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**DAY 6**

**Exploring Non-Communicable**

**Diseases in India and Pakistan**

**STUDENT PROGRAM LEARNING PLAN**

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| **Date:** | 8/6/16 | **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?* |
| **Targeted Learning Plan Essential Question:**   * *How does a culture embracing the ancient Ayurvedic philosophy of wellness and healthcare practices become so vulnerable to diseases such as diabetes and cardiovascular disease?* |
| **Global/Intercultural Content Understandings:**  **Learners will understand that** economic prosperity is one of many factors contributing to the prevalence of obesity-related diseases. |

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| **Learning Goals: *Can-do statement(s) from the curriculum template addressed in this lesson appear in red.*** |
| **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 formal and informal face-to-face and Skype discussions with peers, instructors, medical experts and patients in healthcare settings. * I can support my opinions clearly and precisely in both formal and informal discussions, panels and debates. * I can express and defend my viewpoint or recommendations in planning for activities and events and in determining solutions to problems. * I can gather/relate basic medical information in simulated or real world medical settings. * I can inform and instruct about disease prevention and treatment and promoting positive health behaviors using culturally appropriate verbal and non-verbal language. * 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) * I can use 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)**:   * 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) * I can follow banter heard in Skype sessions and video clips containing culturally authentic expressions. (L) * I can summarize the points of view heard in informal arguments and formal presentations reflecting varying cultural perspectives. (L) * I can accurately represent the perspectives heard from peers, community members, and medical experts using specific and relevant examples. (L) (Global Competency) * 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) * 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) * 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) * 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):**   * 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 present on many concrete and some abstract topics related to medicine and healthcare. (S) * 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) * 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) * 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) * I can express and defend my viewpoints in well written texts on topics/issues related to medicine and healthcare using culturally appropriate expressions.(W) * I can write clear, detailed descriptions of a factual nature on information related to disease prevention and promoting positive health behaviors. (W) * I can write about targeted medicine and healthcare issues clearly and fluidly with consistent control of time frames and mood. (W) * 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:**   * Present Strategic Action Plans to peers for feedback and evaluation (Peers justify evaluation comments by citing specific examples based on rubric guidelines. They discuss which plan has the greatest potential for successful implementation and why). * Select the two most viable and comprehensive plans for presentation to native students during the Skype Session. (Pairs/Small Groups) * Prepare questions for guest physician presentations on NON-communicable diseases based on extended learning readings. (Pairs/Small Groups) |

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| **Block 2: SKYPE Session** | | | |
| **STAGE 1** | | **STAGE 2** | **STAGE 3** |
| **Do 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:**   * Low frequency **vocabulary** contained in various informational texts on * *Cardiovascular diseases* * *Diabetes mellitus* * *COPD* * *Cancer* * *Common Behavioral Disorders* * Informal/formal **language structures** needed to understand and talk about the content above | **Interpretive:**   * Modifications to Strategic Action Plans based on native students’ feedback * Information added to Unit KWL Graphic Organizer on non-communicable diseases based on native students’ notes | **Interpretive:**   * Listen to feedback provided by native students after presenting Strategic Action Plans. * Listen to notes taken by native students based on extended learning readings about common non-communicable diseases found in India/Pakistan. |
| **Interpersonal:**   * I can take an active role in informal and face-to-face Skype discussions with peers. * 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 support my opinions clearly and precisely in both formal and informal discussions, panels and debates. | **Interpersonal:**   * *Same as Interpretive* | **Interpersonal:**   * Appropriateness of language used and content during discussion with native students about feedback on Strategic Action Plans (Instructor Observation) * Accuracy of content and language used during exchange of notes (Instructor Observation) * Accuracy of language used to explain why they chose a particular disease and the reasons for their choice. (Instructor Observation) | **Interpersonal:**   * Engage in a discussion in response to questions/ feedback from native students about Strategic Action Plans and elicit their opinions about which of the two plans presented have the greatest potential for implementation and why. * Compare their notes with native students’ notes focusing on information of medical importance and insights gained related to cultural perspectives/practices. Exchange questions that have arisen based on readings and discussions to ask guest physician. * Share with native students the disease chosen for further research and explain why they chose it. If others chose the same disease, compare online resources found in their search. |

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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 accurately represent the perspectives heard from peers, community members, and medical experts using specific and relevant examples. (L) (Global Competency) * I can summarize the points of view heard in informal arguments and formal presentations reflecting varying cultural perspectives. (L) * 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) | **Interpretive:**   * *Same as block 2* | **Interpretive:**   * Addition of new information gained during Skype discussion **to Unit KWL Graphic Organizer** * Notes on main ideas and insights into cultural perspectives from physician’s presentation added to Unit KWL Graphic Organizer | **Interpretive:**   * Make note of any new information and cultural insights gained about non- communicable diseases or questions that have arisen from discussions with native students. (Pairs/Small Groups) * Listen to the presentations made by guest physicians on the *Relationship of cultural Practices and Perspectives to the Prevention, Diagnosis and Treatment of NON Communicable Diseases*. * Take notes on main ideas and insights into cultural perspectives |
| **Interpersonal:**   * I can take an active role in informal and face-to-face discussions with peers and instructors. * 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:**   * *Same as block 2* | **Interpersonal:**   * Accuracy of content and language used during the Q&A after guest physician presentations (instructor observation) | **Interpersonal:**   * Pose questions developed for guest physicians and ask other questions/make comments prompted by information heard in presentations. |

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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. (L/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/R) * 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) | | **Interpretive:**   * *Same as Blocks 2 and 3 and:* * **Vocabulary** needed to create a grant proposal such as: * Explanation of problem, project duration, objectives, strategies or methods, and the total funds requested * Profile of the organization submitting the proposal and why they are qualified to receive funding to implement the project * Proof of need including statistics and other important information * Expected outcomes or results that can be measured * Formulation of a budget with anticipated expenses * Informal/formal **language structures** needed to understand, talk and write about the content above | **Interpretive:**   * Questions posed regarding the content of grant proposals * Information to be included in a grant proposal and selection of organization submitting the proposal | **Interpretive:**   * As a follow up to the “challenge” posed by guest physicians about actions that could be taken to improve conditions in healthcare in India/Pakistan, review the elements customarily included in grant proposals to seek funding to support various initiatives using the template provided by instructors. Pose clarifying questions to instructors. * Gather information that should be included a grant proposal to seek funding to promote awareness of the prevention and treatment of the non-communicable diseases discussed in India/Pakistan, and based on research, select an organization that seems to be well- best positioned to submit the proposal, receive funding and implement grant activities. (Pairs/Small Groups) |
| **Interpersonal:**   * I can take an active role in informal and face-to-face discussions with peers and instructors. * 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 express and defend my viewpoint or recommendations in planning for activities and events and in determining solutions to problems. | | **Interpersonal:**  *Same as Blocks 2 and 3* | **Interpersonal:**   * Accuracy of language used in exchanges about the content of grant proposals (Instructor Observation) * Accuracy of language used to *justify* selection of the organization that will submit the proposal   (Instructor Observation)   * Appropriateness of language/ language strategies used when interacting with peers to organize grant writing tasks (Instructor Observation) * Accuracy and appropriateness of language and content used when providing feedback on drafts using a **Grant Proposal Template**   (Instructor Observation) | **Interpersonal:**   * Ask questions about elements found in grant proposals for clarification. * Exchange findings obtained from research on organizations best positioned to submit and implement the grant proposal, come to consensus regarding the selection of the most qualified organization and *justify the choice*. (Pairs/Small Groups) * Discuss how to best divide up the writing of the grant proposal with each small group being assigned to write a section of the proposal. Determine which group is responsible for a particular section.   (Pairs/Small Groups)   * Engage in exchanges with other groups to provide feedback on first and second drafts of sections written for the grant proposal. |
| **Presentational:**   * I can express and defend my viewpoints in well written texts on topics/issues related to medicine and healthcare using culturally appropriate expressions.(W) * I can write clear, detailed descriptions of a factual nature on information related to disease prevention and promoting positive health behaviors. (W) * I can write about targeted medicine and healthcare issues clearly and fluidly with consistent control of   time frames and mood. (W)   * I can write about proposed solutions to healthcare issues and inequities based on knowledge gained about these issues and related cultural perspectives.(W) | | **Presentational:**  *Same as Blocks 2 and 3* | **Presentational:**   * First draft of proposal reflecting peer feedback on content * Edited second draft of grant proposal reflecting feedback on accuracy of language * Final Version of Grant Proposal | **Presentational:**   * Compose a first draft of various sections of the proposal after gathering initial feedback from peers on quality of content selected in assigned sections. Use task -specific **Grant Proposal Rubric Guidelines**   (Pairs/Small Groups)   * Compose a second draft of various sections of the grant proposal to gather additional feedback from peers on appropriateness and accuracy of language used. * Submit the final edited version to guest physicians for their review and comment after obtaining feedback from native students in the lesson 7 Skype Session. (Pairs/Small Groups) |
| **Block 5: Extended Learning** | | | |  |
| **STAGE 1** | | | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | | **Checking for Learning** | **Learning Activities** |
| **Presentational**   * I can narrate with ease and detail on targeted medical/healthcare topics/ issues based on information obtained from research andther sources. (S) * I can present on many concrete and some abstract topics related to medicine and healthcare. (S) * 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) * 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) * 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) | **Presentational**  *Same as blocks 2-4* | | **Presentational**   * PPT summary of grant proposal following **PPT Presentation Rubric Guidelines** | **Presentational**   * Create a PPT presentation summarizing the key points made in the proposal for presentation to native students during the next Skype Session. |

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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)   |  |  | | --- | --- | | **Hindi Links** | **Urdu Links** | | **Block: 4**  **Link Title:** *Various links obtained by students through the research conducted to write the grant proposal* | **Block: 4**  **Link Title:** *Various links obtained by students through the research conducted to write the grant proposal* | |

**Lesson Specific Instructional Materials found on a separated document include:**

1. **Unit KWL Graphic Organizer**
2. **Grant Proposal Template**
3. **Grant Proposal Rubric Guidelines**
4. **PPT Presentation Rubric Guidelines**

The Conversation