

## Single Subject Lesson – Matt Mayock

<p><u>TITLE OF LESSON</u> Who is the W.H.O.?</p>	<p><u>CURRICULUM AREA &amp; GRADE LEVEL</u> Social Sciences, Grades 9-10 ITU - Fourth lesson in two week unit 'Epidemiology – <i>Zombie Apocalypse</i>'</p>	<p><u>DATE OF LESSON</u> Class session 4 Days 7-8</p>
<p><u>CA CONTENT STANDARD(S)</u> <b>10.11</b> Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g. television, satellites, computers). <b>11.11.6</b> Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.</p> <p><u>COMMON CORE STANDARDS</u> <b>RH 9-10.5</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. <b>WHST 9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. <b>SL 9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><u>CA ELD STANDARD(S)</u> <b>Interpretive 9-10.5 Expanding:</b> Demonstrate comprehension of oral presentations and discussion on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support. <b>Productive 9-10.11 Expanding:</b> Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge. <b>Collaborative 9-10.3 Expanding:</b> Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using a growing number of learned phrases (<i>I see your point, but...</i>) and open responses to express and defend nuanced opinions.</p>	
<p><u>BIG IDEA ADDRESSED/ENDURING UNDERSTANDING:</u>  A comprehensive organization and vast resources are needed in order to assess the state of global health, track important changes, and ensure progress.  To do so requires a commitment to humanity as a whole, beyond culture or creed.</p>	<p><u>ESSENTIAL QUESTION</u>  What forms of collaboration – in addition to states addressing the needs of their citizens – are necessary to ensure that human health is protected on a global level?</p>	
<p><u>OBJECTIVE(S) OR LEARNING GOAL(S)</u> <b>Cognitive:</b> Students become aware of the problems and scope of health management on a global scale, and analyze equity of access to health services for various parts of the globe.  Students discover facts-on-the-ground about local access to health service and become public health advocates with a specific plan to improve the condition of public health in their area <b>Language Development:</b> Students become familiar with the terminology used in the field of public health administration.</p>	<p><u>ASSESSMENT(S)</u> <b>Formative, Formal:</b> Students will research statistics provided by the World Health Organization website on their Chromebooks and create charts in programs such as Excel to support their positions of the debates. <b>Summative, Formal:</b> Students create poster-sized visual aids illustrating global trends in public health, to create the learning setting in which the health panel takes place.</p>	
<p><u>PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL</u>  This lesson requires a certain level of internet literacy and resourcefulness, since students will navigate the site of an international organization with many branches, projects, and reports. It also requires leadership and decisiveness. Instructor will most likely need to assist groups who are not sure what they would like to research, or in narrowing their research so that it doesn't lose focus.</p>		

INSTRUCTIONAL STRATEGIES: <i>What the teacher does</i>			STUDENT ACTIVITIES: <i>What the students do</i>		
STEPS	LEARNING STYLES ADDRESSED	REASONS/RATIONALES	STEPS	LEARNING STYLES ADDRESSED	REASONS/RATIONALES
<p><b><u>Anticipatory Set</u></b> <b><u>("Into")</u></b></p> <p>Instructor shows the video: 'W.H.O. The Many Paths to Universal Health Coverage'  <a href="http://www.youtube.com/watch?v=VQ3sHfYzcv8&amp;list=PL5eWhft3HfwHxVVKwI5gKxWkqrPzwRVQa">http://www.youtube.com/watch?v=VQ3sHfYzcv8&amp;list=PL5eWhft3HfwHxVVKwI5gKxWkqrPzwRVQa</a>            (5 min)</p>	Visual, Auditory	Builds background on the purpose of the W.H.O. and how regional differences require it to adjust its goals in various parts of the world.	<p><b><u>Anticipatory Set</u></b> <b><u>("Into")</u></b></p> <p>Students watch video on the World Health Organization and the many paths to universal health care coverage.  (5 min)</p>	Visual, Auditory	Students gain a sense of the multitude of projects that could be researched in order to present to an audience.
<p><b><u>Instruction</u></b> <b><u>("Through")</u></b></p> <p>Instructor reads together with students the article by Ira Chernus, entitled 'Why Are Americans Always Predicting Their Own Impending Doom?'  (15 min)</p>	Linguistic, Interpersonal	Providing for global health requires a pragmatic attitude and dedication. It also requires overcoming a certain cultural pessimism that is described very well by this article.  Jigsaw of sections of the article.	<p><b><u>Instruction</u></b> <b><u>("Through")</u></b></p> <p>Students divide into groups of 4 and take a section of the article. Students take turns reading, write down questions and vocabulary words that they do not know.  (15 min)</p>	Linguistic, Interpersonal	Students have an opportunity to address review the validity of the apocalyptic attitude and discuss its place within our culture, so that they gain perspective on an outlook shared by many Americans and which inhibits progress on large efforts like global health or addressing environmental crisis.
<p><b><u>Guided Practice</u></b> <b><u>("Through")</u></b></p> <p>Instructor calls on students by group to present the contents of their section to the class.  After each group has presented their section, there is time for questions and discussion.  (20 min)</p>	Linguistic, Interpersonal	Student practice reading, listening and speaking about an important critique of pessimistic culture	<p><b><u>Guided Practice</u></b> <b><u>("Through")</u></b></p> <p>Students select a speaker for their group who summarizes the conversations that their group had about the reading, including any questions, criticisms, or words that needed a better definition.  (20 min)</p>	Linguistic, Interpersonal	The activity of collaboration and communication helps to dispel negativity and the attitude described by the article.
<p><b><u>Independent Practice</u></b> <b><u>("Through")</u></b></p> <p>1. Instructor introduces the World Health</p>		The site would be too difficult for students to	<p><b><u>Independent Practice</u></b> <b><u>("Through")</u></b></p> <p>1. Students watch</p>		Although students are extremely

<p>Organization website (<a href="http://www.who.int">www.who.int</a>) and gives a brief tutorial in navigating by region and by issue.</p> <p>(10 min)</p> <p>2. Instructor announces the plan for each group to find an issue that they would like to learn about in greater depth and present to the class.</p> <p>(20 min)</p> <p>3. Instructor tells student to find out any additional information needed for their project</p> <p>(20 min)</p> <p><b>Closure</b></p> <p>Instructor distributes materials to create informational and artistic posters depicting the public health issue each group has selected.</p> <p>(30 min)</p> <p><b>Transfer (“Beyond”)</b></p> <p>Instructor concludes work session, reminds students up upcoming panel at next class session where they will present their project to an audience.</p>	<p>Visual/Spatial</p> <p>Visual/Spatial, Logical/Mathematical, Interpersonal, Linguistic, Bodily/kinesthetic</p> <p>Interpersonal</p>	<p>understand without an introduction.</p> <p>Instructor continues to circulate to assist groups.</p>	<p>instructor tutorial.</p> <p>(10 min)</p> <p>2. Students use their Chromebooks to explore the various topics and make suggestions for their group.</p> <p>(20 min)</p> <p>3. After selecting a topic for their presentation, students use the sign-up page to reserve their choice.</p> <p>Students decide who will be the spokesperson, art director and researchers for their group, and continue gathering information.</p> <p>(20 min)</p> <p><b>Closure</b></p> <p>Students create a poster to display their findings on their topic.</p> <p>(30 min)</p> <p><b>Transfer (“Beyond”)</b></p> <p>Students confer with group members to determine what additional tasks must be done to prepare for presentation, and to form a group plan.</p>	<p>Visual, Spatial</p> <p>Visual/Spatial, Logical/Mathematical, Interpersonal, Linguistic, Bodily/kinesthetic</p> <p>Interpersonal</p>	<p>internet savvy, an introduction to the architecture of the website and organization will still benefit them.</p> <p>Students have opportunities for collaboration and differentiated roles in the development of the project.</p>
<p><b>INFO ABOUT ENGLISH LANGUAGE LEARNERS</b></p> <ul style="list-style-type: none"> <li>• Daniel (grade 10): CELDT 3, Autism, Basic on CST, enjoys dance.</li> <li>• Wendy (grade 10): CELDT 5, Proficient on CST.</li> <li>• Angel (grade 10): CELDT 4, Basic/Proficient on CST</li> <li>• Rene (grade 10): CELDT 4, Basic on CST</li> </ul>			<p><b>INFO ABOUT STUDENTS W/ SPECIAL NEEDS</b></p> <ul style="list-style-type: none"> <li>• Daniel (grade 10) – IEP, Autism, ADHD, Processing deficit, needs extra time, needs visual cues, Basic on CST, enjoys dance.</li> <li>• Jenna (grade 10) – IEP, Written language processing deficit, extra time if necessary, easily distracted, highly social, Proficient on CST, enjoys running track.</li> <li>• Austin (grade 10) – IEP, Autism, needs extra time, self-</li> </ul>		

	<p>concept, difficulty reading social cues, Proficient/Advanced on CST.</p> <ul style="list-style-type: none"> <li>• Angel (grade 10) – IEP, Depression/Anxiety, medicated daily, give encouragement and watch to ensure participation, Basic/Proficient on CST</li> </ul>
<p>DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS <i>choose area(s) as necessary based on information above</i></p> <p><b>Content</b> (<i>what material - including key vocabulary - is learned</i>) Material from the article is chunked to improve student ability to process and grasp the entire piece.</p> <p><b>Process</b> (<i>how the material is learned</i>) Students are able to choose their topic and role in collaboration with their group.</p> <p><b>Product</b> (<i>how the learning is demonstrated</i>) Students able to choose the product they will work on as part of a collaborative effort.</p>	<p>DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS <i>choose area(s) as necessary based on information above</i></p> <p><b>Content</b> (<i>what material - including key vocabulary - is learned</i>) Material from the article is chunked to improve student ability to process and grasp the entire piece.</p> <p><b>Process</b> (<i>how the material is learned</i>) Students are able to choose their topic and role in collaboration with their group.</p> <p><b>Product</b> (<i>how the learning is demonstrated</i>) Students able to choose the product they will work on as part of a collaborative effort.</p>
<p>RESOURCES: <i>Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organizer</i></p> <ul style="list-style-type: none"> <li>• Chernus article <a href="http://www.motherjones.com/politics/2014/02/american-apocalypse-nuclear-environment-zombie">http://www.motherjones.com/politics/2014/02/american-apocalypse-nuclear-environment-zombie</a></li> <li>• W.H.O. The Many Paths to Universal Health Coverage <a href="http://www.youtube.com/watch?v=VQ3sHfYzcv8&amp;list=PL5eWhft3HfwhxVVKwl5gKxWkqrPzwRVQa">http://www.youtube.com/watch?v=VQ3sHfYzcv8&amp;list=PL5eWhft3HfwhxVVKwl5gKxWkqrPzwRVQa</a></li> </ul>	<p>REFLECTION: Lesson not taught yet.</p>