**STUDENT PROGRAM LEARNING PLAN 6**

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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 Emergence of E-Waste as a Serious Environmental and Health Challenge***  **Lesson Essential Questions:** *Does evidence support the claim that emissions from recycling practices are as damaging to human health as other factors? What are the ethical implications for the Indian and Pakistani governments regarding their allowance of e-waste into their countries?* | |

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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** |
| * Informal Recycling Practices * Informal “backyard” recycling markets in India and Pakistan handle anywhere from 50 percent to 80 percent of e-waste, with shredding, burning, and dismantling the products taking place close to home dwellings. * Rudimentary techniques used by informal recyclers such as acid leaching and open-air burning pollute the environment. * High-risk backyard recycling   operations impact vulnerable  social groups( women, children,  immigrant labourers) as they  have little or no knowledge of toxins in e-waste and are exposed to health hazards.   * Child labor is often used in “e-waste warehouses.” * In Karachi where no samitary landfills are available,it is a common practice to dump e-waste remnants and high toxix e-waste into open pits. | * India/Pakistan depend heavily on the unorganized/informal sector to recycle e-waste as only a handful of organized recycling facilities exist. * Over 95% of e-waste is treated and processed in the majority of urban slums by untrained workers using dangerous procedures detrimental to their health and the environment. * Effects of E-waste disposal practices on environment/health * Primary and secondary exposure to toxic metals, such as lead, results mainly from open-air burning used to retrieve valuable components such as gold. * Combustion from burning e-waste creates fine particulate matter, which is linked to pulmonary and cardiovascular disease. * Toxic chemicals from e-waste enter the "soil-crop-food pathway," one of the most significant routes for heavy metals' exposure to humans. These chemicals are not biodegradable—they persist in the environment for long periods of time, increasing exposure risk. * India’s ewaste is growing at 30% per year with Mumbai as the fifth largest global producer of e-waste. * Government efforts to regulate e-waste recycling and disposal are weakly enforced. | | * Low-frequency vocabulary about   e-waste recycling and disposal and related 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 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 WRITTEN ABOUT in blogs, 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 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 exchanges about the video clip and article about the similarities and differences between e-waste disposal practices in the U.S. * Information recorded on Facts and Perspectives Graphic Organizers and Comparison Chart Graphic Organizers * Questions composed for native-speaking peers | |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.** (**Learner Resources appear in green)**  ***LEARNERS:***   * Exchange information/perspectives recorded in blog postings about the video clip viewed on e-waste disposal in small groups. * Record information on **Facts and Perspectives Graphic Organizers** and report out to the class. * Based on the article read on e-waste disposal practices in the U.S., list similarities and differences between U.S. practices and those in India/Pakistan on **Comparison Chart Graphic Organizers** and report out to the class * Prepare questions to ask native-speaking peers about the “epidemic” of e-waste during the Skype session.   **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. * 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. | | **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 exchanges about video clip and article. * Native-speaking peers’ perspectives regarding the comparison of e-waste practices placed on the Comparison Chart Graphic Organizers * Native-speaking peers’ ideas about strategies to address e-waste disposal issues noted on Facts and Perspectives Graphic Organizers | |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Exchange information/perspectives about the video clip viewed on e-waste disposal and record information obtained from native-speaking peers on **Facts and Perspectives Graphic Organizers.** * Based on the article read on e-waste disposal practices in the U.S.,discuss similarities and differences between U.S. practices and those in India/Pakistan and the reasons for those differences. Record new information obtained from native-speaking peers on **Comparison Chart Graphic Organizers.** * Exchange ideas/speculate with native speaking peers on possible strategies/actions that could be undertaken to address e-waste disposal issues and record ideas obtained from native-speaking peers 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 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 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**   * Teacher observation of accuracy of content, vocabulary use and spoken language structures during exchanges about new information/perspectives gained from native-speaking peers, and in exchanges related to other tasks. * Main ideas obtained from article on health hazards due to e-waste * Learner responses given during Word Challenge Game * Questions posed to the environmental expert * Information/perspectives recorded on Facts and Perspectives Graphic Organizers related to the expert’s presentation * Summary bullets on information and perspectives gained in this learning block |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Exchange information/perspectives obtained from native-speaking peers as noted on graphic organizers and add new information. * Read an authentic article about the health hazards of exposure to e-waste and record main ideas. * **Engage in a Word Challenge Game**. * Listen to an environmental expert’s perspective (via Skype) about e-waste recycling /disposal practices, related health hazards and possible solutions in India/Pakistan and record take aways on **Facts and Perspectives Graphic Organizers.** * Pose questions to the expert and seek his opinion about the existence of *ample* *evidence to support the claim that emissions from recycling practices are as damaging to human health as other factors* and record responses on the grapnic organizer. * Summarize important information and perspectives in bullet format gained in this learning block in small groups and then share with the class.   **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 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. * 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. | **STAGE 2 Check for Learning**   * Teacher observation of accuracy of content, vocabulary use and spoken language structures during exchanges regarding debate preparation. * Notes to be used during the debate * Debate presentations and recordings of debates |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Are placed in teams to prepare for a debate on whether India/ Pakistan should continue to accept or ban e-waste exported from the U.S. and other countries. * Based on what they have read, heard or viewed, determine the pros/cons for continuing to accept or to ban e-waste and *ethical implications for Indian/Pakistani governments* if they continue this practice. * Develop a position that considers multiple perspectives and addresses focused counter arguments. * Analyze, synthesize and weigh the evidence obtained through multiple sources that will best support their position and arguments. * Compose written notes to be used during the debate. * Participate in a formal debate moderated by a student previously selected as impartial moderator. * Participate as members of the winning team in a second debate with students from the Hindi or Urdu class. * Upload a recording of the debate 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 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 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 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**  *(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:***   * View a teacher-selected video clip on Ayurvedic and Unani medicine practices and make note of how these practices differ from western or allopathic medicine. * Interview parents and relatives about their personal experiences with Ayurveda or Unani using an interview template.   **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**  * **Digital India: E-Waste Management**   [**https://www.youtube.com/watch?v=131WJUdNJ2Q**](https://www.youtube.com/watch?v=131WJUdNJ2Q)   * **What Happens to E-Waste ?**   [**https://www.youtube.com/watch?v=XXSXsjjGGpE**](https://www.youtube.com/watch?v=XXSXsjjGGpE)   * **India faces huge challenge of recycling e-waste**   [**https://www.youtube.com/watch?v=Of2-mz96tUQ**](https://www.youtube.com/watch?v=Of2-mz96tUQ)   * **E-waste Recycling At Bangalore**   [**https://www.youtube.com/watch?v=z8RsLZhMr4U**](https://www.youtube.com/watch?v=z8RsLZhMr4U)   * **E-Waste Recycling Factory**   [**https://www.youtube.com/watch?v=arKZevzhuJU**](https://www.youtube.com/watch?v=arKZevzhuJU)   1. **Articles**  * [**http://hindi.indiawaterportal.org/node/53758**](http://hindi.indiawaterportal.org/node/53758)  [इलेक्ट्रॉनिक कचरा (ई-वेस्ट)](http://hindi.indiawaterportal.org/node/53758)   * [**http://www.amarujala.com/delhi-ncr/trade-fair-learn-the-tricks-of-the-earnings-from-the-disposal-of-e-waste**](http://www.amarujala.com/delhi-ncr/trade-fair-learn-the-tricks-of-the-earnings-from-the-disposal-of-e-waste) **ट्रेड फेयर : ई-वेस्ट के निपटारे से कमाई के गुर सीखें** * [**http://www.bbc.com/hindi/multimedia/2014/08/140805\_india\_e\_waste\_gallery\_vr**](http://www.bbc.com/hindi/multimedia/2014/08/140805_india_e_waste_gallery_vr) **इलेक्ट्रॉनिक कचरे वाला एक गाँव** * [**https://www.facebook.com/notes/quint-hindi/ई-वेस्ट-इंडिया-में-इलेक्ट्रॉनिक-बूम-का-स्याह-पहलू/406768119511868/**](https://www.facebook.com/notes/quint-hindi/ई-वेस्ट-इंडिया-में-इलेक्ट्रॉनिक-बूम-का-स्याह-पहलू/406768119511868/)  इंडिया में इलेक्ट्रॉनिक बूम का स्याह पहलू  * [**http://navbharattimes.indiatimes.com/opinion/editorial/e- waste-is-a-big-problem-in-india/yearendershow10/52452302.cms**](http://navbharattimes.indiatimes.com/opinion/editorial/e-%20%20waste-is-a-big-problem-in-india/yearendershow10/52452302.cms) **ई-वेस्ट का संकट** * **toxicslink.org/q=article**/गंभीर-समस्या-बना-इलेक्ट्रॉनिक-कचरे-का-निस्तारण-0 * **Statistics for e-waste in India**   [**https://www.google.com/search?q=e+waste+in+india+statistics&sa=X&tbm=isch&tbo=u&source=univ&ved=0ahUKEwiL3fHc2dbUAhVGID4KHdHlDEUQ7AkIWg&biw=1366&bih=662**](https://www.google.com/search?q=e+waste+in+india+statistics&sa=X&tbm=isch&tbo=u&source=univ&ved=0ahUKEwiL3fHc2dbUAhVGID4KHdHlDEUQ7AkIWg&biw=1366&bih=662) | * 1. **Video Clips** * **E- waste in Pakistan**   [**https://www.youtube.com/watch?v=IKssZ1Asrg4**](https://www.youtube.com/watch?v=IKssZ1Asrg4)  [**https://www.youtube.com/watch?v=lfgNTqChaXs**](https://www.youtube.com/watch?v=lfgNTqChaXs)   * **E waste in Peshawar**   [**https://www.youtube.com/watch?v=4n39Vs-nh3E**](https://www.youtube.com/watch?v=4n39Vs-nh3E)   * **E waste - In Urdu (0:0- 2:05)**   [**https://www.youtube.com/watch?v=IKssZ1Asrg4**](https://www.youtube.com/watch?v=IKssZ1Asrg4)   * **Photo Essay on E-Waste in Pakistan**   [**http://www.greenpeace.org/international/en/multimedia/multimedia-archive/Photo-Essays1/scrap-life-pakistan-with-rob/**](http://www.greenpeace.org/international/en/multimedia/multimedia-archive/Photo-Essays1/scrap-life-pakistan-with-rob/)  In the Karachi district of Lyari, hundreds of workers, including teenage children, earn their livelihoods by dismantling the electronic scrap and extracting valuable components such as copper to sell. This is a insight into the personal cost of e-waste. | |

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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?* |