**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date: August 7, 2019** |  | **Grade: HS/ Early College** |  | **Targeted Performance Level: ADV-Mid** |  | **Total Time for this Plan: Day 8** |
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**Lesson Title: The Impact of Global Warming**

**Lesson Essential Question(s):** *Rising temperatures in the Himalayas will impact the entire Indo-Gangetic Plain, a large and fertile plain encompassing most of northern and eastern India, the most populous parts of Pakistan, parts of southern Nepal and virtually all of Bangladesh. Can one foresee to what degree climate change will specifically impact this region and what could be done about it?*

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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. | | | |
| **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 display captions I created for images of global warming and solicit reactions from classmates in an electronic gallery walk. * I can speculate on the major effects of global warming in India/Pakistan and the U.S. based on the frequency of similar images in the gallery walk. * I can create questions for the Skype session based on the information acquired about global warming including background information from pre-readings. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Effects of Climate Change * Increase in temperature- by mid-century, the mean annual temperature in India is projected to increase 1.1º to 2.3 º C; the average temperature in Pakistan has risen by .2 degrees in only two years. * Variability in rainfall- There is likely to be greater variability in rainfall in India/Pakistan leading to higher risk of increased frequency and severity of droughts, floods and cyclones. * Shifting wildlife populations and habitats * Impact on traditional hunting, fishing and herding practices, agricultural activities, cultural and religions practices related to specific species, places or spiritual sites | | | | * Teacher observations during exchanges during the gallery walk, major effects of global warming and creation of questions 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 * Information recorded on Graphic Organizers about the major effects of global warming in India/Pakistan and the U.S. based on the frequency of similar images selected by their peers * Questions created for Skype session |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | | | |
| **LEARNERS:**   1. Engage in an electronic gallery walk displaying images of global warming selected and captions created (as part of extended learning research last night), and solicit reactions from their peers. 2. Speculate on the major effects of global warming in India/Pakistan and the U.S. based on the frequency of similar images selected by their peers and note on Facts and Perspectives Graphic Organizer. 3. Create questions for the Skype session based on the information acquired about global warming including background information from pre-readings. | | | | | |
| **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 Organizer. | | | | | |

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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 share images and captions from the class gallery walk with partner school peers and solicit their perspectives. * I can exchange views with partner school peers about the major effects of global warming in IN/PK/U.S. | 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 global warming images and captions and viewpoints about major effects of global warming- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   1. Share images and captions and perspectives gained from their gallery walk to solicit reactions from partner school peers who do the same. 2. Exchange views on what they have determined are the major effects of global warming in IN/PK/U.S. and make note of native-speaking peers’ perspectives 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 share insights gained from partner school peers about effects of global warming. * I can identify main take aways from video clip segments on causes/effects of global warming in India and Pakistan and compare with the U.S. based on information from program pre readings. * I can pose questions to an environmental expert on global warming based on what I have heard from his presentation and previously read or viewed. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary used in Pre Skype and Skype episodes * Vulnerability to Climate Change * India is highly vulnerable to climate change due to a combination of factors: high levels of poverty; population density; high reliance on natural resources; and an environment already under stress. * India's livestock of roughly 485 million (including cows, sheep and goats) contributes more to global warming than the vehicles the animals obstruct by burping, belching and excreting copious amounts of methane, a greenhouse gas that traps 20 times more heat than carbon dioxide * Pakistan makes a tiny contribution to total global greenhouse gas (GHG) emissions, less than 1% (among the lowest in the world) but it is among the countries most vulnerable to climate change. * Solutions to Climate Change * Addressing climate change requires many solutions (many of which exist today) but depend on people changing the way they behave (cultural practices) and shifting the way energy is made and consumed. * Changes span technologies, behaviors, and policies that encourage less waste and smarter use of our resources. * Improvements to energy efficiency and vehicle fuel economy, increased in wind and solar power, biofuels from organic waste, setting a price on carbon, and protecting forests are ways to reduce the amount of CO2 dioxide and other gases. * Pakistan lacks the technical and financial capacity to address the adverse impacts of climate change. * Indian philosophy, lifestyle and cultura practices are based on the science of protecting nature and hold the key to solving issues like global warming * India pledged under the Copenhagen Accord to reduce its CO2 intensity (emissions per GDP) by 20-25 % by 2020. | | * Teacher observations during exchanges about effects of global warming, video clips, comparisons with the U.S. and Q&A with the expert- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Main take aways on causes/effects of global warming in India and Pakistan and comparisons with the U.S. recorded on Graphic Organizers * Main take aways from environmental expert recorded on Graphic Organizers. |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   1. Share insights gained from partner school peers in the Skype session. 2. View teacher selected **video clip** segments **on causes/effects of global warming in India and Pakistan** and make note of main take aways on Facts and Perspectives Graphic Organizers.Compare with the U.S. based on information from program pre readings. 3. Report on the information gathered from video clips and pre readings in a jigsaw activity. 4. Listen to a presentation by an invited **ENVIRONMENTAL EXPERT** and pose questions based on the information presented and from information obtained from readings, discussions and videos in class. 5. Ask the expert to provide an opinion on the *extent to which climate change will specifically impact the Indo-Gangetic Plain region and what could possibly be done about it.* 6. Make note of main take aways from environmental expert on Facts and Perspectives Graphic Organizers. | | | |
| **Materials Needed** | | | |
| -Facts and Perspectives Graphic Organizers  -Academic Vocabulary for Extended Conversation found in Instructional Materials  **Hindi:**  -[https://www.youtube.com/watch?v=WxZvTMz5byQ-](https://www.youtube.com/watch?v=WxZvTMz5byQ- ) Global Warming  -<https://www.youtube.com/watch?v=05wa7e4-IwA> - Effects of melting Himalayan glacier  **Urdu:**  - <https://www.youtube.com/watch?v=KCuMSB8nu84> -Planting Trees - a charity that keeps giving back  -<https://www.youtube.com/watch?v=moJYHBQq2kE>-Climate change and its effects in Pakistan  -<https://www.youtube.com/watch?v=15uPDgAwRW4>-Plant a tree drive - Advertisement | | | |

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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 brainstorm ideas with a partner for writing a short Realistic Fiction Story about one of the images shown in class portraying a cause/effect of global warming * I can create a draft of the story for peer review and comment.   + - * I can present the story to peers for further input, make modifications if necessary and record a podcast for partner school peers. | 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 | | * Teacher observations during exchanges related to brainstorming ideas for realistic fiction stories, creation of drafts, providing and responding to peer feedback on stories- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Draft of realistic fiction story * Final version of story reflecting appropriate peer feedback * Podcast of story |
| **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. Brainstorm ideas with a partner for writing a short **REALISTIC FICTION STORY** about one of the images shown in class portraying a cause/effect of global warming based on information heard, read, or viewed in the lesson about this topic. * Use guiding questions (e.g., What might have happened before the image was taken? What might happen next? Who or what was affected?) and follow Rubric Guidelines. * Listen to the teacher as she *models the task* using an image she selected and pose questions as needed. * Create a draft of the story for peer review and comment.   + - 1. Present the story to peers for further input, make modifications if necessary and record a podcast for native-speaking peers.       2. Vote on the two most creative, yet factually accurate stories, based on Rubric Guidelines       3. Upload final versions of the stories on youthkiawaz.com or on a social media site and on Lingufolio | | | |
| **Materials Needed** | | | |
| -Realistic Fiction Story 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 compose a blog posting expressing my opinion about the extent to which “global warming politics” in India, Pakistan and the U.S.are hindering efforts to address this issue.  I can make note of current activities/projects found on various government and NGO websites in IN/PK/U.S. addressing environmental challenges targeted in the program. | * Topical Vocabulary/language chunks related to previous lesson episodes * Vocabulary/language chunks in Reflective Blog Word Bank | | * Blog posting expressing opinions about global warming politics * List of current activities/projects found on various government and NGO websites in IN/PK/U.S. addressing environmental challenges targeted in the program to present in lesson 9 |
| **Learning Experiences (taking place after the instructional day)** | | | |
| **LEARNERS:**  Compose a blog posting expressing their opinion about the extent to which “global warming politics” in India, Pakistan and the U.S.are hindering efforts to address this issue. Use Reflective Blog Word Bank and Reflective Blog Rubric Guidelines.  Review teacher-selectedgovernment and NGO websites in IN/PK/U.S.addressingenvironmental challenges targeted in the program and make note of current activities/projects. | | | |
| **Materials Needed** | | | |
| -Reflective Blog Word Bank  -Reflective Blog Rubric Guidelines  **Hindi**:  -[**http://www.iesglobal.org/**](http://www.iesglobal.org/)**-**Indian Environmental Society (IES)  -[**https://www.greenpeace.org/india/en/**](https://www.greenpeace.org/india/en/)**-**Greenpeace India  **Urdu:** | | | |

**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? |