

## Student Program Curriculum

### Basic Program Information

<b>Host Institution:</b>	Kean University
<b>Program Title:</b>	Kean STARTALK Student Program
<b>Curriculum Title:</b>	Hindi/Urdu Curriculum
<b>Language(s):</b>	Hindi; Urdu;
<b>Grade(s) of Learners:</b>	G9-12; Undergraduate;
<b>Language Background:</b>	Heritage;
<b>Program Setting:</b>	Non-residential
<b>Program Type:</b>	Blended
<b>Duration:</b>	15 Days
<b>Contact Hours:</b>	99 Hours

## **STAGE 1: What will learners be able to do with what they know by the end of the program?**

### **Target Proficiency/Target Performance**

#### **Target Proficiency Level (by end of program):**

Advanced Range

#### **Target Performance Level(s) (during and by end of program):**

Advanced low, Advanced Mid

### **Program Overview and Theme**

"Hindi and Urdu for Careers in Medicine and Global Health" is the theme of the 2016 program that guides instruction and learning to

facilitate increased language proficiency and development of intercultural/global competencies through the study of Hindi/Urdu as it is

currently used in the real world context of the practice of medicine in South Asia. Specifically, the theme focuses on the integration of language, culture and content related to perspectives and practices concerning health and wellness in India/Pakistan based on authentic video materials recorded by a team of Indian documentary film professionals for the Language for Health Program developed by the Hindi and Urdu Flagship Program at the University of Texas/Austin. Lesson topics include: conventional/traditional methods of practicing medicine, beliefs about healthcare, healthcare in rural /urban areas, gender and age-related health issues, and culture-specific attitudes. As learners acquire knowledge about these topics they will also investigate and reflect on complex questions regarding the relationship of medicine and health practices to the Indian/Pakistani cultures: • How do cultural perspectives related to the diagnosis/treatment of illness/disease continue to influence Indians/ Pakistanis (living in home countries or abroad) and impact the successful treatment of illnesses?

• What actions may be taken to overcome cultural barriers to the diagnosis /treatment of diseases that are widespread in India/Pakistan and are also of global significance? • How can knowledge about traditional/conventional practices related to medicine and health in India/Pakistan, and the ability to use the Hindi/Urdu language in interactions related to healthcare, benefit students interested in pursuing future careers in medicine and health in the U. S. or abroad? Throughout the program, learners engage in daily cross-cultural interactions with students from The Mayoor School in Ajmer, India and The Happy Home School in Karachi, Pakistan, using videoconferencing/Web-based applications. Together, heritage and native learners frame researchable questions about issues related to health /medical practices using a variety of sources. They leverage their knowledge of language and culture to develop positions based on evidence considering multiple perspectives, and then draw defensible conclusions leading to collaborative actions to address the issues on a local/regional/global level.

<p><b>Learning Goals</b></p>	
<p><b>NCSSFL-ACTFL Global Can-Do Benchmarks</b></p> <p>Be sure to label the mode and proficiency level of each statement.</p>	<p><b>Program Can-Do Statements or</b></p> <p><b>NCSSFL-ACTFL Can-Do Statements</b></p>
<p><b>Interpersonal Communication</b></p>	
<p>(Advanced Low: I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in</p>	<p>1. I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events</p>

various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.)(Advanced Mid: I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various time frames. I can confidently handle routine situations

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 .

with an unexpected complication. I can share my point of view in discussions on some complex issues.)

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 uses 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) (Global Competency)

**Interpretive Listening**

<p>(Advanced Low: I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.)</p> <p>(Advanced Mid: I can understand the main idea and most supporting details on a variety of topics of personal and general</p>	<p>9. 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.</p> <p>10. I can follow banter heard in Skype sessions and video clips containing culturally authentic expressions.</p>
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interest, as well as some topics of professional interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in most genres, even when not familiar with the topic.)

11. I can summarize the points of view heard in informal arguments and formal presentations reflecting varying cultural perspectives.

12. I can accurately represent the perspectives heard from peers, community members medical experts using specific and relevant examples . (Global Competency)

**Interpretive Reading**

<p>(Advanced Low: I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.)(Advanced Mid: I can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. I can follow stories and descriptions of considerable length and in various time frames. I can understand</p>	<p>13. 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.</p> <p>14. I can summarize stated or implied attitudes and opinions from a variety of pre-selected electronic informational and some literary</p>
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texts written in a variety of genres, even when I am unfamiliar with the topic.)

texts, and from peers and experts related to targeted medical/healthcare topics/issues.

15. 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. (Global Competency)

	<p>16. I can analyzes, synthesize, and weigh sources of evidence to develop coherent, well-supported, responses to current healthcare issues. (Global Competency)</p>
<p><b>Presentational Speaking</b></p>	
<p>(Advanced Low: I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.)(Advanced</p>	<p>17. I can narrate with ease and detail on targeted medical/ healthcare topics/ issues based on information obtained from research and other sources.</p>

Mid: I can deliver well-organized presentations on concrete social, academic, and professional topics. I can present detailed information about events and experiences in various time frames.)

18. I can present on many concrete and some abstract topics related to medicine and healthcare.

19. 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.

20. 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. (Intercultural Competency)

21. 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. (Global Competency)

**Presentational Writing**



<p>(Advanced Low: I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.)(Advanced Mid: I can write on a wide variety of general interest, professional, and academic topics. I can write well-organized, detailed paragraphs in various time frames.)</p>	<p>22. I can express and defend my viewpoints in well written texts on topics/issues related to medicine and healthcare using culturally appropriate expressions.</p>
	<p>23. I can write clear, detailed descriptions of a factual nature on information related to disease prevention and promoting positive health behaviors.</p>

24. I can write about targeted medicine and healthcare issues clearly and fluidly with consistent control of time frames and mood.

25. I can write about proposed solutions to healthcare issues and inequities based on knowledge gained about these issues and related cultural perspectives.

## STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessment		
INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using

		<p>appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>Learners: *Read, listen to and view a variety of pre-selected electronic informational and literary texts related to the program theme. *Gather Indian, Pakistani, and American perspectives from native students and experts</p>	<p>Learners: *Work collaboratively in pairs or in teams to exchange information, to express their own opinions and to hear those of others' when engaging in the process of: --determining the credibility and value of information,</p>	<p>Learners will use the Hindi/Urdu language and knowledge about healthcare issues and related cultural perspectives to promote health-positive behaviors by: 1. Creating Advocacy Products for use in NJ Hindi/Urdu</p>

<p>and by doing additional independent research. *Demonstrate understanding of information, ideas, and opinions from a range of spoken and written texts by:</p> <p>--identifying the main idea and most details through face-to-face/ virtual discussions or in writing -- summarizing the main points and most details</p>	<p>while also considering context, point of view, and multiple perspectives -- evaluating relevant evidence from a variety of local and global sources -- trying to understand others' perspectives --analyzing qualitative/quantitative data containing information about socio-economic, -cultural and – political</p>	<p>Heritage Communities (mosques, temples, community centers) and for use by selected NGOs in India and Pakistan. 2. Engaging in a Service Learning activity to collect data related to beliefs about maintaining good health and healthcare practices from residents of a local heritage community senior</p>
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<p>conveyed by individuals expressing different views -- interpreting the premise of writers of informational and literary texts by successful completion of a variety of oral and written interpretive tasks (e.g., daily Skype debriefings, analysis and targeted discussion of</p>	<p>barriers to equity in healthcare in India/ Pakistan and efforts to address barriers --determining a solution(s) to the problem --synthesizing information in order to communicate ideas and findings effectively for presentations and the creation of their final products --utilizing appropriate digital tools to enhance and</p>	<p>care facility. They will then analyze the data and speculate on the extent to which residents' beliefs about healthcare/ access to healthcare may/may not have impacted their current medical conditions and overall wellness. 3. Writing a blog posting to propose other viable means/ solutions to healthcare issues and</p>
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video clips, interviews, presentations by experts and statistical data).

support their final products and other work-related project tasks

inequities based on what has been learned in the program. Assessment Steps/Process: Most of the tasks worked on during class will assist learners in completing the final assessment. Learners will: --Identify which type of advocacy product will best enable them to address healthcare issues in the local

heritage community and in targeted region(s) of India/Pakistan. Advocacy products may include, but are not limited to: Flyers/ Brochures/Pamphlets Infomercials, Information sessions, Ted talks, Wikipedia articles, You Tube clips, products specifically requested by NGOs and other viable products



proposed by students. --Design a task plan: Select the content to be included and the visuals/graphics that will provide an appropriate cultural background for the content. --Write and record a brief, but compelling and culturally appropriate advocacy narrative to accompany the product. --Write a draft blog posting to

propose other viable means/solutions to healthcare issues and inequities for instructor/peer critique during the online program. Based on feedback received, create the final version of the blog posting.

## STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences			
No.	Program Can-Do	Language, Culture, Content	Major Learning
	<p><b>Statements NCSSFL- ACTFL Can-Do Statements</b></p> <p>Learners can...These Can-Dos are from Stage 1 Learning Targets.</p>	<p>Learners need to use...List the language chunks, vocabulary, grammatical structures, cultural knowledge, and content information</p>	<p><b>Experiences &amp; Evidence</b></p> <p>Learners will experience &amp; demonstrate...Describe the key learning tasks/activities/formative assessments</p>

		that learners need to accomplish the stated Can-Dos listed in column 1.	that allow learners to demonstrate that they can meet the stated Can-Do.
<b>Interpersonal Communication</b>			
1	I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events related	1. CULTURAL KNOWLEDGE: --Relationship of cultural perspectives to the diagnosis and treatment of illness and disease in	1. --Ask/ respond to questions and pose clarifying questions to heritage/ Indian/Pakistani peers and invited physician experts related to practices

to perspectives and practices concerning medicine and healthcare in India/Pakistan.

India/Pakistan --Impact of western medicine on traditional practices --Actions that may assist in overcoming cultural barriers to the diagnosis and treatment of specific diseases widespread in India/Pakistan --Culturally-appropriate verbal and non- verbal behaviors

and perspectives on medicine and healthcare. -- Engage in comparative analyses (compare and contrast practices and perspectives) on targeted topics/issues and possible solutions using graphic organizers. --Conduct interviews with parents, community members and experts and exchange

during interactions with patients and physician experts 2. CONTENT:  
 --Impact of socio-economic factors and cultural traditions on individuals' choice of medical ideologies and treatments --Rich and ancient philosophical traditions pertaining to theories of health,

information with peers to gather data and varying perspectives on healthcare topics/issues. --Engage in guided discussions using persuasive language to share/justify a point of view, express opinions on practices and perspectives and convey a personal point of view as required in various communicative tasks.

healing and medicine --Ayurveda/

Unani Practices vs modern

healthcare practices --Relationship

of wellness to social hygiene

and education in rural and urban

areas --Communicable diseases in

various regions of India/Pakistan

--Common non-communicable

diseases in India/Pakistan today --

Gender-related healthcare issues

3. VOCABULARY: --Generic

vocabulary related to healthcare

(e.g., parts of body, internal organs,

vital signs, common symptoms and

complaints, such as abdominal

pain and difficulty breathing,



common medical tests, screenings,  
medications) --Low frequency Hindi/  
Urdu academic vocabulary related  
to the diagnosis, treatment and  
prevention of diseases through  
Ayurveda, Unani Homeopathy  
or Allopathy (e.g., Ayurvedic  
practitioners believe there are three

basic energy types [Vata, Pitta and Kapha] called doshas and prescribe treatments to bring the doshas back into balance. Some common treatments are Abhyanga, Pancha karma and Rasayana)

4. LANGUAGE: Informal/formal language structures and complex

sentence structures needed to  
negotiate meaning in a coherent  
manner in various time frames  
to complete complex two-way  
exchanges related to health care  
practices (e.g., Will Ayurvedic herbs  
interact with certain medications?;  
How do you explain the high rate

of heart disease in India/Pakistan?;

According to a 2015 study, South

Asians may have smaller and

denser cholesterol particles that are

more prone to causing hardening

of the arteries. So, I assume there

is a genetic factor among others.)

5. LANGUAGE EXPRESSIONS/

PHRASES include, but are not limited to: \*Content examples: -I am amazed that despite government efforts to promote the use of toilets, the rate of diseases caused by poor social hygiene is still very high. -It appears that uneven access to healthcare is related to

the widespread use of traditional  
medicine practices, especially in  
rural areas. -How does a culture  
embracing practices such as Yoga  
and Ayurveda become vulnerable  
to diabetes and cardiovascular  
disease? \*Generic examples: -You  
may think I'm exaggerating, but\_\_.

-You would be amazed that\_\_ -I'd  
like to ask you about \_ -Am I correct  
in assuming that \_? -Could you  
expand a little bit on what you said  
about\_ -Could you be more specific  
about \_? -Something else I'd like to  
know is\_ -If I have understood you  
correctly, your point is that\_ -I didn't

understand what you said about\_

-I'm sorry, could you repeat what

you said about\_ -Sorry, but I'm not

quite clear on\_ -So you are saying

that\_ -In other words, you think\_

-What I hear you saying \_\_\_\_\_

indicated that.... \_\_\_\_\_ pointed out to

me that.... \_\_\_\_\_ emphasized that...



\_\_\_\_\_ concluded that... -My idea is  
similar to/ related to\_ -I agree with  
(a person) that\_ -My idea builds  
upon \_\_\_\_\_'s idea. -We decided/  
agreed that \_ -We concluded that\_  
-Our group sees it differently. -  
We had a different approach. -As  
I was saying\_ -If I could finish my

thought\_ -What I was trying to say

was\_ -One way of thinking about

solving this problem is\_ -In order to

solve this problem we must first\_

-This problem is similar to -One

way to visualize this problem is\_ -

Let's break this into parts. -First,

in order to solve this problem we

will need to know\_ -We know our  
solution is correct because\_ -The  
solution to this issue will require\_ -  
A critical element to the solution of  
this problem is\_ -In my opinion this  
article is pointing out \_ -What do  
you think?

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.	Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures used are the same in order to actively participate in Skype and formal/informal face-to face discussions.	2. --Engage in daily Skype interactions with Indian/Pakistani students and on pre-arranged days, with invited medical experts. --Engage in face-to face discussions with peers related to interpretive materials read or viewed, verbal exchanges with native students and experts, research conducted, and
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			<p>development of or feedback on products created by students on targeted topics/ issues. --Assist physicians in gathering medical information while shadowing them during the field trip to the Senior Healthcare Center.</p>
3	I can support my opinions clearly and precisely in both formal and	Content and cultural knowledge, generic/low frequency vocabulary,	3. --Support opinions during informal discussions, panels and debates

	<p>informal discussions, panels and debates .</p>	<p>informal/ formal language structures, and complex sentence structures used are the same in order to support opinions in formal/ informal exchanges.</p>	<p>by citing evidence from interpretive materials read or viewed, verbal exchanges with experts and research conducted in order to defend positions on healthcare issues.</p>
4	<p>I can express and defend my viewpoint or recommendations in planning for activities and events</p>	<p>Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language</p>	<p>4. --Express recommendations and defend personal viewpoints when working "collaboratively" on the creation</p>

	<p>and in determining solutions to problems.</p>	<p>structures, and complex sentence structures used are the same in order to express and defend viewpoints.</p>	<p>of products (e.g., multimedia messages, infomercials, strategic plans, grant proposals, electronic billboards, plans for development of final advocacy products).  --Explain and resolve misinterpretations that may occur during onsite/virtual exchanges in a culturally-appropriate manner.</p>
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5	I can gather/relate basic medical information in simulated or real world medical settings.	Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures are the same in order to gather/relate medical information.	5. --Play the role of either patient or physician by engaging in simulated virtual conversations with native students that might occur in professional medical settings. Gather/convey health history and symptoms and provide a treatment plan. (Patient/ Physician roles and specific illness/
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			<p>disease will be determined by lottery). --</p> <p>Assist physicians in gathering medical information while shadowing them during the field trip to the Senior Healthcare Center.</p>
6	<p>I can inform and instruct about disease prevention and treatment and promoting positive health</p>	<p>Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language</p>	<p>6. --Exchange information with peers regarding language to be used for the creation of a mass media message</p>

behaviors using culturally

appropriate verbal and non-verbal

language .

structures, and complex sentence

structures used are the same in

order to create informational and

instructional materials for advocacy

purposes.

(similar to those seen in movies theaters

in India prior to feature movies) that

informs and instructs on the importance

of good social hygiene for submission

to relevant NGOs in support of current

Indian/Pakistani government initiatives.

-Exchange information with peers

regarding language to be used to create

			two advocacy products (as outlined in Stage 2) that promote positive health behaviors.
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	Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures used are the same in	7. --Participate in guided discussions and informal debates that speculate on possible responses to lesson essential questions by providing explanations or hypotheses about why and how cultural

	in India and Pakistan (Intercultural Competency)	order to explain the relationship between cultural perspectives and practices related to medicine and healthcare.	perspectives continue to influence the diagnosis and treatment of disease.
8	I can uses Hindi/Urdu to interact effectively with members of the target language community in order to create opportunities for	Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence	8. --Use linguistic and cultural knowledge to: --Explain advantages and disadvantages of concepts/courses of action for proposed actions. -- Assess

	<p>collaborative action that improves conditions both locally and globally.</p> <p>(Global Competency) (Global Competency)</p>	<p>structures used are the same in order to participate in interactions with the Hindi/Urdu Community, peers and experts for the purpose of taking collaborative action to improve conditions.</p>	<p>options and collaboratively plan an innovative action(s) that is both realistic and culturally appropriate to address targeted healthcare issues in India/ Pakistan. -</p>
<p><b>Interpretive Listening</b></p>			

<p>9</p>	<p>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.</p>	<p>Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures used are the same in order to understand SPOKEN information and exchanges in culturally authentic contexts for</p>	<p>9. --Use information (main ideas and supporting details) heard from a variety of sources to actively engage in onsite and virtual discussions that inform completion of interpersonal and interpretive tasks and support/enhance creation of presentational products where applicable.</p>
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		creation of cultural products and performances.	
10	I can follow banter heard in Skype sessions and video clips containing culturally authentic expressions.	Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures used are the same in order to understand SPOKEN	10. --Use information heard during cross cultural virtual exchanges and video clips to ask clarifying questions, to respond to questions, to inform completion of interpersonal and interpretive tasks and to support/enhance the creation

		<p>information and exchanges in culturally authentic contexts during Skype sessions.</p>	<p>of presentational products where applicable.</p>
11	<p>I can summarize the points of view heard in informal arguments and formal presentations reflecting varying cultural perspectives.</p>	<p>Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures used are the same in</p>	<p>11.--Use information heard from a variety of sources to summarize key points and perspectives in order to inform completion of interpersonal and interpretive tasks and to support/</p>



		<p>order to summarize SPOKEN information and exchanges heard during informal and formal presentations reflecting cultural perspectives.</p>	<p>enhance the creation of presentational products where applicable.</p>
12	<p>I can accurately represent the perspectives heard from peers, community members medical</p>	<p>--Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language</p>	<p>12. Use information heard from a variety of sources that reflects varying cultural perspectives and provide</p>

	<p>experts using specific and relevant examples . (Global Competency)</p>	<p>structures, and complex sentence structures are the same in order to accurately represent and provide examples of perspectives heard during SPOKEN exchanges or presentations in culturally authentic contexts.</p>	<p>specific examples as evidence in order to inform completion of interpersonal and interpretive tasks and to support/enhance the creation of presentational products where applicable.</p>
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<b>Interpretive Reading</b>			
13	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	Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures used are the same in order to gather information,	13. --Weigh the value of information read about to determine if and how it will be used to inform completion of interpersonal and interpretive tasks and to support/enhance creation of

	targeted medical/healthcare topics/ issues.	ideas and opinions obtained from WRITTEN texts through interpretive reading/viewing of authentic material in culturally authentic contexts.	the presentational products where applicable.
14	I can summarize stated or implied attitudes and opinions from a variety of pre-selected electronic	Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language	14.--Synthesize information read about from a variety of sources related to medical/healthcare topics/issues to

	<p>informational and some literary texts, and from peers and experts related to targeted medical/healthcare topics/issues.</p>	<p>structures, and complex sentence structures used are the same in order to summarize attitudes and opinions obtained from WRITTEN texts through interpretive reading/ viewing of authentic material in culturally authentic contexts.</p>	<p>inform completion of interpersonal and interpretive tasks and to support/enhance creation of presentational products where applicable.</p>
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15	<p>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. (Global Competency)</p>	<p>Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures used are the same in order to develop a position and draw conclusions about healthcare issues reflecting</p>	<p>15--Use relevant evidence from multiple sources read about that reflects varying perspectives to justify a position developed on a medical/healthcare issue to inform completion of interpersonal and interpretive tasks and to support/enhance creation of presentational products where applicable.</p>
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		<p>multiple perspectives obtained</p> <p>from WRITTEN texts through</p> <p>interpretive reading/viewing of</p> <p>authentic material in culturally</p> <p>authentic contexts.</p>	
16	<p>I can analyzes, synthesize, and</p> <p>weigh sources of evidence to</p> <p>develop coherent, well-supported,</p>	<p>Content and cultural knowledge,</p> <p>generic/low frequency vocabulary,</p> <p>informal/ formal language</p>	<p>16.--Develop a response to a challenging</p> <p>healthcare issue(s) read about after</p> <p>analyzing information provided in the</p>

	<p>responses to current healthcare issues. (Global Competency)</p>	<p>structures, and complex sentence structures used are the same in order to analyze, synthesize and weigh sources of evidence obtained from WRITTEN texts through interpretive reading/viewing of authentic material in culturally authentic contexts.</p>	<p>text, and weighing and citing relevant evidence to support the response.</p>
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<b>Presentational Speaking</b>			
17	I can narrate with ease and detail on targeted medical/healthcare topics/ issues based on information obtained from research and other sources.	Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures used are the same in	17. --Narrate content where appropriate in the presentation of a product/ performance (e.g., multimedia messages, advocacy podcasts, YouTube clips, Ted Talks)

		<p>order to narrate about healthcare topics and issues.</p>	
18	<p>I can present on many concrete and some abstract topics related to medicine and healthcare.</p>	<p>Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures used are the same in order to present on a variety of</p>	<p>18.--Present findings orally from case studies of women who have made an impact in addressing gender-specific healthcare issues. --Present a summary of data gathered from surveying residents in the Senior Care</p>

		<p>topics related to medicine and healthcare.</p>	<p>facility to peers and physician experts for feedback and discussion. --Present explanations for (e.g., critiques of products created by peers, responses to challenge questions posed by experts, solutions to issues)</p>
19	<p>I can advocate for and defend a viewpoint related to medicine and</p>	<p>Content and cultural knowledge, generic/low frequency vocabulary,</p>	<p>19.--Create an infomercial to encourage community support of NGO initiatives</p>

	<p>healthcare in India/Pakistan in a clear and logical manner, while acknowledging varying cultural perspectives.</p>	<p>informal/ formal language structures, and complex sentence structures are the same in order to advocate or defend a viewpoint.</p>	<p>providing medical assistance to the poor in India/Pakistan for posting on heritage community organization websites using statistical and other information gathered to encourage community financial backing of such initiatives.</p>
<p>20</p>	<p>I can propose culturally - appropriate actions that may assist</p>	<p>Content and cultural knowledge, generic/low frequency vocabulary,</p>	<p>20. -- Propose actions through a variety of products (e.g., findings from case</p>

	<p>in overcoming barriers to the diagnosis and treatment of specific diseases that are widespread in India/Pakistan. (Intercultural Competency)</p>	<p>informal/ formal language structures, and complex sentence structures used are the same in order to propose culturally appropriate actions to addresses healthcare issues.</p>	<p>studies and research, multimedia messages, advocacy podcasts, YouTube clips, Ted Talks)</p>
<p>21</p>	<p>I can select and use appropriate technology and media to develop</p>	<p>Content and cultural knowledge, generic/low frequency vocabulary,</p>	<p>21.--Use a variety of digital media, formats and environments to</p>

	<p>and present a creative product OR</p> <p>to present information or ideas of</p> <p>significance related to healthcare</p> <p>and wellness. (Global Competency)</p>	<p>informal/ formal language</p> <p>structures, and complex sentence</p> <p>structures used are the same</p> <p>in order to present creative</p> <p>products or ideas of significance to</p> <p>audiences.</p>	<p>communicate and collaborate on the</p> <p>development and presentation of all</p> <p>products created in the program for</p> <p>dissemination to a worldwide audience.</p>
<p><b>Presentational Writing</b></p>			

22	I can express and defend my viewpoints in well written texts on topics/issues related to medicine and healthcare using culturally appropriate expressions.	Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures used are the same in order to defend viewpoints on healthcare topics/issues in well written texts.	22. --Express and defend viewpoints in written format through: analyses of interview and survey data, blog postings, op eds, grant proposals, texts created for infomercials, multimedia messages, YouTube clips and Ted Talks.
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23	I can write clear, detailed descriptions of a factual nature on information related to disease prevention and promoting positive health behaviors.	Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures used are the same in order to write detailed descriptions of a factual nature.	23. --Write detailed descriptions in: case study analyses, blog postings, op eds, Wikipedia postings, strategic plans and grant proposals.
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24	I can write about targeted medicine and healthcare issues clearly and fluidly with consistent control of time frames and mood.	Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures used are the same in order to write clearly and fluidly about healthcare issues with control of time frames and mood.	24. -- Write about targeted issues in: analyses of interview and survey data, blog postings, op eds, Wikipedia postings, grant proposals, texts created for infomercials, multimedia messages, You Tube clips and Ted Talks.
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25	I can write about proposed solutions to healthcare issues and inequities based on knowledge gained about these issues and related cultural perspectives.	Content and cultural knowledge, generic/low frequency vocabulary, informal/ formal language structures, and complex sentence structures used are the same in order to write about proposed solutions to healthcare issues that reflect varying cultural perspectives.	25.--Write about proposed solutions in: blog postings, op eds, grant proposals, texts created for infomercials, multimedia messages, You Tube clips and Ted Talks.
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## Materials & Other Resources

The primary resources for this program include daily use of a range of technology tools (e.g., Skype, laptops, iPads, Web 2.0) and culturally authentic electronic listening, reading and viewing materials, which support the unit theme/topics. All students will use laptops during daily instruction to access online materials, to create and share work products and store them in electronic portfolios. The Mayo School in India and the Happy Home School in Pakistan will once again serve as partnering schools. Indian and Pakistani experts from the fields of medicine and health and NGOs will also serve as program resources. In addition, a local physician of Indian origin has volunteered to serve as a program resource in terms of advising on medical content and contacts. Lesson plans from the program will

be posted on the Kean STARTALK 2016 website: <http://keanstartalk.wix.com/startalk2016>. Links to all resources, as well as samples of student work will hyperlinked at the end of the program.

## Daily Schedule

Schedule	Activity
8:30- 8:45	Breakfast and Overview of the day: (Language, Culture and Global Objectives)
8:45-9:30	NOTE: Learning Blocks are broken down to 30-minute episodes. Learning Block 1: Preparing for Cross-Cultural Interactions (Interpretive/and Interpersonal Pre-Skype Activities)

9:30- 10:30	Learning Block 2: Skype Session with Partner Schools in India/Pakistan (Interpersonal and Presentational Tasks -Authentic Cultural Movement Activities
10:45- 11:45	Learning Block 3: Debriefing/Reflection/New Learning (Interpretive/Interpersonal Tasks)
12:00- 1:00	Lunch Culturally authentic activities
1:00- 3:00	Learning Block 4: Collaboration/Transfer of Learning/Coaching Lab ( Presentational Tasks: Creation of products and/or performances)

3:30- 3:45	Extended Learning Tasks (Assignment of individual and/or collaborative Interpretive, Interpersonal or Presentational tasks to be completed in preparation for next day's lesson- flipped classroom model)
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