**ONLINE STUDENT PROGRAM**

**LEARNING PLANS 11-14 & DAY 15**

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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: *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 both personal and academic envirchment and to contribute to local/global improvement?* | |

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| **INTERPERSONAL:**   * 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 in learning plans 1-8 | * Topics addressed in learning plans 1-8 related to environmental issues and public health addressed in additional instructor-selected authentic readings * Challenge questions related to readings for discussion and written response * Creation of a blog posting that expresses personal views on environmental and related public health issues based on what has been learned in the program. **(Third final assessment task)** | | * Low-frequency vocabulary related to topics in learning plans 1-8 * Informal/formal language structures needed to undersand, talk about and write about various aspects of content |
| **BLOCK 1 EPISODE: PRE-SKYPE: N/A in online segment of program** | | | |
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| **BLOCK 2 EPISODE: SKYPE Sessions (Skype Sessions for Days 11-14 and conducted in pairs/small groups with an instructor. Native students’ participation is optional based on native students’ availability due to different time zones)** | | | |
| **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 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 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 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. * I can explain HOW CULTURAL PERSPECTIVES about the DIAGNOSIS/TREATMENT of ILLNESSES/DISEASES RELATED to the ENVIRONMENT impact successful   ttreatment of and the potential for elimination of such diseases. | | **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 challenge questions. | |
| **STAGE 3**  **Enabling Activities**  ***LEARNERS:***   * Based on authentic interpretive materials (read or viewed) selected by teachers related to various lesson topics, discuss daily challenge questions with partners (heritage and native) on Skype before composing their written responses..(A different interpretive selection is assigned in each day in lessons 11-14.)   Daily Challenge questions include, but are not limited to:   * **Day 11**: How are environmental and related healthcare issues similar, yet different, in India/Pakistan/US? Why? Cite specific evidence. * **Day 12**: How effective are governmental and humanitarian organization programs in addressing environmental and related healthcare issues in light of cultural practices? Can cultural barriers be overcome? How? * **Day 13**: How serious is India and Pakistan about addressing Global Warming? What else can be done? * **Day 14:**  How do India’s/ Pakistan’s efforts to address environmental issues related to healthcare compare to other developing countries?   **Differentiation Strategies**  Instructors provide individual coaching as warranted. | | | |

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| **BLOCK 3 EPISODE: Debriefing, Reflection and New 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 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 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. | **STAGE 2 Check for Learning**   * Draft responses to challenge questions and additional information incorporated * Final version of responses |
| **STAGE 3**  **Enabling Activities**  ***LEARNERS:***   * Draft responses to challenge questions and cite specific evidence from the text(s) as appropriate. Follow rubric guidelines. * Incorporate additional information gained from in-depth readings in a self-selected area(s) of interest. * Use the writing process (drafting and peer editing) to prepare written responses which are reviewed by the instructor and also peer-reviewed with additional feedback provided. * Compose a final version of responses to challenge questions in well written paragraphs. * Post responses on their interactive blogs which are evaluated by instructors with feedback provided on areas of strength or in need of improvement.   **Differentiation Strategies:** Instructors provide individual coaching on written drafts as warranted. | |

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| **BLOCK 4 EPISODE (PM SESSION): Transfer/Application of Learning** | |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed** | **STAGE 2 Check for Learning** |
| **STAGE 3**  **Enabling Activities**  LEARNERS:   * Complete the **third final assessment task**: Create a blog posting that expresses personal views on environmental and related public health issues based on what has been learned in the program. * Submit the draft for instructor review and comment and make modifications as warranted. * Compose a final version of the blog posting. * Upload the blog posting to Linguafolio and the class website. | |

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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. * 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 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 | **STAGE 2 Check for Learning**  *(Check for learning on completion of activities below occurs at the beginning of lesson 2)* |
| **STAGE 3**  **Enabling Activities**  ***LEARNERS:***   * Participate in a Post Program Service Learning Experience:   Provide an overview of environmental challenges and related health risks and proposing possible solutions for “authentic” audiences of viewers or listeners (**serving as interviewees or panelists) for regional South Asian Community media outlets, such as the AAJ TV Talk Show or on EBC Radio Show .** | |
| |  | | --- | | **Day 15 Plan** | | **Morning Session**   * Administration of NYU Test * Completion of STARTALK Survey   **Afternoon/Evening Session**   * Graduation Performance Rehearsal (Presentation of Products) * Graduation Ceremony and Performance * Awarding of Certificates | | |

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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** | | **Additional authentic readings provided by instructors.** | | | |  |  | | |

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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?* |