**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date: August 8, 2019** |  | **Grade: HS/ Early College** |  | **Targeted Performance Level: ADV-Mid** |  | **Total Time for this Plan: Day 9** |
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**Lesson Title: Government and Non-Government Organization Efforts**

**Lesson Essential Question(s):** *To what extent are the governments of India and Pakistan accountable for continued environmental degradation and the increase in environmentally-caused diseases? Will changes in the implementation of existing and newly proposed government policies in India and Pakistan be adequate to curtail these problems? Why? Why not? To what extent is the U.S. government accountable due to current administration views on environmental issues?*

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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 opinions about peer postings on global warming politics. * I can share my findings about current initiatives undertaken by IN/PK/US governments and NGOs related to protecting the environment (air, water, noise, land, global warming) * I can speculate on which initiatives seem most successful and explain why. * I can draw “preliminary” conclusions about the overall impact of the role of government and NGOs * I can compose a list of questions for partner school peers. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * General information onGovernment and NGOs * Government’s overall track record on the environment and implementation of environmental policies is improving, but not any where near to the desired extent * Environmental non-governmental organizations, in recent years, have grown in size and in number as a result of governmental negligence towards the environmental crisis. * NGOs have grown in importance to a point where the act as key arbitrating agents within the field of environmental policy. * By interrelating global and local concerns, NGOs find themselves able to not only emphasize important ecological issues, but also raise consciousness about the environment. | | * Teacher observations during exchanges about peer blog postings on global warming, current government and NGO initiatives, conclusions drawn about the role of government/NGOs and creation of questions- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * New information about current initiatives obtained from peers recorded on Graphic Organizers * Bullet list “preliminary” conclusions about the overall impact of the role of government and NGOs * Questions created for partner school peers |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   * Express opinions about peer blog postings on “global warming politics.” * Exchange findings about current initiatives undertaken by the government and NGOs related to protecting the environment and record new information gained on Facts and Perspectives Graphic Organizers. * Speculate on which initiatives seem most successful and explain why. * Based on what was heard, draw “preliminary” conclusions about the overall impact of the role of government and NGOs in bullet form. * Compose a list of questions for partner school peers. | | | |
| **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 exchange general information about current initiatives undertaken by the government and NGOs related to environmental protection, as well as information about specific initiatives with partner school peers. * I can solicit partner school peers’ opinions about the overall impact of government and NGO initiatives and current challenges to making a greater impact and also express my viewpoints. * I can speculate with peers about possible culturally-appropriate alternative actions to what is already being done, especially with regard to policy making and implementation. | 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 government and NGO initiatives, when soliciting and expressing opinions about the overall impact of initiatives and when speculating about alternative actions- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking   + - * Iinformation/perspectives shared by partner school peers about the overall impact of government and NGO initiatives and current challenges recorded on Graphic Organizers. * Alternative actions to what is already being done, especially with regard to policy making and implementation recoreded on Graphic Organizers***.*** |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   * + - * Exchange general information about current initiatives undertaken by the government and NGOs related to environmental protection, as well as information about specific initiatives.       * Record information/perspectives shared by partner school peers on Facts and Perspectives Graphic Organizers.       * Seek partner school peer opinions about the overall impact of government and NGO initiatives and current challenges to making a greater impact.       * Collectively speculate on possible culturally-appropriate alternative actions to what is already being done, especially with regard to policy making and implementation and record possible actions 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 exchange information obtained from partner school peers in my Skype group with classmates about current government and NGO initiatives and potential alternative actions to what is already being done. * I can cite new information and ideas presented in a slide show and video clip about citizen and media’s reaction to government’s response to these problems. * I can actively participate in a discussion guided by lesson essential questions: *To what extent are the governments of India and Pakistan accountable for continued environmental degradation and the increase in environmentally-caused diseases?* *Will changes in the implementation of existing and newly proposed government policies in India and Pakistan be adequate to curtail these problems? Why/Why not?* * I can summarize in writing key points made in the discussion as well as *personal perspectives* in response to the essential questions. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary used in Pre Skype and Skype episodes * Government limitations * In India/Pakistan, key constraints may include: lack of financial resources and technology, inadequate capacity, unsustainable consumption and production, population increase, poverty and inequity. * Knowledge gap, inadequate research and development efforts, particularly on the part of the private sector and lack of consumer associations and traditions for environmentally friendly goods also pose critical shortcomings. | | * Teacher observations during exchanges regarding information obtained in Skype groups about government initiatives, new information obtained from a slide show and video about citizen and media’s reaction to government’s actions and during the discussion in response to lesson essential questions- 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 in Skype groups about current government and NGO initiatives and potential alternative actions recorded on Graphic Organizers * New information/ideas about citizen and media’s reaction to government’s response obtained from a slide presentation and video clip recorded on Graphic Organizers * Written summaries of key points made in the discussion on lesson essential questions about government accountability for environmental degradation and personal perspectives |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   1. Exchange information obtained from partner school peers in their Skype group about current government and NGO initiatives and potential alternative actions to what is already being done. 2. Add new information obtained from the exchange with classmates to their graphic organizers. 3. View a **teacher-created slide presentation** and **teacher-selected video clip** about citizen and media’s reaction to government’s response to these problems and make note of new information/ideas on graphic organizers. 4. Engage in a discussion guided by lesson essential questions: *To what extent are the governments of India and Pakistan accountable for continued environmental degradation and the increase in environmentally-caused diseases?* *Will changes in the implementation of existing and newly proposed government policies in India and Pakistan be adequate to curtail these problems? Why/Why not? To what extent is the U.S. government accountable due to current administration views on environmental issues?* Summarize in writing key points made in the discussion as well as *personal perspectives* in response to the essential questions (minimum of two paragraphs). | | | |
| **Materials Needed** | | | |
| **Hindi** teacher-created slide presentation  **Urdu:** <https://www.youtube.com/watch?v=gMxP40VhIpU>  -Links for teacher-selected video clip  -Academic Vocabulary for Extended Conversation found in Instructional Materials | | | |

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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 share my summary of a discussion about government accountability for environmental degradation with peers and defend my personal viewpoints about the issue. * I can create a political cartoon and caption depicting the (past and/or present) role of government in addressing environmental and related public health problems. | 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 * Government apathy, economics and self interest * A major contributory factor to the continuing process of environmental degradation has been the apathy and corruption of the political class and the belief of some that economic growth takes precedence over environmental sustainability. * Public interest cases are repeatedly filed to block infrastructure projects aimed at solving environmental issues in India, such as but not limited to water works, expressways, land acquisition for projects, and electricity power generation projects. | | * Teacher observations during exchanges about summaries of government accountability, creation of political cartoons and peer review- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Draft of political cartoon and caption * Final version of political cartoon and caption with reflecting appropriate peer feedback |
| **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. Exchange summaries written by peers in response to essential questions and defend personal viewpoints       3. Use the results of this discussion, as well as information previously seen, heard or viewed to create a **political cartoon** depicting the (past and/or present) role of government in addressing environmental and related public health problems. Follow **Rubric Guidelines.** * Examine political cartoons from the media selected by teachers, as well as political cartoons created by past students and try to figure out each cartoon’s message. Then read the original explanatory paragraphs accompanying the cartoon to determine to what extent their interpretation is the same as the cartoon authors’ intended messages. * Base their cartoon on verifiable facts about these issues. * Use culturally appropriate images and graphics. * Compose a written draft of the explanatory paragraph. * Present the cartoon and explanatory narrative to peers for review and comment. * Make modifications based on teacher/peer feedback. * Upload cartoons to Linguafolio and to social media sites. | | | |
| **Materials Needed** | | | |
| -Political Cartoon 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 select the 3 best political cartoons and defend the reasons for my selection. * I can compose a blog posting explaining why I am optimistic or skeptical about the future of the environment. | * Topical Vocabulary/language chunks related to previous lesson episodes * Vocabulary/language chunks in Reflective Blog Word Bank | | * Political cartoons selected as the 3 best and reasons for selection * Blog postinga explain why one should be optimistic or skeptical about the future of the environment to present in lesson 10 |
| **Learning Experiences (taking place after the instructional day)** | | | |
| **LEARNERS:**  Review final versions of political cartoons with explanatory paragraphs and vote on the 3 best cartoons and explanations based on rubric guidelines. Prepare to defend voting choices.  Compose a blog posting explaining why they are optimistic or skeptical about the future of the environment based on information learned in the program including opinions expressed by environmental experts. Use Reflective Blog Word Bank and Reflective Blog Rubric Guidelines. | | | |
| **Materials Needed** | | | |
| -Final political cartoons  -Reflective Blog Word Bank  -Reflective Blog 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? |