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**DAYS 11-14: Online Sessions**

**DAY 15: Presentation of Final Products/Graduation**

**STUDENT PROGRAM LEARNING PLAN**

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| **Date:** | 8/11-14 and 8/15 | **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(S)**  How does theability to communicate effectively in Hindi/Urdu assist in disseminating knowledge and proposing solutions to healthcare issues? |
| **Global/Intercultural Content Understandings:**  **Learne Learners will understand that**knowledge of the target language and culture contributes to their capacity to advocate and take action on healthcare issues regionally/globally. take |

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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: NA in online segment of program** |

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| **Block 2: SKYPE Sessions (Skype Sessions for Days 11-14 and conducted in pairs/small groups with an instructor. Native students’ participation is optional based on native students’ availability due to different time zones)** | | | |
| **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) * 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:**   * Low frequency **vocabulary** related to medicine and healthcare from previous lessons * Informal/formal **language structures** needed to understand and talk about the content above * Daily Challenge questions include, but are not limited to: * **Day 11**: How are inequities regarding healthcare similar, yet different, in India/Pakistan/US? Why? Cite specific evidence. * **Day 12**: How effective are humanitarian organization programs in addressing healthcare issues in light of cultural barriers? Can cultural barriers be overcome? How? * **Day 13**: What policies exist to address gender-specific disparities with regard to women’s health? What else can be done? * **Day 14:**  How do India’s/ Pakistan’s efforts to address issues related to healthcare compare to other developing countries? | **Interpretive:**   * Appropriateness of responses to questions/comments posed by native students | **Interpretive/Presentational:**   * Listen to feedback provided by peers/native students after presenting their responses to daily challenge questions based on readings provided by instructors. (A different interpretive selection is assigned in each day in lessons 11-14.) |
| **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:**   * Accuracy of content, language used , cultural perspectives conveyed during exchanges (Instructor Observation) * Notes on perspectives gained from native students during the discussion | **Interpersonal:**   * Engage in a discussion based on responses to the daily challenge questions |

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| **Block 3: Debriefing/Reflection/New Learning**  **NOTE:** During **Online “Individual Coaching” segments**, learners work in a one-to-one setting using Skype or interactive blogging with his/her group instructor to further develop oral/written skills in areas identified in need of improvement based on challenge question responses and extent of assistance needed to complete final products. | | | |
| **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 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 analyze, synthesize, and weigh sources of evidence to develop coherent, well-supported, responses to current healthcare issues. (R) (Global Competency) | **Interpretive:**   * Same as Block 2 | **Interpretive:**   * Information obtained from interpretive selections to be used in response to challenge questions in notes | **Interpretive:**   * During the **"Online Individual/Paired Tasks"** segment, learners read, listen to or view interpretive selections chosen by instructors related to various medicine and health topics to be used in response to “challenge questions.” * Take notes on main ideas and important details in daily selections |
| **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 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) | **Interpersonal:**   * *Same as Block 2* | **Interpersonal:**   * Accuracy of content, language used , cultural perspectives conveyed during exchanges (Instructor Observation) | **Interpersonal:**   * Exchange information to be used in response to challenge questions that includes cultural perspectives on the topic. |
| **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) | **Presentational:**  *Same as Block 2* | **Presentational:**   * Paragraphs that include citing specific evidence from the text as appropriate | **Presentational:**   * Convey their responses to the challenge questions and interpretations of the selections in well written paragraphs that include citing specific evidence from the text as appropriate. |

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| **Block 4: Transfer/Application of Learning: Completion of Final Assessment Task** | | |  |
| **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/ audio visual texts in creating a variety of cultural products and performances. (L/R) * I can accurately represent the perspectives heard/read about from peers, community members, and medical experts using specific and relevant examples. (L/R) (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) | **Interpretive:**  *Same as Blocks 2/3* | **Interpretive:**   * Completed Information selected for inclusion in each of the advocacy products begun on Day 10. * Draft blog posting | **Interpretive:**   * Using knowledge about healthcare issues and related cultural perspectives learned in class and inputted on the KWL Unit Graphic Organizer, engage in the following task to promote positive healthcare behaviors in the community: * Create two **Advocacy Products** for use by the NJ Hindi/Urdu Heritage Language Community at (1) local mosques/temples/ community centers; and (2) for use by physician selected NGOs in India/ Pakistan. * Write a draft **blog posting** to propose other viable means/solutions to healthcare issues and inequities for instructor/peer critique during the online program.. |
| **Interpersonal:**   * I can take an active role in informal 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 support my opinions clearly and precisely in both formal and informal discussions, panels and debates. * 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) | **Interpersonal:**  *Same as Blocks 2/3* | **Interpersonal:**   * Accuracy of content, language used and cultural perspectives conveyed during exchanges and critiques about advocacy products and blog drafts   (Instructor Observation) | **Interpersonal:**   * Exchange final ideas about Information to be included in each of the advocacy products. (Pairs) * Come to consensus on the final content. * Select the appropriate technology and graphics to be used to enhance the message. * Share drafts of advocacy narrative messages orally and in writing with peers for review and comment * Share drafts of blogs proposing viable means/solutions to a healthcare issue(s) and inequities   with peers for review and comment |
| **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 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) | **Presentational:**  *Same as Blocks 2/3* | **Presentational:**   * Final advocacy messages and blog postings following the **Final Assessment Rubric Guidelines for Advocacy Products and Blog Postings** | **Presentational:**   * Based on feedback received from peers, native students and instructors, create the **final versions of the advocacy products** and **blog postings** for: * Presentation to the community during the Graduation Ceremony * Posting in the NJ Hindi/Urdu Heritage Language Community at (1) selected local mosques/temples/ community   centers; and (2) for use by  physician partner- selected  NGOs in India/ Pakistan.   * Posting on community and NGO websites |

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| **Day 15 Plan** | |
| **Morning Session**   * NYU Proficiency Testing * Completion of Linguafolio Self Assessment | **Afternoon/Evening Session**   * Completion of STARTALK Survey * Graduation Performance Rehearsal * Graduation Ceremony and Performance * Awarding of Certificates |

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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:**  **Link Title:** | **Block:**  **Link Title:** | |

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

1. **Final Assessment Task Overview**
2. **Final Assessment Rubric Guidelines for Advocacy Products and Blog Postings**