**STUDENT PROGRAM LEARNING PLAN 2**

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| **Grade Range of Learners: 9-12**  | **Targeted Performance Level: Adv-Mid** |
| **Time Allotted for This Learning Plan:** *Global Project-Based Learning* serves as the framework for unit/lessons which are organized in 5 blocks with multiple 15-20 minute episodes per block. |
| **Unit Theme:  *Environmental Challenges and Public Health in India and Pakistan*****LESSON Title: *The******Challenge of Water Quality*****Lesson Essential Questions:**  *Is it possible to balance environmental interests while not destroying people’s traditional livelihoods? How could this be done? Will there ever be resolution to the apparent disconnect between religious practices and protecting the environment? Why? Why not?* |

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|  **INTERPERSONAL: NOTE: Can Dos addressed in this lesson appear in Red*** 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 and Public Health in India and Pakistan.
* I can take an active role in formal and informal FACE-TO-FACE or SKYPE DISCUSSIONS with STARTALK peers, peers in partner schools, instructors and experts on topics related to the program theme by using probing questions, providing explanations, supporting, reacting to and comparing opinions and preferences, and expressing advice and emotions. (Intercultural Competency-CIA; Global Competency-Communicating Ideas)
* I can interact using CULTURALLY APPROPRIATE VERBAL AND NON-VERBAL LANGUAGE and can recognize when use of language, body language or tone of voice is culturally inappropriate. (Intercultural Competency- CIA)
* I can EXPRESS, SUPPORT and DEFEND my OPINIONS/VIEWPOINTS, RECOMMENDATIONS OR PERSPECTIVES and explain other's perspectives clearly in both formal and informal discussions, panels or debates and in planning for activities, events or taking a course of action. (Intercultural Competencies-CP/CIA; Global Competencies- Recognize Perspectives and Communicate ideas)
* I can explain WHY CULTURAL PRACTICES and PRODUCTS IMPACTING THE ENVIRONMENT may hinder prospects for improvement of environmental conditions in India/Pakistan. (Intercultural Competencies- CPP/CIA; Global Competencies- Recognize Perspectives and Communicate ideas)
* I can explain HOW CULTURAL PERSPECTIVES about the DIAGNOSIS/TREATMENT of ILLNESSES/DISEASES RELATED to the ENVIRONMENT impact successful treatment of and the potential for elimination of such diseases. (Intercultural Competencies-CP/CIA; Global Competencies- Recognize Perspectives and Communicate ideas)
* I can use Hindi/Urdu TO INTERACT EFFECTIVELY with STARTALK peers, peers in partner schools and the broader Hindi/Urdu community in order to TAKE COLLABORATIVE ACTION that may improve conditions related to environmental pollution and environmentally-related public health issues in India/Pakistan. (Intercultural Competency- CIA; Global Competencies-Communicate Ideas/Take Action)

**INTERPRETIVE**: * I can understand the underlying message and most supporting details that are SPOKEN or WRITTEN in Hindi/Urdu from complex, organized audio/audio visual descriptive informational texts and some fictional texts across time frames related to the theme of Environmental Challenges and Public Health in India and Pakistan.
* I can accurately REPRESENT THE IDEAS AND PERSPECTIVES SPOKEN ABOUT by peers and other Hindi/Urdu speakers in informal conversations or discussions and in formal presentations to inform the completion of various tasks and to create cultural products and performances. (Intercultural Competency-CP; Global Competency- Recognize Perspectives)
* I can accurately REPRESENT THE IDEAS AND PERSPECTIVES WRITTEN ABOUT in informational and some literary texts, and by peers and experts to inform the completion of various tasks and to create cultural products and performances related to the program theme. (Intercultural Competency-CP; Global Competency- Recognize Perspectives)
* I can ANALYZE, SYNTHESIZE AND WEIGH SOURCES of SPOKEN or WRITTEN evidence to develop a clear position(s) or to propose solutions reflecting multiple cultural perspectives regarding environmental pollution and environmentally-related public health issues in India/Pakistan. (Intercultural Competencies- CPP/CP; Global Competencies-Investigate the World/Recognize Perspectives/Take Action)

**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 and Public Health in India and Pakistan.
* I can advocate, present a point of view taking into consideration cultural perspectives, and/or present SPOKEN or WRITTEN arguments with supporting evidence using organized paragraphs in various time frames. (Intercultural Competency-CP; Global Competencies- Communicate Ideas/Recognize Perspectives)
* I can propose culturally-appropriate actions/solutions that are SPOKEN or WRITTEN based on evidence that considers previous approaches, different perspectives and possible consequences to improve environmental conditions and related public health issues. (Intercultural Competency-CP; Global Competencies-Communicate Ideas/Take Action)
* I can select and use technology and media resources for effective collaboration and for potential audience impact in SPOKENorWRITTEN presentations. (Global Competency- Communicate Ideas)
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| **Culture**  | **Content** | **Language** |
| * Traditional coccupations, such as dhobis who use rivers to wash clothes
* Religious practices, such as the burning of corpses in the Ganges
* The conflict between engaging in common cultural practices (e.g., community bathing and open defecation on river banks) and religious practices (e.g., throwing products related to religious practices, such as statues of idols, in rivers) and protecting the environment and water resources
 | * Causes of Water Pollution (e.g., sewage and waste water; industrial waste; agricultural waste, traditional coccupations; religious practices, such as the burning of corpses in the Ganges and the impact on other rivers, such as the Yamuna and the Mithi
* Major effects of water pollution on the environment(e.g., social and economic, plant and wildlife, etc.)
* Access to clean drinking water
 | * Low-frequency vocabulary on water quality issues and related cultural practices and perspectives
* Informal/formal language structures needed to undersand and talk about content
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|  **BLOCK 1 EPISODE: PRE-SKYPE** |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed*** I can advocate, present a point of view taking into consideration cultural perspectives, and/or present SPOKEN or WRITTEN information arguments with supporting evidence using organized paragraphs in various time frames
* I can take an active role in formal and informal FACE-TO-FACE or SKYPE DISCUSSIONS with STARTALK peers, peers in partner schools, instructors and experts on topics related to the program theme by using probing questions, providing explanations, supporting, reacting to and comparing opinions and preferences, and expressing advice and emotions.
* I can accurately REPRESENT THE IDEAS AND PERSPECTIVES SPOKEN ABOUT by peers and other Hindi/Urdu speakers in informal conversations or discussions and in formal presentations to inform the completion of various tasks and to create cultural products and performances.
 | **STAGE 2 Check for Learning*** Accuracy of content , vocabulary use and writng structures in blog postings
* Teacher observation of culturally approriate verbal and non verbal language, accuracy of content, vocabulary use and spoken language structures during sharing of interview responses
* Information recorded on Interview Record and Analysis Graphic Organizers
* Individual conclusions drawn from interview responses
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| **STAGE 3****Enabling Activities are conducted in pairs or small groups unless otherwise noted. (Learner Resources appear in green)*****LEARNERS:**** Present blogs about air quality in India selected by teachers that serve as exemplars for future blog postings.
* Share responses from parent **Interviews about Clean Water Access and Water Pollution Issues** conducted at home in small groups (one student serves as recorder and reports responses for the group using an **Interview Record and Analysis Graphic Organizer).**
* Individually write conclusions from interview responses they believe can be drawn from answers to some of the questions (e.g., extent of interviewees’ approval of religious or other practices, such as permitting industrial waste to enter rivers, that may contaminate water and speculate about possible alternatives to such practices).

**Differentiation Strategies**Revisit pairing of students of mixed abilities based on observations from Lesson 1. |
| **BLOCK 2 EPISODE: SKYPE Session with Partner School**  |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed*** I can take an active role in formal and informal FACE-TO-FACE or SKYPE DISCUSSIONS with STARTALK peers, peers in partner schools, instructors and experts on topics related to the program theme by using probing questions, providing explanations, supporting, reacting to and comparing opinions and preferences, and expressing advice and emotions.
* I can interact using CULTURALLY APPROPRIATE VERBAL AND NON-VERBAL LANGUAGE and can recognize when use of language, body language or tone of voice is culturally inappropriate.
* I can accurately REPRESENT THE IDEAS AND PERSPECTIVES SPOKEN ABOUT by peers and other Hindi/Urdu speakers in informal conversations or discussions and in formal presentations to inform the completion of various tasks and to create cultural products and performances.
 | **STAGE 2 Check for Learning*** Teacher observation of culturally approriate verbal and non verbal language during Interviews
* Information recorded on Facts and Perspectives Graphic Organizers based on **native-speaking peer** responses
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| **STAGE 3****Enabling Activities are conducted in pairs or small groups unless otherwise noted.** ***LEARNERS:**** Pose interview questions about Clean Water Access and Water Pollution Issues native-speaking peers and record responses on **Facts and Perspectives Graphic Organizers.**
* Ask clarifying questions to native-speaking peers and respond to any questions they may have about water access and pollution in the US.

**Differentiation Strategies***TBD based on observations from previous activities.* |

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| **BLOCK 3 EPISODE: Debriefing, Reflection and New Learning** |
| **STAGE 1 Lesson Can-Do Statements Addressed*** 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 and Public Health in India and Pakistan
* I can understand the underlying message and most supporting details that are SPOKEN or WRITTEN in Hindi/Urdu from complex, organized audio/audio visual descriptive informational texts and some fictional texts across time frames related to the theme of Environmental Challenges and Public Health in India and Pakistan.
* I can accurately REPRESENT THE IDEAS AND PERSPECTIVES SPOKEN ABOUT by peers and other Hindi/Urdu speakers in informal conversations or discussions and in formal presentations to inform the completion of various tasks and to create cultural products and performances.
* I can explain WHY CULTURAL PRACTICES and PRODUCTS IMPACTING THE ENVIRONMENT may hinder prospects for improvement of environmental conditions in India/Pakistan
 | **STAGE 2 Check for Learning*** Information recorded on Comparison Chart Graphic Organizers
* New conclusions drawn from native- speaking peer interview responses on Facts and Perspectives Graphic Organizers
* Learner responses given during Word Challenge Game
* Teacher observations for accuracy of content, vocabulary use and spoken language structures during jigsaw exchanges of information from video clips and exchanges about information found most interesting from clips
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| **STAGE 3****Enabling Activities are conducted in pairs or small groups unless otherwise noted.** ***LEARNERS:*** * Compare and contrast responses from parent and native-speaking peers interviews using **Comparison Chart Graphic Organizers.**
* Reexamine conclusions drawn about parent interview responses and any add new conclusions drawn from native-speaking peers responses to **Facts and Perspectives Graphic Organizers.**
* View instructor-selected video clips on water pollution in four different groups focusing on causes (including cultural practices) and effects on the environment and its inhabitants.
* Engage in a **Word Challenge game.**
* Engage in a jigsaw activity and after regrouping share information gathered in the previous group.
* Exchange information they found most interesting from the videos and pair themselves with partners who have similar inclinations in preparation for completion of the presentational task.

**Differentiation Strategies:** *TBD based on observations from previous activities.* |

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| **BLOCK 4 EPISODE (PM SESSION): Transfer/Application of Learning** |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed*** 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 and Public Health in India and Pakistan.
* I can take an active role in formal and informal FACE-TO-FACE or SKYPE DISCUSSIONS with STARTALK peers, peers in partner schools, instructors and experts on topics related to the program theme by using probing questions, providing explanations, supporting, reacting to and comparing opinions and preferences, and expressing advice and emotions.
* I can EXPRESS, SUPPORT and DEFEND my OPINIONS/VIEWPOINTS, RECOMMENDATIONS OR PERSPECTIVES and explain other's perspectives clearly in both formal and informal discussions, panels or debates and in planning for activities, events or taking a course of action.
* I can explain WHY CULTURAL PRACTICES and PRODUCTS IMPACTING THE ENVIRONMENT may hinder prospects for improvement of environmental conditions in India/Pakistan.
* 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 and Public Health in India and Pakistan.
* I can advocate, present a point of view taking into consideration cultural perspectives, and/or present SPOKEN or WRITTEN arguments with supporting evidence using organized paragraphs in various time frames.
* I can select and use technology and media resources for effective collaboration and for potential audience impact in SPOKENorWRITTEN presentations.
 | **STAGE 2 Check for Learning*** Teacher observations for accuracy of content, vocabulary use and spoken language structures during pair and group exchanges regarding content to be included in advocacy video clips/PSAs
* Information selected by pairs and groups for inclusion in the product
* Cultural appropriateness, accuracy of content , vocabulary use and writng structures in draft video clip/PSA narratives
* Evidence provided to support reviews of peer videos
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| **STAGE 3****Enabling Activities are conducted in pairs or small groups unless otherwise noted.*****LEARNERS:**** In pairs or small groups, analyze, synthesize and weigh information obtained about water access, pollution and the environment from parents, native-speaking peers and video clips for the creation of a short **advocacy video clip** in the form of a **Public Service Announcement to raise awareness and change public attitudes and practices/behaviors contributing to water pollution.** Follow **rubric guidelines.**
* Select information to be included in the video clip/PSA and culturally appropriate graphics.
* Create a written draft of the accompanying narrative.
* Present a draft of the video clip/PSA with the spoken voice over narrative to peers for review and comment based on rubric guidelines.
* Make modifications as needed and upload the final version of the clips on Linguafolio.

**Differentiation Strategies:**Based on learner proficiency level, video clips may be targeted for children or the adult community. |

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| **BLOCK 5 EPISODE-Extended Learning**  |
| **STAGE 1 Lesson Can-Do Statement(s) Addressed*** I can understand the underlying message and most supporting details that are SPOKEN or WRITTEN in Hindi/Urdu from complex, organized audio/audio visual descriptive informational texts and some fictional texts across time frames related to the theme of Environmental Challenges and Public Health in India and Pakistan.
* I can advocate, present a point of view taking into consideration cultural perspectives, and/or present SPOKEN or WRITTEN information arguments with supporting evidence using organized paragraphs in various time frames
 | **STAGE 2 Check for Learning*****(Check for learning on completion of activities below occurs at the beginning of lesson 3)*** |
| **STAGE 3****Enabling Activities*****LEARNERS:**** View teacher- selected video clip on urbanization/ overpopulation.
* Take notes on main ideas or take aways from the clip and summarize in a blog posting.

**Differentiation Strategies:** *NA* |

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| **MATERIALS NEEDED** |
|  **Resources:** The primary **resources** for this program include daily use of a range of technology tools (e.g., Skype, laptops, iPads, Web 2.0). Indian and Pakistani experts from the fields of medicine and health and NGOs will also serve as program resources. Lesson plans from the program will be posted on the Kean STARTALK 2017 website. Links to all resources, as well as samples of student work will hyperlinked by the end of the program.**Culturally Authentic Interpretive Materials** (electronic listening, reading and viewing materials, which support the unit theme/topics)

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| **Hindi Links** | **Urdu Links** |
| **For Jigsaw Activities** * **YouTube video on water pollution 3.08 min**

[**https://www.youtube.com/watch?v=hylfjL-vggU**](https://www.youtube.com/watch?v=hylfjL-vggU) **(Excellent for showing cultural reasons) चार गुणा बढ़ा** **गंगाका प्रदूषण (Biological Oxygen Demand has** **increased  4x)** * **YouTube video on water pollution in Yamuna River**[**https://www.youtube.com/watch?v=VZt5MxPMr\_A**](https://www.youtube.com/watch?v=VZt5MxPMr_A) **5:53 min ( from 1:07 mins onwards)**

 **संकट में यमुना, नदी नहीं हूं (NDTV) plastic bags etc.** **In Yamuna, difference in color of mud from blue to** **black, foul smell. “Yamuna has got cancer!”)** * **Article on Ganga pollution** [**http://www.bbc.com/hindi/news/020216\_ganges\_as.shtml**](http://www.bbc.com/hindi/news/020216_ganges_as.shtml) **गंगा को स्वच्छ करने का प्रयास**
* [**Text in Hindi on water-borne diseases**](http://hindi.indiawaterportal.org/content/%E0%A4%9C%E0%A4%B2-%E0%A4%9C%E0%A4%A8%E0%A4%BF%E0%A4%A4-%E0%A4%B0%E0%A5%8B%E0%A4%97-%E0%A4%94%E0%A4%B0-%E0%A4%B8%E0%A4%BE%E0%A4%B5%E0%A4%A7%E0%A4%BE%E0%A4%A8%E0%A4%BF%E0%A4%AF%E0%A4%BE%E0%A4%81)

 [**जल जनित रोग और सावधानियाँ**](http://hindi.indiawaterportal.org/content/%E0%A4%9C%E0%A4%B2-%E0%A4%9C%E0%A4%A8%E0%A4%BF%E0%A4%A4-%E0%A4%B0%E0%A5%8B%E0%A4%97-%E0%A4%94%E0%A4%B0-%E0%A4%B8%E0%A4%BE%E0%A4%B5%E0%A4%A7%E0%A4%BE%E0%A4%A8%E0%A4%BF%E0%A4%AF%E0%A4%BE%E0%A4%81) India Water Portal * Article on water-borne diseases [http://www.livehindustan.com/news/article/article1-story- 62401.html](http://www.livehindustan.com/news/article/article1-story-%20%20%2062401.html)

 **बचिए, दूषित पानी से होने वाली बीमारियों से** [**Text in Hindi on water-borne diseases**](http://hindi.indiawaterportal.org/content/%E0%A4%9C%E0%A4%B2-%E0%A4%9C%E0%A4%A8%E0%A4%BF%E0%A4%A4-%E0%A4%B0%E0%A5%8B%E0%A4%97-%E0%A4%94%E0%A4%B0-%E0%A4%B8%E0%A4%BE%E0%A4%B5%E0%A4%A7%E0%A4%BE%E0%A4%A8%E0%A4%BF%E0%A4%AF%E0%A4%BE%E0%A4%81)[**पोर्टल (हिन्दी**](http://hindi.indiawaterportal.org/)  | **For Jigsaw Activities** * **News clip: Causes of  Water Pollution and its Effects on Health in Karachi**

[**https://www.youtube.com/watch?v=nsnOe9RaaCE**](https://www.youtube.com/watch?v=nsnOe9RaaCE)* **Statistics and Figures on Polluted Water in Various Cities in Pakistan (Slideshow Urdu voiceover/ script)**

[**https://www.youtube.com/watch?v=YeU8iyv\_2h0**](https://www.youtube.com/watch?v=YeU8iyv_2h0)* **Pollutants found in Water and Waterborne Diseases/Water Filtration Plants in Lahore**

[**https://www.youtube.com/watch?v=KFcQDs6c09A**](https://www.youtube.com/watch?v=KFcQDs6c09A)* **Water Pollution and its Impact on Health**

[**https://www.youtube.com/watch?v=3CX-ti6P39w**](https://www.youtube.com/watch?v=3CX-ti6P39w)* **Water Pollution and its Impact on Residents’ Health**

[**https://www.youtube.com/watch?v=GWVBtfz3OgQ**](https://www.youtube.com/watch?v=GWVBtfz3OgQ) |

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| **PERSONAL REFLECTION***How did this lesson go? What could you do to improve this learning plan if you do these activities again?* |