**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date: August 6, 2019** |  | **Grade: HS/ Early College** |  | **Targeted Performance Level: ADV-Mid** |  | **Total Time for this Plan: Day 7** |
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**Lesson Title: The Emergence of E-Waste as a Serious Environmental Challenge**

**Lesson Essential Question(s):** *Does existing evidence strongly support the claim that emissions from recycling practices are as damaging to human health as other factors? What are the ethical implications for the Indian and Pakistani governments regarding their allowance of e-waste into their countries?*

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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 express my reasons for selecting classmates’ blog posts that provide the most effective and viable solutions to nose pollution. * I can exchange information and my perspectives about the video clip viewed on e-waste disposal and articles read in pre readings with classmates (noting similarities and differences between U.S. practices and those in India/Pakistan and how they are related). * I can develop questions to ask partner school peers about the “epidemic” of e-waste during the Skype session. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * India/Pakistan depend heavily on the unorganized/informal sector to recycle e-waste * Only a handful of organized recycling facilities exist. * Over 95% of e-waste is treated and processed in the majority of urban slums by untrained workers using dangerous procedures detrimental to their health and the environment. * India’s ewaste is growing at 30% per year with Mumbai as the fifth largest global producer of e-waste. * Government efforts to regulate e-waste recycling and disposal are weakly enforced. * Informal Recycling Practices * Informal “backyard” recycling markets in India and Pakistan handle anywhere from 50 percent to 80 percent of e-waste, with shredding, burning, and dismantling the products taking place close to home dwellings. * Rudimentary techniques used by informal recyclers such as acid leaching and open-air burning pollute the environment. * High-risk backyard recycling operations impact vulnerable social groups( women, children,   immigrant labourers) as they have little or no  knowledge of toxins in e-waste and are exposed to  health hazards.   * Child labor is often used in “e-waste warehouses.” * In Karachi where no sanitary landfills are available,it is a common practice to dump e-waste remnants and high toxix e-waste into open pits. | | * Teacher observations during exchanges about reasons for selecting blog posts, information contained in the video clip and articles read and developing questions about e-waste practices 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 * Similarities and differences between U.S. practices and those in India/Pakistan recorded on   Comparison Chart Graphic Organizers   * Questions developed on e-waste for Skype session |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   * Read classmates’ blog posts justifying the most effective and viable solutions to nose pollution and express their personal views. Select the top three solutions for presentation to partner school peers using Reflective Blog Rubric Guidelines. * Exchange information/perspectives in small groups about the video clip viewed on e-waste disposal and articles read in pre readings (noting similarities and differences between U.S. practices and those in India/Pakistan and how they are related). Record similarities and differences on Comparison Chart Graphic Organizers. * Prepare questions to ask native-speaking peers about the “epidemic” of e-waste 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.** | | | |
| -Comparison Chart 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 mass media messages about noise pollution and selected blog postings about potential solutions to partner school peers for comment and feedback. * I can exchange information and my perspectives about the video clip viewed and articles read on e-waste disposal with partner school peers. * I can exchange ideas/speculate with partner school peers about possible strategies/actions that could be undertaken to address e-waste disposal issues. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary/language chunks used in Pre Skype episode | | * Teacher observations during exchanges about mass media messages and blogs, information contained in the video clip/ articles read and about strategies/actions that could be undertaken to address e-waste disposal issues during 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 * New information obtained from partner school peers recorded on Graphic Organizers about about the video clip viewed and articles read on e-waste disposal * Information obtained from partner school peers recorded on Graphic Organizers about possible strategies/actions that could be undertaken to address e-waste disposal issues |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   * Present mass media messages about noise pollution and selected blogs about potential solutions to partner school peers for comment and feedback. * Exchange information/perspectives about the video clip viewed and articles read on e-waste disposal (similarities, differences, reasons for different practices and how they are related) with partner school peers and record new information obtained on Facts and Perspectives Graphic Organizers. * Exchange ideas/speculate with native speaking peers about possible strategies/actions that could be undertaken to address e-waste disposal issues and record ideas discussed on Graphic Organizers. | | | |
| **Materials Needed** | | | |
| -Facts and Perspective Graphic Organizers  -Academic Vocabulary for Extended Conversation found in Instructional Materials | | | |

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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/perspectives obtained from native-speaking peers highlighting new information. * I can recognize main ideas contained in an article about the health hazards of exposure to e-waste. * I can identify main take aways and perspectives obtained from an Environmental Expert about e-waste recycling /disposal practices, related health hazards and possible solutions in India/Pakistan. * I can pose questions to the expert and seek his/her opinion about the existence of ample evidence to support the claim that emissions from recycling practices are as damaging to human health as other factors. * I can write a summary of the most relevant information and perspectives gained from the expert and share with the class. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary used in Pre Skype and Skype episodes * Effects of E-waste disposal practices on environment/health * Primary and secondary exposure to toxic metals, such as lead, results mainly from open-air burning used to retrieve valuable components such as gold. * Combustion from burning e-waste creates fine particulate matter, which is linked to pulmonary and cardiovascular disease. * Toxic chemicals from e-waste enter the "soil-crop-food pathway," one of the most significant routes for heavy metals' exposure to humans. These chemicals are not biodegradable—they persist in the environment for long periods of time, increasing exposure risk. | | * Teacher observations during exchanges about new information obtained from partner school peers, main ideas in the article on health hazards due to e-waste, and Q&A with environmental expert - Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Main ideas from the article on health hazards of e-waste recorded on Graphic Organizers * Main take aways and and perspectives obtained from an Environmental Expert recorded on Graphic Organizers * Summary in bullet format of the most relevant information and perspectives gained from the environmental expert |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   * + - * Exchange information/perspectives obtained from native-speaking peers noted on graphic organizers and add new information.       * Read an authentic article about the health hazards of exposure to e-waste and record main ideas on graphic organizers.       * Listen to an Environmental Expert’s perspective on this issue (via Skype or Onsite ) about e-waste recycling /disposal practices, related health hazards and possible solutions in India/Pakistan and record take aways and perspectives on Graphic Organizers.       * Pose questions to the expert and seek his/her opinion about the existence of ample evidence to support the claim that emissions from recycling practices are as damaging to human health as other factors and record responses on Graphic Organizers.       * Summarize the most relevant information and perspectives gained from the expert in bullet format and share with the class. | | | |
| **Materials Needed** | | | |
| -Facts and Perspective Graphic Organizers  -Academic Vocabulary for Extended Conversation found in Instructional Materials  **Hindi:**  **-**<https://www.bbc.com/hindi/multimedia/2014/08/140805_india_e_waste_gallery_vr> इलेक्ट्रॉनिक कचरे वाला एक गाँव -BBC Hindi news article on a village with e-waste  - <https://navbharattimes.indiatimes.com/opinion/editorial/e-waste-is-a-big-problem-in-india/articleshow/52452302.cms>? E-waste issue in Inda  **Urdu:** TBD | | | |

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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 exchange information in a discussion about what I have read, heard or viewed about e-waste disposal practices in preparation for a debate on whether India/ Pakistan should continue to accept e-waste from the U.S. * I can compose an Opening Statement for Round **1** defining the motion (issue) and briefly summarizing their position to accept (Proposition Team) or ban e-waste (Opposition Team). * I can develop Main Arguments that consider multiple perspectives and address focused counter arguments about the motion (issue) for Round 2 . * I can create Questions for the Cross Examination Round 3 to ask opposition team. * I can compose a Closing Statement for Round 4. * I can actively participate in the class debate in my assigned role. | 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 * Debate talking points include, but are not limited to: * Position taken on the topic and resources used to support it * Factual information that supports the position. * Who the issue affects * The place of the issue within its historical context (recent or long-standing) * Economic aspects of the issue related to the position * Political, cultural, religious or other social aspects of the issue * Vocabulary about features of the debate * Affirmative/proposition team- supporting a   resolution   * Opposing/opposition team -opposing the resolution * Opening Statement * Main and Counter Arguments * Cross Examination Questions * Closing Statement * Valid reasons to support positions reflect an   understanding of content and cultural perspectives  and practices   * Position considers multiple cultural perspectives   and addresses focused counter arguments   * Accurate factual information and multiple examples   are used to provide supporting documentation   * Vocabulary for use in a Debate * Stating an opinion: In our opinion... We (don’t) think that… The way we see it... If you want our honest opinion.... According to me... According to the other side/ our opponents… As far as I'm concerned... Our position is the following… * Sequencing**:** Firstly…, secondly…, our third point is that… The first good reason to… is that… ; next ; what’s more ; moreover…. To begin, we think that… ; in addition, you have to know that… ; last but not least…. The first point I would like to raise is this… Here’s the main point I want to raise… I’d like to deal with two points here. The first is… * “I’m listening to the other side.” I see your point, but I think… Yes, I understand, but my opinion is that… That’s all very interesting, but the problem is that…I’m afraid I can’t quite agree with your point. -I think I’ve got your point, now let me respond to it. -We can see what you’re saying. Here’s my reply… * **Disagreeing:** Excuse me, but that’s not quite correct.- Sorry, I just have to disagree with your point. - Let me just respond to that, please. -I’d like to take issue with what you just said. -We said that… but the other side has not replied to our point. - I’d like to focus on two points that the other side has failed to address. - There are two issues our opponents have failed to dispute, namely… -We pointed out that… - Our opponents have claimed that… -To recap the main points… - Let’s sum up where we stand in this debate. - In summary, we want to point out that… | | * Teacher observations during exchanges about information on e-waste proposal in preparation for the debate and during all phases of the actual debate- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Written Opening Statement for Round 1 defining and summarizing the issue * Written Main Arguments that consider multiple perspectives and address focused counter arguments about the motion (issue) for Round 2 * Written Questions for the Cross Examination Round 3 to ask opposition team * Video recording of the debate |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**  Are placed in two teams (propositional and oppositional) to prepare for aclass **DEBATE** on whether India/ Pakistan should continue to accept or ban e-waste exported from the U.S. and other countries using Debate Rubric Guidelines.  Read the **Conducting a Debate Information Sheet** and pose questions to instructors about the process as needed.  Exchange information in a discussion about what they have read, heard or viewed in today’s lesson on this issue using the **Determining Debate Content Guidelines** organizer to assist in composing written notes for each round of the debate as follows.   1. Compose an **Opening Statement** for **Round 1** defining the motion (issue) and briefly summarizing their position to accept (Proposition Team) or ban e-waste (Opposition Team) in India and Pakistan and *ethical implications for Indian/Pakistani governments* if they continue this practice. (3 min.) 2. Develop **Main Arguments** that consider multiple perspectives and address focused counter arguments about the motion (issue) for **Round 2** (3-5 min.) 3. Create **Questions for the** **Cross Examination Round 3** to ask opposition team (3-5 min.) 4. Compose a **Closing Statement** for **Round 4.** The teams sum up their arguments and appeal to the floor explaining why they should vote for their side of the argument (Opposition then Proposition). (3 min.)   Participate in the class debate moderated by a clinical practice teacher as impartial moderator.  Participate as members of the winning team in a second debate with students from the Hindi/Urdu class.  Upload a video recording of the debate on Linguafolio and post on social media for viewing by partner school peers. | | | |
| **Materials Needed** | | | |
| -Debate Rubric Guidelines  -Conducting a Debate Information Sheet  -Determining Debate Content Guidelines Sheet  -Academic Vocabulary for Extended Conversation found in Instructional Materials | | | |
| **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 electronic letter of appreciation to the visiting environmental expert thanking him/her for presenting and for providing their perspectives on environmental issues. * I can compose a blog post making a strong case for the urgent need to address the problem of e-waste due to health and the environmental concerns. | * Topical Vocabulary/language chunks related to previous lesson episodes * Vocabulary/language chunks in Reflective Blog Word Bank | | * Electonic letters of appreciation to environmental expert * Blog posting making a strong case for address the problem of e-waste due to health and the environmental concerns * Electronic images + captions to present in Lesson 8 |
| **Learning Experiences (taking place after the instructional day)** | | | |
| **LEARNERS:**   1. Compose an electronic letter of appreciation to the visiting environmental expert thanking him/her for presenting and for providing their perspectives on environmental issues. (Examples provided by instructors) Follow **Rubric Guidelines**.  * Use appropriate form of address. * Acknowledge the expert’’ contributions to their field. * Include the perspectives you’ve gained from his/her presentations * Explain why you agree with his/her perspectives or have a different point of view. * Indicate how the presentation has inspired them to advocate for the environment.  1. Write a blog post making a strong case for the urgent need to address the problem of e-waste due to health and the environmental concerns. Use Reflective Blog Word Bank and Reflective Blog Rubric Guidelines. 2. Search for five electronic images depicting global warming in India/Pakistan/U.S and write appropriate captions for each image. | | | |
| **Materials Needed** | | | |
| -Reflective Blog Word Bank  -Reflective Blog Rubric Guidelines  -Letter of Appreciation Rubric Guidelines | | | |

**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? |