**STUDENT PROGRAM LEARNING PLAN 3**

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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 Challenges of Economics, Urbanization and Overpopulation*****Lesson Essential Questions:**  *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 IN and PK face the problem of overpopulation more than developing ones?* |

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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** |
| * Many people living in rural areas tend to relocate in cities resulting in a high density of people per sqare foot of living space.
* Rural-to-urban migration happens for various reasons—a desire for better basic services, a wish to join family members, and the need to flee natural disaster or conflict.
* Another major reason for rural-to-urban migration in India and Pakistan is employment. In the countryside, insufficient investment in agriculture, crime and violence, land and water shortages—has undercut job prospects for fishermen, farmers, and others involved in rural sectors.
* 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.
* Many people live below the poverty line, are illiterate, have little or no knowledge of family planning practices or are unwilling to discuss them. There is considerable pressure to produce a son.
* The practice of marrying children at an early age increases the likelihood of producing more children.
* 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.
 | * India’s economic growth over the past few years has been clouded by a degrading physical environment and the growing scarcity of natural resources that are essential for sustaining further growth and eliminating poverty.
* Green growth strategies are needed promote sustainable growth and to break the pattern of environmental degradation and natural resource depletion.
* Increasing population is a core driver of urbanization.
* 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%27s%20Runaway%20Urbanization%20rpt_0530.pdf) today, and India [about 50 percent](http://blogs.worldbank.org/jobs/getting-urbanization-right-better-jobs-india).
* Defining overpopulation
* Effects of overpopulation: depletion of resources; degradation of the environment; poverty, illiteracy, social unrest, crime, etc.
* High infant mortality and lack of family planning as contributing factors
 | * Low-frequency vocabulary on overpopulation and urbanization 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 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 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.
 | **STAGE 2 Check for Learning*** Teacher observations for accuracy of content, vocabulary use and spoken language structures during exchanges about take aways from video clip
* Information recorded on Facts and Perspectives Graphic Organizers
* List of questions created for native-speaking peers
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| **STAGE 3** **Enabling Activities are conducted in pairs or small groups unless otherwise noted.** (**Learner Resources appear in green)*****LEARNERS:**** Exchange the main ideas/take aways from the video clip they viewed on urbanization/overpopulation.
* Complete the **Facts and Perspectives Graphic Organizers** based on what was shared.
* Make a list of questions to ask the native-speaking peers during the Skype session.

**Differentiation Strategies**Pair students in Pre-Skype/Skype Teams. |
| **BLOCK 2 EPISODE: SKYPE** |
| **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.
* I can explain WHY CULTURAL PRACTICES and PRODUCTS IMPACTING THE ENVIRONMENT may hinder prospects for improvement of environmental conditions in India/Pakistan
* 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.
 | **STAGE 2 Check for Learning*** Teacher observation of culturally approriate verbal and non verbal language, accuracy of content, vocabulary use and spoken language structures during:

-exchanges about take aways from video clip - comparisons of environmental problems caused by  urbanization and overpopulation -discussions about possible solutions* Information recorded on Comparison Chart and Facts and Perspectives Graphic Organizers
 |
| **STAGE 3****Enabling Activities are conducted in pairs or small groups unless otherwise noted.** ***LEARNERS:**** Exchange information/perspectives about what they viewed in the video clip on urbanization/overpopulation
* Compare environmental problems caused by urbanization/overpopulation in India, Pakistan and the U.S. and place information on **Comparison Chart Graphic Organizers.**
* Discuss possible solutions to environmental degradation and depletion of resources in urban areas in India, Pakistan and the U.S.
* Note possible solutions on the **Facts and Perspectives Graphic Organizers.**

**Differentiation Strategies**Continue working in Pre-Skype/Skype Teams |

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| **BLOCK 3 EPISODE: Debriefing, Reflection and New 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 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 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.
* 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
* 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.
 | **STAGE 2 Check for Learning*** Teacher observation of accuracy of content, vocabulary use and spoken language structures during post- Skype exchanges about:

**-**the comparison of urbanization/overpopulation problems in India, Pakistan and the U.S.- solutions suggested by peers and native-speaking peers and determining which are viable * Learner Responses given in the Word Challenge Game
* Main ideas noted about the Green City article and video clip on Facts and Perspectives Graphic Organizers
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| **STAGE 3****Enabling Activities are conducted in pairs or small groups unless otherwise noted.** ***LEARNERS:*** * Exchange information gathered about the comparison of urbanization/overpopulation problems in India, Pakistan and the U.S. and solutions suggested by heritage and native-speaking peers.
* Determine which solutions are most viable (in India, Pakistan and the U.S.).
* Read article on Green City solutions and identify a minimum of 8-10 key terms related to solutions as a pre-viewing activity of the Green City video clip.
* Engage in a **Word Challenge Game.**
* View a video clip portraying “Green” solutions in urban areas.
* Place main ideas from the Green City article and video clip on **Facts and Perspectives Graphic Organizers.**

**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.
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* 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 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
* 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**** Green Solution product based on rubric criteria (e.g., cultural approriateness of design; solid rationale for choosing specific environmental concern, clear explanation of how it will be used and justification of feasibility)
* Teacher observations for accuracy of content, vocabulary use and spoken language structures during product creation and peer review of Green Solutions
* Evidence provided to support reviews of peer Green Solutions
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| ***STAGE 3******Enabling Activities are conducted in pairs or small groups unless otherwise noted.*** ***LEARNERS:**** Design a “**Green” Solution** (based on information they have heard, read, viewed or further researched) to address one environmental concern in a specific city (assigned to each group by teachers) following **rubric guidelines**.
* 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
* Present the design and related information to peers for review and comment based on rubric guidelines**.**
* Make modifications as needed and upload the final version of the Green Solution on Linguafolio.

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

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| **BLOCK 5 EPISODE-Extended Learning**  |
| **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 or arguments with supporting evidence using organized paragraphs in various time frames
* 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
 | **STAGE 2 Check for Learning***(Check for learning on completion of activities below occurs at the beginning of lesson 2)* |
| **STAGE 3****Enabling Activities*****LEARNERS:**** Write a blog post citing the best Green Solution created by classmates and explaining the reason for their choice.
* Search for five electronic images depicting global warming in India/Pakistan and write appropriate captions for each image.

**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** |

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| 1. **Articles on Family Planning**
* [**http://www.bhaskar.com/news/RAJ-UDA-OMC-MAT-latest-udaipur-news-063503-1292532-NOR.html**](http://www.bhaskar.com/news/RAJ-UDA-OMC-MAT-latest-udaipur-news-063503-1292532-NOR.html)परिवार नियोजन : महिला नसबंदी को ही तरजीह, विकल्पों के प्रति जागरूकता नहीं Nov 02, 2016
* [**http://www.jagran.com/uttar-radesh/balrampur-12644784.html**](http://www.jagran.com/uttar-radesh/balrampur-12644784.html) **परिवार नियोजन के प्रति लोगों को किया गया जागरूक April 11, 2017 (for campaign  about raising awareness)**

 परिवार नियोजन में सिर्फ महिला नसबंदी  काफी नहीं  1. **Videos/Article on PM Modi’s Smart City Project**
* [**http://navbharattimes.indiatimes.com/business/business-news/pm-modi-launched-84-smart-city-projects-in-pune/articleshow/52916672.cms**](http://navbharattimes.indiatimes.com/business/business-news/pm-modi-launched-84-smart-city-projects-in-pune/articleshow/52916672.cms)

पीएम मोदी ने लॉन्च किया स्मार्ट सिटी प्रॉजेक्ट  Video and article in Hindi (PM Modi launches  84 Smart city projects) Updated: Jun 25, 2016* [**http://hindi.news18.com/news/nation/amaravati-andhra-pradesh-narendra-modi-chandrababu-naidu-419972.html**](http://hindi.news18.com/news/nation/amaravati-andhra-pradesh-narendra-modi-chandrababu-naidu-419972.html) **पीएम मोदी ने आंध्र प्रदेश को दिया तोहफा, अमरावती का किया शिलान्यास 1.40 minutes through 2.45 min.**
1. **Articles on Urbanization Issues**
* [**http://hindi.indiawaterportal.org/node/47779**](http://hindi.indiawaterportal.org/node/47779)[**शहरीकरण से उपजता संकट**](http://hindi.indiawaterportal.org/node/47779)
* [**http://hindi.indiawaterportal.org/node/34854**](http://hindi.indiawaterportal.org/node/34854)[**शहरीकरण का विस्फोट**](http://hindi.indiawaterportal.org/node/34854)
1. **Articles on Infant mortality rates**

शिशु मृत्यु दर में भारत का स्थान पांचवां 05.10.2009 * [**http://www.jsk.gov.in/hindi/infant\_mortality.asp**](http://www.jsk.gov.in/hindi/infant_mortality.asp) **जनसंख्या स्थिरता**
* **Videos on Infant Mortality Rates** [**https://khabar.ndtv.com/video/show/news/247857**](https://khabar.ndtv.com/video/show/news/247857) हाल ही में आई एक यूएन रिपोर्ट के अनुसार भारत में शिशु मृत्यु दर सबसे ज्यादा है। 2.18 mi
* [**https://www.youtube.com/watch?v=NkcSt6dEULk**](https://www.youtube.com/watch?v=NkcSt6dEULk)
* **Dabang News** : कुपोषण और शिशु मृत्यु दर को लेकर विभाग हुआ सचेत 1.36 min

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

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| * **Potential Problems Related to Over population**

[**https://www.youtube.com/watch?v=bmeUWcVfgPQ**](https://www.youtube.com/watch?v=bmeUWcVfgPQ)* **Potential Environmental Damage Due to Overpopulation**

[**https://www.youtube.com/watch?v=o- kZ3eIL6E&t=47s**](https://www.youtube.com/watch?v=o-%20%20%20kZ3eIL6E&t=47s)* **VOA Sustainable Future. Shown as an example of a component of a Green City.**

[**https://www.youtube.com/watch?v=FGkxRkA13U0**](https://www.youtube.com/watch?v=FGkxRkA13U0)* **News Clip on a Solar Park in Bhalwalpur. Shown as an example of a component of a Green City**

[**https://www.youtube.com/watch?v=XuhpcYDJ8-I**](https://www.youtube.com/watch?v=XuhpcYDJ8-I)* **Pollution due to Factory Emissions (Economics)**

[**https://www.youtube.com/watch?v=Ufq9rNuBS-o**](https://www.youtube.com/watch?v=Ufq9rNuBS-o)* **Ehsan pura - Model City**

[**https://www.youtube.com/watch?v=JhJm2nU6tgM**](https://www.youtube.com/watch?v=JhJm2nU6tgM)* **Model City in Baluchistan**

[**https://www.youtube.com/watch?v=wTLiD5dVZsE**](https://www.youtube.com/watch?v=wTLiD5dVZsE)* **Green City Campaign**

[**https://www.youtube.com/watch?v=XkH7DHg2gK8**](https://www.youtube.com/watch?v=XkH7DHg2gK8)* **Rasool Pur**

[**https://www.youtube.com/watch?v=Q\_ZuvOOoAxQ**](https://www.youtube.com/watch?v=Q_ZuvOOoAxQ) |

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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?* |

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| * 1. **Overpopulation VOA**

 [**https://www.youtube.com/watch?v=bmeUWcVfgPQ**](https://www.youtube.com/watch?v=bmeUWcVfgPQ)* **Over population and environment in Pakistan**

[**https://www.youtube.com/watch?v=o-RkZ3eIL6E&t=47s**](https://www.youtube.com/watch?v=o-RkZ3eIL6E&t=47s)* **VOA and population** [**https://www.youtube.com/watch?v=bmeUWcVfgPQ**](https://www.youtube.com/watch?v=bmeUWcVfgPQ)
	1. **VOA Sustainable Future** [**https://www.youtube.com/watch?v=FGkxRkA13U0**](https://www.youtube.com/watch?v=FGkxRkA13U0)
	2. **Qaide Azam solar park Bahawalpur**

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[**https://www.youtube.com/watch?v=6-HO0ySC3K0**](https://www.youtube.com/watch?v=6-HO0ySC3K0)**Infection Control ICSP94 URDU/HINDI** |

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