**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date: August 1, 2019** |  | **Grade: HS/ Early College** |  | **Targeted Performance Level: ADV-Mid** |  | **Total Time for this Plan: Day 4** |
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**Lesson Title: Cultural Practices and Safe Drinking Water**

**Lesson Essential Question(s):** *How close is the relationship between socio-cultural practices, such as water collection and use, and meeting minimum daily drinking water and hygiene needs? Will there ever be resolution to the apparent disconnect between religious practices and protecting the environment? Why? Why not?*

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| **Curriculum Connection: Program Can-Do Statement & Performance Assessment Task** | | |
| Program Can-Do Statement: |  | Performance Assessment Task: |
| **INTERPERSONAL**  I can take an active role in formal and informal face-toface or Skype discussions with STARTALK peers, peers in partner schools, instructors and experts on topics related to Environmental Challenges 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.  **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.  I can advocate, present a point of view on issues related to Environmental Challenges taking into consideration cultural perspectives, and/or present SPOKEN or WRITTEN arguments with supporting evidence using organized paragraphs in various time frames. | **INTERPERSONAL PERFORMANCE ASSESSMENT TASKS:**  Learners actively participate in face-to-face or Skype conversations on topics related to the theme of Environmental Challenges using information and perspectives obtained from Hindi/Urdu texts, classmates, partner school peers, and environmental experts as the context for discussion when engaging in interpersonal preSkype activities, Skype sessions, post –Skype debriefings and when completing Application of Learning tasks. They express their reactions (advice, opinions, emotions and preferences), make comparisons and provide evidence or explanations as warranted to justify assertions.  Learners hold unrehearsed extended face-to-face or virtual spoken or written conversations on lesson topics related to the theme of environmental challenges using information acquired from a variety of culturally authentic sources. They interact with respect for cultural differences and converse with ease one-to-one and in small groups or teams to meet both social and academic needs during lesson specific pre-Skype activities, Skype sessions, post – Skype debriefings and to complete Application of Learning tasks.  **PRESENTATIONAL PERFORMANCE ASSESSMENT TASKS**  Learners provide coherent spoken or written explanations or descriptions of concrete and some abstract topics on the environment informed by facts and cultural perspectives obtained from a variety of culturally-authentic sources, peers and experts as required for completion of daily formative presentational tasks (e.g., multimedia projects, reflective blog posts, green city products).  Learners present persuasive evidence-based positions on environmental topics and advocate for and justify solutions to environmental issues incorporating varying cultural perspectives. They present Ad Campaigns, Op Eds and other tasks to authentic audiences of listeners and viewers and take part in a debate on either the propositional or oppositional team addressing allowance of e-waste disposal in India and Pakistan. |

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| **Learning Episode #1: Pre-Skype Activities** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can exchange information about socio-cultural practices related to accessing and using water that I have obtained from interviewing my parents and from the video clip. * I can identify main ideas after listening to a series of teacher-selected **vignettes** recorded by native Indians/ Pakistanis about common cultural practices for obtaining and using water. * I can formulate a series of questions for the Skype session based on the main ideas of the vignettes, the homework video and parent interviews to verify if these practices are still taking place in India/ Pakistan. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Common cultural practices related to gathering and using water * drawing water from the open wells and water pumps 20 to 25 feet deep where poor water quality causes waterborne diseases * unhygienic practices (lack of hand washing, hair care, communal bathing) * cultural practices related to reproductive health * open defecation due to lack of toilets or toilets with flushing system * religious practices (e.g., throwing products related to religious practices, such as statues of idols, in rivers) | | * Teacher observations during exchanges regarding   sociocultural practices obtained from parent interviews and the video clip, during presentation of main ideas of vignettes and question development- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking.   * Information recorded from parent interviews and video clip on Graphic Organizers * Main ideas recorded on Graphic Organizers after listening to vignettes about common cultural practices for obtaining and using water * Questions composed for partner school peers on cultural practices for obtaining and using water |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   1. Share information about socio-cultural practices related to accessing and using water that they have obtained from parent interviews and the video clip and record on Facts and Perspectives Graphic Organizers. 2. Listen to a series of teacher-selected **vignettes** recorded by native Indians/ Pakistanis about common cultural practices for obtaining and using water. 3. Identify main ideas of the vignettes for sharing during the Skype session and record on Facts and Perspectives Graphic Organizers. 4. Based on the main ideas of the vignettes, the homework video and parent interviews, formulate a series of questions for partner school peers to verify if these practices are   still taking place in India/ Pakistan. | | | |
| **Materials Needed: NOTE: Lesson-specific resources containing all links to materials used, including instructional materials created by teachers, will be provided to site visitors and are available on the program website:** [**https://www.kean.edu/startalk**](https://www.kean.edu/startalk) **as a resource for STARTALK Programs.** | | | |
| -Facts and Perspectives Graphic Organizers  **Hindi**: audio files saved and ready to use (native speaker vignettes)  **Urdu:**  -<https://www.youtube.com/watch?v=24aapsiDkUM> Plastic bags and products a threat to the environment  -<https://www.youtube.com/watch?v=bC06gw7DoRs>- Karachi Supreme Court hearing of Karachi drinking water | | | |

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| **Learning Episode #2: Skype Session** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can solicit reactions from partner school peers about the effectiveness of Instagram messages created about universal access to safe and affordable drinking water for all by 2030. * I can share a summary of the vignettes (and other practices identified in the video clip or parent interviews) related to water access and use with partner school peers to determine the prevalence of these cultural practices in their home communities. * I can respond to questions asked by partner school peers related to cultural practices in the U.S. influencing clean water access and sustainability. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary used in Pre Skype episode | | * Teacher observations during exchanges about Instagram messages, vignettes, parent interviews and the video clip, and during the Q&A- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking. * Summaries of vignettes and other cultural practices   presented to partner school peers   * Responses to partner school peers’ questions about cultural practices in the U.S. influencing clean water access and sustainability * New information recorded on Graphic Organizers from Skype session about cultural practices influencing access to clean water |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   1. Solicit reactions from partner school peers about the effectiveness of Instagram messages created about universal access to safe and affordable drinking water for all by 2030. 2. Share a summary of the vignettes (and other practices identified in the video clip or parent interviews) related to water access and use with partner school peers to determine   the prevalence of these cultural practices in their home communities.   1. Respond to questions asked by partner school peers related to cultural practices in the U.S. influencing clean water access and sustainability. 2. Record new information obtained about cultural practices influencing access to clean water on Facts and Perspectives Graphic Organizers. | | | |
| **Materials Needed** | | | |
| -Facts and Perspectives Graphic Organizers. | | | |

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| **Learning Episode #3: Debriefing/Reflection/New Learning** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can determine the extent to which experiences and perspectives of partner school peers shared during the Skype session are the same or different from mine and those of my classmates and record information on Comparison Chart GraphicOrganizers. * I can create an ending for the first half of a teacher-created **Photo-story** on socio-cultural perspectives related to clean water access/use and share with the class. * I can compare the *actual-ending* of the story created by teachers with my own and those created by classmates and vote on which ending was the most creative yet culturally authentic. * I can use information gathered about cultural practices to create an **outline** for an **Op Ed** focusing on one or several practices contributing to water pollution that will cause readers to think about changing or possibly eliminating the practice(s). | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary used in Pre Skype and Skype episodes * Other Vocabulary/language chunks related to cultural practices and safe drinking water * Effects of water pollution that may be attributed in part to cultural practices (1) on humans-diseases, such as typhoid, cholera, hepatitis and others (2) on the environment * Toxic and bio chemicals in a water body, encourage the growth of algae. Bacteria feed on this algae and this decreases the amount of oxygen in the water body adversely affecting aquatic life. * Disruption in food chains happens when toxins and pollutants in the water are consumed by aquatic animals (fish, shellfish etc) which are then consumed by humans. | | * Teacher observations during exchanges regarding cultural comparisons, composing endings for the photo story, comparing endings, voting on the most creative ending and justifying responses, and creating the Op Ed outline - Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking. * Responses recorded on Comparison Chart Graphic Organizers about cultural practices and perspectives related to water. * Endings created to photo stories presented to the class * Justifications for votes on the most creative story ending * Outline for an Op Ed focusing on one or several practices contributing to water pollution that will cause readers to think about changing or possibly eliminating the practice(s). |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**  **1.** Determine the extent to which experiences of partner school peers are the same or different from their own and others’ perspectives shared during the Skype session and record information on Comparison Chart Graphic Organizers.  **2.** Listen to and view the first half of a teacher-created **Photo-story** on socio-cultural perspectives related to clean water access/use. Create an ending to the story and share with the class. Compare the *actual-ending* of the story created by teachers with their own and those created by classmates and vote on which ending was the most creative yet culturally authentic.  **3.** Using information gathered about cultural practices, create an **outline** for an **Op Ed** focusing on one or several practices contributing to water pollution that will cause readers to think about changing or possibly eliminating the practice(s). Review examples provided by instructors and Op Ed Rubric Guidelines. | | | |
| **Materials Needed** | | | |
| -Comparison Chart Graphic Organizers  -Teacher-created photo stories  -Op-Ed examples  -Op Ed Rubric Guidelines  -Academic Vocabulary for Extended Conversation found in Instructional Materials | | | |
| **Learning Episode #4: Transfer/Application of Learning** | | **Number of minutes for this episode:** multiple 15-20 minute segments per episode | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * + - * I can compose a draft of an **OP ED** that includes possible solutions for changing the targeted practice(s).       * I can present a draft of the Op Ed to peers for review and comment based on Rubric Guidelines.       * I can make modifications as needed and upload the final version of the Op Ed online for partner school peer review. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary used in Pre Skype, Skype and Debriefing/Relection/New Learning episodes | | * Teacher observations during exchanges when composing a draft of the Op Ed, presenting to peers, soliciting and providing feedback on the drafts and making final revisions- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking. * Draft Op Ed presented to class * Feedback provided on Op Ed * Final Op Ed for posting on Google Docs |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   1. Participate in vocabulary and literacy building activities \***Differentiation of Content**- type of activity is dependent on learner proficiency level. 2. Using the outline developed, compose a draft of the **OP ED** that includes possible solutions for changing the targeted practice(s). 3. Present a draft of the Op Ed to peers for review and comment based on Rubric Guidelines. 4. Make revisions as needed, upload the final version of the Op ED on Linguafolio and share on Google Docs with partner school peers for feedback. | | | |
| **Materials Needed** | | | |
| -Op-Ed examples  -Op Ed Rubric Guidelines  -Academic Vocabulary for Extended Conversation found in Instructional Materials | | | |

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| **Learning Episode #5: Extended Learning** | | **Number of minutes for this episode:** learner self-paced | |
| **Lesson Can-Do Statement** | **Vocabulary** | | **Check for Learning** |
| * I can compose an entry in my reflective blog based on information obtained on the relationship between cultural practices and safe drinking water that addresses the lesson’s essential questions. * I can note main ideas based on a video clip viewed about the problem of urbanization and overpopulation. | * Topical Vocabulary/language chunks related to previous lesson episodes * Vocabulary/language chunks in Reflective Blog Word Bank | | * Refective Blog entry on the relationship between cultural practices and safe drinking water * Main ideas obtained from video clip on urbanization and overpopulation to present in lesson 5 |
| **Learning Experiences (taking place after the instructional day)** | | | |
| **LEARNERS:**   * 1. **1**. Compose an entry in their reflective blog based on information obtained on the relationship between cultural practices and safe drinking water that addresses the lesson’s essential questions: *How close is the relationship between socio-cultural practices, such as water collection and use, and meeting minimum daily drinking water and hygiene needs?ill there ever be resolution to the apparent disconnect between religious practices and protecting the environment? Why? Why not?*  Use the Reflective Blog Word Bank and Reflective Blog Rubric Guidelines.  1. View a **video clip on the problem of urbanization and overpopulation** and make note of main ideas. | | | |
| **Materials Needed** | | | |
| -Reflective Blog Word Bank  -Reflective Blog Rubric Guidelines  **Hindi:**  **-** [**https://www.youtube.com/watch?v=Zl8cpxSCUbs**-](https://www.youtube.com/watch?v=Zl8cpxSCUbs-) - Problem of urbanization and overpopulation  **Urdu:**  -<https://www.youtube.com/watch?v=eHIhTKr8PLU>-Destruction of the environment as a consequence of overpopulation | | | |

**Post-Lesson Reflection**

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| **Teachers will engage in the *cycle of reflective teaching* at the end of each instructional day and will consider:** What were the strengths of the lesson? Which activities helped to maximize the learning? Did all learners meet the goals of the lesson? Why or why not? What could you do to improve this learning plan if you address these lesson can-do statements again? |