Unit #6: World Health Epidemics

Content Area: **History**
Course(s):
Time Period:
Length: **4 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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LBGT and Disabled Mandate N.J.S.A. 18A:35-4.35	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

World Health Epidemics

Learning Objectives

- 1. Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

- 2. Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

- 3. Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

- 4. Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use

- 5. Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

Essential Skills

- 1. Identify and describe current local, national, and global health issues.

- 2. Compare and contrast the health standards and practices of various countries.

- 3. Analyze the factors that contribute to global health crises.

- 4. Evaluate the role of international health organizations in combating diseases threatening the world

today.

- 5. Critique responses to global health crises by various organizations and countries.

- Artists will be able to know the following:

- The construction and implementation of governmental policies such as alleviating hunger in selected areas of the world and to stop the spread of AIDS/HIV is the collective responsibility of both developed and developing nations.

- The role of the World Health Organization is to provide leadership on global health matters, shape the health research agenda, set norms and standards, articulate evidence-based policy options, provide technical support to countries and monitor and assess healthtrends.

Standards

SOC.6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
SOC.6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

Instructional Tasks/Activities

**Guided readings/ Outlining/ Notes (on the following outline):

1. Health Issues

    a. Local, national, global problems

    b. Diseases and epidemics

    c. Education and funding

2. World Health Organization

    a. Policies

    b. Agenda, solutions, progress

3. Developing vs. Developed Countries

    a. Technological development

    b. Support vs. resistance

    c. Allocation of funds

- 1. Complete multiple graphic organizers, including, but not limited to: KWL charts, Venn diagrams, page dumps, compare and contrast charts.

- 10. Complete a teacher-generated midterm

- 11. Complete a teacher-generated activity that looks at the UN's criteria for mental illness

- 12. View a documentary titled "A History of the Madhouse" and answer teacher-generated questions

- 13. Conduct research and use it to complete a teacher-generated project on mental illness

- 14. Rank and defend the top medical advancements

- 15. Answer teacher-generated questions about stem cell research

- 16. Complete a teacher-generated research project on medical advancements

- 2. Define and identify key terms related to world health issues: Average, Chart, Epidemic, Ethnic, Graph, Map, Median, Pandemic, Statistics, Climate, Demographics, Economic Resources, Educational Level, Gross Domestic Product, Income Distribution, Life Expectancy, Poverty, UNICEF, Urbanization, World Health Organization.

- 3. Research a health concern in the world and present a Google Slide presentation to the class. Health concerns could be, but are not limited to: Current world health epidemics include AIDS/HIV, hunger, Avian Flu, SARS, lack of basic medicine, and early childhood pregnancy.

- 4. Compare and contrast developing and developed countries using the following activity:

- 5. Research and take notes on the WHO and its policies.

- 6. Participate in a debate over past WHO policies and their effectiveness.

- 7. Complete a teacher-generated research log for each day of conducted research

- 8. Complete an annotated bibliography

- 9. Take research from teacher-generated health concerns project and turn it into a presentation ie Google Slides/PowerPoint

- a. Artists will randomly draw the names of two countries from a hat- one a highly developed nation, the other an emerging nation or one in crisis. Artists will use demographic and economic data from the United States Central Intelligence Agency White Book website to analyze and compare these two nations in the key fields identified by CIA. Artists will write a short paper comparing the two nations and seek an explanation for the comparative state of each nation's status.

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Medical Advancements Research Project
- Mental Illness Research Project
- Midterm DBQ
- Midterm DBQ questions
- Notes quizzes
- Peer Review
- Performance
- Problem Correction

- Project
- Quiz
- Research Log
- Research project
- Rubric
- Teacher Collected Data
- Teacher created test
- Teacher observation
- Test
- Vocabulary quiz on key terms
- Worksheet

Recommended Technology Activities

- Conduct research using the Internet
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides for presentation.
- Kahoot
- MagicSchool AI
- Other technology such as Turnitin.com and multimedia resources will be utilized throughout the unit as appropriate.
- Quiziz
- Readings from online textbook.
- Screencastify
- Teacher generated notes either typed or shown.
- Use of ChromeBooks for research and online textbook.

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the

collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- Google Docs
- Google Slides
- http://www.un.org/en/humanitarian/
- Issues in Our Changing World, The Center for Learning
- Local and National Magazines and Newspapers
- McGraw Hill "United States History" textbook
- Opposing Viewpoints, online databases, The Gale Group
- Primary source documents from DBQ online
- Primary source documents from from McGraw Hill "United States History" textbook
- Student Magazines, e.g., Upfront (The New York Times)
- Teacher-generated document based questions for midterm
- The Internet
- www.unaids.org
- www.unicef.gov
- www.who .org