**STUDENT PROGRAM LEARNING PLAN 9**

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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: *Taking Action and Building upon Knowledge and Perspectives Gained***  **Lesson Essential Question:** *How does knowledge about the environment and healthcare practices in India/Pakistan, and the ability to use the Hindi/Urdu language in interactions related to these issues provide opportunities for collaboration that contribute to local/global improvement of conditions*? | |

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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** |
| * Cultural products, practices and perspectives related to topics addressed in learning plans 1-8   that may be included in the advocacy product | * **First final assessment task:**   Creation of an advocacy product(s) for an NGO addressing environmental and health conditions and needed improvements along with a concise, but compelling and culturally appropriate, advocacy narrative or sound bite**.** | | * Low-frequency vocabulary related to collaborative planning and taking action to address environment and health related issues * 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. | | **STAGE 2 Check for Learning**   * Explanations of voting choices for political cartoons * Teacher observation of accuracy of content, vocabulary use and spoken language structures during exchanges about possible advocacy topics * Notes taken on discussion about possible topics | |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.** (**Learner Resources appear in green)**  ***LEARNERS:***   * Share their voting choices for the 3 best political cartoons and explanations (based on rubric guidelines) created in the previous lesson and provide reasons for their choices. * As a group, brainstorm possible advocacy topics for the ***first*** **final assessment** **task** based on the content of previous lessons.   ***TASK: Collaborate with an NGO(s) whose mission is to advocate for environmental and health improvements by creating an advocacy product(s) appropriate for their targeted population along with a concise, but compelling and culturally appropriate, advocacy narrative or sound bite.***   * Take notes on possible topics discussed.   **Differentiation Strategies**  Learners work in Pre-Skype/Skype Teams. | | | |
| **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. | | **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 political cartoons, possible advocacy topics and possible products for NGO target audiences * Recorded ideas obtained from native-speaking peers | |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Exchange voting choices with native-speaking peers for the 3 best political cartoons and explanations (based on rubric guidelines) and reasons for their choices. * Solicit feedback from native-speaking peers on possible advocacy topics for the final assessment based on previous lessons. * Pair with native-speaking peers in teams of 3-4 based on choice of advocacy topics and exchange initial thoughts about possible **products** forthe **NGO target audience (**specific communities served by NGOs in India/Pakistan that may be urban, rural, adult, child, adolescent and website viewers)which may include, but are not limited to: * Infomercials * Podcasts * Ted talks * Wikipedia articles * You Tube clips * Brochures/Pamphlets * Products specifically requested by NGOs * Record ideas.   **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 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 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 about final choice of advocacy topics and products for NGO target audience * Paragraphs about personal/other reasons for final choice of advocacy topic and product |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Based on discussions with native-speaking peers, exchange information with the full class about possible choices of advocacy topics and products for the target NGO audience, keeping in mind the many issues related to the environment and public health that can be addressed (to avoid excessive duplication of topics). * Working with members of their teams in class (formed during the Skype session), determine their final choice of topic and advocacy product for the NGO target audience. * Compose a paragraph explaining personal and other reasons for their final choice of topic and product for the target NGO audience and share with the class, and native-speaking team partners electronically.   **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 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 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**   * Task plan including content and graphics selected * Draft of advocacy narrative * Feedback provided by peers on advocacy product and narrative |
| **STAGE 3**  **Enabling Activities are conducted in pairs or small groups unless otherwise noted.**  ***LEARNERS:***   * Working with members of their teams design a **task plan**. Select the content to be included (conduct additional research as needed) and the visuals/graphics that will provide an appropriate cultural background for their advocacy produc t using appropriate technology.Keep in mind: * Language and content are accurate within an *appropriate cultural context* and are adjusted to target local and/or urban communities in various regions of India and Pakistan. * Content includes relevant information about improving environmental conditions, addressing related health issues and promoting positive behaviors. * Content is organized and flows smoothly*.* One idea follows another in a logical sequence with clear transitions. * Information is conveyed in a provoking fashion that heightens awareness about improving environmental conditions, addressing related health issues and promoting positive behaviors. * Information contains motivating or stimulating questions/insights about improving environmental conditions and addressing related health issues and that creative techniques and details are utilized that enhance understanding of the information**.** * Create a written draft of a concise, but *compelling and culturally appropriate* **advocacy narrative** to accompany the product for peer/instructor review and comment. * Make modifications as needed and prepare a second draft of the advocacy product for additional feedback in lesson 10. * Upload the product to Linguafolio in tomorrow’s class after receiving additional feedback..   **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 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**  *(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:***   * Working with team members online, rehearse the presentation of their advocacy product.   **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** | | **Refer to resources in learning plans 1-8.** | | |

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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?* |