**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date: July 29, 2019** |  | **Grade: HS/ Early College** |  | **Targeted Performance Level: ADV-Mid** |  | **Total Time for this Plan: Day 1** |
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**Lesson Title: Identification and Extent of Environmental Challenges in India/Pakistan and the U.S.**

**Lesson Essential Question(s):** *Who are the greatest offenders? Can the blame for environmental degradation be placed more on some countries than others? Why? Why not?*

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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 interview STARTALK classmates to obtain basic information, personal perspectives and their views about the most pressing environmental issues * I can express and support my opinion about the most pressing environmental issue. * I can recognize similarities and differences between my school and our partner school based on information in the Partner School Introductory Video. | | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * + - * Exchanging basic personal information (age, grade, etc.); other demographics       * Conveying personal perspectives: A true friend is someone… the most enjoyable activity to engage in is…the most significant event in my life was when…       * Citing similarities/differences in products/ practices in Indian/Pakistani schools and U.S. schools based on information in partner school videos (e.g., vacation periods, types of schools, facilities, amount of English spoken, etc. ) *This is similar to... just like…because… is unlike...compared to… The difference between… in contrast… instead of…*       * Identification of environmental challenges: Air pollution, water pollution (safe drinking water), land pollution, global warming, noise pollution * Vocabulary used to express and support an opinionabout the most pressing environmental issue: *The biggest offender/violator/issue is*…  *(I think / consider / find / feel / believe…)* (*because of/given that/the reason is that…)* | | | * Teacher observations during interview exchanges- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Responses to peer interview questions about personal information and environmental issues recorded on Facts and Perspectives Graphic Organizers * Similarities and differences about schools recorded on the Comparison Chart Graphic Organizers |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | | | |
| **LEARNERS:**   1. Interview their STARTALK classmates to become better acquainted (questionsinclude basic information, and personal perspectives about friends, etc., as well as sharing of a significant life event.) using **Peer Interview Questions** previously developed by instructors for this task. 2. Ask peers what they think is the most pressing environmental issue in the U.S., India/Pakistan (air quality? water quality? etc.) and why and make note of responses on Facts and Perspectives Graphic Organizers 3. View the **Partner School Introductory Video** created by Indian/Pakistani students in preparation for the first Skype session and note any similarities or differences in the school environment, student activities, etc. on Comparison Chart Graphic Organizers. | | | | | |
| **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.** | | | | | |
| -Peer Interview Questions  -Partner School Introductory Video  **-**Comparison Chart Graphic Organizers  -Facts and Perspectives Graphic Organizers | | | | | |
| **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 interview partner school peers to obtain basic information, personal perspectives and their views about the most pressing environmental issues. * I can express and support my opinion about the most pressing environmental issue. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * + - * Exchanging basic personal information (age, grade, etc.); other demographics       * Conveying personal perspectives: A true friend is someone… the most enjoyable activity to engage in is…the most significant event in my life was when… * Identification of environmental challenges: Air pollution, water pollution (safe drinking water), land pollution, global warming, noise pollution * Vocabulary used to express and support an opinionabout the most pressing environmental issue   *The biggest offender/violator/issue is*…  *(I think / consider / find / feel / believe…)* (*because of/given that/the reason is that…)* | | | | * Teacher observations during interview exchanges- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Information recorded on Facts and Perspectives Graphic Organizers on native-speaking peers’ views about the most pressing environmental issue |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | | | |
| **LEARNERS:**   1. Exchange introductions with **partner school peers** (includes basic information, and personal perspectives about friends, etc., as well as sharing of a significant life event.). 2. Ask what they think is the most pressing environmental issue in the U.S., India/Pakistan (air quality? water quality? etc.) and why. Record information obtained from interviews on Fact and Perspectives Graphic Organizers.   \*Differentiation of Process: Working in Skype pairs of mixed abilities. | | | | | |
| **Materials Needed** | | | | | |
| -Peer Interview Questions  -Facts and Perspectives Graphic Organizers | | | | | |
| **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 compare responses of classmates and partner school peers about the most pressing environmental issue and provide possible reasons for varied responses. * I can identify the most significant environmental issues and main ideas contained in a video clip overview of environmental challenges. * I can exchange information based on main ideas in the video clip. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Air pollution, water pollution (safe drinking water), land pollution, global warming, noise pollution * Acid rain, contaminants, disposal, exhaust, emission, green house gast, hazardous/industrial waste, particulates, polutant, nitrous dioxide, run off, sewage, smog, sulphur dioxide, toxic fumes/waste, used water, vog * According to statistics … Chemical substances threaten/ … are harmful * Vocabulary used to express similarities/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 differences *( Conversely • 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)* * Vocabulary used to express and support an opinion(*I think / consider / find / feel / believe…* (*because of/given that/the reason is that…)* | | | | * Teacher observations during discussions of comparisons of interview responses and main ideas in the video clip- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Information recorded on Comparison Chart Graphic Organizers based on partner and peer interview responses about the most pressing environmental issue. * Information recorded on Facts and Perspectives Graphic Organizers based on the Hook Video overview on environmental issues and exchanges with classmates |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | | | |
| **LEARNERS:**   1. Compare class and partner-school peer interview responses and record on the Comparison Chart Graphic Organizer. Speculate on the reasons for varied responses and possible cultural implications. 2. View a **Hook Video clip(s) Overview** of environmental challenges in India/Pakistan. Make note of most significant environmental issues and main ideas. (Information about U.S. issues was obtained through pre-readings.) Record information on Facts and Perspectives Graphic Organizers. 3. Exchange information based on main ideas provided in the video clip and place new information gained on Facts and Perspectives Graphic Organizers. | | | | | |
| **Materials Needed** | | | | | |
| -Comparison Chart Graphic Organizers  -Facts and Perspectives Graphic Organizers  **Hindi:**  -<https://www.youtube.com/watch?v=Y_7Wmip06ac>- Overview of Environmental Challenges  **Urdu:**  **-**<https://www.youtube.com/watch?v=IV2hPuUBL3A>- Overview video  -<https://www.youtube.com/watch?v=tD0Gh8Sk0j0>- News clip interview | | | | | |
| **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 recognize areas of strength and areas in need of improvement in instructor selected exemplar and non-exemplar blog postings using Reflective Blog Rubric Guidelines.   + I can engage in discussions with peers to determine the statistical and other factual information obtained from video clips and pre-readings to be included in an info graphic and how the information will be most effectively presented.   + I can create a written draft of the text to be used for the infographic and make language /content edits as needed.   + I can present the info graphic to peers and instructors for review and critique. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Air pollution, water pollution (safe drinking water), land pollution, global warming, noise pollution * Acid rain, contaminants, disposal, exhaust, emission, green house gast, hazardous/industrial waste, particulates, polutant, nitrous dioxide, run off, sewage, smog, sulphur dioxide, toxic fumes/waste, used water, vog * According to statistics …The biggest offender/violator   Chemical substances threaten/ … are harmful   * Vocabulary for composing reflective blogs includes, but is not limited to: * For me, the aspect(s)/ element(s)/ significant issues/meaningful experience(s) was (were)… * For me, the [most] important/relevant/useful idea(s) arose from learning… what happened when… * Previously, I thought (did not think)... At the time, felt (did not feel)... At first knew (did not know)... * Initially, noticed (did not notice)... Subsequently, I questioned (did not question)... Later, realized (did not realize)... * Having read/viewed ... I now feel… experienced... think… applied... realized… discussed... wonder… analyzed... question… learned... know… * Additionally … Furthermore, I have learned that... the most important/significant… is… | | | | * Teacher observations during discussions related to evaluation of blog postings, creating infographic, and peer review of the infographic- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Accuracy of responses provided on evaluation of selected blog postings * Written drafts of texts to be used with the infographic * Final infographic presented orally to peers |
| **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. Engage in Font Practice Activities using materials selected by instructors. 3. In preparation for composing blog postings for each day of the program, read examples of blog postings provided by teachers and point out strengths and areas in need of improvement in each posting based on Reflective Blog Rubric Guidelines. 4. Engage in the following steps for creation of the lesson presentational product:  * Pose questions to instructors after being assigned the task to create an **INFO GRAPHIC** for a newspaper entitled: ***Pollution: The Biggest Offenders*** and reviewing Rubric Guidelines (See examples provided by instructors)Include IN/PK and US. * Engage in discussions with peers to determine the statistical and other factual information obtained from video clips and pre-readings to be included on the info graphic and how the information will be most effectively presented using culturally appropriate graphics. * Create a written draft of the text to be used and make language /content edits as needed.  1. Present the info graphic to peers and instructors for review and critique.  * Make modifications as needed and upload the final version of the Info graphic on Linguafolio. Share with partner school peers through Google docs. | | | | | |
| **Materials Needed** | | | | | |
| -Font Practice Activities  -Academic Vocabulary for Extended Conversation found in Instructional Materials  *-Examples of Blog Postings*  -Reflective Blog Rubric Guidelines  -Infographic Rubric Guidelines | | | | | |
| **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 a blog posting expressing my opinions regarding countries that are the greatest environmental offenders and why based on information obtained in today’s lesson. | * Topical Vocabulary/language chunks related to previous lesson episode * Vocabulary/language chunks in Reflective Blog Word Bank | | | | * Reflective Blog posting * Notes on information obtained from video clip on air pollution to present in lesson 2 |
| **Learning Experiences (taking place after the instructional day)** | | | | | |
| **LEARNERS:**   1. Create a **blog posting** using fonts expressing their opinions regarding countries that are the greatest offenders and why based on information obtained in today’s lesson on environmental pollution in India/Pakistan and the US. Use the Reflective Blog Word Bank and Reflective Blog Rubric guidelines.   \*Differentiation of Product:Novice writers create an audio podcast blog.   1. View a video clip on the causes and impact of **air pollution** in India/Pakistan and the U.S.and make note of main ideas. | | | | | |
| **Materials Needed: Lesson-specific resources containing all links to interpretive materials used, including instructional materials created by teachers are available on the program website:** [**http://www.kean.edu/startalk**](http://www.kean.edu/startalk) **on the Student Page.** | | | | | |
| **Hindi: -**<https://www.youtube.com/watch?v=_C-JHHtgCZc>- Air pollution  **Urdu:** <https://www.youtube.com/watch?v=cVru3hPKbJw-> Air pollution  -Reflective Blog Rubric Guidelines  -Reflective Blog Word Bank (See Instructional Materials) | | | | | |

**Post-Lesson Reflection 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?