



2014 STUDENT Program Curriculum Template

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

BASIC PROGRAM INFORMATION

Host Institution:	Educators' Society for Heritage of India, Inc. (ESHI)
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Program Title:	ESHI Marlboro Hindi School STARTALK Summer Programme 2014
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Language(s):	Hindi	Grade(s) of Learners:	3-5, 7-9
			K-2, 3-5, 6-8, 9-12

Heritage Speakers?	Yes	Non-Heritage Speakers?	Yes
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Program Setting:	Residential :	No	Non-Residential:	Yes	Distance/Online Component:	x
	Other (please specify):	Marlboro Memorial Middle School				

Duration:	Weeks/Days:	3 wks.	Contact Hours:	105
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Target Proficiency Level: (by end of program)	Novice Mid	Target Performance Level(s): (during and by end of program)	Novice Mid – Novice High
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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.

Curriculum designed by:	Judy Baskin and Sonali Banerjee
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Email:	Jtwinks719@verizon.net , skrewt@optonline.net ,
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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

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

the program?

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?

Students will learn about the nature of Monsoon and impact of the Monsoon season on everyday life in India. They will use maps and authentic materials to describe where and when the Monsoon occurs and indicate the amount of rain that falls in different regions of the country. They will watch video clips and segments of news reports to understand the effect of the Monsoon on the daily activities of people in towns and cities. They will work in small groups to prepare visual aids and present simple weather reports for a news broadcast. They will discuss the types of clothing needed when going out during Monsoon season and work in pairs and small groups to state their preferences for items they would like to buy. They will learn about Monsoon festivals in different areas of India and act out activities that are part of the traditional festivities. They will work in small groups and use the information they have learned to prepare a traveler's guidebook for visitors to India during the Monsoon season. The guidebook will show the environmental and cultural impact of Monsoon season on life in India. Students will share their guidebooks with "travelers" in other classes.

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 Communication – Novice-Mid I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	<ol style="list-style-type: none">1. I can answer questions about when and where Monsoon occurs using a map.2. I can answer questions about how much rain falls in a region.3. I can answer questions about clothing I need in Monsoon.4. I can answer questions about my preferences for clothing I would buy during Monsoon season.5. I can answer questions about things I have learned about the festivals during Monsoon season based pictures, photos, or videos.
Presentational Speaking – Novice-Mid I can present information about myself and some other very familiar topics, using a variety of words, phrases and memorized expressions.	<ol style="list-style-type: none">6. I can use words, phrases and simple sentences to talk about the location of regions of India where Monsoon occurs.7. I can talk about the weather during a Monsoon based on pictures, photos, or videos.8. I can name activities in everyday life that are affected by Monsoon.9. I can identify clothing I wear during Monsoon season.

	10. I can talk about Monsoon festival celebrations based on pictures, photos, or videos.
Presentational Writing – Novice-Mid I can write lists and memorized phrases on familiar topics.	11. I can label regions on a map and show the amount of rain that falls during Monsoon season. 12. I can write simple phrases or sentences to label daily activities affected by Monsoon. 13. I can write phrases and memorized expressions to give simple travel advice for Monsoon season. 14. I can write phrases and memorized expressions connected with celebrations of Monsoon festivals.
Interpretive Listening – Novice-Mid I can recognize some familiar words and phrases when I hear them spoken.	15. I can recognize the names of states/regions of India and the months/seasons when they experience Monsoon season. 16. I can recognize familiar words and phrases related to Monsoon when listening to a weather report. 17. I can recognize familiar words and phrases describing the celebrations related to festivals during the Monsoon season.
Interpretive Reading – Novice-Mid I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	18. I can identify the names of regions of India and the months/seasons when they experience Monsoon season. 19. I can recognize numbers showing amounts of rainfall during Monsoon. 20. I can recognize words and phrases associated with familiar vocabulary related to the weather, clothing, daily activities, and festivals that are characteristic of Monsoon season.

You may add additional rows as necessary.

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

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
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 appropriate media and adapting to various audiences of listeners, readers, or viewers.
Students will listen to brief messages about Monsoon and their impact on life in India and identify a picture representing what was described. They will read labels	Students will talk about their guidebooks as they share their work in small groups with their own class and with students in other classes. They will use pictures, graphs, charts,	Students will create a guidebook for tourists visiting India during Monsoon season. They will include graphs, charts, and maps indicating the amounts of rainfall in various

and short sentences and make a connection between the text and related pictures. They will use charts, graphs, and tables to gather information about Monsoon season in different regions of India. Student guidebooks and appropriate authentic materials may be used in these activities.	and tables to prompt their responses. Students may also answer questions about their work when discussing their guide book with a teacher or other native speaker.	locations. They will also create pages to show the clothing and modes of transportation that will be most helpful during Monsoon season. They will have pictures showing Monsoon festivals and scenes showing the impact of Monsoon on daily life. They will use simple sentences to present their guidebooks to classmates, other students, teaching assistants, and teachers.
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STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

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.

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

Interpersonal Communication (Novice Mid)

1. I can answer questions about when and where Monsoon season occurs using a map.	Names of focus states/regions in India where impact of Monsoon will be studied Geography terms such as state, river, ocean, plains, mountains, wind, storm months of the year seasons Where is ____ state/region? Here is ____ state/region. Is ____ north/ south/ east/ west of ____ state/river/ocean? ____ state/region is	1. Using maps of India, students will respond to questions about the location of states or regions in India impacted by Monsoon. (Particular states or regions will be chosen by the teachers.) 2. Students will respond to questions from the teacher or teacher assistant. After practice, students will ask the questions. Eventually students will have small maps of India and work in partners or small groups to ask questions about the location of focus states or regions in India.
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	<p>north/south/east/west of _____.</p> <p>What happens during Monsoon season?</p> <p>During Monsoon season the winds bring large amounts of rainfall/storms/flooding.</p> <p>When is Monsoon season?</p> <p>Monsoon season is during the _____ months/during _____ season.</p> <p>There is heavy/light/little rainfall during Monsoon season/regular season.</p> <p>Look at the information about the rainfall in _____ region during _____ months.</p> <p>When would you like to travel there?</p> <p>I would like to travel to _____ region because I am curious to experience a Monsoon.</p> <p>I would not travel to _____ region because I do not want to get soaked in a Monsoon.</p>	<ol style="list-style-type: none"> 3. They may also play a game with their group. They describe the location of a state give the other students a choice, and the students name the state being described. 4. Students discuss the location and names of other geography features that may be impacted by Monsoon season, such as flooding of rivers, changes in vegetation in plains and mountains, influence of the ocean on Monsoon. 5. As they master the vocabulary related to the regions and geography, students may discuss the specific weather during the different months and seasons and whether or not a traveler would experience Monsoon at a specific time. They would use simple sentences and phrases in response to questions or to a picture prompt. 6. Students will interview their classmates and take a poll to see who would or would like to travel to India during Monsoon season. They may also take a poll to see the students' preferences for the season during which they would prefer to travel. 7. The results may be put on a bar graph or chart and the students can ask and answer questions about the group's preferences with the teacher, teacher assistant, or other classmates.
<p>2. I can answer questions about how much rain falls in a region.</p>	<p>number vocabulary appropriate to rainfall statistics</p> <p>How much rainfall is there in _____ state during Monsoon season/regular season?</p> <p>How much rain fell in _____ region during the _____ (months/ season/year)?</p> <p>During the month of _____, _____ region had _____ centimeters/inches of rain.</p> <p>The average rainfall for _____ region during _____ (months/ season/ year) was _____ centimeters/inches.</p> <p>During the past year(s) the most rain fell during _____ (months/ season/ year).</p> <p>During _____ season, _____ region had _____ inches of rainfall. This was more/less than _____ season.</p> <p>That's a tremendous amount of rain!</p>	<ol style="list-style-type: none"> 1. Using maps of India showing the amount of rainfall in different regions, students will respond to questions comparing the rainfall during the Monsoon and other seasons. 2. Students will begin by answering questions working with large maps with the teacher and teacher assistant. As they learn the questions they can work with small maps in partners or small groups to ask and answer the questions. 3. Groups within the class may focus on different states or regions and then share their information with other students. This may be done as an activity within the class and as part of the culminating project to be shared with other classes. 4. Once students have their data about rainfall amounts and locations an easy-to-read chart form (see Presentational Writing and Interpretive Reading), they

	<p>There was very little rain during ____.</p>	<p>can work in partners or small groups to compare the information they have gathered about the patterns of rainfall in different regions of India during different times of the year. This will be a guided discussion with the teacher or teacher assistant. The students will generate simple questions and responses using chart or maps.</p> <p>5. Students will also use prepared bar graphs, charts, and pie graphs to compare Monsoon season in different regions of India, by responding to simple questions and statements by other students.</p> <p>6. This information can be part of their presentation of the travel guides. They can discuss the maps and charts with classmates or students from other classes, and use the information to generate questions and state travel preferences.</p>
<p>3. In can answer questions about clothing I need in a Monsoon.</p>	<p>Clothing and rain gear typically used during Monsoon season.</p> <p>Color words</p> <p>What are you wearing? I'm wearing a _____.</p> <p>What do you need when it is raining very hard? I need a _____.</p>	<p>1. Using pictures or videos of people getting around during Monsoon season, students will answer questions to identify the clothing they are wearing.</p> <p>2. The above activity can begin as teacher-directed and then be done in small groups with appropriate pictures so students can generate and respond to questions about the clothing and rain gear.</p> <p>3. Students work in small groups and as they answer the question about what they need or wear during heavy rains, they show a picture to represent their responses to the questions.</p> <p>4. The above language structures may be used as part of the culminating project when students make a presentation and recommendations to visitors during Monsoon season.</p>
<p>4. I can answer questions about my preferences for clothing I would buy during Monsoon season.</p>	<p>numbers appropriate for shopping for clothes and rain gear</p> <p>How may I help you?</p> <p>What would you like to buy? I would like to buy a _____?</p> <p>Do you prefer the red ____ or the blue? I prefer the red/blue _____?</p> <p>How much does ____ cost? The _____ costs ____ rupees.</p> <p>That's too much. I want to pay ____.</p>	<p>1. Students will each have a picture of a few articles of clothing and rain gear that they may use during Monsoon season or at any time. They form inner and outer circles. They take turns where the inner circle first asks the question, "Would you buy this _____ based on the picture they are holding? (In order to avoid all "yes" responses, some of the pictures can be of different styles and colors. A student may buy a blue raincoat, but not one brightly colored</p>

	<p>I only have ____ rupees to spend.</p> <p>I will sell it for ____.</p> <p>That's fine. Here is the money.</p> <p>Thank you. Here is the _____ and here are ____ rupees for your change.</p> <p>I have ____ rupees.</p> <p>I bought a ____ for ____ rupees and a ____ for ____ rupees. Now I only have ____ rupees left to spend.</p> <p>The ____ website had the best value. I bought a ____ for ____ rupees.</p> <p>How much did you spend on a raincoat/boots/rain hat?</p> <p>How many people used ____ store/website to shop?</p> <p>What did you buy? How many ____ did you buy?</p> <p>I bought ____ raincoat(s), __ pairs of boots, umbrella(s), ____ insect repellents, etc.</p> <p><u>Discussing survey results:</u></p> <p>How many _____ did you group buy?</p> <p>My group bought ____ umbrellas, etc..</p> <p>My group bought the same amount/more/less raincoats/shorts/cans of insect repellent, etc.</p>	<p>with large flowers or a camouflage print.) The students in the outer circle rotate after they answer the question, until everyone has a chance to ask and answer a question. Then the groups switch roles so each student has a chance to ask and answer a question.</p> <ol style="list-style-type: none"> Students can role play a situation in a store where they purchase things they may need during Monsoon season. They can use small pictures of clothing and rain gear and play money. After they are familiar with the numbers and the language patterns for the store dialog, students may be given a specific amount of money to spend. They need to explain what they will buy and how much each item will cost. The above activity can be done in partners, small group, or a guided discussion with the teacher or Teaching assistant. Students explore different websites or store websites to choose the clothing and rain gear they will buy. They can discuss the places where they preferred to shop, using specific number and clothing vocabulary to explain their preferences. After they do the shopping activity with the specific amount of money, students make a chart with pictures and words representing clothing and rain gear that may have been bought by themselves or other students. They interview their classmates and record the responses on the chart. The class may be divided in half and the surveys conducted in groups of 8 or 9. Then each student can take his or her chart and get a partner from the other group. They can ask and answer simple questions about the information gathered about each group. They can count up the amount of the different items purchased and make a Venn diagram showing the shopping patterns of each group as they discuss their charts. They can use the information to advise travelers of popular items to buy as they travel during Monsoon season.
5. I can answer questions about things I have learned about the	What are the people doing in this celebration?	1. Students look at pictures, photos, or videos representing festivals during

festivals during Monsoon season based on pictures, photos, or videos.	<p>They are _____.</p> <p>What are they wearing?</p> <p>They are wearing _____.</p> <p>Why is ____ festival celebrated?</p> <p>____ festival is celebrated because _____/to remember _____.</p>	<p>Monsoon season. They work with teachers and Teaching assistants to answer the questions and then work on their particular festival in small groups.</p> <p>2. After they can state a few questions and answers about their festival, students work with other groups to share their information and ask questions about festivals studied by other students.</p>
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Presentational Speaking (Novice Mid)

6. I can use words, phrases and simple sentences to talk about the months/seasons and location of regions of India where Monsoon occur.	<p>Previously stated geography vocabulary.</p> <p>The ____ state/region is located in the north/south/east/west of India.</p> <p>There are rivers/mountains/plains in the region.</p> <p>Monsoon season in the ____ region is during the months of _____/during the spring/summer/fall/winter season.</p>	<ol style="list-style-type: none"> Students use pictures and/or computer images to show a map of India and explain the location of regions impacted by Monsoon. (The teachers may decide the focus regions.) This may be done as a practice activity and as part of the presentation of the visitor guidebooks. The students may also make a statement about the location of states or regions in India. The other students have to say if it is true or false and correct the false statement. Students use charts, graphs, and tables to speak about the location and time of year when Monsoon season occurs in different regions. (See Presentational Writing section) As part of the presentation of the guidebook, students use a map to show a region and explain what happens during Monsoon season and when the rains occur.
7. I can talk about the weather during a Monsoon based on pictures, photos, or videos.	<p>During a Monsoon the rain is extremely heavy.</p> <p>During Monsoon season the rivers/streets may flood.</p> <p>_____ of rain may fall during Monsoon season.</p>	<ol style="list-style-type: none"> Students use pictures or videos to talk about the weather being shown. This activity may be part of group work or as part of the culminating activity where they present their guidebooks. Students make statements about weather scenes. The rest of the group has small pictures corresponding to the statements. They show the picture being described by the student. Students use specific number vocabulary in describing what they learned about the amount of rainfall in different regions when they present their guidebooks. Students use a large map and charts or graphs displayed on the board to present a weather report giving details

		about the locations and amounts of rainfall on a particular day in a particular state/region of India. They may work in pairs so each has a manageable amount of sentences to present.
8. I can name activities in everyday life that are affected by Monsoon.	<p>People use _____ during a Monsoon to stay dry/to get around.</p> <p>People stay indoors during the heavy rains.</p> <p>The roads/rivers/homes flooded during the heavy rains.</p> <p>I feel _____ during Monsoon season.</p>	<ol style="list-style-type: none"> Students describe pictures or videos showing the impact of Monsoon on daily life. They narrate the images using simple sentences to describe the events. They may also speak in the first person to say what they do or how they may feel during Monsoon season. They can use pictures, videos, or physically act out the narration as they describe their personal feelings and preferences for activities. Students use pictures or videos to create a weather report showing the impact of Monsoon on everyday life. As the report is narrated, other students in the group act out what is being described. Students show pictures of life when there is no Monsoon and pictures during Monsoon season. They use simple sentences to compare and contrast the images. This may be done in small groups and as part of the culminating activity. Students describe pictures showing the impact of Monsoon season on the vegetation, farmland, rivers, and geographical environment of different regions.
9. I can identify clothing I wear during Monsoon season.	<p>I wear _____ during a Monsoon.</p> <p>I must use _____ during a Monsoon.</p> <p>You can save _____ rupees if you shop at _____ store. _____ sells this raincoat for _____ rupees. With _____ you only pay _____ rupees.</p>	<ol style="list-style-type: none"> Students create a commercial advertising clothing and rain gear that should be purchased to prepare for Monsoon season. Students prepare a fashion show to demonstrate sensible clothing and rain gear that would be helpful to use during Monsoon season.
10. I can talk about Monsoon festival celebrations based on pictures, photos, or videos.	<p>During the _____ festival during Monsoon season people _____.</p> <p>Some of the activities they do are _____.</p> <p>People do these activities because _____/to remember_____.</p>	<ol style="list-style-type: none"> Students prepare and narrate a video presentation showing a particular festival celebrated during Monsoon season. Students act out the activities during a particular festival celebrated during Monsoon season. They can take turns narrating and those acting out activities may state what they are doing as the festival is presented.

Presentational Writing (Novice Mid)

<p>11. I can label regions and show the amount of rain that falls during Monsoon season.</p>	<p>Names of states or regions of India.</p> <p>Geography vocabulary previously discussed.</p> <p>The ____ state/region is located in the ____ of India.</p> <p>The ____ state/region is located north/south/east/west of ____.</p> <p>The ____ river/plain/mountain range is located in the ____ of India.</p> <p>The ____ river/plain/mountain range is located north/south/east/west of ____.</p> <p>In the ____ region there is an average of ____ centimeters/inches of rainfall during Monsoon season/____ season/the year. This is more/less than the ____ region.</p>	<ol style="list-style-type: none"> 1. Students use maps of India to label the states or regions where the Monsoon occur and write the amount of rain that fall in each region. 2. Students use model sentences provided by the teacher to write the location of places, rivers, plains, or mountains using north, south, east, or west. 3. These sentences will be incorporated into the guidebooks being prepared by the students. 4. Students use average rainfall maps of India to fill in a teacher-made chart showing the amount of rainfall in different regions. They use the chart to compare the amount of rain that falls in different parts of India. 5. This data can also be incorporated into a bar graph to show the average rainfall statistics in different regions or states of India. This is information that can be included in the guidebooks, as part of the advice students would give to a traveler. 6. Students can also use a chart to indicate rainfall statistics during different times of the year or for different years. They can use the information to write simple sentences about their region to indicate and compare the weather with other areas of the country during a specific time of year. 7. Students may also make a pie graph showing the portion of yearly rainfall that occurs during Monsoon season as compared with the rest of the year. 8. This travel information will also be helpful in their guidebooks as they advise travelers of what to expect as they visit India during Monsoon season.
<p>12. I can write simple phrases or sentences to label daily activities affected by Monsoon.</p>	<p>The streets are flooded.</p> <p>The rivers overflow.</p> <p>People use ____ to get around.</p> <p>I have to use a ____ during Monsoon season.</p> <p>Other simple sentences based on the pictures used to study the impact of Monsoon.</p>	<ol style="list-style-type: none"> 1. Given a sentence with a blank and choices of words, students write the correct word to complete the sentence. The sentences can be based on pictures given to groups of students. 2. Students work in pairs or small groups. They have a list of vocabulary words and pictures. The teacher says a word and they use the list to help them write the word that was said. They also have to point to the word and the picture. This can be first done with the teacher saying

		<p>the word, and then the students do the speaking.</p> <ol style="list-style-type: none"> Students have model sentences about Monsoon activities with blanks. The sentences can be written in graph consisting of 12 large boxes with a sentence in each. They go around the room and ask other students, the Teaching assistant, or teacher to write the word(s) to complete the sentence in one of the boxes. The student or teacher signs the box where they wrote their answer. If there are mistakes, they can go back to the person and have him/her correct the response. Students write words to fill in pre-written model sentences first to predict and then to describe what happens in a science experiment. (See Interpretive Listening section.) Students write simple sentences to describe the pictures in their guidebooks, using the skills practiced in the above activities.
13. I can write phrases and memorized expressions to give simple travel advice for Monsoon season.	<p>During Monsoon season you should wear _____.</p> <p>During Monsoon season you should use _____.</p> <p>During Monsoon season you should _____ (activities to do or avoid)</p>	<ol style="list-style-type: none"> Students write simple sentences suggesting activities to be done, clothing to be worn, or rain gear to use during Monsoon season. The advice will be accompanied by pictures as part of their guidebooks.
14. I can write phrases and memorized expressions connected with celebrations of Monsoon festivals.	<p>During the ____ festival people wear.</p> <p>During the ____ festival people _____.</p> <p>The ____ festival is celebrated because ____/to remember ____.</p> <p>During the ____ festival it is fun to ____.</p>	<ol style="list-style-type: none"> Students may practice writing vocabulary by looking at a picture and then filling in the correct word to complete sentences about the picture. They will be given model sentences and a choice of words to use to complete the sentences. Students use pictures of a particular Monsoon festival to fill in model sentences describing the events or practices during the festival. The sentences and pictures will be part of the visitors' guidebook.
Interpretive Listening (Novice Mid)		

<p>15. I can recognize the names of regions of India and the months/seasons when they experience Monsoon season.</p>	<p>Names of states or regions of India.</p> <p>Months, seasons</p> <p>Geography vocabulary previously discussed.</p> <p>North/south/east/west</p>	<ol style="list-style-type: none"> 1. A large map of India is displayed. The students are divided into teams. One student from each team comes up and gets a fly swatter. The teacher names a region and whoever touches the region first with the fly swatter, gets a point for his/her team. Other geography vocabulary and direction words may be used. 2. A similar activity may be done in small groups with maps of India. Students can take turns saying a vocabulary word and the rest of the group has to touch the region named. 3. Students may listen to an authentic weather report about different regions that are experiencing Monsoon season. They may put a check on a map to show the places named in the report. 4. As the guidebooks are presented in the culminating activity, students may have a pre-written information sheet. They can write in or check off details that they learned during the presentations about the location of the Monsoon.
<p>16. I can recognize familiar words and phrases related to Monsoon when listening to a weather report.</p>	<p>There was a heavy downpour during Monsoon season in _____.</p> <p>The rain was extremely heavy and there was flooding.</p> <p>Other statements using familiar vocabulary words describing what happened during Monsoon season.</p> <p>What is different in the impact on land between a heavy downpour and a slower, steady rain?</p> <p>What do you think will happen when we pour all the water in the pitcher at once? What would be different if we poured it slowly from a watering can?</p> <p>Teacher explains what she is doing during a science experiment. Students watch and listen and pick out the main ideas in her narration.</p>	<ol style="list-style-type: none"> 1. Students have a group of pictures. The teacher says sentences about the Monsoon and the students have to mark the picture being described. 2. The students listen to an authentic weather report. They have maps and pictures related to the report and some information not in the report. They put a check near the pictures that were described in the report. 3. A similar activity as described above may be done as the students hear the presentations of the guidebooks and learn about the impact of the Monsoon as presented by fellow students. 4. <u>Science experiment:</u> Put dirt in two plastic containers and use a ruler or other plastic strip to represent a road in each. Small plastic houses and other items can also be placed in the "scene" in each container. Show the students that you are putting the same amount of water in a pitcher and in a watering can. 5. The teacher narrates as she pours the water slowly with the watering can in one of the containers and pours the water quickly and all at once in the other container. Students are asked to

		<p>explain the difference in what happened in each container based on what they heard during the explanation. Using the watering can should allow the water to be absorbed with little or no change, but the sudden pouring of water should show flooding and big puddles in the dirt in the other container.</p> <p>6. Explain that the strong rains during Monsoon season may cause roads to flood and other problems as people try to do their daily activities.</p>
17. I can recognize familiar words and phrases describing the celebrations related to festivals during the Monsoon season.	<p>Vocabulary related to the clothing worn during the festivals.</p> <p>Vocabulary related to the activities during the festival celebrations.</p>	<p>1. Students watch a video and listen to a report about a celebration. They mark off true or false statements based on what they saw and heard.</p> <p>2. Students watch a video and listen to a news or other report about a Monsoon festival. They have a series of pictures and they mark off what they hear as represented by the pictures.</p> <p>3. Students may watch a role play presented by other students as previously described. They may draw a picture or mark off pictures or information on a chart based on what they saw or heard.</p> <p>4. Students have a graphic organizer or chart and they write in or check off what they learn from the guidebook presentations of other students.</p>
Interpretive Reading		
18. I can identify the names of regions of India and the months/seasons when they experience Monsoon season.	<p>Names of states or regions of India.</p> <p>Geography vocabulary previously discussed.</p> <p>Numbers appropriate for describing rainfall statistics</p> <p>Months, seasons</p>	<p>1. Students look at a map of India and point to states, regions, geographical features, or directions which are labeled on a map. They may point to the areas in response to information stated by the teacher or other students or they may touch an area of the map and read the label.</p> <p>2. Students work in pairs or small groups. They have small maps of India. They pick a file card with one of the vocabulary words written on it. They point to the corresponding feature on the map.</p> <p>3. Students play a memory game. They have cards with words and other cards with pictures. They first match the words and pictures. After the teacher or Teaching assistant checks their matches, they turn the cards over. They take turns flipping the cards to match words</p>

		<p>and pictures.</p> <ol style="list-style-type: none"> Students use maps or charts showing rainfall statistics for different regions of India and time of the year. They record the information on a chart. They discuss the information with the teacher, the Teaching assistant, and classmates as described in the Interpersonal section. Students will also use the information to create a bar graph showing the regional rainfall amounts during different months/seasons of the year.
<p>19. I can recognize numbers showing amounts of rainfall during Monsoon season.</p>	<p>Number vocabulary and symbols</p> <p>In this region ____ mm of rain falls during Monsoon season. Mark the region with number 1, etc.</p>	<ol style="list-style-type: none"> Students have a list with three or four numbers on each line. The teacher or Teaching assistant says a number and the students have to circle the number stated. The students can eventually be the ones to state the numbers as they work in pairs or small groups. Students have dry erase boards. They write the numbers as the Hindi number symbols are shown. Students look at an authentic map showing rainfall amounts and mark off the regions as a sentence is shown stating the amount of rainfall in different regions. They can use the information to make a bar graph showing the names of the regions and the amount of average rainfall in each area. They will read and discuss the graphs made by other students. They may also make a pie graph using information they gather from maps or weather charts as described in the Presentational Writing section. They will read the pie graph as they answer questions or state information about rainfall patterns. The students may work in pairs or groups and share their graphs with another pair or group of students. The students have a sheet with model sentences with blanks. They use the information they learn from the graphs to fill in the blanks about the rainfall in different regions.
<p>20. I can recognize words and phrases associated with familiar vocabulary related to the weather, clothing, daily activities, and festivals that are characteristic of</p>	<p>Previously mentioned vocabulary words.</p> <p>It rained ____mm in ____ region yesterday.</p> <p>The ____ costs ____ rupees.</p>	<ol style="list-style-type: none"> Students play memory games as stated above to match words and pictures. Students look at authentic materials related to the weather. They circle familiar words and then answer

Monsoon season.	<p>The people use ____ to get around during the Monsoon.</p> <p>The streets are flooded.</p> <p>The people wear ____ during the ____ festival.</p> <p>The people ____ during the ____ festival.</p> <p>Previously studied simple sentences and phrases.</p>	<p>true/false questions about the text. They mark in the text where they found the answer to each question. They underline the appropriate phrases and put the number of the related true/false statement.</p> <p>3. Students look at advertisements for clothing or rain gear. They fill out a chart or shopping list marking what they would buy and the price. The teacher would prepare a chart with appropriate words that the students could recognize based on previous studies. This chart would be used as they plan how they would spend a given amount of money to buy clothes and rain gear for a trip during Monsoon season. (See Interpersonal section.)</p> <p>4. Students read simple captions that would match pictures related to Monsoon activities or festivals. They place the caption with the appropriate pictures.</p> <p>5. As part of the culminating activity, students may read through the guidebooks of other students. They may use a pre-printed chart or information sheet where they can fill in blanks or mark off what they learned from their classmates' guidebooks.</p>
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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.

geographical and rainfall maps of India, pictures of scenes from Monsoon season, short articles or selections describing the weather and its impact, clothing, rain gear, and festivals related to Monsoon season, videos of weather and news reports, authentic pictures of Monsoon season in different states or regions of India.

Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of 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.