



2015 Kean Student Program Lesson Plan 5

Date:	July 24, 2015	Theme/Topic:	Wellness and Healthcare: Communicable and Non-Communicable Diseases		
Age Range of Learners:	High School/Early College	Targeted Performance Level:	Advanced Mid	Number of minutes	Day 5
Unit Essential Question (EQ): What is the role of global/regional humanitarian organizations in addressing health and education issues in India/Pakistan? Targeted Lesson EQ: How do socio-economic status, level of education and cultural practices related to wellness/healthcare impact the spread of communicable diseases and the prevalence of non-communicable diseases? Content Understandings: <i>Learners will understand</i> the relationship between socioeconomic status, level of education and cultural perspectives/practices related to wellness and healthcare by analyzing various data in specific regions of India/Pakistan.					



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DO <i>What are the communicative learning targets/can-do statements for this lesson?</i>	DO <i>What are the ACTFL/NCSSFL intercultural learning targets/can-do statements for this lesson?</i>	KNOW <i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</i>
1. Interpersonal Speaking: -I can communicate effectively on a wide variety of present , past and future topics -I can exchange information on topics outside my personal field of interest 2. Presentational Speaking: -I can present information about events of public or personal interest -I can convey my ideas and elaborate on a variety of academic topics. 3. Presentational Writing:	Investigation of Products and Practices: 1. I can explain some of the factors that contribute to why products and practices vary across cultures. 2. I can explain how people's practices and behaviors reflect their cultures. 3. I can explore topics of personal and professional interest. Understanding of cultural perspectives: 4. I can explain how people's actions reflect their cultural beliefs.	Necessary vocabulary/grammatical structures, content, etc. to gain knowledge about and/or express ideas orally or in writing: <ul style="list-style-type: none"> To share a point of view about a complex issue (e.g., <i>This slogan does a good job of targeting corrupt politicians who use education funds to advance their own agendas.</i>) To analyze literacy, population and other data and and draw conclusions (e.g., <i>Low literacy leads to lack of understanding of</i>

<p>- I can write well organized texts for a variety of academic purposes. -I can write well organized texts for a variety of general interest purposes.</p> <p>4. Interpretive Listening/Viewing: -I can understand the main ideas and many details of descriptions or interviews. -I can understand accounts of events.</p> <p>5. Interpretive Reading: - I can understand general information on topics outside my field of interest. -I can understand messages on a wide variety of past, present and future events.</p>	<p>5. I can explain how social, political, religious and economic institutions reflect cultural beliefs.</p> <p>Participation in cultural interaction:</p> <p>6. I can comfortably interact and converse with peers and colleagues at school, work or play.</p> <p>7. I can interact with people in some situations outside of my normal routine.</p>	<p><i>of health information and misuse of medication; In addition to battling infectious diseases, India is grappling with the emergence of diseases such as AIDS, as well as food- and water-borne illnesses, especially in the... region)</i></p> <ul style="list-style-type: none"> ● To analyze the impact of cultural practices (e.g., Cultural beliefs often make diagnosis and treatment of common medical conditions, such as diabetes, very difficult; <i>Spiritual healing has a long tradition in India, but reliance on it sometimes leads patients to avoid seeking other forms of care;</i> <i>Many families will not accept a diagnosis of mental illness or developmental disability because it reduces the chances of other members of the family getting married;</i> <i>Traditional unani, tibb, ayurveda, and homeopathy have been accepted and integrated into the national health system in Pakistan;</i> <i>Cultural beliefs and practices often lead to self-care or home remedies in rural areas and consultation with traditional healers called Hakeems. Remedies include rituals, exercises, and plant, animal, and mineral based medicines, etc.)</i>
<p style="text-align: center;"><i>DO</i></p> <p style="text-align: center;"><i>What are the Global Competency learning target statements for this lesson based on the EdSteps Global Competence Matrix for World Languages?</i></p>		
<p style="text-align: center;">Correlation with the Global Competence Matrix for World Languages</p> <p>All Lessons</p> <p><u>Domain I: Investigate the World</u></p> <p>Indicator 2: I can use a variety of domestic and international sources, media, and experiences in Hindi and Urdu to identify and weigh relevant evidence related to equity in education and healthcare issues.</p> <p><u>Domain III: Communicate Ideas</u></p> <p>Indicator 2: I can use the Hindi/ Urdu language for interpersonal, interpretive and presentational purposes, including appropriate verbal and non-verbal behavior and strategies to communicate effectively about equity in education and healthcare issues.</p> <p>Indicator 3: I can use appropriate technology and media to connect with native speakers, present information, concepts or ideas related to equity in education and healthcare issues.</p> <p>Lesson 5:</p> <p><u>Domain I: Investigate the World</u></p> <p>Indicator 3: I can analyze, integrate and synthesize evidence, taking into account cultural and linguistic contexts, to construct coherent responses appropriate to globally significant questions</p> <p>Indicator 4: I can use knowledge of language and culture to develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions about a globally significant issue.</p> <p><u>Domain II: Recognize Perspectives</u></p> <p>Indicator 2: I can examine the perspectives of other people, groups or schools of thought and how language and culture influences those perspectives.</p>		

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What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Learning Episode 1: Preparing for Cross-Cultural Interactions Learning Episode

- ✓ Peer reviews of slogans on blog postings on government policies as barriers to education equity

Learning Episode 2: Skype/Videoconferencing Learning Episode

- ✓ Recordings of Skype exchanges that include heritage/native student reviews of slogans posted on Indian, Pakistani and U.S. government policies and heritage/native student perspectives about the relationship between education equity issues and healthcare/ health practices based on what they have learned from to date

Learning Episode 3: Debriefing/Reflection/New Learning Episode

- ✓ Conclusions drawn from analyses of current regional data in India/Pakistan (demographics, literacy, GDP data, world health organization's statistics) about why certain regions are most impacted by certain communicable/non-communicable diseases
- ✓ Written summaries of findings from data

Learning Episode 4: Transfer of Learning

- ✓ Notes from video clips on how cultural perspectives/practices/products impact the spread and treatment of diseases and the role of ancient and modern medicine in curing diseases
- ✓ Selection of a targeted disease for the purpose of creating a culturally appropriate product to educate people in a specific region of India/Pakistan about prevention and cure of that disease

How will you facilitate the learning?

AM Learning Episodes

Opening Activity/Learning Episode 1

Preparing for Cross-Cultural Interactions

Learners:

1. Conduct a peer review of (a minimum of two) blog postings of slogans and lyrics on government policies as a barrier to education equity.

8:45-9:30

2. Based on the qualitative data provided the first day through parent interviews on education and healthcare equity issues, discuss to what extent, in their opinion, do data correlate with findings from other sources examined in previous lessons?	
AM Learning Episode 2	
<u>Skype/Videoconferencing Session</u> Learners: <ol style="list-style-type: none"> 1. Present slogans and song lyrics to native students on government policies as barriers to education equity in India/Pakistan who will act as reviewers and offer their perspectives. 2. Act as peer reviewers for native students' blogs on government policies as a barrier to education equity in the U.S. and provide perspectives. 3. Share conclusions about the relationship between education equity issues and healthcare/ health practices with native students and seek their perspectives. 	9:30-10:30
AM Learning Episode 3	
<u>Debriefing/Reflection/New Learning</u> <ol style="list-style-type: none"> 1. Discuss any new insights gained from Indian/Pakistani students through presentation of slogans and lyrics on government /politics as a barrier to education and conclusions they have reached about the relationship between education equity issues and healthcare/ health practices. Add information to data collected. 2. Investigate the status of the prevalence of communicable and non-communicable diseases by examining current regional data in India/Pakistan, that includes but is not limited to: demographics, literacy, GDP data as well as world health organization's statistics. 3. Analyze findings in groups and draw conclusions by region. Determine which region is impacted the greatest by certain diseases and why (demographics, literacy, GDP data). 4. Summarize key findings in a paragraph (minimum 5 sentences) 	10:45-11:45
PM Learning Episode	
<u>Collaboration/Transfer of Learning</u> Learners: <ol style="list-style-type: none"> 1. View various video clips that provide information about: efforts to prevent communicable and non-communicable diseases, (Aurveda) cultural perspectives that impact the spread of these diseases and how these diseases are treated (ancient and modern medicine). 2. Take notes on cultural perspectives/practices/products that impact the spread and treatment of disease and the role of ancient and modern medicine and exchange findings. 3. Select a communicable or non-communicable disease about which they would like to provide information to the population of a specific region for education purposes through a PSA. When developing the PSA, consider regional cultural variations. Follow rubric guidelines. 	1-3
Materials Needed for this Lesson: Internet Resources; Social Networking Tools; iPods; Laptop Computers; LCD Projector	
Notes: <u>➤ Extended Learning Tasks (outside of class time)</u> Learners: <ol style="list-style-type: none"> 1. Complete the PSA task on communicable/non-communicable diseases. 	

2. Preview teacher selected video clips on hygiene and malnutrition.
 3. In a blog posting, draw conclusions about the connection between poor hygiene and malnutrition in India/Pakistan and literacy, geography and socio-economics based on previous research.
- Native students complete similar tasks focusing on the U.S.