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**DAY 3**

**Ayurveda, Unani and**

 **Modern Medicine**

**STUDENT PROGRAM LEARNING PLAN**

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| **Date:** | 8/3/16 | **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 scientific are Ayurvedic and Unani approaches compared to modern medicine?*
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| **Global/Intercultural Content Understandings:** * **Learners will understand that** the roles of traditional and modern medicine vary in terms of preventive and prescriptive health care and in addressing key public health issues.
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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 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)**: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, and 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:*** Read blog posting responses to Lesson 2 essential questions upon arrival in class and during breakfast.
* Determine if they agree/disagree with bloggers’ responses and explain why to peers.
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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:*** Student multimedia messages
* Student blog postings
* Low frequency **vocabulary** related to the multimedia first person fictional narrative( based on actual facts) about being cured by Ayurveda or Unani , and vocabulary related to the impact of western medicine on traditional medical practices
* Informal/formal **language structures** needed to understand

the content above. | **Interpretive:*** Accuracy of content and cultural knowledge during exchanges about multimedia messages and blog postings (instructor observation)
 | **Interpretive:*** After sharing multimedia messages and blog postings with native students, listen to their perspectives, especially with regard to cultural products and practices, as well as other feedback provided.
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| **Interpersonal:*** I can take an active role in informal and face-to-face Skype discussions with peers.
 | **Interpersonal:*** *Same as Interpretive and:*

Informal/formal **language structures** needed to talk about content , including expressions such as: *-Why did you feel…?**-Do you think I addressed the*  *question properly?**-Tell me more about your ideas.* *- Can you explain your*  *viewpoint in a different way? --Help me to understand this part…* | **Interpersonal:*** Use of culturally appropriate verbal and non verbal language when eliciting native students’ feedback and reactions to multimedia messages and blog postings

 (instructor observation) | **Interpersonal:*** Elicit feedback and reactions from native students on multimedia messages and blog postings.
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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, and community members 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)
 | **Interpretive:*** *Same as block 2 and:*
* TV Debate clip on traditional versus modern medical practices
 | **Interpretive:** * Information added to the Unit KWL Graphic organizer obtained from the Skype session exchange on multimedia messages and blog posts
* Notes taken listing the pros and cons heard
* Paragraphs stating opinions on why they support the use of traditional or modern medical approaches or both and why
 | **Interpretive:*** Add new information obtained from Skype session on multimedia messages and blog posts to the Unit KWL Graphic Organizer

(Pairs/Small Groups)* Watch a Video **Clip** on the pros and cons of traditional versus modern medical practices and take notes on this information.
* Formulate an opinion(s) based on the information heard as to whether or not they support the use of traditional or modern medical approaches or both and explain why in a short paragraph.

(Pairs/Small Groups) |
| **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 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 block 2*
 | **Interpersonal:*** Information added to the Unit KWL Graphic Organizer

obtained from Skype session exchange on multimedia messages and blog posts* Accuracy of language used and content during the informal debate with peers

(instructor observation)* Accuracy of content and language used in the sharing/exchanging of personal opinions written in paragraphs based on the information heard in the debate and reasons supporting those opinions
 | **Interpersonal:*** Exchange information obtained from the Skype session on multimedia messages and blog posts, and come to consensus on what is added to the Unit KWL Graphic Organizer.

(Pairs/Small Groups)* Informally debate the pros and cons of traditional versus modern medical practices based on what was heard in the video clip..
* Share/exchange personal opinions written in paragraphs based on the information heard in the debate and reasons supporting those opinions in a discussion with peers.

(Pairs/Small Groups) |
| **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)
 | **Interpretive:*** *Same as Blocks 2 and 3 and:*
* Additional research on traditional versus modern medical approaches
* Roles of traditional and modern medicine in addressing key public health issues (e.g., illnesses/ diseases related to poor hygiene practices, waste management, unsafe drinking water, low rates of immunization, maternal and infant mortality)
 | **Interpretive:*** Selection of content for Op Ed draft based on information gathered
 | **Interpretive:*** Based on information obtained in class and additional research,

write a draft of an Op-Ed for a Hindi/Urdu newspaper/other publication defending traditional or modern medical approaches or both based on information obtained in class and additional research. (Pairs/Small Groups) Use Rubric Guidelines. |
| **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 when providing feedback
 | **Interpersonal:***Same as Blocks 2 and 3 and Interpretive* | **Interpersonal:*** Feedback provided on “Idea” content, cultural appropriateness and accuracy of language used in addressing the target Op-ed audience (Instructor observation)
 | **Interpersonal:*** Exchange ideas for their Op-Eds with peers to garner feedback for writing the final version (feedback on content, cultural appropriateness and accuracy of language used in addressing the target Op-Ed audience) (Pairs/Small Groups)
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| **Presentational:*** I can express and defend my viewpoints in well written texts on topics/issues related to medicine/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 Blocks 2 and 3* | **Presentational:*** Final version of Op-Eds
* Quality of content and written presentation based on rubric criteria. **See attached task-specific OP-Ed Rubric.**
 | **Presentational:*** Create a final version of the Op-Ed to be read by peers. (Pairs/Small Groups)
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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** |
| **Interpretive:*** 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)
 | **Interpretive:*** Same as Blocks 2-4
 | **Interpretive:*** Critiques of Op-Eds based on the rubric
* Notes on main ideas and important facts from the video clip added to Unit Graphic Organizer
 | **Interpretive:*** Read and critique peer Op-Eds using the Op Ed Rubric. (Pairs/Small Groups)
* View a **Video Clip** on information about waterborne bacterial parasitic diseasesand take notes on main ideas and important facts.
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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: 3 Block: 3****Link Title:** Clip about Ayurvedic and Allopathy [**https://www.youtube.com/watch?v=qvWwYhxNYxg**](https://www.youtube.com/watch?v=qvWwYhxNYxg) | **Lesson: 3 Block:3****Link Title:** Unani and Modern Healthcare Practices Comparison[**http://hindiurduhealth.org/node/98.html**](http://hindiurduhealth.org/node/98.html) |
| **Lesson: 3 Block: 5**Link Title: Sewage water and jaundice<https://youtu.be/Jo1nwqc0glg>Link Title: Polluted water and sickness among 200 people<https://youtu.be/xd_jJUeDIUc>Link Title: Dirty water threat <https://youtu.be/Soo9SmSMsPE> | **Lesson 3: Block: 5****Link Title:** Toilet Hygiene[**https://www.youtube.com/watch?v=WCz8a3ahSu8**](https://www.youtube.com/watch?v=WCz8a3ahSu8)**Link Title:** Rawalpindi’s neighborhood is suffering from Dirty water - Waterborne diseases [**http://www.samaa.tv/urdu/editor-s-choice/2016/06/421971/**](http://www.samaa.tv/urdu/editor-s-choice/2016/06/421971/)[**https://www.youtube.com/watch?v=GWVBtfz3OgQ**](https://www.youtube.com/watch?v=GWVBtfz3OgQ) |
| **Block:** **Link Title:** | **Block:** **Link Title:** |

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

1. **Unit KWL Graphic Organizer**
2. **OP-Ed Rubric.**