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**DAY 1**

**Introduction and Framework**

**STUDENT PROGRAM LEARNING PLAN**

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| **Date:** | 8/1/16 | **Grade Range of Learners:** | 9-12 /13-14 |
| **Total Number of Minutes:** | 8:45-3:45 (7 hours/420 minutes)5 blocks: multiple 20-minute episodes per block | **Targeted Performance Level:** | AL/AM |

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| **Unit Essential Questions:** * *To what extent do cultural perspectives related to health practices/wellness influence the diagnosis and treatment of illness and disease in India/Pakistan?*
* *How might cultural barriers related to health and wellness be addressed to improve conditions?*
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| **Targeted Learning Plan Essential Question:** * *Why do individuals embrace certain medical ideologies and treatments?*
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| **Global/Intercultural Content Understandings:** * **Learners will understand that** geography, socio-economic conditions and cultural beliefs and practices influence individuals’ choice of medical ideologies and treatments.
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| **Learning Goals: *Can-do statement(s) from the curriculum template addressed in this lesson appear in red.*** |
| **Interpersonal**: 1. I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events related to perspectives and practices concerning medicine and healthcare in India/Pakistan.
2. I can take an active role in formal and informal face-to-face and Skype discussions with peers, instructors, medical experts and patients in healthcare settings.
3. I can support my opinions clearly and precisely in both formal and informal discussions, panels and debates.
4. I can express and defend my viewpoint or recommendations in planning for activities and events and in determining solutions to problems.
5. I can gather/relate basic medical information in simulated or real world medical settings.
6. I can inform and instruct about disease prevention and treatment and promoting positive health behaviors using culturally appropriate verbal and non-verbal language.
7. I can explain why and how cultural perspectives related to the diagnosis and treatment of illness and disease continue to influence medical and healthcare practices in India and Pakistan (Intercultural Competency)
8. I can uses Hindi/Urdu to interact effectively with members of the target language community in order to create opportunities for collaborative action that improves conditions both locally and globally. (Global Competency)

**Interpretive(L/R)**:1. I can use main ideas and details containing low frequency medical/healthcare-related vocabulary from audio/ audio visual texts in creating a variety of cultural products and performances (L)
2. I can follow banter heard in Skype sessions and video clips containing culturally authentic expressions. (L)
3. I can summarize the points of view heard in informal arguments and formal presentations reflecting varying cultural perspectives. (L)
4. I can accurately represent the perspectives heard from peers, community members medical experts using specific and relevant examples. (L) (Global Competency)
5. I can obtain information, ideas, and opinions from a variety of pre-selected electronic informational and some literary texts, and from peers and experts related to targeted medical/healthcare topics/issues. (R)
6. I can summarize stated or implied attitudes and opinions from a variety of pre-selected electronic informational and some literary texts, and from peers and experts related to targeted medical/healthcare topics/issues. (R)
7. I can develop a clear position on an important medical/healthcare issue(s) based on evidence from sources that reflect multiple perspectives and draw reasonable conclusions. (R) (Global Competency)
8. I can analyze, synthesize, and weigh sources of evidence to develop coherent, well-supported, responses to current healthcare issues. (R) (Global Competency)

**Presentational(S/W):**1. I can narrate with ease and detail on targeted medical/healthcare topics/ issues based on information obtained from research and other sources. (S)
2. I can present on many concrete and some abstract topics related to medicine and healthcare. (S)
3. I can advocate for and defend a viewpoint related to medicine and healthcare in India/Pakistan in a clear and logical manner, while acknowledging varying cultural perspectives. (S)
4. I can propose culturally -appropriate actions that may assist in overcoming barriers to the diagnosis and treatment of specific diseases that are widespread in India/Pakistan. (S) (Intercultural Competency)
5. I can select and use appropriate technology and media to develop and present a creative product OR to present information or ideas of significance related to healthcare and wellness. (S) (Global Competency)
6. I can express and defend my viewpoints in well written texts on topics/issues related to medicine and healthcare using culturally appropriate expressions.(W)
7. I can write clear, detailed descriptions of a factual nature on information related to disease prevention and promoting positive health behaviors. (W)
8. I can write about targeted medicine and healthcare issues clearly and fluidly with consistent control of time frames and mood. (W)
9. I can write about proposed solutions to healthcare issues and inequities based on knowledge gained about these issues and related cultural perspectives. (W)
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| **Block 1: Opening/Pre Skype Activity**  |
| **Learners:*** Interview their peers to determine whether or not they are interested in pursuing a medical/health-related career and the reason(s) why using **Interview Questions** previously developed by instructors for this task.
* Analyze responses by placing data on a **Comparison Chart** to use as a reference for the Skype Session with native students.
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| **Block 2: SKYPE Session** |
| **STAGE 1** | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Interpretive (L/R):*** I can follow banter heard in Skype Sessions containing culturally authentic expressions (L)
 | **Interpretive:** * Introductions and sharing of personal information with native students\*
* Interviews of native students \*

**\*See Notes Section for language/vocabulary/content and interview questions.** | **Interpretive:*** Appropriateness of responses and clarifying questions posed during information sharing and interviews (instructor observation)
 | **Interpretive:*** Listen to information provided by native students during the Skype session for data gathering purposes.
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| **Interpersonal:*** I can take an active role in informal and face-to-face Skype discussions with peers.
 | **Interpersonal:*** Introductions and sharing of personal information with native students\*
* Interviews of native students \*
* Ask native students to interview parents and other members of their family regarding traditional healthcare practices to prepare for the next session.\*

**\*See Notes Section for language/vocabulary/content and interview questions.** | **Interpersonal:*** Appropriateness of responses and clarifying questions posed during introductions

(instructor observation)* Accuracy of language used and cultural appropriateness during interviews

(instructor observation)* Responses of native students added to the Comparison Chart.
 | **Interpersonal:*** Exchange introductions with native students (includes basic information, and personal perspectives about friends, etc., as well as sharing of a significant life event.)
* As part of the Interview, ask native students whether or not they are interested in pursuing a medical/health-related career and the reason(s) why.
* Note interview responses on a Comparison Chart.
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| **Block 3: Debriefing/Reflection/New Learning** |
| **STAGE 1** | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Interpretive:** * I can follow banter heard in Skype Sessions and video clips containing culturally authentic expressions. (L)
* I can obtain information, ideas and opinions from a variety of informational texts from preselected electronic materials and from peers and experts related to targeted medical/healthcare topics/issues. (R)
* I can summarize points of view heard in informal arguments and formal presentations reflecting varying cultural perspectives. (L)
 | **Interpretive:*** **Cultural knowledge/content**
* Social, economic, cultural, and legal Paradigms impacting healthcare
* India’s rich and ancient philosophical traditions pertaining to theories of health, healing, and medicine
* Innovations in medicine and healthcare, where applicable
* Guest Physicians’ Presentation Topic: *Overview of Healthcare Today in Rural and Urban Areas* (includes the role of government in ensuring universal access to healthcare and in promoting innovative medical practices)
* Low frequency **vocabulary** related to social, economic and legal paradigms influencing healthcare, government initiatives, and innovations in medicine
* Informal/formal **language structures** needed to understand and talk about content
 | **Interpretive:** * Comparisons drawn and speculations about reasons for varied interview responses
* Clarifying questions posed on understanding of the unit framework
* Notes taken on key take aways and important statistical data obtained from physicians’ presentation
* Notes taken on main ideas from Video Clip
 | **Interpretive*** Compare heritage and native student interview responses placed on the Comparison Chart and speculate on the reasons for varied responses and possible cultural implications. (Pairs/Small Groups)
* Listen to instructors’ description of the unit framework for learning about medicine/healthcare practices to be used for discussion of daily lesson topics and for the final assessment project.
* Listen to a presentation by guest Indian/Pakistani physicians: *Overview of Healthcare Today in Rural and Urban Areas in India and Pakistan.* Take notes on key take aways and on important statistical data.
* View a **Video Clip** that provides the underlying social, economic and political factors contributing to the state of healthcare in India/Pakistan today. Take notes on main ideas.
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| **Interpersonal:*** I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events related to perspectives and practices concerning medicine and healthcare in India/Pakistan.
* I can take an active role in informal and face-to-face Skype discussions with peers.
 | **Interpersonal:***Same as Interpretive* | **Interpersonal:*** Information placed on the KWL organizer based on exchange with peers on main ideas from the video clip
* Questions and comments for

guest physicians based on their presentation* Information added to KWL graphic organizer based on the physicians’ presentation and the discussion that followed
 | **Interpersonal*** Exchange information to be placed on a **Unit KWL Graphic Organizer** based on main ideas provided in the video clip. (Pairs/Small Groups)
* Pose questions related to key take aways and statistical data presented by guest physicians.
* Exchange information to add to the KWL Graphic Organizer based on the physicians’ presentation and the discussion that followed.

(Pairs/Small Groups) |

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| **Block 4: Transfer/Application of Learning** |  |
| **STAGE 1** | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Interpretive :*** I can analyze, synthesize and weigh sources of evidence to develop coherent, well-supported responses. (R)
* I can use main ideas and details containing low frequency medical/healthcare related vocabulary from audio/visual texts in creating a variety of cultural products and performances. (L)
 | **Interpretive:***Same as Block 3* | **Interpretive:*** Evidence selected for infomercials
 | **Interpretive:*** Choose statistical data and other information obtained from various sources during the lesson to “make a case” for supporting NGO efforts through an **infomercial** targeting

Indian/Pakistani communities. (Pairs/Small Groups) |
| **Interpersonal:*** I can take an active role in informal and face-to-face discussions with peers and instructors.
* I can express and defend my viewpoint or recommendations in planning for activities and events and in determining solutions to problems.
 | **Interpersonal:***Same as Block 3* | **Interpersonal:*** Appropriateness of language used and content discussed

(Instructor observation) | **Interpersonal:*** Engage in discussions with peers to determine the information to be included in infomercials and how the information will be most effectively presented. (Pairs/Small Groups)
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| **Presentational):*** I can narrate with ease and detail on targeted medical/healthcare topics/issues based on information obtained from research and other sources. (S)
* I can advocate and defend a viewpoint related to medicine/healthcare in a clear and logical manner, while acknowledging varying cultural perspectives. (S)
* I can select and use appropriate technology and medial to develop and present a creative product or to present information. (S)
* I can express and defend my viewpoints in well written texts on topics/issues related to medicine/healthcare using culturally appropriate expressions. (W)
 | **Presentational:***Same as Block 3* | **Presentational:*** Outlines/drafts of infomercial texts
* Quality of content and delivery of infomercials based on rubric criteria

See attached **task-specific Infomercial Rubric.** | **Presentational:*** Create an infomercial\* (as requested by guest physicians) for the purpose of garnering community support for NGO initiatives that provide healthcare information and medical assistance to the poor in India/Pakistan. Infomercials will be posted on websites of NGOs approved by guest physicians. (Pairs/Small Groups)
* Use statistical information and other information obtained during the lesson to “make a case” for support of these initiatives.
* Create a written draft of the text to be used in the infomercial and make language /content edits as needed.
* Present the infomercial to peers for critique and send to physician guests for feedback.

 Use Rubric Guidelines.*\*Examples of infomercials in Hindi/Urdu**will be provided to guide students, as well as rubric criteria.* |
| **Block 5: Extended Learning** |  |
| **STAGE 1** | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Interpersonal:*** I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events related to perspectives and practices concerning medicine and healthcare in India/Pakistan.
 | **Interpersonal:****\*See Family/Community Member**  **Interview Protocol attached** | **Interpersonal:*** Quality of interview responses
 | **Interpersonal:*** Interview parents and other members of their family/ community regarding the use of traditional healthcare practices and record information electronically.
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| **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 2016 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** |
| **Lesson1: Block: 3****Link Title:** India's healthcare challenges[**https://youtu.be/2PGjM4\_KEfM**](https://youtu.be/2PGjM4_KEfM) Healthcare in India: Problems and solutions[**https://youtu.be/9e8HFyfoB94**](https://youtu.be/9e8HFyfoB94) | **Lesson 1: Block: 3****Link Title:** Poor Health Facilities (2:11 min)[**https://www.youtube.com/watch?v=iUQrL\_I8UR0**](https://www.youtube.com/watch?v=iUQrL_I8UR0)**Link Title:** Mubashir Lucman Exposing KPK Health Department (1:35 min)[**https://www.youtube.com/watch?v=6hR4KzBQtTo**](https://www.youtube.com/watch?v=6hR4KzBQtTo) |
| **Block:** **Link Title:** | **Block:** **Link Title:** |
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**Lesson Specific Instructional Materials found on a separated document include:**

1. **Peer Interview Questions**
2. **Comparison Chart**
3. **Unit KWL Graphic Organizer**
4. **Infomercial Rubric**
5. **Parent/Community Members Interview Questions**