**STUDENT PROGRAM LEARNING PLAN 8**

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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: *Government and Non-Profit Organization Efforts***  **Lesson Essential Question:** *To what extent are the governments of India and Pakistan accountable for continued environmental degradation and the increase in environmentally-caused diseases? Will changes in the implementation of existing and newly proposed government policies in India and Pakistan be adequate to curtail these problems? Why/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) | | | |
| **Culture** | **Content** | | **Language** |
| * Religious Beliefs and the Environment * Religious teachings of Jainism, Hinduism and Buddhism all stress man’s inherent connection to, and dependence on, the natural world. * Cultural Practices/Perspectives * Despite religious beliefs, India is today the world’s third largest emitter of polluting greenhouse gases with important decisions for its policy leaders to make in the years ahead. * A major contributory factor to the continuing process of environmental degradation has been the apathy and corruption of the political class and the belief of some that economic growth takes precedence over environmental sustainability. * Public interest cases are repeatedly filed to block infrastructure projects aimed at solving environmental issues in India, such as but not limiting to water works, expressways, land acquisition for projects, and electricity power generation projects. | * Past and current role of Government-achievements and limitations * Government’s overall track record on environment and policies that adversely impact people * In India/Pakistan, key constraints may include: lack of financial resources and technology, inadequate capacity, unsustainable consumption and production, population increase, poverty and inequity. * Knowledge gap, inadequate research and development efforts, particularly on the part of the private sector and lack of consumer associations and traditions for environmentally friendly goods also pose critical shortcomings * Past and current role of NGOS-achievements and limitations * Environmental non-governmental organizations, in recent years, have grown in size and in number as a result of governmental negligence towards the environmental crisis. * NGOs have grown in importance to a point where the act as key arbitrating agents within the field of environmental policy. By interrelating global and local concerns, NGOs find themselves able to not only emphasize important ecological issues, but also raise consciousness about the environment. | | * Low-frequency vocabulary about government/NGO actions and government policies 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. * 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 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. | | **STAGE 2 Check for Learning**   * Teacher observation of accuracy of content, vocabulary use and spoken language structures during exchanges about current initiatives and when drawing preliminary conclusions. * Information on findings recorded on Facts and Perspectives 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 findings about current initiatives undertaken by the government and NGOs related to environmental sustainability and public health they have researched in preparation for today’s lesson. * Share additional information about one initiative they selected that has shown a track record of success and relate accomplishments, as well as future challenges. * Record new information on **Facts and Perspectives Graphic Organizers.** * Based on what was heard, draw “preliminary” conclusions about the overall impact of the role of government and NGOs. * Compose a list of questions for native-speaking peers.   **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 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 government and NGO initiatives, personal opinions and proposed alternative actions * Information/perspectives from native-speaking peers’ recorded on the Facts and Perspectives Graphic Organizers * Group proposed alternative actions/solutions recorded on Facts and Perspectives Graphic Organizers | |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Exchange general information about current initiatives undertaken by the government and NGOs related to environmental sustainability and public health they have previously researched and discussed, as well as information about specific initiatives. * Record information/perspectives shared by native-speaking peers on **Facts and Perspectives Graphic Organizers.** * Seek native- speaking peers’ opinions about the overall impact of government and NGOs and speculate why some initiatives have been successful or been weakly implemented or have failed. * Collectively speculate on possible culturally-appropriate alternative actions to what is already being done, especially with regard to policy making and implementation and record on **Facts and Perspectives Graphic Organizers.**   **Differentiation Strategies**  Learners work 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 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 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 accuracy of content, vocabulary use and spoken language structures during verbal exchanges and during discussion of of their own and others’ viewpoints when addressing essential questions * New information obtained from exchanges with classmates after Skype Session about current government and NGO initiatives recorded on Facts and Perspectives Graphic Organizers, as well as proposed alternatives * Notes recorded on graphic Facts and Perspectives Graphic Organizers based on information obtained from the slide presentation and/or videoclip * Responses given during the Word Challenge Game |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Exchange information obtained from native-speaking peers in their Skype group about current government and NGO initiatives that they recorded on their graphic organizers, as well as proposed alternative actions to what is already being done. * Add new information obtained from the exchange with classmates to their graphic organizers. * View a teacher-created slide presentation and/or teacher-selected video clip about people’s/media’s reaction to government’s response to these problems and make note of new information/ideas on graphic organizers. * Engage in a **Word Challenge Game.** * Engage in a discussion about lesson essential questions: *To what extent are the governments of India and Pakistan accountable for continued environmental degradation and the increase in environmentally-caused diseases? Will changes in the implementation of existing and newly proposed government policies in India and Pakistan be adequate to curtail these problems? Why/Why not?* * Based on what was heard, read or viewed, compose a **blog posting** that reflects *personal perspectives* in response to the essential questions in a minimum of two paragraphs.     **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 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 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 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 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 * 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. * 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 exchange of viewpoints expressed in blog postings, during the process of creating the political cartoons and during peer review of cartoons * Draft political cartoons and explanatory paragraphs * Peer critiques with supporting evidence * Final version of political cartoons and explanatory paragraphs |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted**  ***LEARNERS:***   * Read blog postings written by peers in response to the questions:*To what extent are the governments of India and Pakistan accountable for continued environmental degradation and the increase in environmentally-caused diseases? Will changes in the implementation of existing and newly proposed government policies in India and Pakistan be adequate to curtail these problems? Why/Why not?* * Discuss varying viewpoints held by peers on these issues and be able to defend personal viewpoints. * Use the results of this discussion, as well as information previously seen, heard or viewed to create a **political cartoon** depicting the (past and/or present) role of government in addressing environmental and related public health problems. Follow **rubric guidelines.** * Examine political cartoons from the media selected by teachers, as well as political cartoons created by past students and accompanying explanatory paragraphs. * Base the cartoon on verifiable facts about these issues. * Use culturally appropriate images and graphics. * Compose a written draft of the explanatory paragraph. * Present the cartoon and explanatory narrative to peers for review and comment. * Make modifications based on teacher/peer feedback. * Upload cartoons to Linguafolio and to the class blog.   **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 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**  *(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:***   * Review final versions of political cartoons with explanatory paragraphs and vote on the 3 best cartoons and explanations based on rubric guidelines. Prepare to defend voting choices.   **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. **Videoclips** * **Analyzing the Indian Government’s Unresponsible Perspective towards the Public Health System**   [**https://www.youtube.com/watch?v=X7Rfll46RT4**](https://www.youtube.com/watch?v=X7Rfll46RT4)   * 1. **Articles** * **Government Initiatives**   [**https://en.wikipedia.org/wiki/List\_of\_government\_schemes\_in\_India**](https://en.wikipedia.org/wiki/List_of_government_schemes_in_India)   * **National Health Programs**   [**https://www.slideshare.net/drpriyankaclre/national-health-programs-of-india**](https://www.slideshare.net/drpriyankaclre/national-health-programs-of-india)   * [**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://hindi.indiawate rportal.org/node/50132**](http://hindi.indiawaterportal.org/node/50132)[**स्वास्थ्य की देखभाल**](http://hindi.indiawaterportal.org/node/50132) * **mohfw.nic.in/hi/प्रमुख-कार्यक्रम/संचारी-रोग** * **mohfw.nic.in/hi दस्ता/वेज/सांख्यिकी** * **The Past And Present of Indian Environmentalism**   [**http://www.thehindu.com/opinion/lead/the-past-present-of-indian-environmentalism/article4551665.ece**](http://www.thehindu.com/opinion/lead/the-past-present-of-indian-environmentalism/article4551665.ece)   * [**http://mohfw.nic.in/hi/%E0%A4%AA%E0%A5%8D%E0%A4%B0%E0%A4%AE%E0%A5%81%E0%A4%96-%E0%A4%95%E0%A4%BE%E0%A4%B0%E0%A5%8D%E0%A4%AF%E0%A4%95%E0%A5%8D%E0%A4%B0%E0%A4%AE/%E0%A4%B8%E0%A4%82%E0%A4%9A%E0%A4%BE%E0%A4%B0%E0%A5%80-%E0%A4%B0%E0%A5%8B%E0%A4%97**](http://mohfw.nic.in/hi/%E0%A4%AA%E0%A5%8D%E0%A4%B0%E0%A4%AE%E0%A5%81%E0%A4%96-%E0%A4%95%E0%A4%BE%E0%A4%B0%E0%A5%8D%E0%A4%AF%E0%A4%95%E0%A5%8D%E0%A4%B0%E0%A4%AE/%E0%A4%B8%E0%A4%82%E0%A4%9A%E0%A4%BE%E0%A4%B0%E0%A5%80-%E0%A4%B0%E0%A5%8B%E0%A4%97) **संचारी रोग** | * 1. **Videoclips** * **Steps taken by the government to combat water pollution in drinking water.**   [**https://www.youtube.com/watch?v=zzTvS2Oo\_uU**](https://www.youtube.com/watch?v=zzTvS2Oo_uU) | |

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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?* |