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**DAY 10**

**Synthesizing Knowledge and Perspectives Gained**

**STUDENT PROGRAM LEARNING PLAN**

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| **Date:** | 8/10/16 | **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:** * How have Senior care facility residents’ perspectives about healthcare and healthcare practices impacted their current state of health and Influenced treatment of their medical conditions in the U.S?
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| **Global/Intercultural Content Understandings:** **Learners will understand that** cultural perspectives about healthcare and healthcare practices tend to remain the same regardless of where individuals live during their lifetime. |

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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:*** + - * After reading blog posts on service learning experiences, evaluate the content using rubric guidelines and comment on salient points made by peers.
			* Compare and contrast data gathered from interviews with seniors and input information on a **Comparison Chart** for further analysis.
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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)
* I can obtain information, ideas, and opinions from peers related to targeted medical/healthcare topics/issues. (L)
 | **Interpretive:*** Low frequency **vocabulary** included in the interview questionnaire related to region of origin, health care practices in India/Pakistan, healthcare practices since living in the U.S., current state of health and current health problems
* Informal/formal **language structures** needed to understand and talk about the content above
 | **Interpretive:*** Appropriateness of responses to questions/comments posed by native students
 | **Interpretive/Presentational:*** Listen to feedback provided by native students after presenting the data collected during the service learning visit to the senior care facility and viewing video segments
 |
| **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.
* 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 Interpretive and vocabulary required to engage in guided discussion:*
* The influence of Ayurvedic medicine and Hinduism on the beliefs about health and illness of Asian Indian elders in the U.S.
* Conditions more prevalent among Asian Indians than the average for older adults in the U.S.
* Ways culturally appropriate end of life care may differ for Asian Indian elders compared to older Americans from European backgrounds.
* Strategies for caring for Asian Indian elders that honor their religious and cultural traditions.
* To what extent do *you* believe cultural perspectives and practices impact healthcare in India/Pakistan?
* To what extent do *you* think residents’ beliefs about healthcare/access to healthcare may/may not have impacted their current medical conditions?
* Informal/formal **language structures** needed to understand and talk about the content above
 | **Interpersonal:*** Accuracy of language and expressions used and cultural appropriateness during the guided discussion (Instructor Observation)
* Notes on perspectives gained from native students during the discussion
 | **Interpersonal:*** Engage in a guided discussion based on the following topics/questions:
* The influence of Ayurvedic medicine and Hinduism on the beliefs about health and illness of Asian Indian elders in the U.S.
* Conditions more prevalent among Asian Indians than the average for older adults in the U.S.
* Ways culturally appropriate end of life care may differ for Asian Indian elders compared to older Americans from European backgrounds.
* Strategies for caring for Asian Indian elders that honor their religious and cultural traditions.
* To what extent do *you* believe cultural perspectives and practices impact healthcare in India/Pakistan?
* To what degree do *you* think residents’ beliefs about healthcare/access to healthcare may/may not have impacted their current medical conditions?
* Make note of new perspectives gained from native students’ during the discussion.
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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 obtain information, ideas, and opinions from peers related to targeted medical/healthcare topics/issues. (L)
* I can summarize stated or implied attitudes and opinions from peers related to targeted medical/healthcare topics/issues. (L)
 | **Interpretive:*** *Same as Block 2*
 | **Interpretive:** * New information in notes from Skype discussion on guided questions on **Unit KWL Graphic Organizer**
 | **Interpretive:*** Review notes taken during Skype Session. Highlight/underline new information gained from native students.
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| **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 Block 2*
 | **Interpersonal:*** Additional information gathered from peers they may have missed from the guided discussion added to the **Unit KWL Graphic Organizer**
* Responses to class survey
 | **Interpersonal:*** Exchange information added to notes from Skype Session with peers.
* Add additional information they may have missed from the discussion to the Unit KWL Graphic Organizer
* Survey peers using the following question:
* If you all decided to pursue a medical career, would you practice in India/Pakistan? Why/why not?
* Share responses obtained in small groups along with the reasons for the responses.
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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 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 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)
 | **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
 | **Interpretive:*** Identification of the advocacy product selected for use in the NJ community (and the venue) and for use in a targeted region in India/Pakistan
* Selection of appropriate advocacy information to be included in each product
 | **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. * Identify which type of advocacy productwill best enable you to address healthcare issues in both the local heritage community and in a targeted region(s) of India/Pakistan. Advocacy products may include, but are not limited to:
* Brochures/Pamphlets
* Infomercials
* Information sessions
* Ted talks
* Wikipedia articles
* You Tube clips
* Products specifically requested by NGOs
* Select the information to be included in each advocacy product that will be presented in a brief, but *compelling and culturally appropriate* **advocacy narrative** to accompany the product.

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| **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 express and defend my viewpoint or recommendations in planning for activities and events and in determining solutions to problems.
 | **Interpersonal:***Same as Interpretive* | **Interpersonal:*** Accuracy of language and content used during discussion

(Instructor Observation)* Task Plan
 | **Interpersonal:*** Exchange ideas about product selection for the targeted audiences and information to be included in each of the advocacy products during preliminary work in today’s class. (Pairs)
* Collaborate on the design of atask plan (content to be included and the visuals/graphics that will provide an appropriate cultural background for the content for submission of the final product)
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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 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 about targeted medicine and healthcare issues clearly and fluidly with consistent control of

time frames and mood. (W) | **Presentational:***Same as Interpretive and Interpersonal* | **Presentational:*** Drafts of advocacy messages following the **Advocacy Message Rubric**

**Guidelines** | **Presentational:*** Share a written draft of a *compelling and culturally appropriate* **advocacy narrative** with peers for review and critique.
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| **Block 5: Extended Learning** |  |
| **STAGE 1** | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Presentational:*** *Same as Block 4*
 | **Presentational:*** *Same as Block 4*
 | **Presentational:*** *Same as Block 4*
 | **Presentational:*** Do a recording of the written version of the *compelling and culturally appropriate* **advocacy narrative** as a rehearsal for the final oral narrative.
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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** |
| **Lesson: 10 Block: 4****Link Title:** *Various links obtained by students to assist in creation of advocacy products* | **Lesson: 10 Block: 4****Link Title:** *Various links obtained by students to assist in creation of advocacy products* |

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

1. **Unit KWL Graphic Organizer**
2. **Advocacy Message Rubric Guidelines**