

# UNIT PLAN TEMPLATE

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Ashwini Bhoye.
<b>School Name</b>	Mother's Touch Academic School
<b>School City, State</b>	NASHIK
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Suicide cases</i>	
<b>Unit Summary</b>	
<p><b>Suicide</b> is the act of intentionally causing one's own death. Suicide is often carried out as a result of despair, the cause of which is frequently attributed to a mental disorder such as depression, bipolar disorder, schizophrenia, borderline personality disorder, alcoholism, or drug abuse, as well as stress factors such as financial difficulties, troubles with interpersonal relationships, and bullying.</p>	
<b>Subject area</b>	
SOCIOLOGY	
<b>Class Level</b>	
9	

### Approximate Time Needed

3 Months, 12weeks, 3 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

AS PER 9STD SYLLABUS

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- ☞ To aware the people about the suicide.
- ☞ To get the information about the suicide
- ☞ To understand the basic concepts useful in counselling students about behavioural change.
- ☞ To learn how to apply social justice.
- ☞ To recognize the symptoms of stress, depression and to treat them.

### Curriculum-Framing Questions

<b>Essential Question</b>	What is suicide?
<b>Unit Questions</b>	What are the reasons of suicide?
<b>Content Questions</b>	Role of teacher to prevent suicide?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of **suicide awareness**. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask

them to use the blog checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of suicide.

#### **INITIAL PHASE:**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION:**

- Initiate the students to participate in the discussions by giving the topics like SUICIDE
- Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

#### **k-w-l chart:**



- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on SUICIDE
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  1. **QUESTION why educational burden is imposed upon the students by teachers as well as parents ?**
  2. **QUESTION why proper attention is not paid to all the students to minimize the act of ragging or bullying?**
  3. **QUESTION what necessary steps should be taken by the government to prevent student suicide?**
- Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What are the suicide prevention measures, mental health intervention, follow up care, substance abuse, social environment by news, articles & mainly by searching on Internet
- To collect information students will visit various websites.

**Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

**AWARENESS PROGRAMME:**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG:**

- Students will create blog to share their views, ideas & findings of the information for the topic Suicide Cases.
- Students will also share the suicide prevention measures through blog & appeal people to share their views & opinions about increasing suicide cases.

### **DETERMINATION:**

- Teacher will again ask the questions like, are you aware of any suicide prevention resources available at school? How do you take care of your mental health? (why suicide cases are increasing day by day?) Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

#### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### **Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### **Materials and Resources Required for Unit**

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### **Technology—Hardware** (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### **Technology—Software** (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input checked="" type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>IX grade text book</li> <li>Articles on suicide cases.</li> <li>Reference books</li> </ul>	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>Note Book</li> <li>Pen / Pencil for survey</li> </ul>	
<b>internet</b>	<a href="http://www.bullyingstatistics.org/content/bullying-and-suicide.html">http://www.bullyingstatistics.org/content/bullying-and-suicide.html</a> <a href="http://www.suicide.org/college-student-suicide.html">http://www.suicide.org/college-student-suicide.html</a> <a href="http://www.counselling.cam.ac.uk/staffcouns/leaflets/suiciderisk">http://www.counselling.cam.ac.uk/staffcouns/leaflets/suiciderisk</a> <a href="http://kidshealth.org/parent/emotions/behavior/suicide.html">http://kidshealth.org/parent/emotions/behavior/suicide.html</a>	
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>Invite experts to talk to the leaders on the importance of awareness of suicide.</li> <li>Visit to sites where suicide prevention measures are implemented.</li> </ul>	

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## Educational Problems In India

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Deore Vaibhavi Bharat
<b>School Name</b>	Mother's Touch Academic School
<b>School City, State</b>	Nashik, Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
Educational Problems in India	
<b>Unit Summary</b>	
<p>There are some problems in our educational system. Our education system is based on memory power. According to our educational system if a student scores maximum marks, then he is intelligent and if he scores less then he is weak student.</p> <p><b><u>Suggestions:-</u></b></p> <ol style="list-style-type: none"><li>1. Our educational system needs some changes.</li><li>2. Students should get practical knowledge.</li><li>3. Creativity should be included in our educational system.</li><li>4. Every student should get equal chance of education.</li></ol>	
<b>Subject area</b>	
<b>Social</b>	

**Class Level**

9

**Approximate Time Needed**

1 Months, 6 weeks, 2 lectures per week, 18 hours

**Unit Foundation**

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

**Targeted Syllabus Guidelines**

According to 9 th standard syllabus.

**Targeted 21st Century and Higher Order Thinking Skills**

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

**Student Objectives/Learning Outcomes**

- To understand the place of education in society.
- To enable students to tell their problems related to education.
- To enable students to think creatively about our educational system.
- To understand the drawbacks of educational system.
- To enable students to give some suggestions to improve our educational system.

### Curriculum-Framing Questions

<b>Essential Question</b>	What do you think about our educational system? How education is helpful for the development of society?
<b>Unit Questions</b>	What do you suggest to improve our educational system?
<b>Content Questions</b>	What difficulties do you find in our educational system? What kind of changes should be made in our system?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion

rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Educational Problems In India. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'EDUCATIONAL

PROBLEMS IN INDIA. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.

- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

**k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on EDUCATIONAL PROBLEMS IN INDIA.
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  1. **What do you think about our Educational System?**
  2. **What changes do you suggest in our Educational system?**
  3. **What kind of education do you want for yourself?**
- Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

**Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG :**



- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, **why we need change in our educational system. And In future, Will these changes would be helpful for us?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

#### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### **Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### **Materials and Resources Required for Unit**

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

<b>Technology—Hardware</b> (Click boxes of all equipment needed)		
<input type="checkbox"/> Camera <input checked="" type="checkbox"/> Computer(s) <input checked="" type="checkbox"/> Digital Camera b <input checked="" type="checkbox"/> DVD Player <input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Laser Disk <input checked="" type="checkbox"/> Printer <input checked="" type="checkbox"/> Projection System <input type="checkbox"/> Scanner <input checked="" type="checkbox"/> Television	<input type="checkbox"/> VCR <input checked="" type="checkbox"/> Video Camera <input checked="" type="checkbox"/> Video Conferencing Equip. <input checked="" type="checkbox"/> Other
<b>Technology—Software</b> (Click boxes of all software needed.)		
<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input checked="" type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>IX grade text book</li> <li>Articles On Educational problems in India</li> <li>Reference books</li> </ul>	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>Note Book</li> <li>Pen / Pencil for survey</li> </ul>	
<b>internet</b>	<a href="http://surejob.in/10-fundamental-problems-with-education-system-in-india.html">http://surejob.in/10-fundamental-problems-with-education-system-in-india.html</a>  <a href="https://www.linkedin.com/pulse/20140709171144-266907512-6-problems-with-the-indian-education-system">https://www.linkedin.com/pulse/20140709171144-266907512-6-problems-with-the-indian-education-system</a>  <a href="http://startup.nujs.edu/blog/indian-education-system-what-needs-to-change/">http://startup.nujs.edu/blog/indian-education-system-what-needs-to-change/</a>  <a href="https://en.wikipedia.org/wiki/Education">https://en.wikipedia.org/wiki/Education</a>  <a href="http://www.mapsofindia.com/my-india/education/india-needs-education-especially-rural-education">http://www.mapsofindia.com/my-india/education/india-needs-education-especially-rural-education</a>	
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>Invite experts to talk to the leaders on the importance of water purification for children.</li> <li>Visit to sites where water solution techniques are implemented.</li> </ul>	

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# Food and Protection of food

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	POOJA JAGTAP
<b>School Name</b>	FLYING COLOURS ENGLISH MEDIUM SCHOOL
<b>School City, State</b>	Nasik , Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the unit. Summary.	
<b>Unit Title</b>	
<b>FOOD AND PROTECTION OF FOOD</b>	
<b>Unit Summary</b>	
<p>In this days people are suffering from PROTECTION OF FOOD</p> <ul style="list-style-type: none"><li>❖ 70% students are MALNUTRITION</li><li>❖ Most of them have <b>faulty eating habits, lack of exercise</b> etc</li><li>❖ Due to this they faceTake proper diet</li><li>❖ various problems like <b>restlessness, low confidence</b> etc</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ Take out some time for regular exercise</li><li>❖ Play outdoor games</li><li>❖ Check up yourself regularly</li></ul>	
<b>Subject area</b>	
<b>Science – biology</b>	
<b>Class Level</b>	

8

### Approximate Time Needed

1 Months , 6 weeks, 2 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

## According to 8 science syllabus

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To create awareness among people.
- To know how to diagnose quality of food.
- To understand the basic concepts useful in counselling patients about behavioural change.
- To enable students to describe at least 5 behavioural strategies to facilities weight loss.
- To make understand students to be able to identify medical problems those are associated with ma
- To know where to get more detailed information about food and protection of food.

### Curriculum-Framing Questions

<b>Essential Question</b>	<b>What is food?</b> <b>What is protection of food?</b>
<b>Unit Questions</b>	<b>What are the Prevention Measures to protect quality of food?</b>
<b>Content Questions</b>	<b>Why is it important to reduce food and protection of food?</b> <b>How can we as a Society make a difference in preventing food protection?</b>

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create a
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work Begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students about the importance of food and protection of food .Data collection is used to gauge student needs and help . Communication rubric is used to assess student’s communication skills, how they communicate with people. S be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric the student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to c their thoughts, ask them to use the blog checklist to guide their work.

### Unit Details

### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

**What is food?**

**What is protection of food?**

**What are the Prevention Measures to protect quality of food?**

**Why is it important to reduce food and protection of food?**

**How can we as a Society make a difference in preventing food protection?**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

**Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

## Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving
- **Module 5:** Incorporate into your Instructional Procedures.

### Technology—Hardware (Click boxes of all equipment needed)

- ☐ Camera
- ☒ Computer(s)
- ☒ Digital Camera b
- ☒ DVD Player
- ☒ Internet Connection

- ☒ Laser Disk
- ☒ Printer
- ☒ Projection System
- ☐ Scanner
- ☒ Television

### Technology—Software (Click boxes of all software needed.)

- ☒ Database/Spreadsheet
- ☐ Desktop Publishing
- ☒ E-mail Software
- ☒ Encyclopedia on CD-ROM

- ☒ Image Processing
- ☒ Internet Web Browser
- ☒ Multimedia

<b>Printed Materials</b>	<ul style="list-style-type: none"><li>• Internet</li><li>• Articles on food and protection of food</li><li>• Reference books</li></ul>
<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>Internet</b>	<p><a href="http://www.bccdc.ca/resource-gallery/Documents/Guidelines%20and%20Forms/Guidelines%20and%20M">http://www.bccdc.ca/resource-gallery/Documents/Guidelines%20and%20Forms/Guidelines%20and%20M</a></p> <p><a href="http://www.cdc.gov/nceh/vsp/training/videos/transcripts/foodprot.pdf">http://www.cdc.gov/nceh/vsp/training/videos/transcripts/foodprot.pdf</a></p> <p><a href="http://www.fda.gov/downloads/Food/GuidanceRegulation/UCM189448.pdf">http://www.fda.gov/downloads/Food/GuidanceRegulation/UCM189448.pdf</a></p> <p><a href="http://www.foodprotection.org/files/food-protection-trends/JAN-FEB-15-sm">http://www.foodprotection.org/files/food-protection-trends/JAN-FEB-15-sm</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of food protection</li><li>• Visit to sites where food solution techniques are implemented.</li></ul>

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# **CHILD MARRIAGE**

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Swapna Dilip Joshi
<b>School Name</b>	Podar Int.School Nashik
<b>School City, State</b>	Nashik Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
Child marriage	
<b>Unit Summary</b>	
Child marriage most often occurs in poor, rural communities. In many regions, parents arrange their daughter's marriage unbeknownst to the girl. That can mean that one day, she may be at home playing with her siblings and the next, she's married off and sent to live in another village with her husband and his family – strangers, essentially. She is pulled out of school. She is separated from her peers. And once married, she is more likely to be a victim of domestic violence and suffer health complications associated with early sexual activity and childbearing.	
<b>Subject area</b>	
Social	
<b>Class Level</b>	
9	

### Approximate Time Needed

1Months, 6 weeks, 2 lectures per week,18hours.

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

Syllabus of 9 standard (State Board of Maharashtra)

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To enable student to understand about Child Marriage.
- To enable student to understand the facts and consequences of Child Marriage.
- To improve student awareness for Child Marriage.
- To Raising consciousness about child marriage
- To enable student to know about the problems occur due to Child Marriage.
- To bring socialistic change in society.
- To motivate and encourage our society for stopping Child Marriage.

### Curriculum-Framing Questions

#### Essential Question

*What are the social problems of society?*

<b>Unit Questions</b>	What are the reasons arises due to Child Marriage?
<b>Content Questions</b>	How can we stop Child Marriage?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of CHILD MARRIAGE. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### Unit Details

#### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet

- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the child marriages and its adverse effects on the society.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'CHILD MARRIAGE'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on CHILD MARRIAGE
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

**1. What actions should be taken to remove Child Marriage from the society?**

**2. Why parents fail to understand the situation of children in terms of Child Marriage?**

### **3. When was Child Marriage banned in India?**

- Give enough time for Question and Answer sessions to clarify doubts.

#### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

#### **Data collection rubric:**

- Students will collect information about What is **CHILD MARRIAGES IN INDIA**, causes & effects as well awareness through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

#### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

#### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & rally in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

#### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic child marriages.
- Students will also share their ideas of this topic through blog & appeal people to share their views & opinions about TRADITION OF CHILD MARRIAGES IN THE STATES.

#### **DETERMINATION :**

- Teacher will again ask the questions like, **why should we need to stop Child marriage? And In future, can we stop Child Marriage**. Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

<b>Accommodations for Differentiated Instruction</b> <ul style="list-style-type: none"> <li>○ <b>Module 7:</b> Draft ideas to support all learners and create student support material.</li> </ul>		
<b>Special Needs Student</b>	<ul style="list-style-type: none"> <li>• To give extra time &amp; special attention</li> <li>• To give extra time to complete their assignment, survey.</li> <li>• Providing simple task to complete.</li> <li>• To arrange extra lecture for computer knowledge.</li> <li>• Provide website list for data collection.</li> <li>• Explaining need &amp; importance of data collection in detail again.</li> <li>• Utilization of audio-visual aids.</li> </ul>	
<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"> <li>• Assigning the role of a leader.</li> <li>• Giving extra task related to collection of information.</li> <li>• To collect all the possible data about child marriages.</li> <li>• Giving them responsibility to help the special need students.</li> <li>• Ask them to arrange the rally, awareness programme.</li> </ul>	
<b>Materials and Resources Required for Unit</b> <ul style="list-style-type: none"> <li>○ <b>Module 4:</b> Identify Internet resources for research, communication, collaboration, and problem solving.</li> <li>○ <b>Module 5:</b> Incorporate into your Instructional Procedures.</li> </ul>		
<b>Technology—Hardware</b> (Click boxes of all equipment needed)		
<input type="checkbox"/> Camera <input checked="" type="checkbox"/> Computer(s) <input checked="" type="checkbox"/> Digital Camera b <input checked="" type="checkbox"/> DVD Player <input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Laser Disk <input checked="" type="checkbox"/> Printer <input checked="" type="checkbox"/> Projection System <input type="checkbox"/> Scanner <input checked="" type="checkbox"/> Television	<input type="checkbox"/> VCR <input checked="" type="checkbox"/> Video Camera <input checked="" type="checkbox"/> Video Conferencing Equip. <input checked="" type="checkbox"/> Other
<b>Technology—Software</b> (Click boxes of all software needed.)		
<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input checked="" type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• IX grade text book</li> <li>• Articles on child marriage.</li> <li>• Reference books</li> </ul>	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>	

<b>Internet</b>	<p>Website Links</p> <p><a href="https://en.wikipedia.org/wiki/Child_marriages">https://en.wikipedia.org/wiki/Child_marriages</a></p> <p><a href="http://middleeast.about.com/od/humanrightsdemocracy/a/child-brides.htm">http://middleeast.about.com/od/humanrightsdemocracy/a/child-brides.htm</a></p> <p><a href="http://middleeast.about.com/od/humanrightsdemocracy/a/child-brides.htm">http://middleeast.about.com/od/humanrightsdemocracy/a/child-brides.htm</a></p> <p><a href="http://www.plan-uk.org/because-i-am-a-girl/early-and-forced-marriage/early-child-marriage-problems-and-consequences/">http://www.plan-uk.org/because-i-am-a-girl/early-and-forced-marriage/early-child-marriage-problems-and-consequences/</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on this topic of Child Marriages and its tradition.</li><li>• Visit to sites.</li></ul>

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Save Girl child.

<b>Unit Author</b>	
<b>First and Last Name</b>	Kajal Kewlani
<b>School Name</b>	Flying Colours School, Nashik.
<b>School City, State</b>	Nashik, Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
Save Girl Child	
<b>Unit Summary</b>	
<p>The "Save Girl Child" movement is a crucial global initiative aimed at promoting gender equality and addressing the issue of female infanticide, feticide, and discrimination against girls. This campaign highlights the significance of empowering girls and securing their right to life, education, health, and dignity.</p> <p>Gender discrimination is deeply rooted in many societies, leading to harmful practices like female infanticide and feticide. The movement seeks to challenge these prejudices and raise awareness about the inherent value and potential of every girl child.</p>	
<b>Subject area</b>	



## Essentials Course

Social
<b>Class Level</b>
IX
<b>Approximate Time Needed</b>

1 Month, 6 weeks, 2 lectures per week.
<b>Unit Foundation</b> o <b>Module 2:</b> Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.
<b>Targeted Syllabus Guidelines</b>
Syllabus of IX (State Board of Maharashtra)
<b>Targeted 21st Century and Higher Order Thinking Skills</b>
<ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving,</li> <li>• Communication and Collaboration,</li> <li>• Information Literacy,</li> <li>• ICT (Information, Communications and Technology) Literacy,</li> <li>• Flexibility and Adaptability,</li> <li>• Initiative and Self-Direction</li> <li>Leadership and Responsibility</li> </ul>
<b>Student Objectives/Learning Outcomes</b>

## Essentials Course

- To enable students to learn at early stage that girls and boys are equal.
- To motivate and encourage society to save girl child.
- To bring social change in the society.
- To understand Importance of saving girl child.
- to stop female infanticide.
- To raise consciousness about saving a girl child.

**Curriculum-Framing Questions****Essential Question**

What are the social problems in the society?

**Unit Questions**

Why is saving a girl child important?

**Content Questions**

What is the role of an individual in saving a girl child?

**Assessment Plan** ○ **Module 3:** Draft an Assessment Timeline.

- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

**Assessment Timeline**

Before project work complete tasks		Students work on projects completed		After project work is begins and	
□ Discussion	□ Survey rubric	■ Survey Rubric.	□ Communication Rubric	■ Presentation Rubric	□ K-W-L Chart
Rubric k-w-l chart	□ data collection journal written	■ Problem Solving Rubric			□ Blog Rubric
□ Communication	□	■ Blog Checklist			□ Discussion rubric
□ Rubric					
□ Questioning Rubric					

**Assessment Summary**

**Essentials Course**

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of SAVING A GIRL CHILD. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

**Unit Details****Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet

- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

**Instructional Procedures**

Essentials Course

**PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of saving a girl child.

**INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

**GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like save girl child.  
\_. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Given enough time for Question and Answer sessions to clarify doubts.

**chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of student's on save girl child.
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

Essentials Course

- 1. What are the key reasons behind the prevalence of female infanticide?**
- 2. What initiatives have been taken by Indian Government to protect girl child?**
- 3. What are the major challenges in saving a girl child?**

- Given enough time for Question and Answer sessions to clarify doubts.□

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Student's will be given the communication rubric to self-assess their communication skills.□ **Data collection rubric:**
- Students will collect information about Save Girl child
- To collect information students will visit various websites□□

**Survey:**

- Survey can be used as an effective tool for doing research.□
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.□
- Provide ample time for students to conduct survey.□

**AWARENESS PROGRAMME:**

- Students will conduct awareness programme like seminar & rally in selected area to create awareness.□
- Students will also conduct awareness programmed.□

**BLOG:**

- Students will create blog to share their views, ideas & findings of the information for the topic 'SAVE GIRL CHILD'
- Students will also share their ideas of promoting girl's right through blog & appeal people to share their views & opinions about saving a girl child.

## Essentials Course

**DETERMINATION :**

- Teacher will again ask the questions like,
  1. Why is saving a girl child important?
  2. How will you spread awareness for saving a girl child?
  3. Why is girl child considered as a burden on parents?

Ask them to discuss about these questions by considering their experience during the project.

- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

**Accommodations for Differentiated Instruction** ○ **Module 7:** Draft ideas to support all learners and create student support material.

**Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

**Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of saving a girl child
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programme.
- To collect the percentage of water pollution in India.

## Essentials Course

**Materials and Resources Required for Unit** ○ **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.

○ **Module 5:** Incorporate into your Instructional Procedures.

**Technology—Hardware** (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

**Technology—Software** (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet	<input checked="" type="checkbox"/> Image Processing	<input checked="" type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input checked="" type="checkbox"/> Word Processing
<input checked="" type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Encyclopaedia on CD-ROM		

**Printed Materials**

- ☐ IX Std textbook  
☐ Articles on save girl child  
☐ Reference books

**Supplies**

- Note Book ☐
- Pen / Pencil for survey ☐

**internet**

<http://savethechildren.org/>  
<https://www.betibachaobetipadhao.co.in/>  
<https://www.savethechildren.net/>

**Other Resources**

- Invite experts to talk to the leaders on the importance of saving a girl child.
- ☐ Visit to sites.

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## **SAVE GIRL CHILD**

<b>Unit Author</b>	
<b>First and Last Name</b>	NISHA VISHANDAS KEWLANI
<b>School Name</b>	M.S.C.E NASHIK.
<b>School City, State</b>	NASHIK, MAHARASHTRA
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
SAVE GIRL CHILD	
<b>Unit Summary</b>	
<p>India is growing dynamically in every field, today the rapid growth in economy, innovative technologies, and improved infrastructure has become nation's pride. But bias against the girl child is still prevailing in the country.</p> <p>“Save girl child” is a social initiative in India to fight against the practice of female foeticide. The initiative aims at protecting, safeguarding, supporting and educating the girl child. Female foeticide is both a national problem and a social evil. It is unbelievable that the urge for a boy-child makes them so cruel that they dare to kill the yet to be born. As such it is crucial to step in and save the girl child.</p>	



## Essentials Course

<b>Subject area</b>
Social
<b>Class Level</b>
9 <sup>th</sup>
<b>Approximate Time Needed</b>

1 Month, 6 weeks, 2 lectures per week

**Unit Foundation** ○ **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

Syllabus of 9<sup>th</sup> standard (State Board of Maharashtra)

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Technology) Literacy,
- Flexibility and Adaptability,
- Initiative and Self-Direction
- Leadership and Responsibility

### Student Objectives/Learning Outcomes

## Essentials Course

- To enable students to understand about importance of girl child.
- To enable students to understand the facts and consequences of female foeticide.
- To improve students' awareness about saving girl child.
- To raise consciousness about saving girl child.
- To bring socialistic change in the mindset of society.
- To encourage our society for stopping female foeticide.

**Curriculum-Framing Questions****Essential Question**

How female foeticide proves to be a social evil for our society?

**Unit Questions**

Why do people consider a girl child as a liability?

**Content Questions**

What measures should we take as an individual take to save a girl child?

**Assessment Plan** ○ **Module 3:** Draft an

Assessment Timeline.

- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

**Assessment Timeline**

Before project work complete tasks		Students work on projects completed		After project work is begins and	
<ul style="list-style-type: none"> <li>□ Discussion</li> <li>Rubric k-w-l chart</li> <li>□ Communication</li> <li>□ Rubric</li> <li>□ Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>□ Survey rubric data collection journal written</li> <li>□</li> </ul>	<ul style="list-style-type: none"> <li>■ Survey Rubric.</li> <li>■ Problem Solving Rubric</li> <li>Blog</li> <li>■ Checklist</li> </ul>	<ul style="list-style-type: none"> <li>□ Communication Rubric</li> </ul>	<ul style="list-style-type: none"> <li>■ Presentation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>□ K-W-L Chart</li> <li>□ Blog Rubric</li> <li>□ Discussion rubric</li> </ul>

**Assessment Summary**

**Essentials Course**

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of SAVING A GIRL CHILD. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

**Unit Details****Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet

- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

**Instructional Procedures**

Essentials Course

**PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of saving a girl child.

**INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

**GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like Gender inequality.  
\_. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Given enough time for Question and Answer sessions to clarify doubts.

**chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of student's on saving a girl child.
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

## Essentials Course

**1. What actions should be taken to save a girl child?**

**2. Why parents fail to understand the importance of a girl child?**

**3. Which initiatives are taken by the government of our country to ban female foeticide?**

- Given enough time for Question and Answer sessions to clarify doubts.□

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self-assess their communication skills.□ **Data collection rubric:**

- Students will collect information about

**Importance of a girl child**

\_\_\_\_\_□

- To collect information students will visit various websites□□

**Survey:**

- Survey can be used as an effective tool for doing research.□
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.□
- Provide ample time for students to conduct survey.□

**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & rally in selected area to create awareness.□
- Students will also conduct awareness programmed.□

**BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic SAVE GIRL CHILD.□
- Students will also share their ideas of \_\_this topic\_\_ through blog & appeal people to share their views & opinions about \_\_SAVING A GIRL CHILD\_\_\_.□

## Essentials Course

**DETERMINATION :**

- Teacher will again ask the questions like,

Why should we stop female foeticide?

Why do you think it is important to save a girl child?

Ask them to discuss about these questions by considering their experience during the project.

- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

**Accommodations for Differentiated Instruction** ○ **Module 7:** Draft ideas to support all learners and create student support material.

**Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

**Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible data about saving a girl child.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programme.
- To collect the percentage of water pollution in India.

**Materials and Resources Required for Unit** ○ **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.

- **Module 5:** Incorporate into your Instructional Procedures.

**Technology—Hardware** (Click boxes of all equipment needed)

## Essentials Course

<input type="checkbox"/> Camera <input checked="" type="checkbox"/> Computer(s) <input checked="" type="checkbox"/> Digital Camera b <input checked="" type="checkbox"/> DVD Player <input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Laser Disk <input checked="" type="checkbox"/> Printer <input checked="" type="checkbox"/> Projection System <input type="checkbox"/> Scanner <input checked="" type="checkbox"/> Television	<input type="checkbox"/> VCR <input checked="" type="checkbox"/> Video Camera <input checked="" type="checkbox"/> Video Conferencing Equip. <input checked="" type="checkbox"/> Other
<b>Technology—Software</b> (Click boxes of all software needed.)		

<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopaedia on CD-ROM	<input checked="" type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
<b>Printed Materials</b>	<input type="checkbox"/> IX grade text book. <input type="checkbox"/> Articles on save girl child <input type="checkbox"/> Reference books	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>Note Book<input type="checkbox"/></li> <li>Pen / Pencil for survey<input type="checkbox"/></li> </ul>	
<b>internet</b>	<a href="https://www.unicef.org/">https://www.unicef.org/</a> <a href="https://www.cry.org/">https://www.cry.org/</a> <a href="https://betibachaobetipadhao.co.in/">https://betibachaobetipadhao.co.in/</a>	
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>Invite experts to talk to the leaders on the importance of SAVE GIRL CHILD.</li> <li>Visit to sites.</li> </ul>	

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## NUTRITION

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	SURAJ R.MOTIWALA
<b>School Name</b>	DAWN BREKER'S SCHOOL NASHIK
<b>School City, State</b>	NASHIK, MAHARASHTRA
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
NUTRITION	
<b>Unit Summary</b>	
<p><b>Nutrition</b> is the science that interprets the interaction of nutrients and other substances in food (e.g. phytonutrients, anthocyanins, tannins, etc.) in relation to maintenance, growth, reproduction, health and disease of an organism. It includes food intake, absorption, assimilation, biosynthesis, catabolism and excretion.</p> <p>The diet of an organism is what it eats, which is largely determined by the availability, the processing and palatability of foods.</p>	
<b>Subject area</b>	
SCIENCE	
<b>Class Level</b>	
7	
<b>Approximate Time Needed</b>	



3 Months , 12weeks, 3 lectures per week

#### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

#### Targeted Syllabus Guidelines

AS PER 7<sup>TH</sup> STD SYLLABUS

#### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

#### Student Objectives/Learning Outcomes

- To understand about the nutrition.
- To know the importance of nutrition.
- To know the diseases caused by deficiency of nutrition.
- To aware about the nutrition deficiency.
- To find the different remedial measures to treat the diseases caused due to lack of nutrition.

#### Curriculum-Framing Questions

Essential Question	What is nutrition?
Unit Questions	What are the types of deficiency of nutrition?
Content Questions	What are the advantage of nutrition?

#### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

#### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l</li> <li>• chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

#### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of **nutrition**. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

#### Unit Details

### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### Instructional Procedures

#### PRE-REQUISITES OF THE PROJECT

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### INITIAL PHASE :

- Introduce the students about the name of the topic & give them basic idea about it.

#### GROUP DISCUSSION :

- Initiate the students to participate in the discussions by giving the topics like NUTRITION
- Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

#### K-W-L CHART:

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on NUTRITION
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:  
*1. QUESTION why people don't follow healthy diet?*

2. QUESTION why parents fail to convince their child to take healthy food?
3. QUESTION how we can make aware of the importance of healthy diet?

- Give enough time for Question and Answer sessions to clarify doubts.

#### **Communication Rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

#### **Data Collection Rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

#### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

#### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

#### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

#### **DETERMINATION :**

- Teacher will again ask the questions like, Why should we need to protect water from pollution? And In future, can we meet the basic & ecological need of a human? (why people don't follow healthy diet?) Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmers.
- To collect the percentage of water pollution in India.

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### Technology—Software (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet	<input checked="" type="checkbox"/> Image Processing	<input checked="" type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input checked="" type="checkbox"/> Word Processing
<input checked="" type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Encyclopedia on CD-ROM		

#### Printed Materials

- IX grade text book
- Articles on water pollution
- Reference books

#### Supplies

- Note Book
- Pen / Pencil for survey

internet	<a href="http://wikieducator.org/Food_And_Nutrition">http://wikieducator.org/Food And Nutrition</a> <a href="https://en.wikipedia.org/wiki/Animal_nutrition">https://en.wikipedia.org/wiki/Animal nutrition</a> <a href="https://en.wikipedia.org/wiki/Plant_nutrition">https://en.wikipedia.org/wiki/Plant nutrition</a>
Other Resources	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li><li>• Visit to sites where water solution techniques are implemented.</li></ul>

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# UNIT PLAN TEMPLATE

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Shreyas Pathak
<b>School Name</b>	Podar International School
<b>School City, State</b>	NASHIK
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Suicide cases</i>	
<b>Unit Summary</b>	
<p><b>Suicide</b> is the act of intentionally causing one's own death. Suicide is often carried out as a result of despair, the cause of which is frequently attributed to a mental disorder such as depression, bipolar disorder, schizophrenia, borderline personality disorder, alcoholism, or drug abuse, as well as stress factors such as financial difficulties, troubles with interpersonal relationships, and bullying.</p>	
<b>Subject area</b>	
SOCIOLOGY	
<b>Class Level</b>	
9	

### Approximate Time Needed

3 Months , 12weeks, 3 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

AS PER 9STD SYLLABUS

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- ☞ To aware the people about the suicide.
- ☞ To get the information about the suicide
- ☞ To understand the basic concepts useful in counselling students about behavioural change.
- ☞ To learn how to apply social justice.
- ☞ To recognise the symptoms of stress, depression and to treat them.

### Curriculum-Framing Questions



<b>Essential Question</b>	What is suicide?
<b>Unit Questions</b>	What are the reasons of suicide?
<b>Content Questions</b>	Role of teacher to prevent suicide?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of **suicide**. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog

checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like SUICIDE
- Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

#### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on SUICIDE
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  1. **QUESTION why educational burden is imposed upon the students by teachers as well as parents ?**
  2. **QUESTION why proper attention is not paid to all the students to minimize the act of ragging or bullying?**
  3. **QUESTION what necessary steps should be taken by the government to prevent student suicide?**
- Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views .Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

**Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, Why should we need to protect water from pollution? And In future, can we meet the basic & ecological need of a human? (why suicide cases are increasing day by day?) Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

#### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### **Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### **Materials and Resources Required for Unit**

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### **Technology—Hardware** (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### **Technology—Software** (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input checked="" type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>IX grade text book</li> <li>Articles on water pollution</li> <li>Reference books</li> </ul>	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>Note Book</li> <li>Pen / Pencil for survey</li> </ul>	
<b>internet</b>	<a href="http://www.bullyingstatistics.org/content/bullying-and-suicide.html">http://www.bullyingstatistics.org/content/bullying-and-suicide.html</a> <a href="http://www.suicide.org/college-student-suicide.html">http://www.suicide.org/college-student-suicide.html</a> <a href="http://www.counselling.cam.ac.uk/staffcouns/leaflets/suiciderisk">http://www.counselling.cam.ac.uk/staffcouns/leaflets/suiciderisk</a> <a href="http://kidshealth.org/parent/emotions/behavior/suicide.html">http://kidshealth.org/parent/emotions/behavior/suicide.html</a>	
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>Invite experts to talk to the leaders on the importance of water purification for children.</li> <li>Visit to sites where water solution techniques are implemented.</li> </ul>	

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## Educational Problems In India

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Shreya Yash Shah
<b>School Name</b>	Dawn Breakers
<b>School City, State</b>	Nashik, Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
Educational Problems In India	
<b>Unit Summary</b>	
<p>There are some problems in our educational system. Our education system is based on memory power. According to our educational system if a student scores maximum marks then he is intelligent and if he scores less then he is weak student.</p> <p><b><u>Suggestions:-</u></b></p> <ol style="list-style-type: none"><li>1. Our educational system needs some changes.</li><li>2. Students should get practical knowledge.</li><li>3. Creativity should be included in our educational system.</li><li>4. Every student should get equal chance of education.</li></ol>	
<b>Subject area</b>	
<b>Social</b>	

**Class Level**

9

**Approximate Time Needed**

1 Months , 6 weeks, 2 lectures per week, 18 hours

**Unit Foundation**

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

**Targeted Syllabus Guidelines**

According to 9 th std. syllabus

**Targeted 21st Century and Higher Order Thinking Skills**

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

**Student Objectives/Learning Outcomes**

- To understand the place of education in society.
- To enable students to tell their problems related to education.
- To enable students to think creatively about our educational system.
- To understand the drawbacks of educational system.
- To enable students to give some suggestions to improve our educational system.

### Curriculum-Framing Questions

<b>Essential Question</b>	What do you think about our educational system? How education is helpful for the development of society?
<b>Unit Questions</b>	What do you suggest to improve our educational system?
<b>Content Questions</b>	What difficulties do you find in our educational system? What kind of changes should be made in our system?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is Completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion



rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Educational Problems In India. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'EDUCATIONAL

PROBLEMS IN INDIA. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.

- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

**k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on EDUCATIONAL PROBLEMS IN INDIA.
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  1. **What do you think about our Educational System?**
  2. **What changes do you suggest in our Educational system?**
  3. **What kind of education do you want for yourself?**
- Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

**Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, **why we need change in our educational system. And In future, Will these changes would be helpful for us?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

#### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### **Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### **Materials and Resources Required for Unit**

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

<b>Technology—Hardware</b> (Click boxes of all equipment needed)		
<input type="checkbox"/> Camera <input checked="" type="checkbox"/> Computer(s) <input checked="" type="checkbox"/> Digital Camera b <input checked="" type="checkbox"/> DVD Player <input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Laser Disk <input checked="" type="checkbox"/> Printer <input checked="" type="checkbox"/> Projection System <input type="checkbox"/> Scanner <input checked="" type="checkbox"/> Television	<input type="checkbox"/> VCR <input checked="" type="checkbox"/> Video Camera <input checked="" type="checkbox"/> Video Conferencing Equip. <input checked="" type="checkbox"/> Other
<b>Technology—Software</b> (Click boxes of all software needed.)		
<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input checked="" type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>IX grade text book</li> <li>Articles On Educational problems in India</li> <li>Reference books</li> </ul>	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>Note Book</li> <li>Pen / Pencil for survey</li> </ul>	
<b>internet</b>	<a href="http://surejob.in/10-fundamental-problems-with-education-system-in-india.html">http://surejob.in/10-fundamental-problems-with-education-system-in-india.html</a>  <a href="https://www.linkedin.com/pulse/20140709171144-266907512-6-problems-with-the-indian-education-system">https://www.linkedin.com/pulse/20140709171144-266907512-6-problems-with-the-indian-education-system</a>  <a href="http://startup.nujs.edu/blog/indian-education-system-what-needs-to-change/">http://startup.nujs.edu/blog/indian-education-system-what-needs-to-change/</a>  <a href="https://en.wikipedia.org/wiki/Education">https://en.wikipedia.org/wiki/Education</a>  <a href="http://www.mapsofindia.com/my-india/education/india-needs-education-especially-rural-education">http://www.mapsofindia.com/my-india/education/india-needs-education-especially-rural-education</a>	
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>Invite experts to talk to the leaders on the importance of water purification for children.</li> <li>Visit to sites where water solution techniques are implemented.</li> </ul>	

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# UNIT PLAN TEMPLATE

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Trupti Sharma
<b>School Name</b>	Dawn Breakers
<b>School City, State</b>	NASHIK, Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Suicide cases</i>	
<b>Unit Summary</b>	
<p><b>Suicide</b> is the act of intentionally causing one's own death. Suicide is often carried out as a result of despair, the cause of which is frequently attributed to a mental disorder such as depression, bipolar disorder, schizophrenia, borderline personality disorder, alcoholism, or drug abuse, as well as stress factors such as financial difficulties, troubles with interpersonal relationships, and bullying.</p>	
<b>Subject area</b>	
SOCIOLOGY	
<b>Class Level</b>	
9	

### Approximate Time Needed

3 Months , 12weeks, 3 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

AS PER 9STD SYLLABUS

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- ☞ To aware the people about the suicide.
- ☞ To get the information about the suicide
- ☞ To understand the basic concepts useful in counselling students about behavioural change.
- ☞ To learn how to apply social justice.
- ☞ To recognise the symptoms of stress, depression and to treat them.

### Curriculum-Framing Questions

<b>Essential Question</b>	What is suicide?
<b>Unit Questions</b>	What are the reasons of suicide?
<b>Content Questions</b>	Role of teacher to prevent suicide?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of **suicide**. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog



checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like SUICIDE
- Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

#### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on SUICIDE
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  1. **QUESTION why educational burden is imposed upon the students by teachers as well as parents ?**
  2. **QUESTION why proper attention is not paid to all the students to minimize the act of ragging or bullying?**
  3. **QUESTION what necessary steps should be taken by the government to prevent student suicide?**
- Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views .Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
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- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, Why should we need to protect water from pollution? And In future, can we meet the basic & ecological need of a human? (why suicide cases are increasing day by day?) Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

#### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### **Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### **Materials and Resources Required for Unit**

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### **Technology—Hardware** (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### **Technology—Software** (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input checked="" type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>IX grade text book</li> <li>Articles on water pollution</li> <li>Reference books</li> </ul>	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>Note Book</li> <li>Pen / Pencil for survey</li> </ul>	
<b>internet</b>	<a href="http://www.bullyingstatistics.org/content/bullying-and-suicide.html">http://www.bullyingstatistics.org/content/bullying-and-suicide.html</a> <a href="http://www.suicide.org/college-student-suicide.html">http://www.suicide.org/college-student-suicide.html</a> <a href="http://www.counselling.cam.ac.uk/staffcouns/leaflets/suiciderisk">http://www.counselling.cam.ac.uk/staffcouns/leaflets/suiciderisk</a> <a href="http://kidshealth.org/parent/emotions/behavior/suicide.html">http://kidshealth.org/parent/emotions/behavior/suicide.html</a>	
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>Invite experts to talk to the leaders on the importance of water purification for children.</li> <li>Visit to sites where water solution techniques are implemented.</li> </ul>	

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# UNIT PLAN TEMPLATE

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Jyotsna Shaw
<b>School Name</b>	Dawn Breakers
<b>School City, State</b>	NASHIK, Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Suicide cases</i>	
<b>Unit Summary</b>	
<p><b>Suicide</b> is the act of intentionally causing one's own death. Suicide is often carried out as a result of despair, the cause of which is frequently attributed to a mental disorder such as depression, bipolar disorder, schizophrenia, borderline personality disorder, alcoholism, or drug abuse, as well as stress factors such as financial difficulties, troubles with interpersonal relationships, and bullying.</p>	
<b>Subject area</b>	
SOCIOLOGY	
<b>Class Level</b>	
9	

### Approximate Time Needed

3 Months , 12weeks, 3 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

AS PER 9STD SYLLABUS

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- ☞ To aware the people about the suicide.
- ☞ To get the information about the suicide
- ☞ To understand the basic concepts useful in counselling students about behavioural change.
- ☞ To learn how to apply social justice.
- ☞ To recognise the symptoms of stress, depression and to treat them.

### Curriculum-Framing Questions

<b>Essential Question</b>	What is suicide?
<b>Unit Questions</b>	What are the reasons of suicide?
<b>Content Questions</b>	Role of teacher to prevent suicide?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
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### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of **suicide**. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog

checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like SUICIDE
- Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

#### **k-w-l chart:**



- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on SUICIDE
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  1. **QUESTION why educational burden is imposed upon the students by teachers as well as parents ?**
  2. **QUESTION why proper attention is not paid to all the students to minimize the act of ragging or bullying?**
  3. **QUESTION what necessary steps should be taken by the government to prevent student suicide?**
- Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

**Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, Why should we need to protect water from pollution? And In future, can we meet the basic & ecological need of a human? (why suicide cases are increasing day by day?) Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

#### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### **Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### **Materials and Resources Required for Unit**

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### **Technology—Hardware** (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### **Technology—Software** (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input checked="" type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>IX grade text book</li> <li>Articles on water pollution</li> <li>Reference books</li> </ul>	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>Note Book</li> <li>Pen / Pencil for survey</li> </ul>	
<b>internet</b>	<a href="http://www.bullyingstatistics.org/content/bullying-and-suicide.html">http://www.bullyingstatistics.org/content/bullying-and-suicide.html</a> <a href="http://www.suicide.org/college-student-suicide.html">http://www.suicide.org/college-student-suicide.html</a> <a href="http://www.counselling.cam.ac.uk/staffcouns/leaflets/suiciderisk">http://www.counselling.cam.ac.uk/staffcouns/leaflets/suiciderisk</a> <a href="http://kidshealth.org/parent/emotions/behavior/suicide.html">http://kidshealth.org/parent/emotions/behavior/suicide.html</a>	
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>Invite experts to talk to the leaders on the importance of water purification for children.</li> <li>Visit to sites where water solution techniques are implemented.</li> </ul>	

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# **CHILD MARRIAGE**

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	JYOTI WAGHMODE
<b>School Name</b>	Flying Colors School Nashik
<b>School City, State</b>	Nashik Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
Child marriage	
<b>Unit Summary</b>	
Child marriage most often occurs in poor, rural communities. In many regions, parents arrange their daughter's marriage unbeknownst to the girl. That can mean that one day, she may be at home playing with her siblings and the next, she's married off and sent to live in another village with her husband and his family – strangers, essentially. She is pulled out of school. She is separated from her peers. And once married, she is more likely to be a victim of domestic violence and suffer health complications associated with early sexual activity and childbearing.	
<b>Subject area</b>	
Social	
<b>Class Level</b>	
9	

### Approximate Time Needed

1Months, 6 weeks, 2 lectures per week,18hours.

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

Syllabus of 9 standard (State Board of Maharashtra)

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To enable student to understand about Child Marriage.
- To enable student to understand the facts and consequences of Child Marriage.
- To improve student awareness for Child Marriage.
- To Raising consciousness about child marriage
- To enable student to know about the problems occur due to Child Marriage.
- To bring socialistic change in society.
- To motivate and encourage our society for stopping Child Marriage.

### Curriculum-Framing Questions

#### Essential Question

*What are the social problems of society?*

<b>Unit Questions</b>	What are the reasons arises due to Child Marriage?
<b>Content Questions</b>	How can we stop Child Marriage?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of CHILD MARRIAGE. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### Unit Details

#### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet

- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the child marriages and its adverse effects on the society.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'CHILD MARRIAGE'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on CHILD MARRIAGE
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

**1. What actions should be taken to remove Child Marriage from the society?**

**2. Why parents fail to understand the situation of children in terms of Child Marriage?**

### **3. When was Child Marriage banned in India?**

- Give enough time for Question and Answer sessions to clarify doubts.

#### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

#### **Data collection rubric:**

- Students will collect information about What is **CHILD MARRIAGES IN INDIA**, causes & effects as well awareness through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

#### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

#### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & rally in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

#### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic child marriages.
- Students will also share their ideas of this topic through blog & appeal people to share their views & opinions about TRADITION OF CHILD MARRIAGES IN THE STATES.

#### **DETERMINATION :**

- Teacher will again ask the questions like, **why should we need to stop Child marriage? And In future, can we stop Child Marriage**. Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.



<b>Accommodations for Differentiated Instruction</b> <ul style="list-style-type: none"> <li>○ <b>Module 7:</b> Draft ideas to support all learners and create student support material.</li> </ul>		
<b>Special Needs Student</b>	<ul style="list-style-type: none"> <li>• To give extra time &amp; special attention</li> <li>• To give extra time to complete their assignment, survey.</li> <li>• Providing simple task to complete.</li> <li>• To arrange extra lecture for computer knowledge.</li> <li>• Provide website list for data collection.</li> <li>• Explaining need &amp; importance of data collection in detail again.</li> <li>• Utilization of audio-visual aids.</li> </ul>	
<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"> <li>• Assigning the role of a leader.</li> <li>• Giving extra task related to collection of information.</li> <li>• To collect all the possible data about child marriages.</li> <li>• Giving them responsibility to help the special need students.</li> <li>• Ask them to arrange the rally, awareness programme.</li> </ul>	
<b>Materials and Resources Required for Unit</b> <ul style="list-style-type: none"> <li>○ <b>Module 4:</b> Identify Internet resources for research, communication, collaboration, and problem solving.</li> <li>○ <b>Module 5:</b> Incorporate into your Instructional Procedures.</li> </ul>		
<b>Technology—Hardware</b> (Click boxes of all equipment needed)		
<input type="checkbox"/> Camera <input checked="" type="checkbox"/> Computer(s) <input checked="" type="checkbox"/> Digital Camera b <input checked="" type="checkbox"/> DVD Player <input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Laser Disk <input checked="" type="checkbox"/> Printer <input checked="" type="checkbox"/> Projection System <input type="checkbox"/> Scanner <input checked="" type="checkbox"/> Television	<input type="checkbox"/> VCR <input checked="" type="checkbox"/> Video Camera <input checked="" type="checkbox"/> Video Conferencing Equip. <input checked="" type="checkbox"/> Other
<b>Technology—Software</b> (Click boxes of all software needed.)		
<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input checked="" type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• IX grade text book</li> <li>• Articles on child marriage.</li> <li>• Reference books</li> </ul>	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>	

<b>Internet</b>	<p>Website Links</p> <p><a href="https://en.wikipedia.org/wiki/Child_marriages">https://en.wikipedia.org/wiki/Child_marriages</a></p> <p><a href="http://middleeast.about.com/od/humanrightsdemocracy/a/child-brides.htm">http://middleeast.about.com/od/humanrightsdemocracy/a/child-brides.htm</a></p> <p><a href="http://middleeast.about.com/od/humanrightsdemocracy/a/child-brides.htm">http://middleeast.about.com/od/humanrightsdemocracy/a/child-brides.htm</a></p> <p><a href="http://www.plan-uk.org/because-i-am-a-girl/early-and-forced-marriage/early-child-marriage-problems-and-consequences/">http://www.plan-uk.org/because-i-am-a-girl/early-and-forced-marriage/early-child-marriage-problems-and-consequences/</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on this topic of Child Marriages and its tradition.</li><li>• Visit to sites.</li></ul>

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## **Save Trees**

click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	POOJA ITHAPE
<b>School Name</b>	MOTHERS TOUCH ENGLISH MEDIUM SCHOOL.
<b>School City, State</b>	NASHIK, MAHARASHTRA
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
SAVE TREES	
<b>Unit Summary</b>	
<p><b>SAVE TREES :</b> The save tree comprises the tree and the <b>cut</b> tree that orbits it, either directly or <b>indirectly</b>. Of those objects that orbit the Sun directly, the largest eight are the tree, with the remainder being significantly object such as tree and such as <b>comets</b> and people”</p>	
<b>Subject area</b>	
SCIENCE	
<b>Class Level</b>	
8	
<b>Approximate Time Needed</b>	

3 Months , 12weeks, 3 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

According to Science Syllabus

### According to 10 science syllabus

#### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

#### Student Objectives/Learning Outcomes

- To enable students to understand about Save Trees.
- To enable students to understand the causes of infertility.
- To improve the social awareness about Save Trees.

#### Curriculum-Framing Questions

##### Essential Question

What is the meaning of "Save Trees"?

Unit Questions	What are the different causes of deforestation?				
Content Questions	How to develop awareness among people about “Save Trees”?				
Assessment Plan					
<ul style="list-style-type: none"><li>Module 3: Draft an Assessment Timeline.</li><li>Module 6: Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.</li><li>Module 7: Create an assessment to foster student self-direction and update your Assessment Plan.</li></ul>					
Assessment Timeline					
Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"><li>Discussion Rubric</li><li>k-w-l chart</li><li>Communication Rubric</li><li>Questioning Rubric</li></ul>	<ul style="list-style-type: none"><li>Survey rubric</li><li>data collection</li><li>journal writing</li></ul>	<ul style="list-style-type: none"><li>Survey Rubric.</li><li>Problem Solving Rubric</li><li>Blog Checklist</li></ul>	<ul style="list-style-type: none"><li>Commune -cat ion rubric</li></ul>	<ul style="list-style-type: none"><li>presentation rubric</li></ul>	<ul style="list-style-type: none"><li>K-W-L Chart</li><li>Blog Rubric</li><li>Discussion rubric</li></ul>
Assessment Summary					
<p>The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students’ understanding about the importance of Save trees. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student’s communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.</p>					
Unit Details					
Prerequisite Skills					
<ul style="list-style-type: none"><li>Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet</li></ul>					

- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like '**SAVE TREES**'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on **Save Trees**.
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

#### **1. Why people don't think before cutting of trees?**

## **2. Why people fail to understand the importance of trees?**

### **3. How will we make people aware about Save Trees?**

- Give enough time for Question and Answer sessions to clarify doubts.

#### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

#### **Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

#### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

#### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

#### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

#### **DETERMINATION :**

Teacher will again ask the questions like, **Whether are important for us or not?**

- Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.

- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### Technology—Software (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet	<input checked="" type="checkbox"/> Image Processing	<input checked="" type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input checked="" type="checkbox"/> Word Processing
<input checked="" type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Encyclopedia on CD-ROM		

#### Printed Materials

- IX grade text book
- Articles on water pollution
- Reference books



<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>Internet</b>	<p><a href="http://www.savatree.com/whytrees.html">http://www.savatree.com/whytrees.html</a></p> <p><a href="http://www.wikihow.com/Save-Trees">http://www.wikihow.com/Save-Trees</a></p> <p><a href="http://www.tilindia.in/pdf/TILTtouch_WED_2011.pdf">http://www.tilindia.in/pdf/TILTtouch_WED_2011.pdf</a></p> <p><a href="http://www.ask.com/home-garden/people-cut-down-trees-2b4aa36d9a76c6d1">http://www.ask.com/home-garden/people-cut-down-trees-2b4aa36d9a76c6d1</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li><li>• Visit to sites where water solution techniques are implemented.</li></ul>

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## **INVITRO FERTILIZATION**

Click on any descriptive text and then type your own.

Unit Author	
First and Last Name	Vibha Kshirsagar
School Name	MCES
School City, State	NASHIK, MAHARASHTRA
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<b><u>INVITRO FERTILIZATION</u></b>	
<b>Unit Summary</b>	
<p><b><u>INVITRO FERTILIZATION</u></b> is a medical boon for the people who carry some infertility problems and they can't give birth to a child. It is also known as Test Tube Baby. In this technique eggs are taken out from female body and it is exposed to male sperms for fertilization. There is another method called ICSI – Intra cellular sperm injection. In this method sperm is injected in egg. This egg is placed in incubator (in controlled conditions) for fertilization. After fertilization the embryo is transferred to uterus of female foe implantation.</p>	
<b>Subject area</b>	
Biology	
<b>Class Level</b>	
10 <sup>th</sup>	
<b>Approximate Time Needed</b>	

1 Months , 6weeks, 2 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

## According to 10 science syllabus

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To enable students to understand about Invitro Fertilization.
- To enable students to understand the causes of infertility.
- To improve the social awareness about Invitro Fertilization.

### Curriculum-Framing Questions

#### Essential Question

What is the meaning of "Invitro Fertilization"?

<b>Unit Questions</b>	What are the different causes of infertility?
<b>Content Questions</b>	How to develop awareness among people about "Invitro Fertilization"?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Invitro Fertilization. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### Unit Details

### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## **Instructional Procedures**

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'Invitro Fertilization. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on Invitro Fertilization.
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

1. Why people feel that infertility is a curse?
2. Why people blame only females for infertility?
3. How will we make people aware about Invitro fertilization?
  - Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

**Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

**DETERMINATION :**

Teacher will again ask the questions like, **Whether IVF is reliable?**

- Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.

- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Camera                         | <input checked="" type="checkbox"/> Laser Disk        | <input type="checkbox"/> VCR                                  |
| <input checked="" type="checkbox"/> Computer(s)         | <input checked="" type="checkbox"/> Printer           | <input checked="" type="checkbox"/> Video Camera              |
| <input checked="" type="checkbox"/> Digital Camera b    | <input checked="" type="checkbox"/> Projection System | <input checked="" type="checkbox"/> Video Conferencing Equip. |
| <input checked="" type="checkbox"/> DVD Player          | <input type="checkbox"/> Scanner                      | <input checked="" type="checkbox"/> Other                     |
| <input checked="" type="checkbox"/> Internet Connection | <input checked="" type="checkbox"/> Television        |   |

#### Technology—Software (Click boxes of all software needed.)

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Database/Spreadsheet   | <input checked="" type="checkbox"/> Image Processing     | <input checked="" type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing                | <input checked="" type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing      |
| <input checked="" type="checkbox"/> E-mail Software        | <input checked="" type="checkbox"/> Multimedia           | <input type="checkbox"/> Other                           |
| <input checked="" type="checkbox"/> Encyclopedia on CD-ROM |  |  |

#### Printed Materials

- IX grade text book
- Articles on water pollution
- Reference books

<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>internet</b>	
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li><li>• Visit to sites where water solution techniques are implemented.</li></ul>

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## **INVITRO FERTILIZATION**

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Alefiya Zapawala
<b>School Name</b>	MCES
<b>School City, State</b>	NASHIK, MAHARASHTRA
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<b><u>INVITRO FERTILIZATION</u></b>	
<b>Unit Summary</b>	
<p><b><u>INVITRO FERTILIZATION</u></b> is a medical boon for the people who carry some infertility problems and they can't give birth to a child. It is also known as Test Tube Baby. In this technique eggs are taken out from female body and it is exposed to male sperms for fertilization. There is another method called ICSI □ Intra cellular sperm injection. In this method sperm is injected in egg. This egg is placed in incubator (in controlled conditions) for fertilization. After fertilization the embryo is transferred to uterus of female for implantation.</p>	
<b>Subject area</b>	
Biology	
<b>Class Level</b>	
10 <sup>th</sup>	
<b>Approximate Time Needed</b>	

1 Months , 6weeks, 2 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

## According to 10 science syllabus

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To enable students to understand about Invitro Fertilization.
- To enable students to understand the causes of infertility.
- To improve the social awareness about Invitro Fertilization.

### Curriculum-Framing Questions

#### Essential Question

What is the meaning of □Invitro Fertilization□?

<b>Unit Questions</b>	What are the different causes of infertility?
<b>Content Questions</b>	How to develop awareness among people about <input type="checkbox"/> Invitro Fertilization <input type="checkbox"/> ?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Invitro Fertilization. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### Unit Details

### Prerequisite Skills

- Knowledge of computer □ MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'Invitro Fertilization. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on Invitro Fertilization.
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

1. Why people feel that infertility is a curse?
2. Why people blame only females for infertility?
3. How will we make people aware about Invitro fertilization?
  - Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Students will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

**Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

**DETERMINATION :**

Teacher will again ask the questions like, **Whether IVF is reliable?**

- Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.

- Later on ask the students to fill the remaining part of the ' K-W-L□ chart.
- Finally ask the students to write their experiences regarding the project in their journals.

#### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

#### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

Camera Computer(s) Digital Camera b DVD Player Internet Connection	Laser Disk Printer Projection System Scanner Television	VCR Video Camera Video Conferencing Equip. Other
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#### Technology—Software (Click boxes of all software needed.)

Database/Spreadsheet Desktop Publishing E-mail Software Encyclopedia on CD-ROM	Image Processing Internet Web Browser Multimedia	Web Page Development Word Processing Other
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<b>Printed Materials</b>	<ul style="list-style-type: none"><li>• IX grade text book</li><li>• Articles on water pollution</li><li>• Reference books</li></ul>
<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>internet</b>	
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li><li>• Visit to sites where water solution techniques are implemented.</li></ul>

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## **Save Trees**

click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	DIPALI ZEND
<b>School Name</b>	FLYING COLOURS ENGLISH MEDIUM SCHOOL
<b>School City, State</b>	NASHIK, MAHARASHTRA
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
SAVE TREES	
<b>Unit Summary</b>	
<p><b>SAVE TREES :</b> The save tree comprises the tree and the <b>cut</b> tree that orbits it, either directly or <b>indirectly</b>. Of those objects that orbit the Sun directly, the largest eight are the tree, with the remainder being significantly object such as tree and such as <b>comets</b> and people”</p>	
<b>Subject area</b>	
SCIENCE	
<b>Class Level</b>	
9	
<b>Approximate Time Needed</b>	



3 Months , 12weeks, 3 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

According to Science Syllabus

## According to 10 science syllabus

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To enable students to understand about Save Trees.
- To enable students to understand the causes of infertility.
- To improve the social awareness about Save Trees.

### Curriculum-Framing Questions

#### Essential Question

What is the meaning of "Save Trees"?

Unit Questions	What are the different causes of deforestation?				
Content Questions	How to develop awareness among people about “Save Trees”?				
Assessment Plan					
<ul style="list-style-type: none"><li>Module 3: Draft an Assessment Timeline.</li><li>Module 6: Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.</li><li>Module 7: Create an assessment to foster student self-direction and update your Assessment Plan.</li></ul>					
Assessment Timeline					
Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"><li>Discussion Rubric</li><li>k-w-l chart</li><li>Communication Rubric</li><li>Questioning Rubric</li></ul>	<ul style="list-style-type: none"><li>Survey rubric</li><li>data collection</li><li>journal writing</li></ul>	<ul style="list-style-type: none"><li>Survey Rubric.</li><li>Problem Solving Rubric</li><li>Blog Checklist</li></ul>	<ul style="list-style-type: none"><li>Commune -cat ion rubric</li></ul>	<ul style="list-style-type: none"><li>presentation rubric</li></ul>	<ul style="list-style-type: none"><li>K-W-L Chart</li><li>Blog Rubric</li><li>Discussion rubric</li></ul>
Assessment Summary					
<p>The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students’ understanding about the importance of Save trees. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student’s communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.</p>					
Unit Details					
Prerequisite Skills					
<ul style="list-style-type: none"><li>Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet</li></ul>					

- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like '**SAVE TREES**'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on **Save Trees**.
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

#### **1. Why people don't think before cutting of trees?**

## **2. Why people fail to understand the importance of trees?**

### **3. How will we make people aware about Save Trees?**

- Give enough time for Question and Answer sessions to clarify doubts.

#### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

#### **Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

#### **Survey:**

- Survey can be used as an effective tool for doing research.
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- Provide ample time for students to conduct survey.

#### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

#### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

#### **DETERMINATION :**

Teacher will again ask the questions like, **Whether are important for us or not?**

- Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.

- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Camera                         | <input checked="" type="checkbox"/> Laser Disk        | <input type="checkbox"/> VCR                                  |
| <input checked="" type="checkbox"/> Computer(s)         | <input checked="" type="checkbox"/> Printer           | <input checked="" type="checkbox"/> Video Camera              |
| <input checked="" type="checkbox"/> Digital Camera b    | <input checked="" type="checkbox"/> Projection System | <input checked="" type="checkbox"/> Video Conferencing Equip. |
| <input checked="" type="checkbox"/> DVD Player          | <input type="checkbox"/> Scanner                      | <input checked="" type="checkbox"/> Other                     |
| <input checked="" type="checkbox"/> Internet Connection | <input checked="" type="checkbox"/> Television        |   |

#### Technology—Software (Click boxes of all software needed.)

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Database/Spreadsheet   | <input checked="" type="checkbox"/> Image Processing     | <input checked="" type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing                | <input checked="" type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing      |
| <input checked="" type="checkbox"/> E-mail Software        | <input checked="" type="checkbox"/> Multimedia           | <input type="checkbox"/> Other                           |
| <input checked="" type="checkbox"/> Encyclopedia on CD-ROM |  |  |

#### Printed Materials

- IX grade text book
- Articles on water pollution
- Reference books

<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>Internet</b>	<p><a href="http://www.savatree.com/whytrees.html">http://www.savatree.com/whytrees.html</a></p> <p><a href="http://www.wikihow.com/Save-Trees">http://www.wikihow.com/Save-Trees</a></p> <p><a href="http://www.tilindia.in/pdf/TILTtouch_WED_2011.pdf">http://www.tilindia.in/pdf/TILTtouch_WED_2011.pdf</a></p> <p><a href="http://www.ask.com/home-garden/people-cut-down-trees-2b4aa36d9a76c6d1">http://www.ask.com/home-garden/people-cut-down-trees-2b4aa36d9a76c6d1</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li><li>• Visit to sites where water solution techniques are implemented.</li></ul>

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## SHIVAJI MAHARAJ

Unit Author	
First and Last Name	WAGH TEJASHRI
College Name	Motiwala College of Educational Sciences
City, State	Nasik, Maharashtra,
Unit Overview	
Unit Title	
THE FOUNDATION OF SWARAJ	
Unit Summary	
<p>The foundation of swaraj was an important event.</p> <p>Shivaji Maharaj was born at the shivneri fort near Junnar in Pune district on the day of Phalgun Vaidya Tritiya in the shaka year 1551,that is on 19 February 1630.Shahajiraje was the pre-eminent sardar in the Deccan.The Mughals had launched a campaign to conquer the Nizamshahi Kingdom.The Adilshah of Bijapur allied with the Mughals in this campaign.Shajiraje tried to save the Nizamshahi by offering a strong resistance to the two enemies,but he could not withstand the combined might of the Mughals and the Adilshah.The Nizamshahi was defeated and came to an end in A.D.1636.</p>	
Subject Area	
HISTORY,ENGLISH	
Class Level	
STD VII Higher Secondary	
Approximate Time Needed	
1 month 3 lectures per week 35 min each	
Unit Foundation	
Targeted syllabus guidelines-	
<ol style="list-style-type: none"><li>1) To note the important event of the foundation of swaraj.</li><li>2) To help students to get information about that period of Shivaji maharaj.</li><li>3) To spread the awareness of the campaign of Mughals.</li><li>4) To help to get information about companions and associates.</li><li>5} Information about the returning of the panhala fort.</li></ol>	
Targeted Syllabus	

**STD – 7<sup>th</sup>**

**UNIT- THE FOUNDATION OF SWARAJ  
SUBUNIT-BIRTH OF SHIVAJI MAHARAJ;THE  
CAMPAIGN OF MUGHALS.**

**MAIN POINTS –**

- 1)The Foundation of Swaraj**
- 2)The campaign of Mughals**
- 3)Companions and Associates**
- 4)Returning the Panhala fort**

**Targeted 21st Century and Higher Order Thinking Skills**

Creativity and innovation, problem solving communication and collaboration , media literacy , information literacy ,ICT literacy, social & cross cultural skill, leadership & responsibility etc.

**Student Objectives/Learning Outcomes**

- 1) KNOWLEDGE:**
  - a) Students know about Foundation of Swaraj.**
- 2) COMPREHENSION:**
  - a) Students understand the concept of Foundation of Swaraj.**
  - b)Students tell about Mughals.**
- 3) APPLICATION SKILL:**
  - a) Students compare the work of Adilshah and Shahajiraje.**
  - b) Students analyze the work of Maval region.**
- 4) SKILL:**
  - a) Students develop their knowledge.**
- 5) INTEREST:**
  - a) Students apply the remedies for problem.**

**Curriculum-Framing Questions**

**Essential Question**

- 1) Write the names of the associates of Shivaji Maharaj?**
- 2) Which forts did Shivaji Maharaj capture first while laying the foundation of Swaraj?**
- 3) Which Sardars opposed the cause of the founding of the Swaraj?**



<b>UNIT QUESTION</b> 1) When was Shivaji Maharaj born? 2) Who was the pre-eminent sardar? 3) Who tried to save Nizamshahi? 4) When did Nizamshahi came to an end?					
<b>Content Question</b> 1) Who became the Sardar of the Adilshah of Bijapur? 2) Which regions were vested to Shajiraje as a jagir? 3) To whom did Shajiraje entrust the administration of Pune jagir? 4) Who established peace and order in the jagir?					
<b>Assessment Plan</b> ○					
<b>Assessment Tim establishedeline</b>					
Before project work begins		Students work on projects and complete tasks		After project work is Complene jagirted	
K.W.L .CHART Discussion rubric		QUESTIONING	*BLOG CHECKLIST *POSTER RUBRIC MULTIMSDIA	*BLOGCHACKLIST K.W.L. CHART	MULTIMEDIA RUBRIC POSTER RUBRIC
<b>Assessment Summary</b> <p>The assessment will be a mix of student self assessment and teacher based feedback use questioning unit, to asses student understanding of the curriculum framing question as well as other important question about the Foundation of Swaraj. The K.W.L chart is use to gauge students understanding about the importance of <u>Chatrapati Shivaji Maharaj</u>. Students can understand need, blog checklist is used to guide the students during the project, and multimedia rubric is used to guide the students while making posters.</p>					
<b>Unit Details</b>					
<b>Prerequisite Skills to use</b> 1) Knowledge on internet research, collect materials. 2) Fundamental skills of basic computer operations and ability to use word processing and power point. Technologies for higher level thinking and publishing 3) Ability to work on spread sheet, power point, word etc. 4) Ability to do internet research. Ability to use web technologies for higher level thinking and publishing their findings.					
<b>Instructional Procedures</b> 1) Use of Narration and Discussion method. 2) Explanation of the Foundation of Swaraj as one of the important events. 3) Explanation of the founding of the Swaraj in the Maval region. 4) The explanation of Shivaji Mhaharajs objective in the Rajmudra.					

- 5) Explanation about the capturing of Javali region.  
6) Ask question on the topic.

### Accommodations for Differentiated Instruction

<b>Special Needs Student</b>	1) Give more time 2) Give easy task 3) Provide comfortable communicative group 4) Give self prepared notes 5) Ask questions simple to complex.
<b>Gifted/Talented Student</b>	1) Ask the student to provide more depth information. 2) Let them search for extra material. 3) Ask for more references 4) Let them give their personal opinion related to the topic.

### Materials and Resources Required for Unit

#### Technology—Hardware (Click boxes of all equipment needed)

<input checked="" type="checkbox"/> Camera <input checked="" type="checkbox"/> Computer(s) <input checked="" type="checkbox"/> Digital Camera b <input checked="" type="checkbox"/> DVD Player <input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Laser Disk <input checked="" type="checkbox"/> Printer <input type="checkbox"/> Projection System <input type="checkbox"/> Scanner <input type="checkbox"/> Television	<input type="checkbox"/> VCR <input type="checkbox"/> Video Camera <input type="checkbox"/> Video Conferencing Equip. <input checked="" type="checkbox"/> Other
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#### Technology—Software (Click boxes of all software needed.)

<input type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
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<b>Printed Materials</b>	1) Text book 2) Reference book
<b>Supplies</b>	1) Note book 2) Pen,pencil
<b>Internet Resources</b>	1) <a href="http://www.google.co.in">www.google.co.in</a> 2) <a href="http://www.images.com">www.images.com</a> 3) <a href="http://www.myhistory.com">www.myhistory.com</a> 4) <a href="http://www.wikipedia.com">www.wikipedia.com</a>
<b>Other Resources</b>	1) Friends    2)Community people    3)Parents 4) Group discussion 5) Elderly people in neighborhood.

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## Medicinal Plants

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	SAVITA DEORE
<b>School Name</b>	MOTHER'S TOUCH ACADEMIC SCHOOL.
<b>School City, State</b>	Nasik,Maharastra.
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Medicinal Plants</i>	
<b>Unit Summary</b>	
<p>Medicinal plants have been identified and used throughout human history. Plants have the ability to synthesize a wide variety of chemical compounds that are used to perform important biological functions. Chemical compounds in plants mediate their effect on the human body. India is one of the eight important centers of origin and crop plant diversity. It is immensely rich in medicinal and aromatic plants occurring in diverse ecosystems. Like all other old cultures, India uses the plant medicines both for primary health care as also remedies. The goodness and healing properties of herbal plants were explored by people since ages. The study of herbal medicinal plants, known as Ayurveda was practiced in India. Use of plants for medication and treatment dates back to the Vedic period. These days, many people are resorting to the use of traditional methods to treat ailments. This has further given a boost to the commercial production of these plants, and the rate of consumption has considerably increased.</p>	
<b>Subject area</b>	
English	
<b>Class Level</b>	
9 th std.	
<b>Approximate Time Needed</b>	

1 Month , 6 weeks, 2 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

According to English syllabus Guidelines.

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To enable student about the importance of medicinal plant
- To enable student to know uses of medicinal plant
- To develop the knowledge of student about medicinal plant.
- To give information to the students about glorious tradition of Ayurveda in India.
- To create awareness in society about importance of Medicinal plants.
- To show the student about Identification of different Medicinal Plants.
- Protection of Environment

### Curriculum-Framing Questions

#### Essential Question

*Which plants are used as medicinal plant?*

<b>Unit Questions</b>	Which parts of plants are useful?
<b>Content Questions</b>	Can medicinal plant cure some incurable disease?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Medicinal Plants. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### Unit Details

### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## **Instructional Procedures**

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like `MEDICINAL PLANTS. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on Medicinal Plants.
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

1. **Which plants are used as Medicinal Plants?**
2. **How plants are converted in to medicines?**
3. **How can we make people aware of importance of medicinal plants?**

- Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views .Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

**Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

**DETERMINATION :**

- Teacher will again ask the questions like, Where these plants are found?, Which parts of plants are useful?, In what form plants are used? Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.

- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Camera                         | <input checked="" type="checkbox"/> Laser Disk        | <input type="checkbox"/> VCR                                  |
| <input checked="" type="checkbox"/> Computer(s)         | <input checked="" type="checkbox"/> Printer           | <input checked="" type="checkbox"/> Video Camera              |
| <input checked="" type="checkbox"/> Digital Camera b    | <input checked="" type="checkbox"/> Projection System | <input checked="" type="checkbox"/> Video Conferencing Equip. |
| <input checked="" type="checkbox"/> DVD Player          | <input type="checkbox"/> Scanner                      | <input checked="" type="checkbox"/> Other                     |
| <input checked="" type="checkbox"/> Internet Connection | <input checked="" type="checkbox"/> Television        |   |

#### Technology—Software (Click boxes of all software needed.)

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Database/Spreadsheet   | <input checked="" type="checkbox"/> Image Processing     | <input checked="" type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing                | <input checked="" type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing      |
| <input checked="" type="checkbox"/> E-mail Software        | <input checked="" type="checkbox"/> Multimedia           | <input type="checkbox"/> Other                           |
| <input checked="" type="checkbox"/> Encyclopedia on CD-ROM |  |  |

#### Printed Materials

- IX grade text book
- Articles on Medicinal Plants
- Reference books



<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>internet</b>	<p><a href="http://herbs.indianmedicinalplants.info/index">http://herbs.indianmedicinalplants.info/index</a></p> <p><a href="http://www.chhajedgarden.com">www.chhajedgarden.com</a> &gt; blog</p> <p><a href="http://www.medicinalplants.in">www.medicinalplants.in</a></p> <p><a href="http://www.nmpb.nic.in/">www.nmpb.nic.in/</a></p> <p><a href="http://www.gyanunlimited.com/health/top-10-medicinal-and...benefits-of-aml.../11117/">www.gyanunlimited.com/health/top-10-medicinal-and...benefits-of-aml.../11117/</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the students about importance of Medicinal Plants.<ul style="list-style-type: none"><li>• Visit to sites where Medicinal Plants grown.</li></ul></li></ul>

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## Parenting and Childhood Problems

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Christina Lazaruz
<b>School Name</b>	St . Xavier School
<b>School City, State</b>	Nashik, Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
Parenting Problems of Kids	
<b>Unit Summary</b>	
<p>There are some problems in every child-parent relation. But too much of problems create a bad effect on children not only in their behavior but also in their school performance. This problem can be eradicated by joint effort of both parent and child</p> <p><b><u>Suggestions:-</u></b></p> <ol style="list-style-type: none"><li>1. Parenting programs</li><li>2. Increase parent-child warmth and decrease parent-child negative interaction</li><li>3. Co-parenting</li><li>4. Spend more time with your children</li><li>5. Listen to what parents have to say</li><li>6. Focus and understand what they say</li><li>7. Take decisions considering both sides of the coin</li></ol>	
<b>Subject area</b>	
<b>Social</b>	

**Class Level**

9

**Approximate Time Needed**

1 Months , 6 weeks, 2 lectures per week

**Unit Foundation**

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

**Targeted Syllabus Guidelines**

According to 9 th std. syllabus

**Targeted 21st Century and Higher Order Thinking Skills**

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

**Student Objectives/Learning Outcomes**

- ▶ To enable the students to understand the relation between their parents and them
- ▶ To enable students to know problems faced by them due to parenting problems
- ▶ To enable the students to take measures to improve relation with their parents
- ▶ To enable students to develop sensitivity for the parent-child relation

### Curriculum-Framing Questions

<b>Essential Question</b>	What are the reasons of bad parenting? What steps should be taken to improve the relation between parent and child?
<b>Unit Questions</b>	What changes in behavior of the child are seen due to good parenting and bad parenting? What steps should be taken to improve the relation of child and parent?
<b>Content Questions</b>	Why do children get away from their parents? What problems do children face due to bad parenting?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### **Assessment Summary**

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about Parenting and Childhood Problems. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their bad parenting effect
- Aware people about their behavior with their children.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'Parenting and Childhood Problems'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on Parenting and Childhood Problems.
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  1. **What do you think about parenting and childhood problems?**
  2. **What changes do you suggest your and your parent behavior?**
  3. **What kind of attitude will you develop while you behave with your parents?**
- Give enough time for Question and Answer sessions to clarify doubts.

### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

### **Data collection rubric:**

- Students will collect information about children facing problems due to bad parents, causes & effects of bad parenting as well as need & importance of good parenting, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of parenting and child hood problems & appeal people to share their views & opinions about their personal experiences related to the context.

### **DETERMINATION :**

- Teacher will again ask the questions like, **why we need change in student and parent behavior. And In future, how these changes would be helpful for us?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

<b>Special Needs Student</b>	<ul style="list-style-type: none"> <li>• To give extra time &amp; special attention</li> <li>• To give extra time to complete their assignment, survey.</li> <li>• Providing simple task to complete.</li> <li>• To arrange extra lecture for computer knowledge.</li> <li>• Provide website list for data collection.</li> <li>• Explaining need &amp; importance of data collection in detail again.</li> <li>• Utilization of audio-visual aids.</li> </ul>
<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"> <li>• Assigning the role of a leader.</li> <li>• Giving extra task related to collection of information.</li> <li>• To collect all the possible cases where children have suffered due to bad parenting.</li> <li>• Giving them responsibility to help the special need students.</li> <li>• Ask them to arrange the workshops and seminars.</li> <li>• To collect the percentage of children affected by bad parenting in India.</li> </ul>

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### Technology—Software (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet	<input checked="" type="checkbox"/> Image Processing	<input checked="" type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input checked="" type="checkbox"/> Word Processing
<input checked="" type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Encyclopedia on CD-ROM		

<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• IX grade text book</li> <li>• Articles on parenting problems</li> <li>• Reference books</li> </ul>
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>
<b>internet</b>	<p><a href="http://kids.lovetoknow.com/child-behavior-development-parenting/parent-child-relationship-problems">http://kids.lovetoknow.com/child-behavior-development-parenting/parent-child-relationship-problems</a></p> <p><a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2690709/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2690709/</a></p> <p><a href="http://everydaylife.globalpost.com/parentchild-relationship-problems-3128.html">http://everydaylife.globalpost.com/parentchild-relationship-problems-3128.html</a></p> <p><a href="http://www.medicalnewstoday.com/releases/149047.php">http://www.medicalnewstoday.com/releases/149047.php</a></p> <p><a href="http://solutionseap.org/employees/learn-more-about-issues/parentchild-issues/">http://solutionseap.org/employees/learn-more-about-issues/parentchild-issues/</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>▪ Invite experts to talk to parents and child relation for children.</li> <li>• Visit to sites where parenting problems are discussed.</li> </ul>

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## Parenting and Childhood Problems

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Shepher D Samudre
<b>School Name</b>	Dawn Breakers
<b>School City, State</b>	Nashik, Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
Parenting Problems of Kids	
<b>Unit Summary</b>	
<p>There are some problems in every child-parent relation. But too much of problems create a bad effect on children not only in their behavior but also in their school performance. This problem can be eradicated by joint effort of both parent and child</p> <p><b><u>Suggestions:-</u></b></p> <ol style="list-style-type: none"><li>1. Parenting programs</li><li>2. Increase parent-child warmth and decrease parent-child negative interaction</li><li>3. Co-parenting</li><li>4. Spend more time with your children</li><li>5. Listen to what parents have to say</li><li>6. Focus and understand what they say</li><li>7. Take decisions considering both sides of the coin</li></ol>	
<b>Subject area</b>	
<b>Social</b>	

**Class Level**

9

**Approximate Time Needed**

1 Months , 6 weeks, 2 lectures per week

**Unit Foundation**

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

**Targeted Syllabus Guidelines**

According to 9 th std. syllabus

**Targeted 21st Century and Higher Order Thinking Skills**

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

**Student Objectives/Learning Outcomes**

- ▶ To enable the students to understand the relation between their parents and them
- ▶ To enable students to know problems faced by them due to parenting problems
- ▶ To enable the students to take measures to improve relation with their parents
- ▶ To enable students to develop sensitivity for the parent-child relation

### Curriculum-Framing Questions

<b>Essential Question</b>	What are the reasons of bad parenting? What steps should be taken to improve the relation between parent and child?
<b>Unit Questions</b>	What changes in behavior of the child are seen due to good parenting and bad parenting? What steps should be taken to improve the relation of child and parent?
<b>Content Questions</b>	Why do children get away from their parents? What problems do children face due to bad parenting?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### **Assessment Summary**

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about Parenting and Childhood Problems. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their bad parenting effect
- Aware people about their behavior with their children.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'Parenting and Childhood Problems'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on Parenting and Childhood Problems.
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  1. **What do you think about parenting and childhood problems?**
  2. **What changes do you suggest your and your parent behavior?**
  3. **What kind of attitude will you develop while you behave with your parents?**
- Give enough time for Question and Answer sessions to clarify doubts.

### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

### **Data collection rubric:**

- Students will collect information about children facing problems due to bad parents, causes & effects of bad parenting as well as need & importance of good parenting, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of parenting and child hood problems & appeal people to share their views & opinions about their personal experiences related to the context.

### **DETERMINATION :**

- Teacher will again ask the questions like, **why we need change in student and parent behavior. And In future, how these changes would be helpful for us?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

<b>Special Needs Student</b>	<ul style="list-style-type: none"> <li>• To give extra time &amp; special attention</li> <li>• To give extra time to complete their assignment, survey.</li> <li>• Providing simple task to complete.</li> <li>• To arrange extra lecture for computer knowledge.</li> <li>• Provide website list for data collection.</li> <li>• Explaining need &amp; importance of data collection in detail again.</li> <li>• Utilization of audio-visual aids.</li> </ul>
<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"> <li>• Assigning the role of a leader.</li> <li>• Giving extra task related to collection of information.</li> <li>• To collect all the possible cases where children have suffered due to bad parenting.</li> <li>• Giving them responsibility to help the special need students.</li> <li>• Ask them to arrange the workshops and seminars.</li> <li>• To collect the percentage of children affected by bad parenting in India.</li> </ul>

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### Technology—Software (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet	<input checked="" type="checkbox"/> Image Processing	<input checked="" type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input checked="" type="checkbox"/> Word Processing
<input checked="" type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Encyclopedia on CD-ROM		

<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• IX grade text book</li> <li>• Articles on parenting problems</li> <li>• Reference books</li> </ul>
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>
<b>internet</b>	<p><a href="http://kids.lovetoknow.com/child-behavior-development-parenting/parent-child-relationship-problems">http://kids.lovetoknow.com/child-behavior-development-parenting/parent-child-relationship-problems</a></p> <p><a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2690709/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2690709/</a></p> <p><a href="http://everydaylife.globalpost.com/parentchild-relationship-problems-3128.html">http://everydaylife.globalpost.com/parentchild-relationship-problems-3128.html</a></p> <p><a href="http://www.medicalnewstoday.com/releases/149047.php">http://www.medicalnewstoday.com/releases/149047.php</a></p> <p><a href="http://solutionseap.org/employees/learn-more-about-issues/parentchild-issues/">http://solutionseap.org/employees/learn-more-about-issues/parentchild-issues/</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>▪ Invite experts to talk to parents and child relation for children.</li> <li>• Visit to sites where parenting problems are discussed.</li> </ul>

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# Punishment in school

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Sandhya Yadav
<b>School Name</b>	Podar International School
<b>School City, State</b>	Nashik, Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Punishment in school</i>	
<b>Unit Summary</b>	
<p>School corporal punishment refers to causing deliberate pain or discomfort in response to undesired behaviour by students in schools. It often involves striking the student either across the buttocks or on the hands, with an implement such as a rattan cane, wooden paddle, slipper leather strap or wooden yardstick. Advocates of school corporal punishment argue that it provides an immediate response to indiscipline and that the student is quickly back in the classroom learning, as opposed to suspension from school</p>	
<b>Subject area</b>	
Sociology	
<b>Class Level</b>	
8 <sup>th</sup>	

### Approximate Time Needed

1-months, 6-weeks ,2-lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

According to 8<sup>th</sup> std

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To enable student teacher to understand effects of punishment on student
- To enable to student about corporal punishment
- To enable the student about punishment should be necessary but not harmful
- To enable the student about improvement in punishment

### Curriculum-Framing Questions

<b>Essential Question</b>	<i>Which punishment should be in school?</i>
<b>Unit Questions</b>	What is corporal punishment?
<b>Content Questions</b>	What are the effects of punishment?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l</li> <li>• chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of punishment in school. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### Unit Details

### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'PUNISHMENT IN SCHOOL'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

#### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on PUNISHMENT IN SCHOOL
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

1. **Why student misbehave in a school?**
2. **Which punishment is use in a school?**
3. **How will we make people aware about punishment in a school?**

- Give enough time for Question and Answer sessions to clarify doubts.

#### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views .Students will be given the communication rubric to self assess their communication skills.

#### **Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

#### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

#### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

#### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

#### **DETERMINATION :**

- Teacher will again ask the questions like; **Punishment in school is good or bad?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.

- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

#### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

#### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Camera                         | <input checked="" type="checkbox"/> Laser Disk        | <input type="checkbox"/> VCR                                  |
| <input checked="" type="checkbox"/> Computer(s)         | <input checked="" type="checkbox"/> Printer           | <input checked="" type="checkbox"/> Video Camera              |
| <input checked="" type="checkbox"/> Digital Camera b    | <input checked="" type="checkbox"/> Projection System | <input checked="" type="checkbox"/> Video Conferencing Equip. |
| <input checked="" type="checkbox"/> DVD Player          | <input type="checkbox"/> Scanner                      | <input checked="" type="checkbox"/> Other                     |
| <input checked="" type="checkbox"/> Internet Connection | <input checked="" type="checkbox"/> Television        |   |

#### Technology—Software (Click boxes of all software needed.)

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Database/Spreadsheet   | <input checked="" type="checkbox"/> Image Processing     | <input checked="" type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing                | <input checked="" type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing      |
| <input checked="" type="checkbox"/> E-mail Software        | <input checked="" type="checkbox"/> Multimedia           | <input type="checkbox"/> Other                           |
| <input checked="" type="checkbox"/> Encyclopedia on CD-ROM |  |  |

#### Printed Materials

- 8<sup>th</sup> grade text book
- Article on punishment in school
- Reference books

<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>internet</b>	<p><a href="https://www.urbanpro.com/a/punishment-in-schools-in-india-what-the-law-says#sthash.tJ">https://www.urbanpro.com/a/punishment-in-schools-in-india-what-the-law-says#sthash.tJ</a></p> <p><a href="http://harprathmik.gov.in/pdf/rte/corporal%20punishment%20ncpcr.pdfZQ14yt.dpuf">http://harprathmik.gov.in/pdf/rte/corporal%20punishment%20ncpcr.pdfZQ14yt.dpuf</a></p> <p><a href="https://en.wikipedia.org/wiki/School_corporal_punishment">https://en.wikipedia.org/wiki/School_corporal_punishment</a></p> <p><a href="https://www.youtube.com/watch?v=oWd9gTyjYXE">https://www.youtube.com/watch?v=oWd9gTyjYXE</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to parents on punishment in school</li><li>• Visit to sites where punishment in school are discussed</li></ul>

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# Punishment in school

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Sony Yadav
<b>School Name</b>	Podar International School
<b>School City, State</b>	Nashik, Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Punishment in school</i>	
<b>Unit Summary</b>	
<p>School corporal punishment refers to causing deliberate pain or discomfort in response to undesired behaviour by students in schools. It often involves striking the student either across the buttocks or on the hands, with an implement such as a rattan cane, wooden paddle, slipper leather strap or wooden yardstick. Advocates of school corporal punishment argue that it provides an immediate response to indiscipline and that the student is quickly back in the classroom learning, as opposed to suspension from school</p>	
<b>Subject area</b>	
Sociology	
<b>Class Level</b>	
8 <sup>th</sup>	

### Approximate Time Needed

1-months, 6-weeks ,2-lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

According to 8<sup>th</sup> std

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To enable student teacher to understand effects of punishment on student
- To enable to student about corporal punishment
- To enable the student about punishment should be necessary but not harmful
- To enable the student about improvement in punishment

### Curriculum-Framing Questions

<b>Essential Question</b>	<i>Which punishment should be in school?</i>
<b>Unit Questions</b>	What is corporal punishment?
<b>Content Questions</b>	What are the effects of punishment?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l</li> <li>• chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of punishment in school. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### Unit Details

### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### Instructional Procedures

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'PUNISHMENT IN SCHOOL'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

#### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on PUNISHMENT IN SCHOOL
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

1. **Why student misbehave in a school?**
2. **Which punishment is use in a school?**
3. **How will we make people aware about punishment in a school?**

- Give enough time for Question and Answer sessions to clarify doubts.

#### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views .Students will be given the communication rubric to self assess their communication skills.

#### **Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

#### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

#### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

#### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

#### **DETERMINATION :**

- Teacher will again ask the questions like; **Punishment in school is good or bad?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.

- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Camera                         | <input checked="" type="checkbox"/> Laser Disk        | <input type="checkbox"/> VCR                                  |
| <input checked="" type="checkbox"/> Computer(s)         | <input checked="" type="checkbox"/> Printer           | <input checked="" type="checkbox"/> Video Camera              |
| <input checked="" type="checkbox"/> Digital Camera b    | <input checked="" type="checkbox"/> Projection System | <input checked="" type="checkbox"/> Video Conferencing Equip. |
| <input checked="" type="checkbox"/> DVD Player          | <input type="checkbox"/> Scanner                      | <input checked="" type="checkbox"/> Other                     |
| <input checked="" type="checkbox"/> Internet Connection | <input checked="" type="checkbox"/> Television        |   |

#### Technology—Software (Click boxes of all software needed.)

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Database/Spreadsheet   | <input checked="" type="checkbox"/> Image Processing     | <input checked="" type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing                | <input checked="" type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing      |
| <input checked="" type="checkbox"/> E-mail Software        | <input checked="" type="checkbox"/> Multimedia           | <input type="checkbox"/> Other                           |
| <input checked="" type="checkbox"/> Encyclopedia on CD-ROM |  |  |

#### Printed Materials

- 8<sup>th</sup> grade text book
- Article on punishment in school
- Reference books

<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>internet</b>	<p><a href="https://www.urbanpro.com/a/punishment-in-schools-in-india-what-the-law-says#sthash.tJ">https://www.urbanpro.com/a/punishment-in-schools-in-india-what-the-law-says#sthash.tJ</a></p> <p><a href="http://harprathmik.gov.in/pdf/rte/corporal%20punishment%20ncpcr.pdfZQ14yt.dpuf">http://harprathmik.gov.in/pdf/rte/corporal%20punishment%20ncpcr.pdfZQ14yt.dpuf</a></p> <p><a href="https://en.wikipedia.org/wiki/School_corporal_punishment">https://en.wikipedia.org/wiki/School_corporal_punishment</a></p> <p><a href="https://www.youtube.com/watch?v=oWd9gTyjYXE">https://www.youtube.com/watch?v=oWd9gTyjYXE</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to parents on punishment in school</li><li>• Visit to sites where punishment in school are discussed</li></ul>

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## **Medicinal Plants**

Click on any descriptive text and then type your own.

Unit Author	
First and Last Name	Sheetal Mohan Landge
School Name	Podar International School
School City, State	Nashik, Maharastra.
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Medicinal Plants</i>	
<b>Unit Summary</b>	
<p>Medicinal plants have been identified and used throughout human history. Plants have the ability to synthesize a wide variety of chemical compounds that are used to perform important biological functions. Chemical compounds in plants mediate their effect on the human body. India is one of the eight important centers of origin and crop plant diversity. It is immensely rich in medicinal and aromatic plants occurring in diverse ecosystems. Like all other old cultures, India uses the plant medicines both for primary health care as also remedies. The goodness and healing properties of herbal plants were explored by people since ages. The study of herbal medicinal plants, known as Ayurveda was practiced in India. Use of plants for medication and treatment dates back to the Vedic period. These days, many people are resorting to the use of traditional methods to treat ailments. This has further given a boost to the commercial production of these plants, and the rate of consumption has considerably increased.</p>	
<b>Subject area</b>	
English	
<b>Class Level</b>	
9 th std.	
<b>Approximate Time Needed</b>	



1 Months , 6weeks, 2 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

According to English syllabus Guidelines.

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To enable student about the importance of medicinal plant
- To enable student to know uses of medicinal plant
- To develop the knowledge of student about medicinal plant.
- To give information to the students about glorious tradition of Ayurveda in India.
- To create awareness in society about importance of Medicinal plants.
- To show the student about Identification of different Medicinal Plants.
- Protection of Environment

### Curriculum-Framing Questions

#### Essential Question

*Which plants are used as medicinal plant?*

<b>Unit Questions</b>	Which parts of plants are useful?
<b>Content Questions</b>	Can medicinal plant cure some incurable disease?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Medicinal Plants. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### Unit Details

### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## **Instructional Procedures**

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like `MEDICINAL PLANTS. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on Medicinal Plants.
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

1. **Which plants are used as Medicinal Plants?**
2. **How plants are converted in to medicines?**
3. **How can we make people aware of importance of medicinal plants?**

- Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views .Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

**Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

**DETERMINATION :**

- Teacher will again ask the questions like, Where these plants are found?, Which parts of plants are useful?, In what form plants are used? Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.

- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Camera                         | <input checked="" type="checkbox"/> Laser Disk        | <input type="checkbox"/> VCR                                  |
| <input checked="" type="checkbox"/> Computer(s)         | <input checked="" type="checkbox"/> Printer           | <input checked="" type="checkbox"/> Video Camera              |
| <input checked="" type="checkbox"/> Digital Camera b    | <input checked="" type="checkbox"/> Projection System | <input checked="" type="checkbox"/> Video Conferencing Equip. |
| <input checked="" type="checkbox"/> DVD Player          | <input type="checkbox"/> Scanner                      | <input checked="" type="checkbox"/> Other                     |
| <input checked="" type="checkbox"/> Internet Connection | <input checked="" type="checkbox"/> Television        |   |

#### Technology—Software (Click boxes of all software needed.)

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Database/Spreadsheet   | <input checked="" type="checkbox"/> Image Processing     | <input checked="" type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing                | <input checked="" type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing      |
| <input checked="" type="checkbox"/> E-mail Software        | <input checked="" type="checkbox"/> Multimedia           | <input type="checkbox"/> Other                           |
| <input checked="" type="checkbox"/> Encyclopedia on CD-ROM |  |  |

#### Printed Materials

- IX grade text book
- Articles on Medicinal Plants
- Reference books

<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>internet</b>	<p><a href="http://herbs.indianmedicinalplants.info/index">http://herbs.indianmedicinalplants.info/index</a></p> <p><a href="http://www.medindia.net/alternativemedicine">http://www.medindia.net/alternativemedicine</a></p> <p><a href="http://www.medicinalplants.in">www.medicinalplants.in</a></p> <p><a href="http://www.icmr.nic.in/mpusite/index.htm">http://www.icmr.nic.in/mpusite/index.htm</a></p> <p><a href="http://www.nmpb.nic.in/">www.nmpb.nic.in/</a></p> <p><a href="http://nurserylive.com">http://nurserylive.com</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the students about importance of Medicinal Plants.<ul style="list-style-type: none"><li>• Visit to sites where Medicinal Plants grown.</li></ul></li></ul>

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Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	PHASLY DKHAR
<b>SCHOOL NAME</b>	DAWN BREKERS school..
<b>School City, State</b>	NASHIK, MAHARASHTRA.
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
NANO TECHNOLOGY	
<b>Unit Summary</b>	
<p><b>Nanotechnology</b> ("nanotech") is manipulation of matter on an <a href="#">atomic</a>, <a href="#">molecular</a>, and <a href="#">supramolecular</a> scale. The earliest, widespread description of nanotechnology<sup>[1][2]</sup> referred to the particular technological goal of precisely manipulating atoms and molecules for fabrication of macro scale products, also now referred to as <a href="#">molecular nanotechnology</a>. A more generalized description of nanotechnology was subsequently established by the <a href="#">National Nanotechnology Initiative</a>, which defines nanotechnology as the manipulation of matter with at least one dimension sized from 1 to 100 <a href="#">nanometers</a></p>	
<b>Subject area</b>	
Science	
<b>Class Level</b>	
8	
<b>Approximate Time Needed</b>	

3 Months , 12weeks, 3 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

According to science syllabus.

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To know the formation of solar systemy.
- **To know the formation of Nano technology.**

### Curriculum-Framing Questions

#### Essential Question

*Why er have to discovered the formation of nano technology.*



<b>Unit Questions</b>	How nano system is formed.
<b>Content Questions</b>	What are components of nano technology

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of **Nano technology** collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### Unit Details

#### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet

- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like '**Nano Technology**'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on Nano technology
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

- 1. HOW Nano technology IS FORMED?**
- 2. HOW PLANETS ARE FORMED.?**

- 
- Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

**Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

**DETERMINATION :**

- Teacher will again ask the questions like, [Why should we need to protect save S Nano technology FOR FUTURE.?](#) Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.

- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Camera                         | <input checked="" type="checkbox"/> Laser Disk        | <input type="checkbox"/> VCR                                  |
| <input checked="" type="checkbox"/> Computer(s)         | <input checked="" type="checkbox"/> Printer           | <input checked="" type="checkbox"/> Video Camera              |
| <input checked="" type="checkbox"/> Digital Camera b    | <input checked="" type="checkbox"/> Projection System | <input checked="" type="checkbox"/> Video Conferencing Equip. |
| <input checked="" type="checkbox"/> DVD Player          | <input type="checkbox"/> Scanner                      | <input checked="" type="checkbox"/> Other                     |
| <input checked="" type="checkbox"/> Internet Connection | <input checked="" type="checkbox"/> Television        |   |

#### Technology—Software (Click boxes of all software needed.)

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Database/Spreadsheet   | <input checked="" type="checkbox"/> Image Processing     | <input checked="" type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing                | <input checked="" type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing      |
| <input checked="" type="checkbox"/> E-mail Software        | <input checked="" type="checkbox"/> Multimedia           | <input type="checkbox"/> Other                           |
| <input checked="" type="checkbox"/> Encyclopedia on CD-ROM |  |  |

#### Printed Materials

- IX grade text book
- Articles on water pollution
- Reference books

<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>Internet</b>	<p><a href="https://en.wikipedia.org/wiki/Nanotechnology">https://en.wikipedia.org/wiki/Nanotechnology</a></p> <p><a href="http://www.nano.gov/nanotech-101/what/definition">http://www.nano.gov/nanotech-101/what/definition</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li><li>• Visit to sites where water solution techniques are implemented.</li></ul>

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Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	PHASLY DKHAR
<b>SCHOOL NAME</b>	DAWN BREKERS school..
<b>School City, State</b>	NASHIK, MAHARASHTRA.
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
NANO TECHNOLOGY	
<b>Unit Summary</b>	
<p><b>Nanotechnology</b> ("nanotech") is manipulation of matter on an <a href="#">atomic</a>, <a href="#">molecular</a>, and <a href="#">supramolecular</a> scale. The earliest, widespread description of nanotechnology<sup>[1][2]</sup> referred to the particular technological goal of precisely manipulating atoms and molecules for fabrication of macro scale products, also now referred to as <a href="#">molecular nanotechnology</a>. A more generalized description of nanotechnology was subsequently established by the <a href="#">National Nanotechnology Initiative</a>, which defines nanotechnology as the manipulation of matter with at least one dimension sized from 1 to 100 <a href="#">nanometers</a></p>	
<b>Subject area</b>	
Science	
<b>Class Level</b>	
8	
<b>Approximate Time Needed</b>	

3 Months , 12weeks, 3 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

According to science syllabus.

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To know the formation of solar systemy.
- **To know the formation of Nano technology.**

### Curriculum-Framing Questions

#### Essential Question

*Why er have to discovered the formation of nano technology.*

<b>Unit Questions</b>	How nano system is formed.
<b>Content Questions</b>	What are components of nano technology

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l</li> <li>• chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of **Nano technology** collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### Unit Details

#### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet



- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like '**Nano Technology**'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on Nano technology
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

- 1. HOW Nano technology IS FORMED?**
- 2. HOW PLANETS ARE FORMED.?**

- 
- Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

**Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

**DETERMINATION :**

- Teacher will again ask the questions like, [Why should we need to protect save S Nano technology FOR FUTURE.?](#) Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.

- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
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- Explaining need & importance of data collection in detail again.
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- Assigning the role of a leader.
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- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Camera                         | <input checked="" type="checkbox"/> Laser Disk        | <input type="checkbox"/> VCR                                  |
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| <input checked="" type="checkbox"/> DVD Player          | <input type="checkbox"/> Scanner                      | <input checked="" type="checkbox"/> Other                     |
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#### Technology—Software (Click boxes of all software needed.)

- |  |  |  |
|--|--|--|
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| <input type="checkbox"/> Desktop Publishing                | <input checked="" type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing      |
| <input checked="" type="checkbox"/> E-mail Software        | <input checked="" type="checkbox"/> Multimedia           | <input type="checkbox"/> Other                           |
| <input checked="" type="checkbox"/> Encyclopedia on CD-ROM |  |  |

#### Printed Materials

- IX grade text book
- Articles on water pollution
- Reference books

<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>Internet</b>	<p><a href="https://en.wikipedia.org/wiki/Nanotechnology">https://en.wikipedia.org/wiki/Nanotechnology</a></p> <p><a href="http://www.nano.gov/nanotech-101/what/definition">http://www.nano.gov/nanotech-101/what/definition</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li><li>• Visit to sites where water solution techniques are implemented.</li></ul>

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# Chatrapati Shivaji Maharaj

Unit Author	
First and Last Name	Aparna Joshi
College Name	Motiwalla College of Educational Sciences
City, State	Nasik, Maharashtra,
Unit Overview	
Unit Title	
Chatrapati Shivaji Maharaj	
Unit Summary	
<p>The establishment of the Maratha empire was the most important event. Shivaji Maharaj was born at the Shivneri fort near Junnar in Pune district on the day of Phalgun Vaidya Tritiya in the Shaka year 1551, that is on 19 February 1630. Shahajiraje was the pre-eminent sardar in the Deccan. The Mughals had launched a campaign to conquer the Nizamshahi Kingdom. The Adilshah of Bijapur allied with the Mughals in this campaign. Shajiraje tried to save the Nizamshahi by offering strong resistance to the two enemies, but he could not withstand the combined might of the Mughals and the Adilshah. The Nizamshahi was defeated and came to an end in A.D.1636.</p>	
Subject Area	
HISTORY, ENGLISH	
Class Level	
STD VII Higher Secondary	
Approximate Time Needed	
1 month 3 lectures per week 35 min each	
Unit Foundation	
Targeted syllabus guidelines-	
<ol style="list-style-type: none"><li>1) To note the important event of the Shivaji Maharaj's life.</li><li>2) To help students to get information about that period of Shivaji Maharaj.</li><li>3) To spread awareness of the campaign of Mughals.</li><li>4) To help to get information about companions and associates.</li><li>5) Information about the return of the Panhala fort.</li></ol>	
Targeted Syllabus	

**STD – 7<sup>th</sup>**

**UNIT- THE FOUNDATION OF SWARAJ  
SUBUNIT-BIRTH OF SHIVAJI MAHARAJ; THE  
CAMPAIGN OF MUGHALS.**

**MAIN POINTS –**

- 1)The establishment of Maratha empire**
- 2)The campaign of Mughals**
- 3)Companions and Associates**
- 4)Returning the Panhala fort**

**Targeted 21st Century and Higher Order Thinking Skills**

Creativity and innovation, problem-solving communication and collaboration, media literacy, information literacy, ICT literacy, social & cross-cultural skill, leadership & responsibility, etc.

**Student Objectives/Learning Outcomes**

- 1) KNOWLEDGE:**
  - a) Students know about Maratha empire formation.**
- 2) COMPREHENSION:**
  - a) Students understand the concept of Maratha empire formation.**
  - b) Students tell about Mughals**
- 3) APPLICATION SKILL:**
  - a) Students compare the work of Adilshah and Shahajiraje.**
  - b) Students analyze the work of Maval region.**
- 4) SKILL:**
  - a) Students develop their knowledge**
- 5) INTEREST:**
  - a) Students apply the remedies for the problem.**

**Curriculum-Framing Questions**

**Essential Question**

- 1) Write the names of the associates of Shivaji Maharaj?**
- 2) Which forts did Shivaji Maharaj capture first while the establishment of Maratha empire?**
- 3) Which Sardars opposed Shivaji Maharaj for Maratha empire formation?**

<b>UNIT QUESTION</b> 1) When was Shivaji Maharaj born? 2) Who was the pre-eminent sardar? 3) Who tried to save Nizamshahi? 4) When did Nizamshahi came to an end?					
<b>Content Question</b> 1) Who became the Sardar of the Adilshah of Bijapur? 2) Which regions were vested to Shajiraje as a jagir? 3) To whom did Shajiraje entrust the administration of Pune jagir? 4) Who established peace and order in the jagir?					
<b>Assessment Plan</b> ○					
<b>Assessment Tim established line</b>					
Before project work begins		Students work on projects and complete tasks		After project work is Complete jagirted	
K.W.L .CHART Discussion rubric		QUESTIONING	*BLOG CHECKLIST *POSTER RUBRIC MULTIMSDIA	*BLOGCHACKLIST K.W.L. CHART	MULTIMEDIA RUBRIC POSTER RUBRIC
<b>Assessment Summary</b>  The assessment will be a mix of student self-assessment and teacher-based feedback using a questioning unit, to assess student understanding of the curriculum framing question as well as other important questions about the Foundation of Swaraj. The K.W.L chart is used to gauge students' needs, blog checklist is used to guide the students during the project, and a multimedia rubric is used to guide the students while making posters.					
<b>Unit Details</b>					
<b>Prerequisite Skills to Use</b> 1) Knowledge of internet research, and collect materials. 2) Fundamental skills in basic computer operations and ability to use word processing and PowerPoint. Technologies for higher-level thinking and publishing 3) Ability to work on spreadsheets, PowerPoint, word, etc. 4) Ability to do internet research. Ability to use web technologies for higher level thinking and publishing their findings.					
<b>Instructional Procedures</b> 1) Use of Narration and Discussion method. 2) Explanation of Shivaji Maharaj's life's important events. 3) Explanation of the founding of the Swaraj in the Maval region. 4) The explanation of Shivaji Mhaharajs objective in the Rajmudra. 5) Explanation about the capturing of Javali region.					

## 6) Ask question on the topic.

### Accommodations for Differentiated Instruction

<b>Special Needs Student</b>	1) Give more time 2) Give easy task 3) Provide comfortable communicative group 4) Give self prepared notes 5) Ask questions simple to complex.
<b>Gifted/Talented Student</b>	1) Ask the student to provide more depth information. 2) Let them search for extra material. 3) Ask for more references 4) Let them give their personal opinion related to the topic.

### Materials and Resources Required for Unit

#### Technology—Hardware (Click boxes of all equipment needed)

<input checked="" type="checkbox"/> Camera <input checked="" type="checkbox"/> Computer(s) <input checked="" type="checkbox"/> Digital Camera b <input checked="" type="checkbox"/> DVD Player <input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Laser Disk <input checked="" type="checkbox"/> Printer <input type="checkbox"/> Projection System <input type="checkbox"/> Scanner <input type="checkbox"/> Television	<input type="checkbox"/> VCR <input type="checkbox"/> Video Camera <input type="checkbox"/> Video Conferencing Equip. <input checked="" type="checkbox"/> Other
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#### Technology—Software (Click boxes of all software needed.)

<input type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
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<b>Printed Materials</b>	1) <i>Text book</i> 2) <i>Reference book</i>
<b>Supplies</b>	1) <i>Note book</i> 2) <i>Pen,pencil</i>
<b>Internet Resources</b>	1) <a href="http://www.google.co.in">www.google.co.in</a> 2) <a href="http://www.images.com">www.images.com</a> 3) <a href="http://www.myhistory.com">www.myhistory.com</a>
<b>Other Resources</b>	1) <i>friends</i> 2) <i>Community people</i> 3) <i>Parents</i> 4) <i>Group discussion</i> 5) <i>Elderly people in the neighborhood.</i>

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Click on any descriptive text and then type your own.

Unit Author	
First and Last Name	Pooja Sharma
School Name	Podar International school.
School City, State	NASHIK, MAHARASHTRA.
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
NANO TECHNOLOGY	
<b>Unit Summary</b>	
<p><b>Nanotechnology</b> ("nanotech") is manipulation of matter on an <a href="#">atomic</a>, <a href="#">molecular</a>, and <a href="#">supramolecular</a> scale. The earliest, widespread description of nanotechnology<sup>[1][2]</sup> referred to the particular technological goal of precisely manipulating atoms and molecules for fabrication of macro scale products, also now referred to as <a href="#">molecular nanotechnology</a>. A more generalized description of nanotechnology was subsequently established by the <a href="#">National Nanotechnology Initiative</a>, which defines nanotechnology as the manipulation of matter with at least one dimension sized from 1 to 100 <a href="#">nanometers</a></p>	
<b>Subject area</b>	
Science	
<b>Class Level</b>	
8	
<b>Approximate Time Needed</b>	

3 Months , 12weeks, 3 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

According to science syllabus.

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To know the formation of solar systemy.
- **To know the formation of Nano technology.**

### Curriculum-Framing Questions

#### Essential Question

*Why er have to discovered the formation of nano technology.*

<b>Unit Questions</b>	How nano system is formed.
<b>Content Questions</b>	What are components of nano technology

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of **Nano technology** collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### Unit Details

#### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet

- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like '**Nano Technology**'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on Nano technology
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

- 1. HOW Nano technology IS FORMED?**
- 2. HOW PLANETS ARE FORMED.?**

- 
- Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

**Survey:**

- Survey can be used as an effective tool for doing research.
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**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

**DETERMINATION :**

- Teacher will again ask the questions like, [Why should we need to protect save S Nano technology FOR FUTURE.?](#) Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.

- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Camera                         | <input checked="" type="checkbox"/> Laser Disk        | <input type="checkbox"/> VCR                                  |
| <input checked="" type="checkbox"/> Computer(s)         | <input checked="" type="checkbox"/> Printer           | <input checked="" type="checkbox"/> Video Camera              |
| <input checked="" type="checkbox"/> Digital Camera b    | <input checked="" type="checkbox"/> Projection System | <input checked="" type="checkbox"/> Video Conferencing Equip. |
| <input checked="" type="checkbox"/> DVD Player          | <input type="checkbox"/> Scanner                      | <input checked="" type="checkbox"/> Other                     |
| <input checked="" type="checkbox"/> Internet Connection | <input checked="" type="checkbox"/> Television        |   |

#### Technology—Software (Click boxes of all software needed.)

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Database/Spreadsheet   | <input checked="" type="checkbox"/> Image Processing     | <input checked="" type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing                | <input checked="" type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing      |
| <input checked="" type="checkbox"/> E-mail Software        | <input checked="" type="checkbox"/> Multimedia           | <input type="checkbox"/> Other                           |
| <input checked="" type="checkbox"/> Encyclopedia on CD-ROM |  |  |

#### Printed Materials

- IX grade text book
- Articles on water pollution
- Reference books

<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>Internet</b>	<p><a href="https://en.wikipedia.org/wiki/Nanotechnology">https://en.wikipedia.org/wiki/Nanotechnology</a></p> <p><a href="http://www.nano.gov/nanotech-101/what/definition">http://www.nano.gov/nanotech-101/what/definition</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li><li>• Visit to sites where water solution techniques are implemented.</li></ul>

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Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	PUJA N. SHARMA
<b>School Name</b>	MCES
<b>School City, State</b>	NASHIK, MAHARASHTRA.
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Solar System</i>	
<b>Unit Summary</b>	
<p>" The <b>Solar System</b><sup>[a]</sup> comprises the <b>Sun</b> and the <b>planetary system</b> that orbits it, either directly or <b>indirectly</b>.<sup>[b]</sup> Of those objects that orbit the Sun directly, the largest eight are the <b>planets</b>, with the remainder being significantly smaller objects, such as <b>dwarf planets</b> and such as <b>comets</b> and <b>asteroids</b>. Of those that orbit the Sun indirectly, the <b>moons</b>, two are larger than the smallest planet, Mercury.</p>	
<b>Subject area</b>	
geography	
<b>Class Level</b>	
8	
<b>Approximate Time Needed</b>	



1 Months , 2 weeks, 5 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

According to science syllabus

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To know the formation of solar system.
- To know the formation of galaxy.
- **To know the formation of planets**
- **To know about formation of sun and moon.**

### Curriculum-Framing Questions

#### Essential Question

*Why scientists are interested to know about formation of solar system?*

Unit Questions		How Galaxy is formed?			
Content Questions		How planets like sun, moon is formed ?			
Assessment Plan					
<ul style="list-style-type: none"><li>Module 3: Draft an Assessment Timeline.</li><li>Module 6: Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.</li><li>Module 7: Create an assessment to foster student self-direction and update your Assessment Plan.</li></ul>					
Assessment Timeline					
Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"><li>Discussion Rubric</li><li>k-w-l chart</li><li>Communication Rubric</li><li>Questioning Rubric</li></ul>	<ul style="list-style-type: none"><li>Survey rubric</li><li>data collection</li><li>journal writing</li></ul>	<ul style="list-style-type: none"><li>Survey Rubric.</li><li>Problem Solving Rubric</li><li>Blog Checklist</li></ul>	<ul style="list-style-type: none"><li>Commune -cat ion rubric</li></ul>	<ul style="list-style-type: none"><li>presentation rubric</li></ul>	<ul style="list-style-type: none"><li>K-W-L Chart</li><li>Blog Rubric</li><li>Discussion rubric</li></ul>
Assessment Summary					
<p>The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students’ understanding about the importance of <b>SOLAR SYSTEM</b> collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student’s communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.</p>					
Unit Details					
Prerequisite Skills					
<ul style="list-style-type: none"><li>Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet</li></ul>					

- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'save tree . Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on save tree
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

- 1. HOW Solar SYTEM IS FORMED?**
- 2. HOW PLANETS AREFORMED.?**

- Give enough time for Question and Answer sessions to clarify doubts.

**Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

**Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

**Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

**AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

**BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

**DETERMINATION :**

- Teacher will again ask the questions like, **Why should we need to protect save Solar SYSEM FOR FUTURE.?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.

- Finally ask the students to write their experiences regarding the project in their journals.

### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmers.
- To collect the percentage of water pollution in India.

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Camera                         | <input checked="" type="checkbox"/> Laser Disk        | <input type="checkbox"/> VCR                                  |
| <input checked="" type="checkbox"/> Computer(s)         | <input checked="" type="checkbox"/> Printer           | <input checked="" type="checkbox"/> Video Camera              |
| <input checked="" type="checkbox"/> Digital Camera b    | <input checked="" type="checkbox"/> Projection System | <input checked="" type="checkbox"/> Video Conferencing Equip. |
| <input checked="" type="checkbox"/> DVD Player          | <input type="checkbox"/> Scanner                      | <input checked="" type="checkbox"/> Other                     |
| <input checked="" type="checkbox"/> Internet Connection | <input checked="" type="checkbox"/> Television        |   |

#### Technology—Software (Click boxes of all software needed.)

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Database/Spreadsheet   | <input checked="" type="checkbox"/> Image Processing     | <input checked="" type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing                | <input checked="" type="checkbox"/> Internet Web Browser | <input checked="" type="checkbox"/> Word Processing      |
| <input checked="" type="checkbox"/> E-mail Software        | <input checked="" type="checkbox"/> Multimedia           | <input type="checkbox"/> Other                           |
| <input checked="" type="checkbox"/> Encyclopedia on CD-ROM |  |  |

#### Printed Materials

- IX grade text book
- Articles on water pollution
- Reference books

#### Supplies

- Note Book
- Pen / Pencil for survey

<b>internet</b>	<a href="https://en.wikipedia.org/wiki/Solar_System">https://en.wikipedia.org/wiki/Solar_System</a> <a href="http://www.windows2universe.org/our_solar_system/formation.html">http://www.windows2universe.org/our_solar_system/formation.html</a>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li><li>• Visit to sites where water solution techniques are implemented.</li></ul>

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# HEART FUNCTION

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	ROHINI BHALERAO
<b>School Name</b>	MCES
<b>School City, State</b>	Nashik , Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Heart function</i>	
<b>Unit Summary</b>	
<p>In this days people are suffering from obesity and the problem of joint pains , diabetes , high blood presssures .</p> <ul style="list-style-type: none"><li>❖ 70% students are unaware of diet and exercise.</li><li>❖ Most of them have <b>faulty eating habits, lack of exercise</b> etc</li><li>❖ Due to this they facing, they are thinking of proper diet</li><li>❖ various problems like <b>stress, low confidence,diet balance</b> etc</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ Take balance diet.</li><li>❖ Regular exercise.</li><li>❖ Check up yourself regularly</li></ul>	
<b>Subject area</b>	
<b>Science – biology</b>	

**Class Level**

7

**Approximate Time Needed**

3 Months , 12weeks, 3 lectures per week

**Unit Foundation**

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

**Targeted Syllabus Guidelines****According to 7 science syllabus****Targeted 21st Century and Higher Order Thinking Skills**

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

**Student Objectives/Learning Outcomes**



- To create awareness among people.
- To know how to diagnose quality food.
- To understand the basic concepts useful in counselling patients about behavioural change.
- To enable students to describe at least 5 behavioural strategies to facilities weigh loss.
- To make understand students to be able to identify medical problems those are associated with heart.
- To know where to get more detailed information about heart & heart treatment.

### Curriculum-Framing Questions

<b>Essential Question</b>	<b>What is HEART FUNCTION? What are the causes of HEART FUNCTION?</b>
<b>Unit Questions</b>	<b>What are the Prevention Measures to reduce the HEART FUNCTION ?</b>
<b>Content Questions</b>	<b>Why is it important to reduce HEART FUNCTION?  How can we as a Society make a difference in preventing HEART FUNCTION?</b>

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Water Pollution .Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'HEART FUNCTION'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on HEART FUNCTION
  - Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  - Give enough time for Question and Answer sessions to clarify doubts.
- 1) Why there is a need of such kind of awareness programs in the society?
  - 2) How can we maintain healthy Environment for children?
  - 3) what are the prevention measures to protect in future about heart problems?

### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views .Students will be given the communication rubric to self assess their communication skills.

### **Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, **Why should we need PERFECT HEART FUNCTION? And In future, can we meet the basic & ecological need of a human?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

<b>Special Needs Student</b>	<ul style="list-style-type: none"> <li>• To give extra time &amp; special attention</li> <li>• To give extra time to complete their assignment, survey.</li> <li>• Providing simple task to complete.</li> <li>• To arrange extra lecture for computer knowledge.</li> <li>• Provide website list for data collection.</li> <li>• Explaining need &amp; importance of data collection in detail again.</li> <li>• Utilization of audio-visual aids.</li> </ul>
<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"> <li>• Assigning the role of a leader.</li> <li>• Giving extra task related to collection of information.</li> <li>• To collect all the possible techniques of water purifying.</li> <li>• Giving them responsibility to help the special need students.</li> <li>• Ask them to arrange the rally, awareness programmes.</li> <li>• To collect the percentage of water pollution in India.</li> </ul>

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### Technology—Software (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet	<input checked="" type="checkbox"/> Image Processing	<input checked="" type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input checked="" type="checkbox"/> Word Processing
<input checked="" type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Encyclopedia on CD-ROM		

<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• 7 grade text book</li> <li>• Articles on water pollution</li> <li>• Reference books</li> </ul>
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>
<b>internet</b>	<p><a href="http://en.wikipedia.org/w.k:/heart">http://en.wikipedia.org/w.k:/heart</a></p> <p><a href="http://educational.nationalmedicine.org">http://educational.nationalmedicine.org</a>.</p> <p><a href="http://www">http://www</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li> <li>• Visit to sites where water solution techniques are implemented.</li> </ul>

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# **WATER POLLUTION**

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Birari Pallavi
<b>School Name</b>	Motiwala college of Educational Sciences
<b>School City, State</b>	Nashik , Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<b>WATER POLLUTION</b>	
<b>Unit Summary</b>	
<p>Now a day's water is being polluted more and more and is becoming a big issue so therefore awareness is necessary.</p> <ul style="list-style-type: none"><li>❖ <b>Most areas have problems of water being polluted</b></li><li>❖ Most of them have <b>health issues as water is impure</b></li><li>❖ Due to this they will find ways to prevent water pollution.</li><li>❖ various problems regarding sickness due to water pollution etc</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ Create awareness</li><li>❖ Do not make water impure.</li><li>❖ Save water.</li></ul>	
<b>Subject area</b>	
<b>Science – Chemistry</b>	

<b>Class Level</b>
8
<b>Approximate Time Needed</b>
1 Months , 6weeks, 2 lectures per week
<b>Unit Foundation</b> <ul style="list-style-type: none"> <li>○ <b>Module 2:</b> Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.</li> </ul>
<b>Targeted Syllabus Guidelines</b>
<b>According to 8 science syllabus</b>
<b>Targeted 21st Century and Higher Order Thinking Skills</b>
<ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving,</li> <li>• Communication and Collaboration,</li> <li>• Information Literacy,</li> <li>• ICT (Information, Communications and Tech.)</li> <li>• Flexibility and adaptability.</li> <li>• Initiative and self direction.</li> <li>• Leadership and responsibility</li> </ul>
<b>Student Objectives/Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• To create awareness among people.</li> <li>• To know how to prevent waterpollution</li> <li>• To understand the basic concepts useful in creating awareness about water pollution.</li> <li>• To enable students to describe the health issues produced by water pollution.</li> <li>• To make understand students to be able to identify the causes and effects of water pollution. Preventive measures of water pollution.</li> <li>• To know where to get more detailed information about water pollution.</li> </ul>



## Curriculum-Framing Questions

<b>Essential Question</b>	What is Water Pollution? What are the causes of Water Pollution?
<b>Unit Questions</b>	What are the Prevention Measures to reduce the Water pollution?
<b>Content Questions</b>	Why is it important to reduce water pollution?  How can we as a Society make a difference in preventing Water Pollution?

## Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

## Assessment Timeline

Before project work Begins		Students work on projects and complete tasks		After project work is Completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

## Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Water Pollution .Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

## Unit Details

### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'WATER POLLUTION'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

#### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on WATER POLLUTION.
  - Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  - Give enough time for Question and Answer sessions to clarify doubts.
- 1) Why there is a need to create of awareness of Water Pollution in the society?
  - 2) How can we prevent water pollution ?
  - 3) What is the duty of every human being regarding Water Pollution?

#### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

#### **Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

#### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

#### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

#### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

#### **DETERMINATION :**

- Teacher will again ask the questions like, **Why should we need to reduce water pollution? And In future, can we stop water pollution?**
- Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

**Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

**Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

**Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

**Materials and Resources Required for Unit**

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

**Technology—Hardware** (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

**Technology—Software** (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet	<input checked="" type="checkbox"/> Image Processing	<input checked="" type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input checked="" type="checkbox"/> Word Processing
<input checked="" type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Encyclopedia on CD-ROM		

**Printed Materials**

- 8 grade text book
- Articles on water pollution
- Reference books

**Supplies**

- Note Book
- Pen / Pencil for survey

<b>Internet</b>	<a href="https://en.wikipedia.org/wiki/Water_pollution">https://en.wikipedia.org/wiki/Water_pollution</a> <a href="http://www.explainthatstuff.com/waterpollution.html">http://www.explainthatstuff.com/waterpollution.html</a> <a href="http://www.eoearth.org/view/article/156920/">http://www.eoearth.org/view/article/156920/</a>  <a href="http://eschooltoday.com/pollution/water-pollution/what-is-water-pollution.html">http://eschooltoday.com/pollution/water-pollution/what-is-water-pollution.html</a>  <a href="http://www.nrdc.org/water/">http://www.nrdc.org/water/</a>
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li> <li>• Visit to sites where water solution techniques are implemented.</li> </ul>

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# BIOSPHERE

Click on any descriptive text and then type your own.

Unit Author	
First and Last Name	Minal Chaudhari
School Name	Mother's Touch Academic School
School City, State	Nashik, Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Biosphere</i>	
<b>Unit Summary</b>	
<p>The space occupied by living world on earth is called as Biosphere.</p> <ul style="list-style-type: none"><li>❖ Components of Biosphere are atmosphere, lithosphere, and hydrosphere.</li><li>❖ Specific roles of each component.</li><li>❖ Other inter-dependent organisms on biosphere.</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ Protection of our environment.</li><li>❖ Importance of biosphere reserves.</li><li>❖ Saving biosphere and humanity.</li></ul>	
<b>Subject area</b>	
<b>Geography</b>	
<b>Class Level</b>	
6	
<b>Approximate Time Needed</b>	

1Month, 6 weeks, 2 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

## According to 6 geography syllabus

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To search the material to prepare the topic.
- To study the theoretical part to do online survey.
- To get knowledge of Wikipedia.
- To prepare power point presentation i.e. teacher's presentation.

### Curriculum-Framing Questions

#### Essential Question

**What is biosphere?**  
**How are ecosystems organized for energy transfer?**

Unit Questions	Which are the main components of Biosphere?					
Content Questions	What is the classification of living organisms in Biosphere?					
	What are the measures to conserve our Biosphere?					
Assessment Plan						
<ul style="list-style-type: none"><li>Module 3: Draft an Assessment Timeline.</li><li>Module 6: Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.</li><li>Module 7: Create an assessment to foster student self-direction and update your Assessment Plan.</li></ul>						
Assessment Timeline						
Before project work begins		Students work on projects and complete tasks		After project work is completed		
<ul style="list-style-type: none"><li>Discussion Rubric</li><li>k-w-l chart</li><li>Communication Rubric</li><li>Questioning Rubric</li></ul>	<ul style="list-style-type: none"><li>Survey rubric</li><li>data collection</li><li>journal writing</li></ul>	<ul style="list-style-type: none"><li>Survey Rubric.</li><li>Problem Solving Rubric</li><li>Blog Checklist</li></ul>	<ul style="list-style-type: none"><li>Commune -cat ion rubric</li></ul>	<ul style="list-style-type: none"><li>presentation rubric</li></ul>	<ul style="list-style-type: none"><li>K-W-L Chart</li><li>Blog Rubric</li><li>Discussion rubric</li></ul>	
Assessment Summary						
<p>The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students’ understanding about the importance of BIOSPHERE .Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student’s communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.</p>						
Unit Details						
Prerequisite Skills						



- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## **Instructional Procedures**

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like BIOSPHERE. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on BIOSPHERE
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

- Give enough time for Question and Answer sessions to clarify doubts.

- 1) Why there is a need of such kind of awareness programs in the society?
- 2) How can we maintain healthy Environment?
- 3) What is the duty of every human being regarding environment protection?

### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

### **Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, **HOW CAN WE CONSERVE BIOSPHERE? WHAT ARE DIFFERENT MEASURES?** Ask them to discuss about these questions by considering their experience during the project.

- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### Technology—Software (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet	<input checked="" type="checkbox"/> Image Processing	<input checked="" type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input checked="" type="checkbox"/> Word Processing
<input checked="" type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Encyclopedia on CD-ROM		

<b>Printed Materials</b>	<ul style="list-style-type: none"><li>• 6 grade text book</li><li>• Articles on biosphere</li><li>• Reference books</li></ul>
<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>internet</b>	<p><a href="https://en.wikipedia.org/wiki/Biosphere">https://en.wikipedia.org/wiki/Biosphere</a> <a href="http://education.nationalgeographic.org/encyclopedia/biosphere/">http://education.nationalgeographic.org/encyclopedia/biosphere/</a> <a href="http://www.geography4kids.com/files/land_intro.htm">http://www.geography4kids.com/files/land_intro.htm</a> <a href="https://www.youtube.com/results?search_query=biosphere">https://www.youtube.com/results?search_query=biosphere</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li><li>• Visit to sites where water solution techniques are implemented.</li></ul>

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## **EDUCATIONAL SYSTEM IN INDIA**

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	TANVEE CHITNIS
<b>School Name</b>	MOTIWALA COLLEGE OF EDUCATIONAL SCIENCES
<b>School City, State</b>	Nashik , Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<b>EDUCATIONAL SYSTEM IN INDIA</b>	
<b>Unit Summary</b>	
<p>In these days people in country are suffering from problem like unemployment, poverty because of improper education.</p> <ul style="list-style-type: none"><li>❖ Due to this people face economic problems.</li><li>❖ Various problems like slum development, unawareness of health issues, involvement of youth in unwanted activities like theft, smuggling etc arise.</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ People should be given more vocational training for work.</li><li>❖ Education should be more relevant.</li></ul>	
<b>Subject area</b>	
<b>SOCIAL SCIENCE</b>	
<b>Class Level</b>	
11	

## Approximate Time Needed

3 Months ,12 weeks, 3 lectures per week

## Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

## Targeted Syllabus Guidelines

### According to 11 social science syllabus

## Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

## Student Objectives/Learning Outcomes

- To create awareness among people.
- To know how it is useful.
- To understand the basic concepts useful in counseling parents about behavioral change.
- To enable students to describe difference between formal & informal learning.
- To make understand students to be able to identify need of informal learning in society.
- To know where to get more detailed information regarding learning.

## Curriculum-Framing Questions

<b>Essential Question</b>	What is Informal education? <b>What are the effects of informal education?</b>
<b>Unit Questions</b>	What are the measures should be implemented for promoting informal education in India?
<b>Content Questions</b>	Why is it important to implement informal education?  How can we as a Society make a difference through informal education?

## Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

## Assessment Timeline

Before project work Begins		Students work on projects and complete tasks		After project work is Completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

## Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Water Pollution Informal Education in India. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how

they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

## **Unit Details**

### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## **Instructional Procedures**

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.



### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'INFORMAL EDUCATION IN INDIA'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **K.W.L. Chart:**

- Have the students fill in K and W column of the K-W-L Chart to understand the prior knowledge of students on INFORMAL EDUCATION
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
- Give enough time for Question and Answer sessions to clarify doubts.
  - 1) Why there is a need of such kind of awareness programs in the society?
  - 2) How can we maintain Educational Environment for children?
  - 3) What is the duty of every literate citizen regarding education?

### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

### **Data collection rubric:**

- Students will collect information about What is informal education & effects as well as need & importance of informal education through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Informal Education in India.
- Students will also share their ideas of Informal Education methods through blog & appeal people to share their views & opinions about Informal Education in India methods.

### **DETERMINATION :**

- Teacher will again ask the questions like, **Why should we implement informal education? And In future, can we meet the basic & economical need of a human?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"> <li>• Assigning the role of a leader.</li> <li>• Giving extra task related to collection of information.</li> <li>• To collect all the possible techniques of Informal Education.</li> <li>• Giving them responsibility to help the special need students.</li> <li>• Ask them to arrange the rally, awareness programmes.</li> <li>• To collect the percentage of Informal Education in India.</li> </ul>
<b>Materials and Resources Required for Unit</b> <ul style="list-style-type: none"> <li>○ <b>Module 4:</b> Identify Internet resources for research, communication, collaboration, and problem solving.</li> <li>○ <b>Module 5:</b> Incorporate into your Instructional Procedures.</li> </ul>	
<b>Technology—Hardware</b> (Click boxes of all equipment needed)	
<input type="checkbox"/> Camera <input checked="" type="checkbox"/> Computer(s) <input checked="" type="checkbox"/> Digital Camera b <input checked="" type="checkbox"/> DVD Player <input checked="" type="checkbox"/> Internet Connection	<div> <input checked="" type="checkbox"/> Laser Disk  <input checked="" type="checkbox"/> Printer  <input checked="" type="checkbox"/> Projection System  <input type="checkbox"/> Scanner  <input checked="" type="checkbox"/> Television         </div> <div> <input type="checkbox"/> VCR  <input checked="" type="checkbox"/> Video Camera  <input checked="" type="checkbox"/> Video Conferencing Equip.  <input checked="" type="checkbox"/> Other         </div>
<b>Technology—Software</b> (Click boxes of all software needed.)	
<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<div> <input checked="" type="checkbox"/> Image Processing  <input checked="" type="checkbox"/> Internet Web Browser  <input checked="" type="checkbox"/> Multimedia         </div> <div> <input checked="" type="checkbox"/> Web Page Development  <input checked="" type="checkbox"/> Word Processing  <input type="checkbox"/> Other         </div>
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• 11 social science syllabus</li> <li>• Articles on informal education</li> <li>• Reference books</li> </ul>
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>

<b>Internet</b>	<a href="http://www.educationforallinindia.com/page183.html">http://www.educationforallinindia.com/page183.html</a> <a href="http://www.teindia.nic.in/mhrd/50yrsedu/r/2P/8T/2P8T0101.html">http://www.teindia.nic.in/mhrd/50yrsedu/r/2P/8T/2P8T0101.html</a> <a href="https://youtu.be/EnL9SOCCLF0">https://youtu.be/EnL9SOCCLF0</a>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of Informal Education in India for children.</li><li>• Visit to sites where Informal Education in India are implemented.</li></ul>

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# ***STRESS MANAGEMENT***

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	HALDE AMOL SOMNATH
<b>School Name</b>	MOTIWALA COLLEGE OF EDUCATIONAL SCIENCES
<b>School City, State</b>	NASHIK, MAHARASHTRA
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
STRESS MANAGEMENT	
<b>Unit Summary</b>	

Goal of the project is to aware the society about STRESS MANAGEMENT..

Now a day it is observed that children are facing problem of stress in early ages. It is due to many factors like increase competiton in studies, lack of exercise, lack of outdoor games etc so this project is useful for find out the reasons behind stress and measures to do stress management..

For the project students will collect information through different sources like taking help from teachers, mazagines , cuttings from newspaper,examples based on stress etc using questionnaires. Students will gather extra information related to the project through internet surfing.

After data collection, students will discuss among themselves and share the data under the guidance of project in-charge. Students will have a brain storming session to decide various strategies to reduce the problem of stress.

At last students will present their strategies through power point presentation and will make brochures and will send them to different schools.

In this way, students will try to find out the answers of essential and unit questions

### **Suggestions**

- ❖ Take out some time for regular exercise
- ❖ Play out door games
- ❖ Check up yourself regularly

### **Subject area**

**SCIENCE**

### **Class Level**

09

### **Approximate Time Needed**

1Months , 06weeks, 02lectures per week

### **Unit Foundation**

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### **Targeted Syllabus Guidelines**

Guidelines given by the SSC board for standard 9 and 10

### **Targeted 21st Century and Higher Order Thinking Skills**

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

Knowledge/comprehension: Student tells the meaning of stress..

Application: Student suggests the possible solutions for the problem of stress

Skill: Student prepares different charts to aware the society about stress management.

Interest: Student conducts different activities on explain stress management.

Attitude: Student convinces others the steps/measures to be taken to reduce stress.

### Curriculum-Framing Questions

<b>Essential Question</b>	What is the meaning of Stress Management?
<b>Unit Questions</b>	Why there is a need to manage stress?
<b>Content Questions</b>	How to develop awareness among people about stress management?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
• Discussion Rubric	• Survey rubric	▪ Survey Rubric.	• Commune -cat ion	▪ presentation rubric	• K-W-L Chart

<ul style="list-style-type: none"> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• rubric</li> </ul>		<ul style="list-style-type: none"> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>	
---	--	--	--	--	--	--

## Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students understanding about the importance of **STRESS MANAGEMENT**. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

## Unit Details

### Prerequisite Skills

- Knowledge of computer □ MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

### PRE-REQUISITES OF THE PROJECT

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting



their support.

- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Students know the problem of stress in general.
- Students know the basic computer skills, internet surfing, interview skill etc

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like '[STRESS MANAGEMENT](#)'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on [STRESS MANAGEMENT](#).
  - Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  - Give enough time for Question and Answer sessions to clarify doubts.
- 1) Why there is a need of such kind of awareness programs in the society?
  - 2) How can we maintain stress free environment for children?

### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student□s will interpret and elaborate their ideas & views .Students will be given the communication rubric to self assess their communication skills.

### **Data collection rubric:**

- Students will collect information about What is Stress Management, causes & effects as well as need & importance of stress management through books, articles, magazines & mainly by searching on Internet

- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Stress Management.
- Students will also share their ideas of stress management techniques through blog & appeal people to share their views & opinions about water saving and Stress Management .

### **DETERMINATION :**

- Teacher will again ask the questions like, Why there is a need of stress management? Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the ' K-W-L□ chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

<b>Special Needs Student</b>	<ul style="list-style-type: none"><li>• To give extra time &amp; special attention</li><li>• To give extra time to complete their assignment, survey.</li><li>• Providing simple task to complete.</li><li>• To arrange extra lecture for computer knowledge.</li><li>• Provide website list for data collection.</li><li>• Explaining need &amp; importance of data collection in detail again.</li><li>• Utilization of audio-visual aids.</li></ul>	
<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"><li>• Assigning the role of a leader.</li><li>• Giving extra task related to collection of information.</li><li>• To collect all the possible techniques of water purifying.</li><li>• Giving them responsibility to help the special need students.</li><li>• Ask them to arrange the rally, awareness programmes.</li><li>• To collect the percentage of water pollution in India.</li></ul>	
<b>Materials and Resources Required for Unit</b> <ul style="list-style-type: none"><li>○ <b>Module 4:</b> Identify Internet resources for research, communication, collaboration, and problem solving.</li><li>○ <b>Module 5:</b> Incorporate into your Instructional Procedures.</li></ul>		
<b>Technology—Hardware</b> (Click boxes of all equipment needed)		
Camera Computer(s) Digital Camera b DVD Player Internet Connection	Laser Disk Printer Projection System Scanner Television	VCR Video Camera Video Conferencing Equip. Other
<b>Technology—Software</b> (Click boxes of all software needed.)		
Database/Spreadsheet Desktop Publishing E-mail Software Encyclopedia on CD-ROM	Image Processing Internet Web Browser Multimedia	Web Page Development Word Processing Other
<b>Printed Materials</b>	<ul style="list-style-type: none"><li>• IX grade text book</li><li>• Articles on stress management</li><li>• Reference books</li></ul>	
<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>	

<b>internet</b>	<a href="http://www.google.co.in">http://www.google.co.in</a> <a href="http://www.wikipedia.org">http://www.wikipedia.org</a> <a href="http://www.kidshealth.org">http://www.kidshealth.org</a> <a href="http://www.apa.org/helpcenter/stress-kinds.aspx">http://www.apa.org/helpcenter/stress-kinds.aspx</a>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of stress management.</li><li>• Visit to sites where water solution techniques are implemented.</li></ul>

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# PURE WATER SAVES LIFE

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	SHRIKANT N. JAGTAP
<b>School Name</b>	MCES
<b>School City, State</b>	NASHIK, MAHARASHTRA
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<b>PURE WATER SAFE LIFE</b>	
<b>Unit Summary</b>	
<p>In these days the problems related to water have increased a lot and this is because of improper use of water.</p> <ul style="list-style-type: none"><li>❖ People are unaware about importance of water.</li><li>❖ Water wastage has to be reduced or stopped today itself to get a better tomorrow.</li><li>❖ various problems like <b>drought, agricultural problems</b>, etc are increased.</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ avoid wastage of water.</li><li>❖ Avoid over use of water.</li><li>❖ Save water to save lifes.</li></ul>	
<b>Subject area</b>	
<b>Science – biology</b>	
<b>Class Level</b>	
06	

### Approximate Time Needed

1 Months , 6 week ,2 lectures

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

## According to 10 science syllabus

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To create awareness among people.
- To learn how to save water.
- To understand the importance of water.
- To enable students to describe any 5 ways to save water.
- To make students understand about water problems.

### Curriculum-Framing Questions

<b>Essential Question</b>	<b>What is pure water?</b> <b>What are the causes of water to get impure?</b>
<b>Unit Questions</b>	<b>What are the remedies to make impure water pure?</b>
<b>Content Questions</b>	<b>Why is it important to save water from today itself?</b> <b>How can we as a Society make awareness for saving water?</b>

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of **pure water save life**. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

## Unit Details

### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like '**OBESITY**'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the



prior knowledge of students on **PURE WATER SAVES LIFE.**

- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
- Give enough time for Question and Answer sessions to clarify doubts.

1) **Why there is a need of such kind of awareness programs in the society?**

2) **How can we maintain healthy Environment for future?**

3) **What is the duty of every human being regarding safety of water pollution?**

#### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

#### **Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

#### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

#### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

#### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, **Why should we need to reduce obesity? And In future, can we meet the basic & ecological need of a human?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

#### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### **Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### **Materials and Resources Required for Unit**

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### **Technology—Hardware** (Click boxes of all equipment needed)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Camera                         | <input checked="" type="checkbox"/> Laser Disk        | <input type="checkbox"/> VCR                                  |
| <input checked="" type="checkbox"/> Computer(s)         | <input checked="" type="checkbox"/> Printer           | <input checked="" type="checkbox"/> Video Camera              |
| <input checked="" type="checkbox"/> Digital Camera b    | <input checked="" type="checkbox"/> Projection System | <input checked="" type="checkbox"/> Video Conferencing Equip. |
| <input checked="" type="checkbox"/> DVD Player          | <input type="checkbox"/> Scanner                      | <input checked="" type="checkbox"/> Other                     |
| <input checked="" type="checkbox"/> Internet Connection | <input checked="" type="checkbox"/> Television        |   |

#### **Technology—Software** (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input checked="" type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• X grade text book</li> <li>• Articles on OBESITY</li> <li>• Reference books</li> </ul>	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>	
<b>internet</b>	<a href="http://www.savewatersavelife.com/">http://www.savewatersavelife.com/</a> <a href="http://www.indiacelebrating.com/essay/social-issues/save-water/">http://www.indiacelebrating.com/essay/social-issues/save-water/</a> <a href="https://en.wikipedia.org/wiki/Water_efficienc">https://en.wikipedia.org/wiki/Water_efficienc</a> <a href="http://www.gdrc.org/uem/water/49-ways.html">http://www.gdrc.org/uem/water/49-ways.html</a> <a href="https://en.wikipedia.org/wiki/Saving_Planet_Earth">https://en.wikipedia.org/wiki/Saving_Planet_Earth</a>	
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li> <li>• Visit to sites where water solution techniques are implemented.</li> </ul>	

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## **EDUCATIONAL SYSTEM IN INDIA**

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	JANIPIREDDY.USHARANI
<b>School Name</b>	MOTIWALA COLLEGE OF EDUCATIONAL SCIENCES
<b>School City, State</b>	Nashik , Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<b><i>EDUCATIONAL SYSTEM IN INDIA</i></b>	
<b>Unit Summary</b>	
<p>In these days people in country are suffering from problem like unemployment, poverty because of improper education.</p> <ul style="list-style-type: none"><li>❖ Due to this people face economic problems.</li><li>❖ Various problems like slum development, unawareness of health issues, involvement of youth in unwanted activities like theft, smuggling etc arise.</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ People should be given more vocational training for work.</li><li>❖ Education should be more relevant.</li></ul>	
<b>Subject area</b>	
<b>SOCIAL SCIENCE</b>	
<b>Class Level</b>	
11	
<b>Approximate Time Needed</b>	

3 Months ,12 weeks, 3 lectures per week

### **Unit Foundation**

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### **Targeted Syllabus Guidelines**

**According to 11 social science syllabus**

### **Targeted 21st Century and Higher Order Thinking Skills**

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### **Student Objectives/Learning Outcomes**

- To create awareness among people.
- To know how it is useful.
- To understand the basic concepts useful in counseling parents about behavioral change.
- To enable students to describe difference between formal & informal learning.
- To make understand students to be able to identify need of informal learning in society.
- To know where to get more detailed information regarding learning.

### **Curriculum-Framing Questions**

<b>Essential Question</b>	What is Informal education? <b>What are the effects of informal education?</b>
<b>Unit Questions</b>	What are the measures should be implemented for promoting informal education in India?
<b>Content Questions</b>	Why is it important to implement informal education?  How can we as a Society make a difference through informal education?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work Begins		Students work on projects and complete tasks		After project work is Completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Water Pollution Informal Education in India. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation

rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'INFORMAL

EDUCATION IN INDIA. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.

- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **K.W.L. Chart:**

- Have the students fill in K and W column of the K-W-L Chart to understand the prior knowledge of students on INFORMAL EDUCATION
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
- Give enough time for Question and Answer sessions to clarify doubts.
  - 1) Why there is a need of such kind of awareness programs in the society?
  - 2) How can we maintain Educational Environment for children?
  - 3) What is the duty of every literate citizen regarding education?

### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

### **Data collection rubric:**

- Students will collect information about What is informal education & effects as well as need & importance of informal education through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create



awareness.

- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Educational system in India.
- Students will also share their ideas of Informal Education methods through blog & appeal people to share their views & opinions about Informal Education in India methods.

### **DETERMINATION :**

- Teacher will again ask the questions like, **Why should we implement informal education? And In future, can we meet the basic & economical need of a human?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"> <li>• Assigning the role of a leader.</li> <li>• Giving extra task related to collection of information.</li> <li>• To collect all the possible techniques of Informal Education.</li> <li>• Giving them responsibility to help the special need students.</li> <li>• Ask them to arrange the rally, awareness programmes.</li> <li>• To collect the percentage of Informal Education in India.</li> </ul>
<b>Materials and Resources Required for Unit</b> <ul style="list-style-type: none"> <li>○ <b>Module 4:</b> Identify Internet resources for research, communication, collaboration, and problem solving.</li> <li>○ <b>Module 5:</b> Incorporate into your Instructional Procedures.</li> </ul>	
<b>Technology—Hardware</b> (Click boxes of all equipment needed)	
<input type="checkbox"/> Camera <input checked="" type="checkbox"/> Computer(s) <input checked="" type="checkbox"/> Digital Camera b <input checked="" type="checkbox"/> DVD Player <input checked="" type="checkbox"/> Internet Connection	<div> <input checked="" type="checkbox"/> Laser Disk  <input checked="" type="checkbox"/> Printer  <input checked="" type="checkbox"/> Projection System  <input type="checkbox"/> Scanner  <input checked="" type="checkbox"/> Television         </div> <div> <input type="checkbox"/> VCR  <input checked="" type="checkbox"/> Video Camera  <input checked="" type="checkbox"/> Video Conferencing Equip.  <input checked="" type="checkbox"/> Other         </div>
<b>Technology—Software</b> (Click boxes of all software needed.)	
<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<div> <input checked="" type="checkbox"/> Image Processing  <input checked="" type="checkbox"/> Internet Web Browser  <input checked="" type="checkbox"/> Multimedia         </div> <div> <input checked="" type="checkbox"/> Web Page Development  <input checked="" type="checkbox"/> Word Processing  <input type="checkbox"/> Other         </div>
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• 11 social science syllabus</li> <li>• Articles on informal education</li> <li>• Reference books</li> </ul>
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>

<b>Internet</b>	<a href="https://www.blogger.com/blog/post/edit/5047514501612073294/2083640455231814208">https://www.blogger.com/blog/post/edit/5047514501612073294/2083640455231814208</a> <a href="https://www.geeksforgeeks.org › education-system-in-...">https://www.geeksforgeeks.org › education-system-in-...</a> <a href="http://www.unicef.org/india/what-we-do/quality-education">http://www.unicef.org/india/what-we-do/quality-education</a> <a href="https://www.gnu.org/education/edu-system-india.en.html">https://www.gnu.org/education/edu-system-india.en.html</a>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of Informal Education in India for children.</li><li>• Visit to sites where Informal Education in India are implemented.</li></ul>

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# **INFORMAL EDUCATION IN INDIA**

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Parvathy Kannan
<b>School Name</b>	Poddar High School
<b>School City, State</b>	Nashik , Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Informal education India</i>	
<b>Unit Summary</b>	
<p>In this days people in country are suffering from problem like unemployment ,poverty because of improper education.</p> <ul style="list-style-type: none"><li>❖ Due to this people face economical problems.</li><li>❖ various problems like slum development ,unawareness of health issues ,involvement of youth in unwanted activities like theft, smuggling etc arise.</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ People should given more vocational training for work.</li><li>❖ Education should be more relevant.</li></ul>	
<b>Subject area</b>	
<b>SOCIAL SCIENCE</b>	
<b>Class Level</b>	
11	

### Approximate Time Needed

3 Months ,12 weeks, 3 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

## According to 11 social science syllabus

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To create awareness among people.
- To know how it is useful.
- To understand the basic concepts useful in counseling parents about behavioural change.
- To enable students to describe difference between formal & informal learning.
- To make understand students to be able to identify need of informal learning in society.
- To know where to get more detailed information regarding learning .

### Curriculum-Framing Questions

<b>Essential Question</b>	<b>What is Informal education? What are the effects of informal education?</b>
<b>Unit Questions</b>	<b>What are the measures should be implemented for promoting informal education in India?</b>
<b>Content Questions</b>	<b>Why is it important to implement informal education?  How can we as a Society make a difference through informal education?</b>

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work Begins		Students work on projects and complete tasks		After project work is Completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l</li> <li>• chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Water Pollution .Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the

blog checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'INFORMAL EDUCATION IN INDIA'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

#### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on INFORMAL EDUCATION
  - Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  - Give enough time for Question and Answer sessions to clarify doubts.
- 1) Why there is a need of such kind of awareness programs in the society?
  - 2) How can we maintain Educational Environment for children?
  - 3) What is the duty of every literate citizen regarding education?

#### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

#### **Data collection rubric:**

- Students will collect information about What is informal education & effects as well as need & importance of informal education through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

#### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

#### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

#### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.



### **DETERMINATION :**

- Teacher will again ask the questions like, **Why should we implement informal education? And In future, can we meet the basic & economical need of a human?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

#### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### **Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### **Materials and Resources Required for Unit**

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### **Technology—Hardware** (Click boxes of all equipment needed)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Camera                         | <input checked="" type="checkbox"/> Laser Disk        | <input type="checkbox"/> VCR                                  |
| <input checked="" type="checkbox"/> Computer(s)         | <input checked="" type="checkbox"/> Printer           | <input checked="" type="checkbox"/> Video Camera              |
| <input checked="" type="checkbox"/> Digital Camera b    | <input checked="" type="checkbox"/> Projection System | <input checked="" type="checkbox"/> Video Conferencing Equip. |
| <input checked="" type="checkbox"/> DVD Player          | <input type="checkbox"/> Scanner                      | <input checked="" type="checkbox"/> Other                     |
| <input checked="" type="checkbox"/> Internet Connection | <input checked="" type="checkbox"/> Television        |   |

#### **Technology—Software** (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input checked="" type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
<b>Printed Materials</b>		
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>	
<b>Internet</b>	<ul style="list-style-type: none"> <li>• <a href="http://informaleducationinindia.wordpress.com/">http://informaleducationinindia.wordpress.com/</a></li> <li>• <a href="https://www.youtube.com/watch?v=EnL9SOCCLF0">https://www.youtube.com/watch?v=EnL9SOCCLF0</a></li> </ul>	
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li> <li>• Visit to sites where water solution techniques are implemented.</li> </ul>	

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# PURE WATER SAVES LIFE

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	JYOTI KHARWAR
<b>School Name</b>	DAWN BREAKERS
<b>School City, State</b>	NASHIK, MAHARASHTRA
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<b>PURE WATER SAFE LIFE</b>	
<b>Unit Summary</b>	
<p>In these days the problems related to water have increased a lot and this is because of improper use of water.</p> <ul style="list-style-type: none"><li>❖ People are unaware about importance of water.</li><li>❖ Water wastage has to be reduced or stopped today itself to get a better tomorrow.</li><li>❖ various problems like <b>drought, agricultural problems</b>, etc are increased.</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ avoid wastage of water.</li><li>❖ Avoid over use of water.</li><li>❖ Save water to save lifes.</li></ul>	
<b>Subject area</b>	
<b>Science – biology</b>	
<b>Class Level</b>	
06	

### Approximate Time Needed

1 Months , 6 week ,2 lectures

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

## According to 10 science syllabus

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To create awareness among people.
- To learn how to save water.
- To understand the importance of water.
- To enable students to describe any 5 ways to save water.
- To make students understand about water problems.

### Curriculum-Framing Questions

<b>Essential Question</b>	<b>What is pure water?</b> <b>What are the causes of water to get impure?</b>
<b>Unit Questions</b>	<b>What are the remedies to make impure water pure?</b>
<b>Content Questions</b>	<b>Why is it important to save water from today itself?</b> <b>How can we as a Society make awareness for saving water?</b>

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of **pure water save life**. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

## Unit Details

### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like '**OBESITY**'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the

prior knowledge of students on **PURE WATER SAVES LIFE.**

- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
- Give enough time for Question and Answer sessions to clarify doubts.

1) **Why there is a need of such kind of awareness programs in the society?**

2) **How can we maintain healthy Environment for future?**

3) **What is the duty of every human being regarding safety of water pollution?**

#### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

#### **Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

#### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

#### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

#### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, **Why should we need to reduce obesity? And In future, can we meet the basic & ecological need of a human?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

#### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### **Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### **Materials and Resources Required for Unit**

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### **Technology—Hardware** (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### **Technology—Software** (Click boxes of all software needed.)



<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input checked="" type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• X grade text book</li> <li>• Articles on OBESITY</li> <li>• Reference books</li> </ul>	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>	
<b>internet</b>	<a href="http://www.savewatersavelife.com/">http://www.savewatersavelife.com/</a> <a href="http://www.indiacelebrating.com/essay/social-issues/save-water/">http://www.indiacelebrating.com/essay/social-issues/save-water/</a> <a href="https://en.wikipedia.org/wiki/Water_efficienc">https://en.wikipedia.org/wiki/Water_efficienc</a> <a href="http://www.gdrc.org/uem/water/49-ways.html">http://www.gdrc.org/uem/water/49-ways.html</a> <a href="https://en.wikipedia.org/wiki/Saving_Planet_Earth">https://en.wikipedia.org/wiki/Saving_Planet_Earth</a>	
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li> <li>• Visit to sites where water solution techniques are implemented.</li> </ul>	

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## **EDUCATIONAL SYSTEM IN INDIA**

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	SHAMAL KUMBHAR
<b>School Name</b>	MOTIWALA COLLEGE OF EDUCATIONAL SCIENCES
<b>School City, State</b>	Nashik , Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<b>EDUCATIONAL SYSTEM IN INDIA</b>	
<b>Unit Summary</b>	
<p>In these days people in country are suffering from problem like unemployment, poverty because of improper education.</p> <ul style="list-style-type: none"><li>❖ Due to this people face economic problems.</li><li>❖ Various problems like slum development, unawareness of health issues, involvement of youth in unwanted activities like theft, smuggling etc arise.</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ People should be given more vocational training for work.</li><li>❖ Education should be more relevant.</li></ul>	
<b>Subject area</b>	
<b>SOCIAL SCIENCE</b>	
<b>Class Level</b>	
11	

## Approximate Time Needed

3 Months ,12 weeks, 3 lectures per week

## Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

## Targeted Syllabus Guidelines

### According to 11 social science syllabus

## Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

## Student Objectives/Learning Outcomes

- To create awareness among people.
- To know how it is useful.
- To understand the basic concepts useful in counseling parents about behavioral change.
- To enable students to describe difference between formal & informal learning.
- To make understand students to be able to identify need of informal learning in society.
- To know where to get more detailed information regarding learning.

## Curriculum-Framing Questions

<b>Essential Question</b>	What is Informal education? <b>What are the effects of informal education?</b>
<b>Unit Questions</b>	What are the measures should be implemented for promoting informal education in India?
<b>Content Questions</b>	Why is it important to implement informal education?  How can we as a Society make a difference through informal education?

## Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

## Assessment Timeline

Before project work Begins		Students work on projects and complete tasks		After project work is Completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

## Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Water Pollution Informal Education in India. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how

they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

## **Unit Details**

### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## **Instructional Procedures**

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'INFORMAL EDUCATION IN INDIA'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **K.W.L. Chart:**

- Have the students fill in K and W column of the K-W-L Chart to understand the prior knowledge of students on INFORMAL EDUCATION
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
- Give enough time for Question and Answer sessions to clarify doubts.
  - 1) Why there is a need of such kind of awareness programs in the society?
  - 2) How can we maintain Educational Environment for children?
  - 3) What is the duty of every literate citizen regarding education?

### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

### **Data collection rubric:**

- Students will collect information about What is informal education & effects as well as need & importance of informal education through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Informal Education in India.
- Students will also share their ideas of Informal Education methods through blog & appeal people to share their views & opinions about Informal Education in India methods.

### **DETERMINATION :**

- Teacher will again ask the questions like, **Why should we implement informal education? And In future, can we meet the basic & economical need of a human?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"> <li>• Assigning the role of a leader.</li> <li>• Giving extra task related to collection of information.</li> <li>• To collect all the possible techniques of Informal Education.</li> <li>• Giving them responsibility to help the special need students.</li> <li>• Ask them to arrange the rally, awareness programmes.</li> <li>• To collect the percentage of Informal Education in India.</li> </ul>
<b>Materials and Resources Required for Unit</b> <ul style="list-style-type: none"> <li>○ <b>Module 4:</b> Identify Internet resources for research, communication, collaboration, and problem solving.</li> <li>○ <b>Module 5:</b> Incorporate into your Instructional Procedures.</li> </ul>	
<b>Technology—Hardware</b> (Click boxes of all equipment needed)	
<input type="checkbox"/> Camera <input checked="" type="checkbox"/> Computer(s) <input checked="" type="checkbox"/> Digital Camera b <input checked="" type="checkbox"/> DVD Player <input checked="" type="checkbox"/> Internet Connection	<div> <input checked="" type="checkbox"/> Laser Disk  <input checked="" type="checkbox"/> Printer  <input checked="" type="checkbox"/> Projection System  <input type="checkbox"/> Scanner  <input checked="" type="checkbox"/> Television         </div> <div> <input type="checkbox"/> VCR  <input checked="" type="checkbox"/> Video Camera  <input checked="" type="checkbox"/> Video Conferencing Equip.  <input checked="" type="checkbox"/> Other         </div>
<b>Technology—Software</b> (Click boxes of all software needed.)	
<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<div> <input checked="" type="checkbox"/> Image Processing  <input checked="" type="checkbox"/> Internet Web Browser  <input checked="" type="checkbox"/> Multimedia         </div> <div> <input checked="" type="checkbox"/> Web Page Development  <input checked="" type="checkbox"/> Word Processing  <input type="checkbox"/> Other         </div>
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• 11 social science syllabus</li> <li>• Articles on informal education</li> <li>• Reference books</li> </ul>
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>



<b>Internet</b>	<a href="http://www.educationforallinindia.com/page183.html">http://www.educationforallinindia.com/page183.html</a> <a href="http://www.teindia.nic.in/mhrd/50yrsedu/r/2P/8T/2P8T0101.html">http://www.teindia.nic.in/mhrd/50yrsedu/r/2P/8T/2P8T0101.html</a> <a href="https://youtu.be/EnL9SOCCLF0">https://youtu.be/EnL9SOCCLF0</a>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of Informal Education in India for children.</li><li>• Visit to sites where Informal Education in India are implemented.</li></ul>

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# HEART FUNCTION

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	PANDIT RAJAKUMAR YOGENDRA
<b>School Name</b>	Mother's Touch English Medium School
<b>School City, State</b>	Nashik , Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Heart function</i>	
<b>Unit Summary</b>	
<p>In this days people are suffering from obesity and the problem of joint pains , diabetes , high blood presssures .</p> <ul style="list-style-type: none"><li>❖ 70% students are unaware of diet and exercise.</li><li>❖ Most of them have <b>faulty eating habits, lack of exercise</b> etc</li><li>❖ Due to this they facing, they are thinking of proper diet</li><li>❖ various problems like <b>stress, low confidence,diet balance</b> etc</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ Take balance diet.</li><li>❖ Regular exercise.</li><li>❖ Check up yourself regularly</li></ul>	
<b>Subject area</b>	
<b>Science – biology</b>	

**Class Level**

7

**Approximate Time Needed**

3 Months , 12weeks, 3 lectures per week

**Unit Foundation**

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

**Targeted Syllabus Guidelines****According to 7 science syllabus****Targeted 21st Century and Higher Order Thinking Skills**

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

**Student Objectives/Learning Outcomes**

- To create awareness among people.
- To know how to diagnose quality food.
- To understand the basic concepts useful in counselling patients about behavioural change.
- To enable students to describe at least 5 behavioural strategies to facilities weigh loss.
- To make understand students to be able to identify medical problems those are associated with heart.
- To know where to get more detailed information about heart & heart treatment.

### Curriculum-Framing Questions

<b>Essential Question</b>	<b>What is HEART FUNCTION? What are the causes of HEART FUNCTION?</b>
<b>Unit Questions</b>	<b>What are the Prevention Measures to reduce the HEART FUNCTION ?</b>
<b>Content Questions</b>	<b>Why is it important to reduce HEART FUNCTION?  How can we as a Society make a difference in preventing HEART FUNCTION?</b>

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Water Pollution .Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'HEART FUNCTION'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on HEART FUNCTION
  - Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  - Give enough time for Question and Answer sessions to clarify doubts.
- 1) Why there is a need of such kind of awareness programs in the society?
  - 2) How can we maintain healthy Environment for children?
  - 3) what are the prevention measures to protect in future about heart problems?

### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views .Students will be given the communication rubric to self assess their communication skills.

### **Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, **Why should we need PERFECT HEART FUNCTION? And In future, can we meet the basic & ecological need of a human?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

<b>Special Needs Student</b>	<ul style="list-style-type: none"> <li>• To give extra time &amp; special attention</li> <li>• To give extra time to complete their assignment, survey.</li> <li>• Providing simple task to complete.</li> <li>• To arrange extra lecture for computer knowledge.</li> <li>• Provide website list for data collection.</li> <li>• Explaining need &amp; importance of data collection in detail again.</li> <li>• Utilization of audio-visual aids.</li> </ul>
<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"> <li>• Assigning the role of a leader.</li> <li>• Giving extra task related to collection of information.</li> <li>• To collect all the possible techniques of water purifying.</li> <li>• Giving them responsibility to help the special need students.</li> <li>• Ask them to arrange the rally, awareness programmes.</li> <li>• To collect the percentage of water pollution in India.</li> </ul>

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### Technology—Software (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet	<input checked="" type="checkbox"/> Image Processing	<input checked="" type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input checked="" type="checkbox"/> Word Processing
<input checked="" type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Encyclopedia on CD-ROM		

<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• 7 grade text book</li> <li>• Articles on water pollution</li> <li>• Reference books</li> </ul>
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>
<b>internet</b>	<p><a href="http://en.wikipedia.org/w.k:/heart">http://en.wikipedia.org/w.k:/heart</a></p> <p><a href="http://educational.nationalmedicine.org">http://educational.nationalmedicine.org</a>.</p> <p><a href="http://www">http://www</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li> <li>• Visit to sites where water solution techniques are implemented.</li> </ul>



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# WATER POLLUTION

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Niranjana Pawar
<b>School Name</b>	Podar Int.School Nashik
<b>School City, State</b>	Nashik , Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<b>WATER POLLUTION</b>	
<b>Unit Summary</b>	
<p>Now a days water is being polluted more and more and is becoming a big issue so therefore awareness is necessary .</p> <ul style="list-style-type: none"><li>❖ Most areas have problems of water being polluted</li><li>❖ Most of them have health issues as water is impure</li><li>❖ Due to this they will find ways to prevent water pollution.</li><li>❖ various problems regarding sickness due to water pollution etc</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ Create awareness</li><li>❖ Do not make water impure.</li><li>❖ Save water.</li></ul>	
<b>Subject area</b>	
<b>Science – Chemistry</b>	

**Class Level**

8

**Approximate Time Needed**

1 Months , 6weeks, 2 lectures per week

**Unit Foundation**

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

**Targeted Syllabus Guidelines****According to 8 science syllabus****Targeted 21st Century and Higher Order Thinking Skills**

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

**Student Objectives/Learning Outcomes**

- To create awareness among people.
- To know how to prevent waterpollution
- To understand the basic concepts useful in creating awareness about water pollution.
- To enable students to describe the health issues produced by water pollution.
- To make understand students to be able to identify the causes and effects of water pollution. Preventive measures of water pollution.
- To know where to get more detailed information about water pollution.

### Curriculum-Framing Questions

<b>Essential Question</b>	<b>What is Water Pollution?</b> <b>What are the causes of Water Pollution?</b>
<b>Unit Questions</b>	<b>What are the Prevention Measures to reduce the Water pollution ?</b>
<b>Content Questions</b>	<b>Why is it important to reduce water pollution?</b>  <b>How can we as a Society make a difference in preventing Water Pollution?</b>

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

<b>Before project work Begins</b>		<b>Students work on projects and complete tasks</b>		<b>After project work is Completed</b>	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Water Pollution .Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'WATER POLLUTION'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on WATER POLLUTION.
  - Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  - Give enough time for Question and Answer sessions to clarify doubts.
- 1) Why there is a need to create of awareness of Water Pollution in the society?
  - 2) How can we prevent water pollution ?
  - 3) What is the duty of every human being regarding Water Pollution ?

### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views .Students will be given the communication rubric to self assess their communication skills.

### **Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, **Why should we need to reduce water pollution? And In future, can we stop water pollution?**
- Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

<b>Special Needs Student</b>	<ul style="list-style-type: none"> <li>• To give extra time &amp; special attention</li> <li>• To give extra time to complete their assignment, survey.</li> <li>• Providing simple task to complete.</li> <li>• To arrange extra lecture for computer knowledge.</li> <li>• Provide website list for data collection.</li> <li>• Explaining need &amp; importance of data collection in detail again.</li> <li>• Utilization of audio-visual aids.</li> </ul>
<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"> <li>• Assigning the role of a leader.</li> <li>• Giving extra task related to collection of information.</li> <li>• To collect all the possible techniques of water purifying.</li> <li>• Giving them responsibility to help the special need students.</li> <li>• Ask them to arrange the rally, awareness programmes.</li> <li>• To collect the percentage of water pollution in India.</li> </ul>

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### Technology—Software (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet	<input checked="" type="checkbox"/> Image Processing	<input checked="" type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input checked="" type="checkbox"/> Word Processing
<input checked="" type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Encyclopedia on CD-ROM		

#### Printed Materials

- 8 grade text book
- Articles on water pollution
- Reference books

#### Supplies

- Note Book
- Pen / Pencil for survey

#### Internet

[https://en.wikipedia.org/wiki/Water\\_pollution](https://en.wikipedia.org/wiki/Water_pollution)  
<http://www.explainthatstuff.com/waterpollution.html>  
<http://www.eoearth.org/view/article/156920/>  
  
<http://eschooltoday.com/pollution/water-pollution/what-is-water-pollution.html>  
  
<http://www.nrdc.org/water/>



**Other Resources**

- Invite experts to talk to the leaders on the importance of water purification for children.
- Visit to sites where water solution techniques are implemented.

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# BIOSPHERE

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Pradnya Kailas Pund.
<b>School Name</b>	Flying Colors School
<b>School City, State</b>	Devlali camp, Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Biosphere</i>	
<b>Unit Summary</b>	
<p>The space occupied by living world on earth is called as Biosphere.</p> <ul style="list-style-type: none"><li>❖ Components of Biosphere are atmosphere, lithosphere, and hydrosphere.</li><li>❖ Specific roles of each component.</li><li>❖ Other inter-dependent organisms on biosphere.</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ Protection of our environment.</li><li>❖ Importance of biosphere reserves.</li><li>❖ Saving biosphere and humanity.</li></ul>	
<b>Subject area</b>	
<b>Geography</b>	
<b>Class Level</b>	
6	
<b>Approximate Time Needed</b>	

1Month, 6 weeks, 2 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

## According to 6 geography syllabus

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To search the material to prepare the topic.
- To study the theoretical part to do online survey.
- To get knowledge of Wikipedia.
- To prepare power point presentation i.e. teacher's presentation.

### Curriculum-Framing Questions

#### Essential Question

**What is biosphere?**  
**How are ecosystems organized for energy transfer?**

Unit Questions	Which are the main components of Biosphere?					
Content Questions	What is the classification of living organisms in Biosphere?					
	What are the measures to conserve our Biosphere?					
Assessment Plan						
<ul style="list-style-type: none"><li>Module 3: Draft an Assessment Timeline.</li><li>Module 6: Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.</li><li>Module 7: Create an assessment to foster student self-direction and update your Assessment Plan.</li></ul>						
Assessment Timeline						
Before project work begins		Students work on projects and complete tasks		After project work is completed		
<ul style="list-style-type: none"><li>Discussion Rubric</li><li>k-w-l chart</li><li>Communication Rubric</li><li>Questioning Rubric</li></ul>	<ul style="list-style-type: none"><li>Survey rubric</li><li>data collection</li><li>journal writing</li></ul>	<ul style="list-style-type: none"><li>Survey Rubric.</li><li>Problem Solving Rubric</li><li>Blog Checklist</li></ul>	<ul style="list-style-type: none"><li>Commune -cat ion rubric</li></ul>	<ul style="list-style-type: none"><li>presentation rubric</li></ul>	<ul style="list-style-type: none"><li>K-W-L Chart</li><li>Blog Rubric</li><li>Discussion rubric</li></ul>	
Assessment Summary						
<p>The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students’ understanding about the importance of BIOSPHERE .Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student’s communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.</p>						
Unit Details						
Prerequisite Skills						

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## **Instructional Procedures**

### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like BIOSPHERE. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on BIOSPHERE
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:

- Give enough time for Question and Answer sessions to clarify doubts.

- 1) Why there is a need of such kind of awareness programs in the society?
- 2) How can we maintain healthy Environment?
- 3) What is the duty of every human being regarding environment protection?

### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

### **Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, **HOW CAN WE CONSERVE BIOSPHERE? WHAT ARE DIFFERENT MEASURES?** Ask them to discuss about these questions by considering their experience during the project.

- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### Accommodations for Differentiated Instruction

- **Module 7:** Draft ideas to support all learners and create student support material.

#### Special Needs Student

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### Gifted/Talented Student

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### Materials and Resources Required for Unit

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### Technology—Hardware (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### Technology—Software (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet	<input checked="" type="checkbox"/> Image Processing	<input checked="" type="checkbox"/> Web Page Development
<input type="checkbox"/> Desktop Publishing	<input checked="" type="checkbox"/> Internet Web Browser	<input checked="" type="checkbox"/> Word Processing
<input checked="" type="checkbox"/> E-mail Software	<input checked="" type="checkbox"/> Multimedia	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Encyclopedia on CD-ROM		

<b>Printed Materials</b>	<ul style="list-style-type: none"><li>• 6 grade text book</li><li>• Articles on biosphere</li><li>• Reference books</li></ul>
<b>Supplies</b>	<ul style="list-style-type: none"><li>• Note Book</li><li>• Pen / Pencil for survey</li></ul>
<b>internet</b>	<p><a href="https://en.wikipedia.org/wiki/Biosphere">https://en.wikipedia.org/wiki/Biosphere</a> <a href="http://education.nationalgeographic.org/encyclopedia/biosphere/">http://education.nationalgeographic.org/encyclopedia/biosphere/</a> <a href="http://www.geography4kids.com/files/land_intro.htm">http://www.geography4kids.com/files/land_intro.htm</a> <a href="https://www.youtube.com/results?search_query=biosphere">https://www.youtube.com/results?search_query=biosphere</a></p>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li><li>• Visit to sites where water solution techniques are implemented.</li></ul>

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# ***STRESS MANAGEMENT***

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	PURANIK VEDASHRI
<b>School Name</b>	FLYING COLOURS SCHOOL
<b>School City, State</b>	NASHIK MAHARASHTRA
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<b><i>STRESS MANAGEMENT</i></b>	
<b>Unit Summary</b>	

Goal of the project is to aware the society about STRESS MANAGEMENT..

Now a day it is observed that children are facing problem of stress in early ages. It is due to many factors like increase competiton in studies, lack of exercise, lack of outdoor games etc so this project is useful for find out the reasons behind stress and measures to do stress management..

For the project students will collect information through different sources like taking help from teachers, mazagines , cuttings from newspaper,examples based on stress etc using questionnaires. Students will gather extra information related to the project through internet surfing.

After data collection, students will discuss among themselves and share the data under the guidance of project in-charge. Students will have a brain storming session to decide various strategies to reduce the problem of stress.

At last students will present their strategies through power point presentation and will make brochures and will send them to different schools.

In this way, students will try to find out the answers of essential and unit questions

### **Suggestions**

- ❖ Take out some time for regular exercise
- ❖ Play out door games
- ❖ Check up yourself regularly

### **Subject area**

**SOCIOLOGY**

### **Class Level**

09

### **Approximate Time Needed**

1Months , 06weeks, 02lectures per week

### **Unit Foundation**

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### **Targeted Syllabus Guidelines**

Guidelines given by the SSC board for standard 9 and 10

### **Targeted 21st Century and Higher Order Thinking Skills**

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

Knowledge/comprehension: Student tells the meaning of stress..

Application: Student suggests the possible solutions for the problem of stress

Skill: Student prepares different charts to aware the society about stress management.

Interest: Student conducts different activities on explain stress management.

Attitude: Student convinces others the steps/measures to be taken to reduce stress.

### Curriculum-Framing Questions

<b>Essential Question</b>	What is the meaning of Stress Management?
<b>Unit Questions</b>	Why there is a need to manage stress?
<b>Content Questions</b>	How to develop awareness among people about stress management?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
• Discussion Rubric	• Survey rubric	▪ Survey Rubric.	• Commune -cat ion	▪ presentation rubric	• K-W-L Chart

<ul style="list-style-type: none"> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	rubric		<ul style="list-style-type: none"> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>
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## Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of **STRESS MANAGEMENT**. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

## Unit Details

### Prerequisite Skills

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

## Instructional Procedures

### PRE-REQUISITES OF THE PROJECT

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting

their support.

- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Students know the problem of stress in general.
- Students know the basic computer skills, internet surfing, interview skill etc

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like '[STRESS MANAGEMENT](#)'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

#### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on [STRESS MANAGEMENT](#).
  - Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  - Give enough time for Question and Answer sessions to clarify doubts.
- 1) Why there is a need of such kind of awareness programs in the society?
  - 2) How can we maintain stress free environment for children?

#### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

#### **Data collection rubric:**

- Students will collect information about What is water conservation, causes & effects as well as need & importance of water conservation through books, articles, magazines & mainly by searching on Internet

- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, [Why there is a need of stress management?](#) Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

<b>Special Needs Student</b>	<ul style="list-style-type: none"> <li>• To give extra time &amp; special attention</li> <li>• To give extra time to complete their assignment, survey.</li> <li>• Providing simple task to complete.</li> <li>• To arrange extra lecture for computer knowledge.</li> <li>• Provide website list for data collection.</li> <li>• Explaining need &amp; importance of data collection in detail again.</li> <li>• Utilization of audio-visual aids.</li> </ul>
<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"> <li>• Assigning the role of a leader.</li> <li>• Giving extra task related to collection of information.</li> <li>• To collect all the possible techniques of water purifying.</li> <li>• Giving them responsibility to help the special need students.</li> <li>• Ask them to arrange the rally, awareness programmes.</li> <li>• To collect the percentage of water pollution in India.</li> </ul>
<b>Materials and Resources Required for Unit</b> <ul style="list-style-type: none"> <li>○ <b>Module 4:</b> Identify Internet resources for research, communication, collaboration, and problem solving.</li> <li>○ <b>Module 5:</b> Incorporate into your Instructional Procedures.</li> </ul>	
<b>Technology—Hardware</b> (Click boxes of all equipment needed)	
<input type="checkbox"/> Camera <input checked="" type="checkbox"/> Computer(s) <input checked="" type="checkbox"/> Digital Camera b <input checked="" type="checkbox"/> DVD Player <input checked="" type="checkbox"/> Internet Connection	<div> <input checked="" type="checkbox"/> Laser Disk  <input checked="" type="checkbox"/> Printer  <input checked="" type="checkbox"/> Projection System  <input type="checkbox"/> Scanner  <input checked="" type="checkbox"/> Television         </div> <div> <input type="checkbox"/> VCR  <input checked="" type="checkbox"/> Video Camera  <input checked="" type="checkbox"/> Video Conferencing Equip.  <input checked="" type="checkbox"/> Other         </div>
<b>Technology—Software</b> (Click boxes of all software needed.)	
<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<div> <input checked="" type="checkbox"/> Image Processing  <input checked="" type="checkbox"/> Internet Web Browser  <input checked="" type="checkbox"/> Multimedia         </div> <div> <input checked="" type="checkbox"/> Web Page Development  <input checked="" type="checkbox"/> Word Processing  <input type="checkbox"/> Other         </div>
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• IX grade text book</li> <li>• Articles on water pollution</li> <li>• Reference books</li> </ul>
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>

<b>internet</b>	<a href="http://www.google.co.in">http://www.google.co.in</a> <a href="http://www.wikipedia.org">http://www.wikipedia.org</a> <a href="http://www.kidshealth.org">http://www.kidshealth.org</a> <a href="http://www.apa.org/helpcenter/stress-kinds.aspx">http://www.apa.org/helpcenter/stress-kinds.aspx</a>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li><li>• Visit to sites where water solution techniques are implemented.</li></ul>

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## **EDUCATIONAL SYSTEM IN INDIA**

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	KOMAL TALELE
<b>School Name</b>	Podar international school, Gangapur road,Nashik.
<b>School City, State</b>	Nashik , Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<b>EDUCATIONAL SYSTEM IN INDIA</b>	
<b>Unit Summary</b>	
<p>In these days people in country are suffering from problem like unemployment, poverty because of improper education.</p> <ul style="list-style-type: none"><li>❖ Due to this people face economic problems.</li><li>❖ Various problems like slum development, unawareness of health issues, involvement of youth in unwanted activities like theft, smuggling etc arise.</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ People should be given more vocational training for work.</li><li>❖ Education should be more relevant.</li></ul>	
<b>Subject area</b>	
<b>SOCIAL SCIENCE</b>	
<b>Class Level</b>	
11	
<b>Approximate Time Needed</b>	

3 Months ,12 weeks, 3 lectures per week

### **Unit Foundation**

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### **Targeted Syllabus Guidelines**

**According to 11 social science syllabus**

### **Targeted 21st Century and Higher Order Thinking Skills**

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### **Student Objectives/Learning Outcomes**

- To create awareness among people.
- To know how it is useful.
- To understand the basic concepts useful in counseling parents about behavioral change.
- To enable students to describe difference between formal & informal learning.
- To make understand students to be able to identify need of informal learning in society.
- To know where to get more detailed information regarding learning.

### **Curriculum-Framing Questions**

<b>Essential Question</b>	What is Informal education? <b>What are the effects of informal education?</b>
<b>Unit Questions</b>	What are the measures should be implemented for promoting informal education in India?
<b>Content Questions</b>	Why is it important to implement informal education?  How can we as a Society make a difference through informal education?

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

<b>Before project work Begins</b>		<b>Students work on projects and complete tasks</b>		<b>After project work is Completed</b>	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Water Pollution Informal Education in India. Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation

rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the blog checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'INFORMAL

EDUCATION IN INDIA. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.

- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

### **K.W.L. Chart:**

- Have the students fill in K and W column of the K-W-L Chart to understand the prior knowledge of students on INFORMAL EDUCATION
- Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
- Give enough time for Question and Answer sessions to clarify doubts.
  - 1) Why there is a need of such kind of awareness programs in the society?
  - 2) How can we maintain Educational Environment for children?
  - 3) What is the duty of every literate citizen regarding education?

### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

### **Data collection rubric:**

- Students will collect information about What is informal education & effects as well as need & importance of informal education through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create

awareness.

- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Informal Education in India.
- Students will also share their ideas of Informal Education methods through blog & appeal people to share their views & opinions about Informal Education in India methods.

### **DETERMINATION :**

- Teacher will again ask the questions like, **Why should we implement informal education? And In future, can we meet the basic & economical need of a human?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

<b>Gifted/Talented Student</b>	<ul style="list-style-type: none"> <li>• Assigning the role of a leader.</li> <li>• Giving extra task related to collection of information.</li> <li>• To collect all the possible techniques of Informal Education.</li> <li>• Giving them responsibility to help the special need students.</li> <li>• Ask them to arrange the rally, awareness programmes.</li> <li>• To collect the percentage of Informal Education in India.</li> </ul>
<b>Materials and Resources Required for Unit</b> <ul style="list-style-type: none"> <li>○ <b>Module 4:</b> Identify Internet resources for research, communication, collaboration, and problem solving.</li> <li>○ <b>Module 5:</b> Incorporate into your Instructional Procedures.</li> </ul>	
<b>Technology—Hardware</b> (Click boxes of all equipment needed)	
<input type="checkbox"/> Camera <input checked="" type="checkbox"/> Computer(s) <input checked="" type="checkbox"/> Digital Camera b <input checked="" type="checkbox"/> DVD Player <input checked="" type="checkbox"/> Internet Connection	<div> <input checked="" type="checkbox"/> Laser Disk  <input checked="" type="checkbox"/> Printer  <input checked="" type="checkbox"/> Projection System  <input type="checkbox"/> Scanner  <input checked="" type="checkbox"/> Television         </div> <div> <input type="checkbox"/> VCR  <input checked="" type="checkbox"/> Video Camera  <input checked="" type="checkbox"/> Video Conferencing Equip.  <input checked="" type="checkbox"/> Other         </div>
<b>Technology—Software</b> (Click boxes of all software needed.)	
<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<div> <input checked="" type="checkbox"/> Image Processing  <input checked="" type="checkbox"/> Internet Web Browser  <input checked="" type="checkbox"/> Multimedia         </div> <div> <input checked="" type="checkbox"/> Web Page Development  <input checked="" type="checkbox"/> Word Processing  <input type="checkbox"/> Other         </div>
<b>Printed Materials</b>	<ul style="list-style-type: none"> <li>• 11 social science syllabus</li> <li>• Articles on informal education</li> <li>• Reference books</li> </ul>
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>

<b>Internet</b>	<a href="http://www.educationforallinindia.com/page183.html">http://www.educationforallinindia.com/page183.html</a> <a href="http://www.teindia.nic.in/mhrd/50yrsedu/r/2P/8T/2P8T0101.html">http://www.teindia.nic.in/mhrd/50yrsedu/r/2P/8T/2P8T0101.html</a> <a href="https://youtu.be/EnL9SOCCLF0">https://youtu.be/EnL9SOCCLF0</a>
<b>Other Resources</b>	<ul style="list-style-type: none"><li>▪ Invite experts to talk to the leaders on the importance of Informal Education in India for children.</li><li>• Visit to sites where Informal Education in India are implemented.</li></ul>

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# **INFORMAL EDUCATION IN INDIA**

Click on any descriptive text and then type your own.

<b>Unit Author</b>	
<b>First and Last Name</b>	Reenu Yadav
<b>School Name</b>	Dawn Breakers School Nashik
<b>School City, State</b>	Nashik , Maharashtra
<b>Unit Overview</b> <b>Module 2:</b> Think of a topic and possible project scenario for your unit. Revise this section as you work through the remaining modules. Write first draft of your Unit Summary.	
<b>Unit Title</b>	
<i>Informal education India</i>	
<b>Unit Summary</b>	
<p>In this days people in country are suffering from problem like unemployment ,poverty because of improper education.</p> <ul style="list-style-type: none"><li>❖ Due to this people face economical problems.</li><li>❖ various problems like slum development ,unawareness of health issues ,involvement of youth in unwanted activities like theft, smuggling etc arise.</li></ul> <p><b>Suggestions</b></p> <ul style="list-style-type: none"><li>❖ People should given more vocational training for work.</li><li>❖ Education should be more relevant.</li></ul>	
<b>Subject area</b>	
<b>SOCIAL SCIENCE</b>	
<b>Class Level</b>	
11	

### Approximate Time Needed

3 Months ,12 weeks, 3 lectures per week

### Unit Foundation

- **Module 2:** Choose 21st century skills, higher-order thinking skills, syllabus guidelines, unit topic, create objectives, and develop Curriculum-Framing Questions for your unit. Revise this section as you work through the remaining modules.

### Targeted Syllabus Guidelines

## According to 11 social science syllabus

### Targeted 21st Century and Higher Order Thinking Skills

- Critical Thinking and Problem Solving,
- Communication and Collaboration,
- Information Literacy,
- ICT (Information, Communications and Tech.)
- Flexibility and adaptability.
- Initiative and self direction.
- Leadership and responsibility

### Student Objectives/Learning Outcomes

- To create awareness among people.
- To know how it is useful.
- To understand the basic concepts useful in counseling parents about behavioural change.
- To enable students to describe difference between formal & informal learning.
- To make understand students to be able to identify need of informal learning in society.
- To know where to get more detailed information regarding learning .

### Curriculum-Framing Questions

<b>Essential Question</b>	<b>What is Informal education? What are the effects of informal education?</b>
<b>Unit Questions</b>	<b>What are the measures should be implemented for promoting informal education in India?</b>
<b>Content Questions</b>	<b>Why is it important to implement informal education?  How can we as a Society make a difference through informal education?</b>

### Assessment Plan

- **Module 3:** Draft an Assessment Timeline.
- **Module 6:** Draft an Assessment Summary and create an assessment to gauge student needs. Create an assessment for your student sample.
- **Module 7:** Create an assessment to foster student self-direction and update your Assessment Plan.

### Assessment Timeline

Before project work Begins		Students work on projects and complete tasks		After project work is Completed	
<ul style="list-style-type: none"> <li>• Discussion Rubric</li> <li>• k-w-l</li> <li>• chart</li> <li>• Communication Rubric</li> <li>• Questioning Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Survey rubric</li> <li>• data collection</li> <li>• journal writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Rubric.</li> <li>▪ Problem Solving Rubric</li> <li>▪ Blog Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Commune -cat ion rubric</li> </ul>	<ul style="list-style-type: none"> <li>▪ presentation rubric</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• Blog Rubric</li> <li>• Discussion rubric</li> </ul>

### Assessment Summary

The assessments will be a mix of student self-assessment and teacher-based feedback. Discussion rubric will be use to assess discussion ability of students. K-W-L Chart will be used to gauge students' understanding about the importance of Water Pollution .Data collection is used to gauge student needs and help students explore important questions and stimulate thinking. Communication rubric is used to assess student's communication skills, how they communicate with people. Survey rubric will be use to assess survey. Student learning will be assessed by organizing a rally. Student will do a presentation and with the help of presentation rubric their creativity will be evaluated. Opinion posted on blog shares student learning on the field. Problem solving rubric will be used to assess problem. Blog rubric will be use to evaluate blog. As students post their entries for debate, share their thoughts, ask them to use the

blog checklist to guide their work.

### **Unit Details**

#### **Prerequisite Skills**

- Knowledge of computer – MS-Office- Word, Excel, Power Point, and Internet
- Knowledge on Internet research
- Knowledge of Blog
- Skill of Communication & Discussion
- Skill in reading, writing, drawing, creativity

### **Instructional Procedures**

#### **PRE-REQUISITES OF THE PROJECT**

- Explain the project outline to the school Principal with goals and objectives of the projects and support required to complete the project.
- Submit a project concept paper to the school head and computer HOD with time lines, requesting their support.
- Ask local leader permission for performing awareness rally in the community.
- Prepare discussion rubric and presentation rubric.
- Organize a meeting with different offices for the permission to survey about their recycling process
- Aware people about the domestic case of water pollution.

#### **INITIAL PHASE :**

- Introduce the students about the name of the topic & give them basic idea about it.

#### **GROUP DISCUSSION :**

- Initiate the students to participate in the discussions by giving the topics like 'INFORMAL EDUCATION IN INDIA'. Distribute discussion rubric to the students so as to encourage quality discussions and also to self-assess their participation in the discussion.
- Ask students to discuss in their groups and log in their thoughts in the Journal. Ask group leaders to document the discussion and present it to the large group. Ask the students to refer discussion rubric to encourage quality discussions. Give enough time for Question and Answer sessions to clarify doubts.

#### **k-w-l chart:**

- Have the students fill in K and W column of the k-w-l chart to understand the prior knowledge of students on INFORMAL EDUCATION
  - Then the students will be divided into 6 groups of 5 students each and will ask them to find answers to the following questions like:
  - Give enough time for Question and Answer sessions to clarify doubts.
- 1) Why there is a need of such kind of awareness programs in the society?
  - 2) How can we maintain Educational Environment for children?
  - 3) What is the duty of every literate citizen regarding education?

### **Communication rubric:**

- Let the students use their Communication skills and do proper questioning and teacher will give suggestions, participate in discussions, and listen actively. Student's will interpret and elaborate their ideas & views. Students will be given the communication rubric to self assess their communication skills.

### **Data collection rubric:**

- Students will collect information about What is informal education & effects as well as need & importance of informal education through books, articles, magazines & mainly by searching on Internet
- To collect information students will visit various websites.

### **Survey:**

- Survey can be used as an effective tool for doing research.
- Ask students to prepare a questionnaire for survey purpose which can be utilized for online survey as well as a survey in a selected area.
- Provide ample time for students to conduct survey.

### **AWARENESS PROGRAMME :**

- Students will conduct awareness programme like seminar & really in selected area to create awareness.
- Students will also conduct awareness programmed especially for industries.

### **BLOG :**

- Students will create blog to share their views, ideas & findings of the information for the topic Water pollution.
- Students will also share their ideas of water purifying techniques through blog & appeal people to share their views & opinions about water saving and pure water techniques.

### **DETERMINATION :**

- Teacher will again ask the questions like, **Why should we implement informal education? And In future, can we meet the basic & economical need of a human?** Ask them to discuss about these questions by considering their experience during the project.
- Give them an opportunity to share their views in front of the whole class and give a presentation.
- Later on ask the students to fill the remaining part of the 'K-W-L' chart.
- Finally ask the students to write their experiences regarding the project in their journals.

### **Accommodations for Differentiated Instruction**

- **Module 7:** Draft ideas to support all learners and create student support material.

#### **Special Needs Student**

- To give extra time & special attention
- To give extra time to complete their assignment, survey.
- Providing simple task to complete.
- To arrange extra lecture for computer knowledge.
- Provide website list for data collection.
- Explaining need & importance of data collection in detail again.
- Utilization of audio-visual aids.

#### **Gifted/Talented Student**

- Assigning the role of a leader.
- Giving extra task related to collection of information.
- To collect all the possible techniques of water purifying.
- Giving them responsibility to help the special need students.
- Ask them to arrange the rally, awareness programmes.
- To collect the percentage of water pollution in India.

### **Materials and Resources Required for Unit**

- **Module 4:** Identify Internet resources for research, communication, collaboration, and problem solving.
- **Module 5:** Incorporate into your Instructional Procedures.

#### **Technology—Hardware** (Click boxes of all equipment needed)

<input type="checkbox"/> Camera	<input checked="" type="checkbox"/> Laser Disk	<input type="checkbox"/> VCR
<input checked="" type="checkbox"/> Computer(s)	<input checked="" type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera
<input checked="" type="checkbox"/> Digital Camera b	<input checked="" type="checkbox"/> Projection System	<input checked="" type="checkbox"/> Video Conferencing Equip.
<input checked="" type="checkbox"/> DVD Player	<input type="checkbox"/> Scanner	<input checked="" type="checkbox"/> Other
<input checked="" type="checkbox"/> Internet Connection	<input checked="" type="checkbox"/> Television	

#### **Technology—Software** (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Database/Spreadsheet <input type="checkbox"/> Desktop Publishing <input checked="" type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input checked="" type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other
<b>Printed Materials</b>		
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Note Book</li> <li>• Pen / Pencil for survey</li> </ul>	
<b>Internet</b>	<ul style="list-style-type: none"> <li>• <a href="http://informaleducationinindia.wordpress.com/">http://informaleducationinindia.wordpress.com/</a></li> <li>• <a href="https://www.youtube.com/watch?v=EnL9SOCCLF0">https://www.youtube.com/watch?v=EnL9SOCCLF0</a></li> </ul>	
<b>Other Resources</b>	<ul style="list-style-type: none"> <li>▪ Invite experts to talk to the leaders on the importance of water purification for children.</li> <li>• Visit to sites where water solution techniques are implemented.</li> </ul>	

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