**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date: August 2, 2019** |  | **Grade: HS/ Early College** |  | **Targeted Performance Level: ADV-Mid** |  | **Total Time for this Plan: Day 5** |
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**Lesson Title: Economics, Urbanization and Overpopulation**

**Lesson Essential Question(s):** *Can economic growth and prosperity legitimately be cited as the “primary” cause for environmental pollution? Why? Why not? Just how much do interactions between a growing population and the environment affect environmental pollution? Why do developing nations such as India and Pakistan face the problem of overpopulation more than developing ones?*

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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 share main ideas/take aways from the video clip I viewed on urbanization/overpopulation in India/Pakistan and from pre-readings about the issue in the U.S. * I can formulate some questions with classmates to ask partner school peers during the Skype session. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Causes of Rural-to-Urban Migration * Desire for better basic services, a wish to join family members, and the need to flee natural disaster or conflict. * Employment- in the countryside, insufficient investment in agriculture, crime and violence, land and water shortage has undercut job prospects for fishermen, farmers, and others involved in rural sectors. * Increasing population is a core driver of urbanization resulting in a high density of people per sqare foot of living space. * What is overpopulation? * What are the causes? * The concept of large family in is very common and has become part of the culture. Tribal and conservative attitudes also contribute to this belief. There is considerable pressure to produce a son. * Many people live below the poverty line, are illiterate, have little or no knowledge of family planning practices or are unwilling to discuss them. * The practice of marrying children at an early age increases the likelihood of producing more children. * High infant mortality * In Pakistan, many find it an insult against Islam to engage in family planning and family planning programs in most regions are ignored. Sometimes the staff of family planning programs are attacked. * If high-population areas *outside formally designated cities* are classified as urban— Pakistan would be classified as [up to 65 percent urban](https://www.wilsoncenter.org/sites/default/files/ASIA_140502_Pakistan's%20Runaway%20Urbanization%20rpt_0530.pdf) today, and India [about 50 percent](http://blogs.worldbank.org/jobs/getting-urbanization-right-better-jobs-india). | | * Teacher observations during exchanges about the video clip and pre reading articles and development of questions for the Skype session- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking. * Main take aways recorded on Graphic Organizers from from the video clip on urbanization/overpopulation * Questions developed for Skype session |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   1. Exchange the main ideas/take aways from the video clip they viewed on urbanization/overpopulation in India/Pakistan and from pre-readings about the issue in the U.S. 2. Complete the Facts and Perspectives Graphic Organizers based on shared take aways. 3. Make a list of questions to ask partner school peers during the Skype session. | | | |
| **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 | | | |

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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 solitct the opinions of partner school peers about what they view is the most effective and convincing Op Ed written about practices contributing to water pollution and the need for change. * I can share my perspectives about what I viewed in the video clip and articles read on urbanization/overpopulation * I can compare the extent and causes of environmental problems due to urbanization/overpopulation in India/Pakistan and the U.S. * I can offer and seek possible solutions to environmental degradation and depletion of resources in urban areas of India/ Pakistan and the U.S. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary used in Pre Skype episode * What are the effects of overpopulation? * depletion of resources; degradation of the environment; poverty, illiteracy, social unrest, crime | | * Teacher observations during exchanges about the most effective Op Ed, perspectives gained from video clip, comparison of urbanization issues in IN/PK/US and possible solutions to environmental degradation due to urbanization/overpopulation-Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking. * Information recorded on Comparison Chart Graphic Organizers about the extent and causes of environmental problems due to urbanization/overpopulation in IN/PK/US * Proposed soulutions to to environmental degradation due to urbanization/overpopulation recorded on Graphic Organizers |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   1. Ask partner school peers to determine the most effective Op Ed based on Rubric Guidelines focusing on one or several practices contributing to water pollution that will cause readers to think about changing or possibly eliminating the practice(s) and ask them to state the reason for their choice. 2. Exchange information/perspectives about what they viewed in the video clip on urbanization/overpopulation. 3. Compare environmental problems caused by urbanization/overpopulation in India/Pakistan and the U.S. and place information on Comparison Chart Graphic Organizers. 4. Discuss possible solutions to environmental degradation and depletion of resources in urban areas of India/ Pakistan and the U.S. 5. Note possible solutions on the Facts and Perspectives Graphic Organizers. | | | |
| **Materials Needed** | | | |
| -Comparison Chart Graphic Organizer  -Facts and Perspectives Graphic Organizer | | | |

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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 exchange information gathered about the comparison of urbanization/overpopulation problems in India, Pakistan and the U.S. and about solutions suggested by partner school peers. * I can state and defend my opinion about which of the proposed solutions are most viable (in India/Pakistan and the U.S.). * I can identify key terms related to the proposed solutions in articles read about Green or Smart solutions. * I can cite the main ideas from articles and video the clip about Green or Smart solutions. | 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 * Green Vocabulary- biodegradeable, carbon footprint, carbon neutral, carbon offsets, energy vampires (appliances that continue to use energy after they are turned off), fossil fuels, greenapsis (the process a company undergoes to become a “green” company), green technology, eco-friendly building materials, energy efficient (relies on wind and solar power), reduce/reuse/recycle/repurpose, renewable energy, “living now”-changes to make to preserve resources for future generations, energy efficient, environmentally responsible, less toxic, less wasteful | | * Teacher observations during exchanges about comparisons of urbanization/overpopulation problems and solutions suggested by partner school peers, stating and defending opinions about viable solutions, and citing main ideas from readings and video clip- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking. * Key terms related to Green or Smart solutions * Main ideas recorded from the article and video clip on Graphic Organizers |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| LEARNERS:   1. Exchange information gathered about the comparison of urbanization/overpopulation problems in India, Pakistan and the U.S. and solutions suggested by partner school peers. 2. Determine which proposed solutions are most viable (in India/Pakistan and the U.S.). 3. Read an article on “Green” or “Smart” solutions. 4. Identify a minimum of 8-10 key terms related to the proposed solutions in the article as a pre-viewing activity for a video clip portraying “Green” or “Smart City” solutions in urban areas. 5. View the video clip and place main ideas from both the article and video clip on Facts and Perspectives Graphic Organizers. | | | |
| **Materials Needed** | | | |
| -Facts and Perspectives Graphic Organizer  -Academic Vocabulary for Extended Conversation found in Instructional Materials  **Hindi:**  -<https://navbharattimes.indiatimes.com/business/business-news/pm-modi-launched-84-smart-city-projects-in-pune/articleshow/52916672.cms>- Modi Smart City Projects  -<https://www.youtube.com/watch?v=mOdG1snAkmQ-> Bhopal Smart City Project  -<https://www.youtube.com/watch?v=n9Lha6Umqm0->Green Solution example  **Urdu:**  -<https://www.youtube.com/watch?v=o-RkZ3eIL6E&t=47s>-Population and environment  -<https://www.youtube.com/watch?v=o-RkZ3eIL6E&t=47s>-Green city in Pakistan - Ehsanpur Village | | | |
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| **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 design a “**Green”** or **“Smart” solution** to address one environmental concern in a specific city. * I can write about information related to my Green/Smart solution based on rubric guidelines. * I can present the design and related information to peers for review and comment. * I can make appropriate modifications for presentation of the final product. | 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 collaborative design of Green/Smart solutions, presentation and peer review of solutions- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking. * Written drafts of Green solutions for peer review * Presentation of final version of Green/Smart solutions |
| **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. Design a “**Green”** or **“Smart” Solution** (based on information they have heard, read, viewed or further researched) to address one environmental concern in a specific city (assigned to each pair group by teachers) following Rubric Guidelines. 3. Include with their design written information that contains:  * the reason(s) for choosing a specific environmental concern given their assigned city * an explanation of how the solution will be used * justification that it is both a practical and economically feasible solution  1. Present the design and related information to peers for review and comment based on Rubric Guidelines**.** 2. Make modifications as needed; upload the final version of the Green Solution on Linguafolio and post on social media for partner school peer review and comment. | | | |
| **Materials Needed** | | | |
| -Green City Solution 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 a blog post expressing my opinion about the most effective and viable Green Solution created by classmates and explain the reasons for my choice.   + I can determine the main ideas from a video clip and articles on noise pollution related to causes and environmental impact. | * Topical Vocabulary/language chunks related to previous lesson episodes * Vocabulary/language chunks in Reflective Blog Word Bank | | * Refective Blog entry about the most effective and viable Green Solution created by classmates and reasons for the choice * Main ideas obtained from video clip and articles on noise pollution to present in lesson 6 |
| **Learning Experiences (taking place after the instructional day)** | | | |
| **LEARNERS:**   * 1. Compose a blog post expressing their opinion about what is the most effective and viable Green Solution created by classmates and explain the reason for their choice. Use Reflective Blog Word Bank and Reflective Blog Rubric Guidelines.   2. View a **video clip on noise pollution** in IN/PKand read the articles on the extent of noise pollution in the U.S. in pre reading materials. Take notes on main ideas from the video clip and article related to causes and environmental impact. | | | |
| **Materials Needed** | | | |
| -Reflective Blog Word Bank  -Reflective Blog Rubric Guidelines  **Hindi:**  **-**<https://www.youtube.com/watch?v=_Ym1hNA9tIw>-  Noise pollution clip  **Urdu:**  -<https://www.youtube.com/watch?v=ihkvIu-wRLg>- Noise pollution clip | | | |

**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? |