**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date: August 5, 2019** |  | **Grade: HS/ Early College** |  | **Targeted Performance Level: ADV-Mid** |  | **Total Time for this Plan: Day 6** |
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**Lesson Title: Noise Polluton: “Unwanted” Sound**

**Lesson Essential Question(s):** *Althouth the air around us is constantly filled with sounds, what is the likelihood most of us would NOT say we are surrounded by noise? Why might noise pollution be perceived as less of an environmental issue than air or water pollution, especially in developing countries? To what extent are potential solutions to community and industrial noise pollution realistic and viable in India,Pakistan and the U.S.?*

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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. | | | |
| **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 select the top three Green/Smart Solutions for presentation to partner school peers based on information in classmates’ blog postings. * I can exchange information from notes taken on the video clip viewed on noise pollution. * I can develop questions for partner school peers about noise pollution in IN/PK that may have arisen as a result of viewing the video or from pre readings. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Definition of noise pollution- unpleasant annoying, distracting, or persistent “unwanted” sound * types: community and industrial * interferes with normal activities such as sleeping, conversation, or disrupts or diminishes one’s quality of life * Causes in Pakistan (especially in cities- Karachi, Lahore, Islamabad, Rawalpandi, Quetta) * traffic noise (from cars, trucks, rickshaws,watertankers) * prevalence of loud music in celebrations * Industry/factories * Causes in India (especially in cities- Delhi, Kolkata, Mumbai, Hydrabad, Bengaluru, Lucknow and Chennai) * traffic noise (from cars, trucks ,often unregulated and overloaded, rickshaws, construction) * increasing population and need for transportation * generators, loud speakers, in the daytime and at night, accompanied by the blare of music systems * religious festivals such as Diwali, Ganesh Chaturthi and Navratri enable people to please their deities through devotional songs * Jagrans or late night devotional songs * cultural practices, such as fireworks, in celebrations (cause noise levels two times greater) * Temples-the centerpiece of noise * cultural expressions of happiness typically linked to loud noise making (e,g., child birth in rural areas accompanied by crakling sounds of utensils, noise from TV melodramatic series emitting from homes) * testing shows average noise levels above permissible standards * operation of factories in residential areas in some parts of the country * unethical commercial practices * absence of accountability for police almost across the country, lack of civic responsibility among people * Impact on Health * affects both health (auditory and non auditory) and behavior/mental health * can cause hypertension, high stress levels, tinnitus, hearing loss, sleep disturbances, cardiovascular disease and other harmful effects. | | | | * Teacher observations during exchanges about Green or Smart Solutions, notes taken on the video 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 * Selection of top Green/Smart Solutions based on blog postings and rubric guidelines * Notes recorded on Graphic Organizers based class exchange of information about the noise pollution video clip and pre readings * Questions developed for partner school peers about noise pollution |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | | | |
| **LEARNERS:**   1. Read blog posts justifying the most effective and viable Green/Smart Solutions addressing specific environmental concerns in assigned cities. Based on Rubric Guidelines and additional perspectives offered by classmates, select the top three Green/Smart Solutions for presentation to partner school peers. 2. Exchange information from notes taken on the video clip viewed on noise pollution and pre readings and add to Facts and Perspectives Graphic Organizers. 3. Develop questions for partner school peers about noise pollution in IN/PK that may have arisen as a result of viewing the video or from pre readings related to causes including cultural practices that may contribute to the issue and environmental impact. | | | | | |
| **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 present the top three Green/Smart solutions to partner school peers and respond to questions and comments. * I can pose and respond to questions about the video clip and extent of noise pollution in the U.S. * I can exchange ideas with partner school peers for possible solutions for curtailing the incidence of noise pollution caused mainly by community and industrial cultural practices. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary/language chunks used in Pre Skype episode * Barriers to Noise Control * No law or policy to control issue in PK * Regulation and Control Rules established by Central Pollution Control Board (government of India), but loosely enforced * Need for public awareness of environmental impact (school campaigns, health education programs, and publicizing through print and electronic media, involvement of NGOs) * Possible solutions: strict implementation of legislation, efficient engineering products, proper planning of roadways with consideration for proximity to housing, personal protective equipment in industry | | * Teacher observations during presentations of Green solutions, question and answer segment and during exchange of ideas about possible solutions for curtailing noise pollution - Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * New information recorded on Graphic Organizers obrained from partner-school peers, about the video clip and pre readings and possible solutions for curtailing the incidence of noise pollution |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   * Present Green/Smart Solutions chosen by peers to partner school peers for comment and feedback. * Listen to main ideas and important facts obtained by partner-school peers from the video clip and pre readings on noise pollution and make note of any new information gained on Facts and Perspectives Graphic Organizers. * Pose questions created about the video clip and respond to questions regarding the extent of noise pollution in the U.S. * Exchange ideas for possible solutions for curtailing the incidence of noise pollution caused mainly by community and industrial cultural practices and make note of new information gained on Facts and Perspectives Graphic Organizers. | | | |
| **Materials Needed** | | | |
| -Green Solutions  - 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 express my opinions about the extent of the impact of religious and cultural community practices on noise pollution. * I can exchange opinions as to whether or not cultural practices contributing to noise pollution might be curtailed, and if so, create a list of viable strategies/solutions and justify my responses. * I can analyze data provided in various informational texts to provide evidence of the relationship between noise pollution levels and urbanization/overpopulation. * I can compare and contrast data from IN/PK with U.S.data and draw conclusions. * I can summarize findings and exchange information with classmate pairs about various government initiatives to address noise pollution and speculate on the reasons their success or lack thereof | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary used in Pre Skype and Skype episodes * Language used to express similarities and differences * To express similarities In like manner • Likewise • Similarly • As well as • At the same time • In the same way • Compared to • Also • Both • Each of • (Just) like • NeitherThe same too • Equally important * To express differencesConversely • Regardless •   Nevertheless • And yet • Yet • While • Unlike • But • Nor • Despite • Though • Unlike • While • In spite of • Although • The difference between • As opposed to • On the other hand • In contrast • On the contrary • After all • Instead of • However | | * Teacher observations during exchanges about the extent of and curtailing noise pollution, analysis and comparison of data and summaries of government initiatives- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * List of and justification of viable strategies to curtail noise pollution * Conclusions drawn based on analysis and comparison of data on the relationship between noise pollution levels and urbanization/overpopulation in IN/PK/US. * Summary of findings about government initiatives and possible reasons for success or lack of therof |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   * Determine the extent of the impact of religious and cultural community practices on noise pollution based on on what they have read, heard or viewed. * Exchange opinions as to whether or not cultural practices contributing to noise pollution might be curtailed, and if so, create a list of viable strategies/solutions and justify their responses. * Analyze data provided in various **informational texts t**o provide evidence of the relationship between noise pollution levels and urbanization/overpopulation. Compare and contrast with data from the U.S. and draw conclusions. * Examine current **government initiatives** to address noise pollution, summarize findings and exchange information with classmate pairs. Speculate as to the reasons for their success or lack thereof. | | | |
| **Materials Needed** | | | |
| --Academic Vocabulary for Extended Conversation found in Instructional Materials  **Hindi:**  -<https://hindi.indiawaterportal.org/node/46942> - Data on noise pollution  -<https://www.lybrate.com/topic/noise-pollution-in-hindi/3fc3aae7ac612b3fe632a3325b60c09d> -Causes of and solutions for noise pollution  -<https://navbharattimes.indiatimes.com/metro/mumbai/other-news/kandivali-traffic-police-started-campaign-to-control-noise-pollution/articleshow/68445915.cms> -Government initiatives addressing noise pollution:  -<https://www.youtube.com/watch?v=PtFXyFlQYJk> - Noise pollution affect on health with details and statistics; elaborates on Indian cultural practice of excessive and unnecessary honking  **Urdu:**  <https://www.youtube.com/watch?v=TI37WzPbPgc-> Airport noise in residential area | | | |

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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 use information and data selected from a variety of sources on noise pollution to create a 1-2 minute *graphic and emotional* MASS MEDIA MESSAGE *(targeting audiences in movie theaters in India/Pakistan)* advocating for the practice of curtailing community noise pollution.   + - * I can develop a written draft of the audio text to accompany culturally appropriate graphics selected for the message.       * I can present a draft of the Media Message to peers for review and comment based on Rubric Guidelines. | 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 * Vocabulary used for review and critique * example, argument, objective, logical, reasoning, evidence, facts, opinions, flawed, fallacy, accurate, development, relevant, insufficient, fallacies, statistics * support, describe, connect | | * Teacher observations during exchanges about the creation and peer review of the Mass Media Message- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Written draft of the audio text for the Mass Media Message * Draft of the entire Mass Media Message with culturally-appropriate graphics * Final Mass Media Message that reflects revisions/edits |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   * + - * Participate in vocabulary and literacy building activities \*Differentiation of Content- type of activity is dependent on learner proficiency level.       * Using information and data selected from a variety of sources on noise pollution, create a 1-2 minute ***graphic and emotional*** **MASS MEDIA MESSAGE** ***(targeting audiences in movie theaters in India/Pakistan****)* advocating for the practice of curtailing community noise pollution. Develop a written draft of the audio text to accompany culturally appropriate graphics (after viewing examples provided by Instructors). Include as much information as possible about unacceptable noise levels created by common sources of noise pollution, adverse health effects on both the person creating noise and the public, preventive measures, and conditions punishable under law. Follow Rubric Guidelines.       * Present a draft of the Media Message to peers for review and comment based on Rubric Guidelines.       * Make revisions as needed, upload the final version for posting on Linguafolio and share on social media with partner school peers for feedback. | | | |
| **Materials Needed** | | | |
| -Mass Media Message 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 that addresses the likelihood of noise pollution related to cultural practices being resolved in the near future (justifying my point of view) and if there are viable solution(s) to the issue. * I can make note of main ideas obtained from a video clip on e waste disposal practices in IN/PK and an article in pre readings examining U.S. practices. | * Topical Vocabulary/language chunks related to previous lesson episodes * Vocabulary/language chunks in Reflective Blog Word Bank | | * Reflecive Blog posting * Notes on information obtained from video clip on e-waste disposal practices to present in lesson 7 |
| **Learning Experiences (taking place after the instructional day)** | | | |
| **LEARNERS:**   1. Compose an entry in their reflective blog that addresses the likelihood of noise pollution related to cultural practices being resolved in the near future (justifying    1. their point of view) and if there are viable solution(s) to the issue. Use Reflective Blog Word Bank and Rubric Guidelines   2. View a video clip on e waste disposal practices in IN/PK and an article in pre readings examining U.S. practices and make note of main ideas. | | | |
| **Materials Needed** | | | |
| -Reflective Blog Word Bank  -Reflective Blog Rubric Guidelines  **Hindi:** <https://www.youtube.com/watch?v=131WJUdNJ2Q&t=124s> E-waste disposal practices  **Urdu**: <https://www.youtube.com/watch?v=IKssZ1Asrg4-> E waste till 2:08 | | | |

**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? |