



2014 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.



Language(s):	Hindi	Grade(s) of Learners:	7-10
Heritage Speakers?	Yes	Non-Heritage Speakers?	No

Program Setting:	Residential	X	Non-Residential:	Yes	Distance/Online Component:	X	No
	Other (please specify): Marlboro Memorial Middle School						
Duration:	specify: Weeks/Days:	3 wks.	Contact Hours:	105			

Target Proficiency Level: (by end of program)	Intermediate High	Target Performance Level(s): (during and by end of program)	Intermediate High – Advance Low
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If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

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STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment



Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

As a citizens' group for promoting effective water management, students using authentic maps and reports learn about where and when Monsoon occurs to gain a perspective about geography and rainfall statistics in different states of India. They will learn about the atmospheric science of Monsoon and technology used for predicting and tracking Monsoon. In small groups students will work with satellite maps to prepare radio/TV weather broadcast reports for farmers in remote villages. They will watch video clips and news reports, read news articles, and talk to people to learn about impact, challenges and joys of Monsoon season in everyday life. Using authentic electronic and print media, students will learn about traditional techniques of water management/conservation and rain water harvesting. Working in small groups students will launch a multi-media awareness campaign to emphasize the need for water management/conservation and rain water harvesting in current times.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS <i>Be sure to label the mode and proficiency level of each statement.</i>	PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS <i>Number the Can-Do statements here and then transfer to Stage 3.</i>
Interpersonal Speaking (Intermediate High)	
I can participate with ease and confidence in conversations on familiar topics.	1. I can gather information from my peers and/or teachers by asking

I can usually talk about events and experiences in various time frames. I can usually describe people, places and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

1. I can ask questions on different aspects of Monsoon
2. I can exchange information about different technologies that are used in predicting and tracking Monsoon,
3. I can discuss different viewpoints and strategies with my peers about better water management/conservation based on annual rainfall data in different parts of India and give my opinion about technologies for conserving water and rain water harvesting,
4. I can interview parents/teachers about how life is during Monsoon in India,

Presentational Speaking (Intermediate High)

I can make presentations in generally organized way on school, work and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.

1. I can present a video recording of weather/news report, on iPad, and slide shows on different aspects of Monsoon
2. I can present a research report on technologies used in predicting and tracking Monsoon using a power point slide show, a chart or a model,
3. I can make a presentation and support my view point on water management/conservation and why rain water harvesting is important
4. I can present a skit or a story using pictures and voice recording depicting life during Monsoon

Presentational Writing (Intermediate High)

I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

1. I can create a poster using pictures and short descriptions on different aspects of Monsoon such as, history of Monsoon, cycle of Monsoon, Monsoon in other parts of the world, and other similar topics, using traditional or electronic media,
2. I can document, organize and compare data in a chart & graph- results from experiments, data obtained from authentic reports,
3. I can summarize in a short paragraph facts from my research on a variety of different technologies which are used in predicting, tracking, forecasting and broadcasting weather in Monsoon, traditional and modern methods of water management/conservation, rain water harvesting,
4. I can write the content of a skit to be performed as a street theatre with a public awareness message.

Interpretive Listening (Intermediate High)

<p>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.</p>	<ol style="list-style-type: none"> 1. I can follow a live weather telecast and identify regions where Monsoon is less/more active, and important details of weather warnings, 2. I can follow, main points and most details of classroom lessons and discussion by a teacher/TA/peers/pre-recorded educational, publicity and promotional videos, on different aspects of Monsoon 3. I can understand the main ideas and some details of a video, a TV report explaining the adverse effects of an excess or deficit Monsoon, 4. I can follow emergency management directions given by a person or broadcast on TV, radio, PA
<p>Interpretive Reading (Intermediate High)</p>	
<p>I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<ol style="list-style-type: none"> 1. I can understand information on a print or satellite map of India about the movement of an active Monsoon, 2. I can understand information from a print or an online article about rainfall statistics for different regions of India, progress of Monsoon through different parts, technology used for predicting and tracking Monsoon 3. I can understand information about the impact of Monsoon on everyday life as described in a print or online articles, and 4. I can understand the main ideas in texts describing traditional and modern methods for water management/conservation and rain water harvesting.

You may add additional rows as necessary.

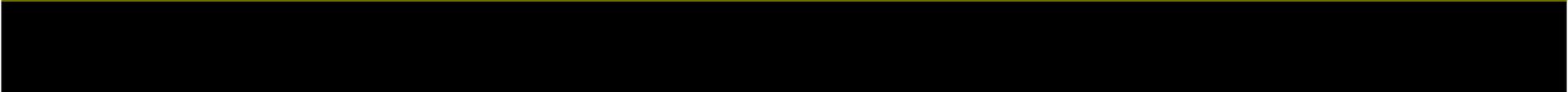


Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
<p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>

<p>Students gather information, facts and figures from multiple sources including authentic text, live or recorded visual, video, audio and multi-media presentations and organize that information to identify most important scientific facts about Monsoon, technologies used for predicting and tracking Monsoon, rainfall statistics, water management/conservation and rain water harvesting.</p>	<p>In pairs or small groups students exchange information about how, when and where Monsoon occurs, different technologies used for predicting and tracking Monsoon in India, discuss how everyday life is affected in regions of excess and deficit rainfall, and present ideas for effective water management/conservation policies and rain water harvesting system using modern technology.</p>	<p>As a citizens' group students present a report to the local government summarizing facts and figures such as annual rainfall data, water usage/requirement and presenting their viewpoints and ideas about different ways of implementing water management/conservation and rain water harvesting.</p>
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Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<p>PROGRAM CAN-DO STATEMENTS NCCSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i></p>	<p>LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i></p>	<p>MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i></p>
<p>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</p>	<p>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</p>	<p>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</p>

Note: Only a representative sample of Learning Experiences and Evidence is documented here. Teachers can choose from activities/tasks listed here, spiral up or down, or add more activities/tasks as they go along according to the time they have. In some of the activities/tasks students from Int. High may be grouped with students from Int. Mid for collaborative learning experience. For example, students in Int. High will help to decipher an article for Int. Mid., Int. High students help in writing where Int. Mid. students organize the material in preparing for a presentation. These activities are indicated with an.*

Interpersonal Speaking (Intermediate High)

<ol style="list-style-type: none"> I can gather information from my peers and/or teacher by asking questions on different aspects of Monsoon and I can exchange information about different technologies that are used in predicting and tracking Monsoon 	<p>It is expected that students already have sufficient language to begin and end a conversation in a culturally appropriate manner on familiar topics. They will use that prior knowledge of greeting and meeting words, questions words and standard phrases used in</p>	<ol style="list-style-type: none"> Students watch a video/slide show/ to learn new vocabulary related to Monsoon and with the help of teacher and TA recap and practice their direction, atmosphere and earth vocabulary using the wind directions, concepts of Monsoon wind and the water
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	<p>social interactions to introduce themselves and begin a conversation.</p> <p>Sample questions/conversation-</p> <p>When do Monsoon occur in India?</p> <p>Monsoon occur during the month of.....</p> <p>I can show you on a weather map where Monsoon occur in India.....</p> <p>May I please look for (place) in your map?</p> <p>Yes, I will show you where..... is located.</p> <p>Please tell me when will Monsoon arrive at?</p> <p>I can show you on a map how Monsoon will progress during the month of.....</p> <p>Let me show you a live satellite picture on the TV.</p> <p>I see that in next 24 hours Monsoon will advance to the east/west/north/south of the country.</p> <p>What is the prediction for rainfall in?</p> <p>I can check on the Internet rainfall for</p> <p>Will you please tell me when and how Monsoon is formed over India?</p> <p>Let us look at the map and understand the wind and temperature conditions that causes Monsoon to form.</p> <p>First,, second....., third....., etc.</p> <p>What is the average temperature & rainfall during?</p> <p>Average temperature & rainfall during Monsoon is</p> <p>Do you know what factors control the amount of rainfall during Monsoon?</p> <p>Landforms, Humidity, air pressure are some of the factors that affect the amount of rainfall in a region.</p> <p>Did you know that Monsoon was discovered by</p>	<p>cycle using a map of India</p> <ol style="list-style-type: none"> 2. Students watch a video/slide show or read an article, and in small groups identify various factors (humidity, temperature, air pressure, wind speed, landforms) that may influence amount of rainfall in different regions 3. Students in small group brainstorm and guess how good or bad the Monsoon will be in different states depending upon the geographical terrain of each state 4. Students gather information about rainfall data from different sources in peer-to-peer interaction to make a table of rainfall statistics in each state in an information gap format and identify regions where Monsoon occur by color coding on a map of India * 5. Students interact with peers to compile rainfall data according to geographic regions (east/west/north/south/central etc.) on a map and identify regions that have deficit, normal or excess rain in a year, over past five and ten years. Students will use this data later for other activity/task 6. Students role play a Scientist from the Indian Meteorology Department (IMD) and answer questions about rainfall prediction for the current season to farmers from different states (use actual data/reports from IMD and Dept. of Agriculture, Dept. of Rural Development, Dept. of Water resources)* 7. Students watch news /weather report to understand the benefits and adverse effects of Monsoon on daily lives of people. In small groups, students will be assigned different roles (farmer, student, teacher, housewife, working adults, little children, tourist). They will share their own perspective about the
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	<p>traders?</p> <p>No, I did not know. Please tell me about.....</p> <p>What are some of the common plants & animals found in Monsoon? How does Monsoon affect their survival in nature?</p> <p>I will use the internet to find out what types of plants & animals are found in the Monsoon.</p> <p>Can you name some of the beneficial and adverse effects of Monsoon?</p> <p>Some of the benefits are and the adverse effects are</p> <p>How can we minimize the adverse effects of Monsoon?</p> <p>Some of the recommendations are</p> <p>Did you know that Monsoon like weather occurs in other parts of the world?</p> <p>Let us find out which other parts of the world gets Monsoon like weather.</p>	<p>effects of Monsoon on their life</p> <p>8. Students share Students will brainstorm and discuss with their peers to reduce the adverse effects of Monsoon. These results will be shared with the class as a whole in oral/ written form based on the abilities of the students.</p> <p>9. In small groups, students will identify which types and plants and animals are seen in India.. How do these plants and animals survive in Monsoon? Using the information gathered they will prepare video recordings with iPads to be shared with Novice classes</p> <p>10. Students will research the effect of Monsoon on the economic growth of India and share their findings in peer to peer interactions</p> <p>11. Students will use a world map to share information about which other countries have Monsoon like weather patterns and compare on a Graphic Organizer/Venn diagram when these occur, and what are the weather conditions in other parts of the world during Monsoon*</p>
<p>3. I can discuss different viewpoints and strategies with my peers about better water management/conservation based on annual rainfall data in different parts of India and give my opinion about technologies for conserving water and rain water harvesting,</p>	<p>Sample questions/conversation-</p> <p>What are the regions in this map where rain fall is predicted/measured higher/lower than average this year?</p> <p>What are the various uses of water?</p> <p>How is same water recycled & reused in this universe?</p> <p>What are the key steps in the water cycle?</p> <p>Why is there a need for rain water harvesting?</p> <p>What methods people have been using to cope with deficit rain fall?</p> <p>How can I raise public awareness for rain water harvesting?</p>	<p>12. Using visual prompts from news reports, live news feed, online articles, Teacher will introduce new vocabulary and initiate conversation about what different ways one needs to use in everyday life and exchange information to create a class collage about the various uses of water.</p> <p>13. Students talk to find out different sources they get their water from and discuss advantages and disadvantages of each type of source</p> <p>14. Students in groups estimate how much water they need every day. They will then think about the different ways they use this water and create a pie chart to depict that</p>

	<p>What are various ways rain harvested water can be used for?</p> <p>Are there new technologies available to better manage water?</p> <p>Can we propose new ways to manage/store water?</p> <p>We can do.....,.....,</p>	<p>and list ways they can reduce wasting water</p> <p>15. Students will learn about the various steps of water cycle (Evaporation , Condensation, Precipitation) to understand that same water is recycled and reused in this universe. Students will share what they learned with their peers in small groups.</p> <p>16. Students brainstorm if they would consider harvesting rain water and what purpose they can use that water for</p>
<p>4. I can interview parents/teachers/staff/native speakers about how life was during Monsoon in India,</p>	<p>Sample Interview Questions-</p> <p>Where did you live in India?</p> <p>Can you show me on a map the city, town,village you lived as a child?</p> <p>Did it rain a lot there?</p> <p>Did your city/town/village ever flood?</p> <p>What was it like when it flooded?</p> <p>What did people do to avoid flooding?</p> <p>What did people do to stay healthy?</p> <p>How did you go to school when it rained hard?</p> <p>Did your school ever close when it rained hard?</p> <p>What did you do when school was out due to rain?</p> <p>Did you like to go out and play in the rain?</p> <p>Did you eat something special during Monsoon?</p> <p>What was your favourite food when it rained?</p> <p>Did you celebrate lot of festivals?</p> <p>What were they? What was your favourite festival and why?</p> <p>Do you a have special childhood memory of Monsoon that you would like to share with our viewers/readers?</p> <p>Can I take your picture for my report?</p>	<p>17. Students in pairs discuss interview questions and write them down</p> <p>18. Students rehearse their interview questions by interviewing each other</p> <p>19. Students go in teams of two and interview two different people (parent/teacher/staff) to learn about life during Monsoon in India and audio/video record interviews (one being the cameraman and the other interviewer)</p> <p>20. Students share their interviews in small groups and compare and compile responses from different people on a graphic organizer</p> <p>21. Students share their findings and analyze as a group what people did in different parts of the country, what parts of the country was prone to flooding, whether people were careful to avoid flooding, what different foods people ate during Monsoon, which festivals were popular in which part of the country*</p>

Presentational Speaking (Intermediate High)

1. I can present a video recording of weather/news report, on iPad, and slide shows on different aspects of Monsoon

Role play- News/ weather/public service broadcast
Educational and public awareness messages

1. Students present (or video record) weather forecast and describe when and where Monsoon will occur using live satellite images from the Internet as a warm up exercise
2. Students report weather related news and alerts, neighborhood flood, health, transport watch, school closing etc.
3. Students role play a teacher and student to video record (on iPad) a classroom lesson module on Monsoon for a distance education or an online class
4. Students role play IMD scientists in a Q & A session for the farmers from remote villages (can video record such a session on iPad)
5. Students present posters, charts, graphs and models to explain scientific principles, wind & water cycle in Monsoon, plants and animals one sees during Monsoon, compare and contrast Monsoon in different parts of the world and simple experiments to measure rainfall.

2. I can present a research report on technologies used in predicting and tracking Monsoon using a power point slide show, a chart or a model

Describe facts and figures from research
Explain how different technologies are used together to understand how Monsoon progresses, how weather is broadcast in remote areas,

6. Students summarize what they learn about different technologies used for predicting and tracking Monsoon in slide show, poster, video presentation*
7. Assuming there is no TV broadcast, students explain how isobar maps are an alternative way to predict movement of Monsoon
8. Using traditional (posters, charts, models) or electronic media explain how satellite communication is used to transmit weather data, and monitor adverse weather conditions to and from remote areas to coordinate help and relief during Monsoon

		<p>9. Audio record weather, health or neighborhood watch alerts/messages on iPad for broadcast on radio/PA</p>
<p>3. I can make a presentation and support my view point on water management/conservation and why rain water harvesting is important</p>	<p>Presentation in a logical sequence Expressing opinion and supporting view points using scientific and logical arguments</p>	<p>10. Explain & draw the different steps in the water cycle and estimate how much water is wasted</p> <p>11. Create a chart to explain in simple steps how to design a rain gauge to measure rain water</p> <p>12. Create & present a public service advertisement to raise awareness for better practices for water management/conservation</p> <p>13. Present a ten point proposal to the Local Government on their view point as to how they would conserve water and harvest rain water for growing vegetables in community gardens</p>
<p>4. I can present a skit or a story using pictures and voice recording depicting life during Monsoon</p>	<p>Narration/description in different tenses</p>	<p>14. Present a short report about 'Life in Monsoon' in India using photos/pictures and interviews</p> <p>15. Narrate a short story, a popular folk tale in live or recorded voice</p> <p>16. Students present a skit depicting a funny side of Life in Monsoon based on the interviews of parent/teachers/staff*</p>
<p>Presentational Writing (Intermediate High)</p>		
<p>1. I can create a poster using pictures and short descriptions on different aspects of Monsoon such as, history of Monsoon, cycle of Monsoon, Monsoon in other parts of the world, and other similar topics, using traditional or electronic media,</p>	<p>Presenting facts in a logical sequence cohesively and comprehensively</p>	<p>1. Students create educational material to be shared with peers on different topics related to Monsoon</p> <p>2. Students organize statistical data on rain fall, Monsoon time line, isobar maps using charts, graphs, graphic organizers and maps to explain research results and compare different facts about Monsoon in different parts of the country</p> <p>3. Students write and compare Monsoon in India and other parts of the world using</p>

		<p>graphic organizers</p> <p>4. Students create presentational material on electronic media using illustrations and description</p> <p>5. Students make a isobar map to trace the movement of Monsoon on a given calendar date or week, identify regions that may get adverse weather (flood warnings, high winds, excess rain, or no rain) during next few days</p> <p>6. Students make flyers with Public Service messages/advertisements/notices giving tips on weather, health or neighborhood watch, route closures, alternative transportation, etc.</p>
<p>2. I can document, organize and compare data in a chart & graph- results from experiments, data obtained from authentic reports</p>	<p>Present scientific & statistical data in a visual and organized format</p> <p>Document experimental methodology in a sequential format</p> <p>Write step-by-step instruction</p>	<p>7. Students design and describe construction of a simple rain gauge for measuring rainfall.</p> <p>8. Students enter a step-by-step sequence in a journal entry about "How to make a rain gauge" along with the visuals for Novice students.</p> <p>9. Students measure rainfall and collect data from different experiments, compile data in an organized format (chart/spreadsheet), and determine average rain fall in their neighborhood during the three weeks of Summer School.</p>
<p>3. I can summarize in a short paragraph facts from my research on a variety of different technologies is used in predicting, tracking, forecasting and broadcasting weather in Monsoon, traditional and modern methods of water management/conservation, rain water harvesting,</p>	<p>Short descriptions</p>	<p>10. Students create a class poster depicting different technologies used for predicting and tracking Monsoon. They write few simple sentences in their personal journal about which technology they think is most effective and why.</p> <p>11. Write a Wikipedia type blog entry on todaysmeet.com to share what they learned about different technologies and how they are used in understanding, predicting, tracking Monsoon</p> <p>12. Students in small groups design a poster/information pamphlet/ video</p>

		recording to create public awareness to promote water management/conservation and rain water harvesting system (students will use the samples available at Indian Ministry of water resources)
4. I can write content of a skit demonstrating what I learned about life during Monsoon season	Personal, anecdotal and fictional writing describing events and places in different tenses in simple and logical order	13. Students using photos, pictures, and description prepare a short report or a story on iPad/traditional print/traditional electronic media, about 'Life in Monsoon' in India 14. Students write contents of a skit based on the interview on Life during Monsoon season
Interpretive Listening (Intermediate High)		
1. I can follow a live weather telecast and identify regions where Monsoon is less/more active, and important details of weather warnings	Thematic vocabulary related to earth, atmosphere, weather, directions, dates, and adjectives used for comparison (less or more, dry or wet, hot or cool, windy or calm, clear or cloudy, etc)	1. Students watch a video/slide show/ to learn new vocabulary related to Monsoon 2. Students listen/view news telecast, and identify on a map of India regions that are going to get rain during a 24 hour period,
2. I can follow, main points and most details of classroom lessons and discussion by a teacher/TA/peers/pre-recorded educational, publicity and promotional videos, on different aspects of Monsoon,	Thematic vocabulary, directions/instructions for a tasks/activities, end goal of tasks, description/explanation of an audio/video clip,	3. Students view or listen to oral or pre-recorded video presentations, educational videos related scientific experiments, publicity and promotional videos and in pair and groups exchange and organize information, follow directions to conduct experiment, write journal entry
3. I can understand the main ideas and some details of a video, a TV report explaining the adverse effects of an excess or deficit Monsoon	Vocabulary related to landscapes under different climatic condition, plants and animals that are most seen during Monsoon, rural and urban lifestyles, difficulties people face during Monsoon	4. Students in small groups view on iPads or video and summarize news stories/talk shows/discussion depicting life in adverse weather conditions 5. Students identify different plants and animals from video clips and describe their appearance, colour, etc. and/or incorporate the description in their story or content of skit 6. Students use the context and express their view points to the Local Government for improvements

4. I can give and follow emergency management directions given by a person or broadcast on TV, radio, PA	Give and follow instructions	7. Students watch/listen to an announcement on TV or radio and record a message/prepare a flyer to assist in spreading the message in remote areas by a voice message recorded on iPads.
Interpretive Reading (Intermediate High)		
1. I can understand information on a print or satellite map of India about the movement of an active Monsoon	Using maps	1. Students use authentic meteorological maps and other maps and gather information related to the cycle of Monsoon, progress of Monsoon in the context of Indian sub-continent and understand natural factors responsible in movement of Monsoon and varied rainfall in different regions
2. I can understand information from a print or an online article about rainfall statistics for different regions of India, progress of Monsoon through different parts, technology used for predicting and tracking Monsoon	Using data and statistical information, technical & scientific literature	2. Students use relevant sections of reports from various Government organizations to gather information about rainfall statistics, predictions and implications of Monsoon forecast,
3. I can understand information about the impact of Monsoon on everyday life as described in a print or online articles	Using traditional print and online news article	3. Students use news articles, reports from different Government organizations to gather information about how Monsoon can have beneficial and adverse effects on the people and society
4. I can understand the main ideas in texts describing traditional and modern methods for water management/conservation and rain water harvesting	Understanding scientific and technical principles	4. Students read print and/or online articles about traditional methods of water conservation/management and rain water harvesting and suggest better solutions in view of advancements in science and technology.

You may add additional rows as necessary.

Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Note: *Some resource material listed here are specific to this theme.*

Publicity and promotional online video and prerecorded DVDs from Indian Space Research Organization (ISRO), Indian Metereology Department (IMD), Department of Water Resources, Center for Development of Advance Computing (C-DAC), National Geographic, BBC Hindi Service, press release (multi-media and print) from various departments of Government of India, e-newspapers (NBT, Dainik Bhaskar, Rajasthan Patrika, Udanti,

Abhivyakti, and others), online news channels (NDTV, Aaj Tak, Khabar, Channel 18, BBC Hindi, etc.), NGO and other blog sites, YouTube, **Wikipedia Hindi**, Google, etc.

Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates and blend different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY
8:15-8:30	Arrival, Attendance, Camp Song, and warm-up (calendar/ do-now, review from earlier lessons, etc.)
8:30-9:15	Instruction - review of old vocabulary/introduction to new vocabulary/practicing sentence pattern/ content (STEM or Culture)
9:15-9:35	Break for snack
9:35-10:20	Yoga Together (practice language pertaining to body and mind, exercise, yoga poses, health benefits)
10:20 – 11:50	Block period integrated with media lab- Language tasks to practice/formative assessment tasks/input or assessment using media tools/watching news clips for input, using online quiz/blog for assessment, writing using Apps (media lab is used for different purposes on different days)
11:50-12:30	Sports & socialization (Students play popular outdoor Indian sports)
12:30–1:00	Lunch and socialization
1:00-1:45	Instruction – Continuation of language tasks- writing/preparing/editing for presentations/formative assessment/
1:45-2:30	Music
2:30-3:15	Craft-preparing presentation materials (traditional and electronic media using pictures, videos, slideshows, writing, making models)
3:15-3:30	Reflections/exit tickets, clean-up and dismissal

You may add additional rows as necessary.