**STUDENT PROGRAM LEARNING PLAN 4**

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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 Global Warming***  **Lesson Essential Question***: Rising temperatures in the Himalayas will impact the entire Indo-Gangetic Plain, a large and fertile plain encompassing most of northern and eastern India, the most populous parts of Pakistan, parts of southern Nepal and virtually all of Bangladesh. Can one foresee to what degree climate change will specifically impact this region and what could possibly be done about it?* | |

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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) | | | |
| **Culture** | **Content** | | **Language** |
| * Indian philosophy, lifestyle and cultural practices are based on the science of protecting nature and hold key to solving environmental issues like global warming. * India's livestock of roughly 485 million (including cows, sheep and goats) contributes more to global warming than the vehicles the animals obstruct by burping, belching and excreting copious amounts of methane, a greenhouse gas that traps 20 times more heat than carbon dioxide. * Traditional hunting, fishing and herding practices, agricultural activities, cultural and religions practices related to specific species, places or spiritual sites are impacted by global warming. | * India is highly vulnerable to climate change due to a combination of factors: high levels of poverty; population density; high reliance on natural resources; and an environment already under stress. * India pledged under the Copenhagen Accord to reduce its CO2 intensity (emissions per GDP) by 20 to 25 percent by 2020. * Pakistan makes a tiny contribution to total global greenhouse gas (GHG) emissions, less than 1% (among the lowest in the world) but it is among the countries most vulnerable to climate change. * Pakistan lackes the technical and financial capacity to address the adverse impacts of climate change. * By mid-century, the mean annual temperature in India is projected to increase 1.1º to 2.3 º C; the average temperature in Pakistan has risen by .2 degrees in only two years. * There is likely to be greater variability in rainfall in India/Pakistan leading to higher risk of increased frequency and severity of droughts, floods and cyclones. * Scientists are working at designing diets to help bovines and other ruminants eat better, stay more energetic and secrete smaller amounts of the offensive gas. | | * Low-frequency vocabulary related to Global Warming and cultural practices and perspectives * Informal/formal language structures needed to undersand and talk about content |
| **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. * 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. * 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. | | **STAGE 2 Check for Learning**   * Blog posts shared and reason given for choice * Peer reactions to images and captions during gallery walk * Effects of global warming recorded on Facts and Perspectives Graphic Organizers * Questions created for Skype Session | |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.** (**Learner Resources appear in green)**  ***LEARNERS:***   * Share blog posts they thought were the best, and give reason(s) why. * Engage in an electronic gallery walk displaying images selected and captions created on their laptops and solicit reactions from their peers. * Speculate on the major effects of global warming in India/Pakistan based on the frequency of similar images selected by their peers and note on **Facts and Perspectives Graphic Organizer.** * Create questions for the Skype session based on the information they have acquired about global warming.   **Differentiation Strategies**  Learners work in Pre-Skype/Skype Teams | | | |
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| **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. * 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 * 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. | | **STAGE 2 Check for Learning**   * Teacher observation of culturally approriate verbal and non verbal language, accuracy of content, vocabulary use and spoken language structures during exchange of images and expressing views about major effects of global warming. * Information recorded on Facts and Perspectives Graphic Organizers on native-speaking peers’ views about the effects of global warming | |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Share the images and captions from their gallery walk to solicit reactions from native-speaking peers who do the same. * Exchange views on what they have determined are the major effects of global warming and make note of native-speaking peers’ perspectives on **Facts and Perspectives Graphic Organizers.**   **Differentiation Strategies**  Continue working in Pre-Skype/Skype Teams | | | |

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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 of Environmental Challenges and Public Health in India and Pakistan * 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. * 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. * 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. * 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 of accuracy of content, vocabulary use and spoken language structures during sharing of insights gained about global warming during the Skype session. * Information recorded on Facts and Perspectives Graphic Organizers on the causes and effects of global warming from video clips * Information recorded on Facts and Perspectives Graphic Organizers heard from environmental expert * Responses given during Word Challenge Game * Teacher observation of culturally approriate verbal and non verbal language, accuracy of content, vocabulary use and spoken language structures during exchanges with environmental expert. |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Share the insights gained from native-speaking peers in the Skype session. * View teacher selected video clips on causes/effects of global warming in India and Pakistan and make note of main take aways on **Facts and Perspectives Graphic Organizers.** * Report on the information gathered from video clips in a jigsaw activity. * Engage in a **Word Challenge Game** * Listen to a presentation by an invited ENVIRONMENTAL EXPERT and pose questions based on the information presented and on information obtained from readings, discussions and videos in class. * Ask the expert to provide an opinion on the *extent to which climate change will specifically impact the Indo-Gangetic Plain region and what could possibly be done about it.* * Make note of main take aways from environmental expert on **Facts and Perspectives Graphic Organizers.**   **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 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. * 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. * 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 select and use technology and media resources for effective collaboration and for potential audience impact in SPOKENorWRITTEN presentations. | **STAGE 2 Check for Learning**   * Teacher observation of accuracy of content, vocabulary use and spoken language structures during: brainstorming, creation of story and peer review * Drafts, final versions and podcasts of realistic fiction short story * Comments provided by peers with supporting evidence |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Brainstorm ideas with a partner for writing a short **realistic fiction story** about one of the images shown in class portraying some aspect of global warming and based on information heard, read, or viewed in the lesson about this topic. * Use guiding questions (e.g., What might have happened before the image was taken? What might happen next? Who or what was affected?) and follow **rubric guidelines.** * Listen to the teacher as she *models the task* using an image she selected and pose questions as needed. * Create a draft of the story for peer review and comment. * Present the story to peers for further input, make modifications if necessary and record a podcast for native-speaking peers. * Vote on the two most creative, yet factually accurate, based on rubric guidelines * Upload final versions of the stories on youthkiawaz.com or on a blog site and on Lingufolio   **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 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 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.   . | **STAGE 2 Check for Learning**  *(Check for learning on completion of activities below occurs at the beginning of lesson 2)* |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Search individually for a YouTube clip in Hindi/Urdu that they feel best illustrates the overall connection between environmental conditions (including cultural behaviors/practices affecting the environment) and public health in India/Pakistan. * Post the link on their blog explaining the reason(s) for their choice and why the clip is so compelling.   **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)   |  |  | | --- | --- | | **Hindi Links** | **Urdu Links** | | * 1. **Video Clips** * **Environmental Issues based Hindi Documentary Movie**   **Tapish a short video  clip in Global warming 1:24 to 9.57**  **h**[**ttps://www.youtube.com/watch?v=McSXOBz6t7M**](https://www.youtube.com/watch?v=McSXOBz6t7M)   * **Dreadful effects of melting Himalayan glacier 4.27 min**   [**https://www.youtube.com/watch?v=05wa7e4-IwA**](https://www.youtube.com/watch?v=05wa7e4-IwA)   * **Climate Change is Everyone’s Responsibility**   [**https://khabar.ndtv.com/video/show/news/fight-against- climate-change-is-everyones-responsibility-pm-modi-392819**](https://khabar.ndtv.com/video/show/news/fight-against-%20climate-change-is-everyones-responsibility-pm-modi-392819) **पीएम मोदी ने जलवायु परिवर्तन और ग्लोबल वॉर्मिंग पर जताई चिंता (as relayed on “Man kii baat” radio program by the PM N. Modi) first 2.25 minutes**   * **पंजाब के खेतों में खूंटी जलाने से बढ़ा प्रदूषण first 3 minutes, Oct 10, 2016**   [**https://khabar.ndtv.com/video/show/news/how-is-punjab-becoming-the-reason-of-increasing-pollution-434421**](https://khabar.ndtv.com/video/show/news/how-is-punjab-becoming-the-reason-of-increasing-pollution-434421)   * **What is Global Warming, first 5.25 minutes**   [**https://www.youtube.com/watch?v=WxZvTMz5byQ**](https://www.youtube.com/watch?v=WxZvTMz5byQ)   * **नुक्कड़ नाटक - पर्यावरण Nita**   [**https://www.youtube.com/watch?v=GuQTrgUkPtc**](https://www.youtube.com/watch?v=GuQTrgUkPtc)   * 1. **Articles** * [**http://hindi.indiawaterportal.org/content/%E0%A4%97q%E0%A5%8D%E0%A4%B2%E0%A5%8B%E0%A4%AC%E0%A4%B2-%E0%A4%B5%E0%A4%BE%E0%A4%B0%E0%A5%8D%E0%A4%AE%E0%A4%BF%E0%A4%82%E0%A4%97-%E0%A4%95%E0%A4%BE-%E0%A4%AC%E0%A4%A2%E0%A4%BC%E0%A4%A4%E0%A4%BE-%E0%A4%96%E0%A4%A4%E0%A4%B0%E0%A4%BE**](http://hindi.indiawaterportal.org/content/%E0%A4%97%E0%A5%8D%E0%A4%B2%E0%A5%8B%E0%A4%AC%E0%A4%B2-%E0%A4%B5%E0%A4%BE%E0%A4%B0%E0%A5%8D%E0%A4%AE%E0%A4%BF%E0%A4%82%E0%A4%97-%E0%A4%95%E0%A4%BE-%E0%A4%AC%E0%A4%A2%E0%A4%BC%E0%A4%A4%E0%A4%BE-%E0%A4%96%E0%A4%A4%E0%A4%B0%E0%A4%BE) * [**http://www.sansarlochan.in/facts-causes-effects-global-warming-in-hindi/**](http://www.sansarlochan.in/facts-causes-effects-global-warming-in-hindi/) * [**ग्लोबल वार्मिंग: कारण और उपाय**](http://hindi.indiawaterportal.org/node/51084)   **hindi.indiawaterportal.org/node/51084** | **1. Video Clips**   * **Climate change effects on Pakistan Part I: Melting Himalaya Glaciers**   [**https://www.youtube.com/watch?v=iSMkqxX76yw**](https://www.youtube.com/watch?v=iSMkqxX76yw)   * **Climate change Part 2: Land Erosion and Desertification**   [**https://www.youtube.com/watch?v=jGChXk2Gu1Y**](https://www.youtube.com/watch?v=jGChXk2Gu1Y)   * **Climate Change Part 3: Invading Sea**   [**https://www.youtube.com/watch?v=2Fscea1LwL0**](https://www.youtube.com/watch?v=2Fscea1LwL0)   * **Climate Change in Pakistan: Its Impact and Remedies**   [**https://www.youtube.com/watch?v=cjPQpvFRh3Q**](https://www.youtube.com/watch?v=cjPQpvFRh3Q)   * **News Report on Global Warming and Pakistan**   [**https://www.youtube.com/watch?v=6jOMFv\_cs0I**](https://www.youtube.com/watch?v=6jOMFv_cs0I)   * **Urdu Article on Reasons for Global Warming** [**http://www.urdua.net/society/global\_warming/causes\_of\_global\_warming.php**](http://www.urdua.net/society/global_warming/causes_of_global_warming.php) | |

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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?* |