts
* Questions posed by students about presentational task and rubric
* Teacher observation for accuracy of content, vocabulary use and spoken language structures during discussions regarding **Electronic Billboard** product creation
* Written drafts of text to be used on Billboard
* Learner comments provided during peer review and critique of Electronic Billboard product
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| **STAGE 3****Enabling Activities are conducted in pairs or small groups unless otherwise noted.** ***LEARNERS:**** Participate in a **Word Challenge Game** (*a different word challenge activity will be used in lessons 1-8 to reinforce new vocabulary and word use*).
* Engage in font practice activities using materials selected by instructors.
* Engage in the following steps for creation of the lesson presentational product:
* Pose questions to instructors after being assigned a task to create an **Electronic Billboard** entitled: **Air Quality in India/Pakistan: Face the Facts** and reviewing **rubric criteria.**
* Engage in discussions with peers to determine the statistical and other factual information obtained from video clips to be included on the billboard and how the information will be most effectively presented.
* Create a written draft of the text to be used and make language /content edits as needed.
* Present the billboard to peers and instructors for review and critique.
* Make modifications as needed and upload the final version of the billboard on Linguafolio.

**Differentiation Strategies:** *TBD based on observations from previous activities* |

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| **BLOCK 5 EPISODE-Extended Learning**  |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed*** I can advocate, present a point of view taking into consideration cultural perspectives, and/or present SPOKEN or WRITTEN information arguments with supporting evidence using organized paragraphs in various time frames.
* I can maintain spontaneous extended SPOKEN or WRITTEN CONVERSATIONS (during interviews) 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.
 | **STAGE 2 Check for Learning*****(Check for learning on completion of activities below occurs during the Pre-Skype Blovk at the beginning of the next lesson)*** |
| **STAGE 3****Enabling Activities*****LEARNERS:**** Based on information obtained in today’s lesson on air quality, create a **blog posting** using fonts about air quality in India/Pakistan. Include some facts and your opinions about this issue as well.
* **Interview** parents or a community member using **Interview Questions about Clean Water Access and Water Pollution Issues** about their **views on environmental pollution, specifically water pollution**, in their home towns, comparing the water quality in their hometown then and now.

**Differentiation Strategies:** *NA* |

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| **MATERIALS NEEDED** |
|  **Resources:** The primary **resources** for this program include daily use of a range of technology tools (e.g., Skype, laptops, iPads, Web 2.0). Indian and Pakistani experts from the fields of medicine and health and NGOs will also serve as program resources. Lesson plans from the program will be posted on the Kean STARTALK 2017 website. Links to all resources, as well as samples of student work will hyperlinked by the end of the program.**Culturally Authentic Interpretive Materials** (electronic listening, reading and viewing materials, which support the unit theme/topics)

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| **Hindi Links** | **Urdu Links** |
| * 1. **Hook video 2.04 minutes April 2015 (speed setting at .75)** [**Increasing Air Pollution**](https://www.youtube.com/watch?v=9-8T1SM8E0c)
	2. **For Jigsaw Activities (possible video clips)**
* **Delhi Air Pollution- Video 4.12 min (first 1.22 minutes) March 07, 2017** [**https://khabar.ndtv.com/video/show/news/banned-oil-still-being-sold-in-delhi-451270**](https://khabar.ndtv.com/video/show/news/banned-oil-still-being-sold-in-delhi-451270)

**दिल्ली की हवा में घुलता जहर, गैरकानूनी ईंधन से हवा हो रही है प्रदूषित** * **DelhiAirPollution-Video2.25 min 28 Feb 2017**[**https://khabar.ndtv.com/video/show/news/roadmap-to-have-clean-air-in-delhi-to-be-submitted-in-sc-450593**](https://khabar.ndtv.com/video/show/news/roadmap-to-have-clean-air-in-delhi-to-be-submitted-in-sc-450593) **दिल्ली में साफ हवा की चुनौती, कल सुप्रीम कोर्ट में जमा होना है रोड मैप**
* [**http://aajtak.intoday.in/story/lucknow-top-pollution-chart-delhi-on-4th-place-1-845539.html**](http://aajtak.intoday.in/story/lucknow-top-pollution-chart-delhi-on-4th-place-1-845539.html)
* **Road map to be submitted at Supreme court**

**Video 0.52 min Feb 06, 2017**[**https://khabar.ndtv.com/video/show/news/supreme-court-on-pollution-448414**](https://khabar.ndtv.com/video/show/news/supreme-court-on-pollution-448414) **सुप्रीम कोर्ट ने कहा, प्रदूषण से निपटने के लिए जल्‍द कदम उठाने की जरूरत (Supreme court will soon take steps to deal with air pollution in Delhi where 8 people die every day because of pollution)** * 1. **Articles on air pollution**
* [**http://hindi.indiawaterportal.org/node/46840**](http://hindi.indiawaterportal.org/node/46840)
* [**http://hindi.news18.com/news/family-and-welfare/health/health-issue-in-air-pollution-435463.html**](http://hindi.news18.com/news/family-and-welfare/health/health-issue-in-air-pollution-435463.html)
	1. **The following videos (2-5) may be used to help students in blog posting and billboard creation**
* **YouTube video 4.22 min POSTER MAKING प्रदूषण | प्रदूषण के प्रकार | प्रदूषण को रोकने के उपाय | प्रदूषण पर निबंध | Pollution & its Types**
* **YouTube video 0.53 min** [**प्रदूषण से तार-तार ~ Poem on Air Pollution in Hindi for Kids**](https://www.youtube.com/watch?v=h8ooqW7IxDY)
* **YouTube video 0.41 min** [**Hindi poem on pollution, हिन्दी कविता-प्रदूषण**](https://www.youtube.com/watch?v=IJLGmIZFq2I)
* **YouTube video 1.45 min [Paryavaran Bachao (पर्यावरण बचाओ ) poem | Save the Environment Poem | A poem on Clean India Mission](https://www.youtube.com/watch?v=WUi1nuMh-BE)**
 | * **Hook Video: Environment and Pollution**

[**https://www.youtube.com/watch?v=9f0FAAvYGic**](https://www.youtube.com/watch?v=9f0FAAvYGic) **(Mera Mahaul meri zindagi/ My environment my life)** * **News clip about Air Pollution in Lahore**

**h**[**ttps://www.youtube.com/watch?v=jNMizUMXnXo**](https://www.youtube.com/watch?v=jNMizUMXnXo) * **News clip about Smog in Lahore**

[**https://www.youtube.com/watch?v=8a9eWRrrj0I**](https://www.youtube.com/watch?v=8a9eWRrrj0I)* **Text (slideshow) on Smog (for literacy activity)**

[**https://www.youtube.com/watch?v=EEcBNmNkT4w**](https://www.youtube.com/watch?v=EEcBNmNkT4w)* **Air pollution in Karachi.**

[**https://www.youtube.com/watch?v=Gl9KXIc9QRA**](https://www.youtube.com/watch?v=Gl9KXIc9QRA) |

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| **PERSONAL REFLECTION***How did this lesson go? What could you do to improve this learning plan if you do these activities again?* |