**STARTALK LEARNING PLAN Designing Learning Experiences**

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| **Date: July 31, 2019** |  | **Grade: HS/ Early College** |  | **Targeted Performance Level: ADV-Mid** |  | **Total Time for this Plan: Day 3** |
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**Lesson Title: Access to Clean Drinking Water**

**Lesson Essential Question(s): -** *What are the greatest challenges to increasing access to clean drinking water sources in both rural and urban areas and to sustainability of reliable water supplies? To what extent does access to improved drinking water sources increase with wealth?*

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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 present my blog about air quality in India if selected to serve as an exemplar for future blog postings. * I can share responses fromParent Interviews about Clean Water Access and Water Pollution Issues. * I can summarize barriers to safe drinking water obtained from the video and exchange information with classmates. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Causes of Water Pollution * Industrialisation/industrial waste, the demands of agriculture/agricultural waste, sewage and waste water, depleted and increasingly saline groundwater, rapid urbanization, drought * Access to Clean Water * Level of access to quality water supply, sanitation, and hygiene is based on socioeconomics * Half of households in the top 20% of the high income group in India have access to piped water compared to 6% of the lower income group * Only the richest people in Pakistan have access to clean water close to home * Few households practice water treatment and untreated waste water is routinely mixed with surface and ground water for use in crop irrigation | | * Teacher observations during exchanges regarding   presentation of blog postings, sharing of responses from parent interviews and discussions on barriers to safe drinking water- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking.   * Interview responses recorded on Graphic Organizers * Summaries of barriers to safe drinking water and new information obtained from classmates recorded on Graphic Organizers |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | |
| **LEARNERS:**   1. Present blogs about air quality in India selected by teachers that serve as exemplars for future blog postings. 2. Share responses fromParent Interviews about Clean Water Access and Water Pollution Issues conducted at home in two small groups (one student serves as recorder and reports responses for the group using an Interview Record and Analysis Graphic Organizer). 3. View a **video clip** that focuses on main barriers to safe drinking water accessibility. 4. Working in pairs, summarize the issues and exchange information with other pair groups. Make note of new information on Facts and Perspectives 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.** | | | |
| -Interview Record and Analysis Graphic Organizer  - Facts and Perspectives Graphic Organizer  **Hindi:** -<https://www.youtube.com/watch?v=01YrEAtp6BI&feature=youtu.be> - Barriers to accessing safe drinking water.  **Urdu:** -<https://www.youtube.com/watch?v=tFH2Z8kL4Wk>- Facts about access to water and how to conserve it | | | |

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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 present my Ad Campaign about air pollution to partner school peers and solicit their feedback for further discussion. * I can exchange information about Clean Water * I can exchange information about clean water   access and water pollution issues obtained from interviewing parents and from the video clip.   * I can respond to any questions partner school peers may have about water access and pollution in the US. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary used in Pre Skype episode | | | * Teacher observations during exchanges regarding Ad Campaigns, interview responses, information on video clip and Q&A with partner school peers-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 from parent interviews and video clip |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | | |
| **LEARNERS:**   1. Present Ad Campaigns about air pollution to partner school peers and solicit feedback for further discussion. 2. Exchange information about Clean Water Access and Water Pollution Issues obtained from parent interviews and video and record responses on graphic organizers. 3. Respond to any questions they may have about water access and pollution in the U.S. | | | | |
| **Materials Needed** | | | | |
| -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 and contrast responses from class parent interviews and partner school parent interviews about water access and water pollution. * I can share information obtained from viewing selected clips of interviews, movies, news segments and commercials about the relationship of lack of availability of clean water and socio-economic factors. * I can write a short paragraph in response to the question: *What conclusions can you draw based on interviews and video clips about the impact of social disparities on the availability of clean water?* and exchange conclusions with classmates. | Topical Vocabulary/language chunks related to this lesson episode may include, but are not limited to:   * Vocabulary used in Pre Skype and Skype episodes * Other vocabulary/language chunks related to water pollution: * chemical-biochemical oxygen demand (BOD), dead zone, indicator species, fecal coliform bacteria, pathogens common in waste water, sludge, acid deposition, synthetic organic compounds, heavy metals, PCBs, maximum contaminant level * non chemical water pollution-solid waste pollution, sediment pollution, thermal pollution * Poor management of water and absence of national water policy has led to water crisis even in big cities like Karachi where roughly 20 million residents regularly face water shortages. * Although India has made improvements over the past decades to both the [availability and quality of municipal drinking water](https://www.unicef.org/india/wes_2832.htm) systems, its large population has stressed planned water resources and [rural areas are left out](http://www.centralchronicle.com/viewnews.asp?articleID=4401). * As rivers and taps run dry, water has the potential to heighten tension between India and [Pakistan](https://economictimes.indiatimes.com/topic/Pakistan). Both have repeatedly accused each other of violating the World Bank-brokered 1960s *Indus Waters Treaty t*hat ensures shared management of the six rivers crossing between the two neighbors. | | | * Teacher observations during exchanges comparing parent interview findings, about information obtained from video clips of interviews, news segments, etc, and sharing of conclusions drawn about social disparities and access to clean water-- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Responses from class parent interviews and partner school parent interviews recorded on Comparison Chart Graphic Organizers an new information obtained from Skype session recorded on Facts and Perspectives Graphic Organizers. * Information recorded on Graphic Organizers obtained from interviews, movies, news segments and commercials about the relationship of lack of availability of clean water and socio-economic factors * Paragraphs stating conclusions social disparities and access to clean water |
| **Learning Experiences (are interactive and occur for the most part in pairs or in small groups)** | | | | |
| **LEARNERS:**   1. Compare and contrast responses from class parent interviews and partner school parent interviews about water access and water pollution using Comparison Chart Graphic Organizers and add new information obtained from Skype session to Facts and Perspectives Graphic Organizers. 2. View teacher- selected clips of **interviews**, **movies**, **news segments** and **commercials** at four different learning stations containing information about the relationship of lack of availability of clean water and socio-economic factors, record new information gained on Graphic Organizers and share information in small groups. 3. Respond in a short paragraph: *What conclusions can you draw based on interviews and video clips about the impact of social disparities on the availability of clean water?* Exchange conclusions with other pair groups.   \*Differentiation of Product: Identify key words (that may also serve as tags) related to availability of clean drinking water and socio-economic issues in videos-clips; work with other groups to create an electronic Wordle highlighting tags from all videos-clips. | | | | |
| **Materials Needed** | | | | |
| -Comparison Chart Graphic Organizer  -Facts and Perspectives Graphic Organizer  -Academic Vocabulary for Extended Conversation found in Instructional Materials  **Hindi:**  **-** [https://www.youtube.com/watch?v=veYScwRsQVw](https://www.youtube.com/watch?v=veYScwRsQVw-) -Chhatarpur district residents trek long distances to fetch water. Interview (The video first gives a brief introduction in English which may be muted, followed by an interview with a native Hindi speaker).  - [https://www.youtube.com/watch?v=971-lzjErB0&feature=youtube](https://www.youtube.com/watch?v=971-lzjErB0&feature=youtu.be) -Poor people waiting at midnight for drinking water supply -News Segment  - [https://www.youtube.com/watch?v=LcG1ofAb06E&feature=youtube](https://www.youtube.com/watch?v=LcG1ofAb06E&feature=youtu.be) –Economic status and burden of fetching clean drinking water- Commercial  - [https://www.youtube.com/watch?v=nmpFcUKcRkA&feature=youtube](https://www.youtube.com/watch?v=nmpFcUKcRkA&feature=youtu.be) - Burden of collecting water for family- Commercial  **Urdu:**  -<https://www.youtube.com/watch?v=c-c1yXuekFU>-Taking water recycling to the next level  -<https://www.youtube.com/watch?v=Z89wzJiETiA>-Water shortage and young entrepreneurs working on clean water solutions  -<https://www.youtube.com/watch?v=A_lk6EUHXzg>- Measures to save and manage water - VOA  -<https://www.youtube.com/watch?v=3YfQoXt68xM>- Reasons of water shortage and measures to alleviate them - Interview with WWF head in Pakistan | | | | |
| **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 analyze and weigh information obtained about water access, safety and the environment from parents, native-speaking peers and video clips to create a 1-minute video for posting on INSTAGRAM entitled *Access**to Safe Drinking Water: A Human Right.* * I can present a draft of the video and text to peers for review and comment based on rubric guidelines. * I can make modifications as needed and upload the final version of the clips online for partner school peer review. | 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 regarding analyses of information to include in an Instagram posting and clip, discussions related to creating the posting and clip and peer review of the product- Look Fors include culturally appropriate verbal and non- verbal language, accuracy of content, vocabulary and language structures and evidence of critical thinking * Draft Instagram posting and clip for peer review * Final Instgram posting and clip reflecting appropriate edits |
| **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. In pairs, analyze and weigh information obtained about water access, safety and the environment from parents, native-speaking peers and video clips to complete the following task: Create a 1-minute video for posting on **INSTAGRAM** entitled ***Access to Safe Drinking Water: A Human Right*** urging that steps be taken to meet UN Sustainability Goal #6 targeting universal access to safe and affordable drinking water for all by 2030. Since India and Pakistan are among the countries that have the highest number of people in the world without access to safe water, the video and text for posting should make a compelling case for meeting this goal in the next decade. Include appropriate text for posting and select culturally appropriate graphics to be included in the 1-minute video clip and accompanying text. Review exemplar postings and follow **Instagram Rubric Guidelines.**       3. Present a draft of the video and text to peers for review and comment based on rubric guidelines.       4. Make modifications as needed and upload the final version of the clips on Linguafolio and online for partner school peer review.   \*Differentiation of Product:Based on learner proficiency level, video clips may be targeted for children or the adult community. | | | | |
| **Materials Needed:** | | | | |
| -Instagram Rubric Guidelines  -Exemplar Instgram Postings  -Academic Vocabulary for Extended Conversation found in Instructional Materials  - **Hindi** example of Instagram video message: <https://www.youtube.com/watch?v=cgUQKeIgUak> | | | | |

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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 an entry in my reflective blog about my views (with supporting evidence) on whether or not India/Pakistan will meet UN Sustainability-Development Goal #6 of clean water for all by 2030. * I can interview parents about cultural practices impacting accessibility to safe drinking water. * I can view a short video clip on cultural practices related to accessing and using water and make note of practices. | * Topical Vocabulary/language chunks related to previous lesson episodes * Vocabulary/language chunks in Reflective Blog Word Bank | | * Refective Blog entry about whether or not they believe Indai/Pakistan will meet UN Sustainability -Development Goal #6 of clean water for all by 2030 * Responses from parent interviews to present in lesson 4 * Notes about cultural practices related to accessing and and using water based on video clip to present in lesson 4 |
| **Learning Experiences (taking place after the instructional day)** | | | |
| **LEARNERS:**   * + **1.** Compose an entry in their reflective blog sharing their views about today’s new learning speculating if in fact they believe India/Pakistan will meet UN Sustainability   + Development Goal #6 of clean water for all by 2030 and the reasons why/why not. Use the Reflective Blog Word Bank and Reflective Blog Rubric guidelines.   + **2**. Interview parents on cultural practices impacting accessibility to safe drinking water.   **3**. View a short video clip on cultural practices related to accessing and using water. | | | |
| **Materials Needed** | | | |
| -Reflective Blog Word Bank  -Reflective Blog Rubric Guidelines  -Parent Interview Questions  -**Hindi-** <https://www.bbc.com/hindi/multimedia/2016/05/160519_ganga_video4_cremation_akd>-cultural practices related to accessing and using water | | | |

**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? |