



STARTALK LEARNING PLAN

Designing Learning Experiences

Date:

Grade Range:
9-12/13-14

Targeted Performance Level:
Advance Mid-Advance High

Total Time for this Plan:
2*90

Curriculum Connection

Program Can-Do Statement & Performance Assessment Task

Copy the specific program Can-Do Statement from the curriculum (stage 1) and performance assessment task (stage 2) that you are working toward in this learning plan.

Program Can-Do Statement:

Performance Assessment Task:

Kutubminar : UNESCO world heritage site

Learning Episode #1

Number of minutes for this episode: _____

Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

I can understand a detailed informative video that gives the history and scientific background about Kutubminar, a world heritage site of India.

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

Categorized (Noun, verb, adjective...) vocabulary sheet will be provided separately.

Culture: The Kutubminar, a victory pillar, is the epitome of rich Indian heritage and a perfect showcasing of remarkable, aesthetically-pleasing architectural skill of the time.

Sentence Structure:

Present habitual:

Habitual tense—verb stem + taa/te/tii + auxiliary honaa

हिन्दू शिल्पकारों की कुशलता का आभास होता है।

.....मरम्मत और उद्धर का पता चलता है।

.....इतिहास का ज्ञान होता है।
.....नाम से जाना जाता है।

Past habitual:

आवाज़ दी जाती थी।

Pasitive construction:

मंज़िल को ठीक कराया।

Check for Learning

What formative task learners do to provide evidence that they met the lesson Can-Do Statement?

Students will use a graphic organizer to capture detailed information about the Kutubminar. The information will also cover the 5Ws related to the Kutubminar.

	<p>Complex Sentence(combination of compound and mixed sentences):</p> <p>इस मीनार को इतना ऊँचा इसलिए भी बनाया गया ताकि इसके ऊपर खड़े होकर यदि कोई जोर से आवाज दे तो उसकी आवाज दूर तक सुनाई दे।</p> <p>b</p> <p>Use of conjunction:</p> <p>जो कि , क्योंकि, जिसे, कि , और, जैसा कि, इसीलिए, जिसके, जैसे कि, लेकिन ,ताकि, जिन्हें</p>
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Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

- To set the context of the lesson and to activate schemata (prior knowledge) about the topic, Teacher will open a discussion by asking students if they have ever visited a historical monument. Teacher will display pictures of the Statue of Liberty, the Washington Memorial, the Eiffel Tower, The Leaning Tower of Pisa, Great Wall of China, Macchu Picchu, etc. Students will discuss the similarities between the monuments, their historical reasons for being constructed, and why people from all over the world visit them. Teacher will ask the students whether these monuments have been designated as World Heritage sites and why or why not.
- Teacher will divide the class into two groups- one group wil watch a video about the history of Kutubminar and the other group will watch a video about the architectural features of the monument.
- Learners will then note down essential information which they acquired from the video and create a graphic organizer. Teacher will reinforce these topics by playing the video again for each group, allowing learners to edit their graphic organizers as necessary.

Materials Needed

What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

ESHA produced educational video on Kutubminar- Part 1 and 2

Graphic organizer

Learning Episode #2	Number of minutes for this episode: _____	
Lesson Can-Do Statement	Vocabulary	Check for Learning
<p><i>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i></p> <p>I can maintain discussions and exchange information by asking follow up questions to obtain details relevant to</p>	<p><i>How are culture and/or content part of the language chunks and words that learners will use?</i></p> <p>मुझे बतलाओ क्या तुम विस्तार से बता सकते हो ? इसके बारे में कुछ और बताओ ? यह समझ में नहीं आया</p>	<p><i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i></p> <p>Jig saw: Students describe and exchange information to fill information gaps about the Kutubminar, in their graphic organizer.</p>

historical/scientific facts about the Kutubminar monument.

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

Jig saw: Students have to obtain information on the missing aspects of Kutubminar, i.e., those who had information about the historical aspect have to acquire information about the architectural aspect and vice versa.

- One member from each group in the previous episode is paired together with the other group to exchange pertinent information about the Kutubminar, which they learned from their respective videos. Students will take notes on the new information in a second graphic organizer.
- New pairs are formed for a more thorough exchange of information. This goes on for 2 more rounds or until everyone has sufficient information in both categories- historical aspects and architectural aspects about the Kutubminar. Students can continue to edit their previous graphic organizers as they obtain new information.
- In the last round, in pairs, students will ask and tell each other 3+ interesting facts about the Kutubminar, which they learned through the exercise.

Materials Needed

What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

Learning Episode #3

Number of minutes for this episode: _____

Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

I can exchange opinions on the pros and cons of tourism at World Heritage Sites.

I can discuss and present my opinions on how negative impacts of tourism on these sites can be avoided.

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

मेरे विचार से

अंत में हम कह सकते हैं कि

हम इस बात से सहमत हैं / सहमत नहीं हैं कि

हमारी इस विषय में अलग सोच / धारणा है

मुझे लगता है कि

Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

Summary Frames: Teacher will randomly choose a few students and ask them to summarize the debate.

Description: A _____ is a kind of _____ that...

Problem/Solution: _____ said....., but....., so.....

Cause/Effect: _____ happens because

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

Debate:

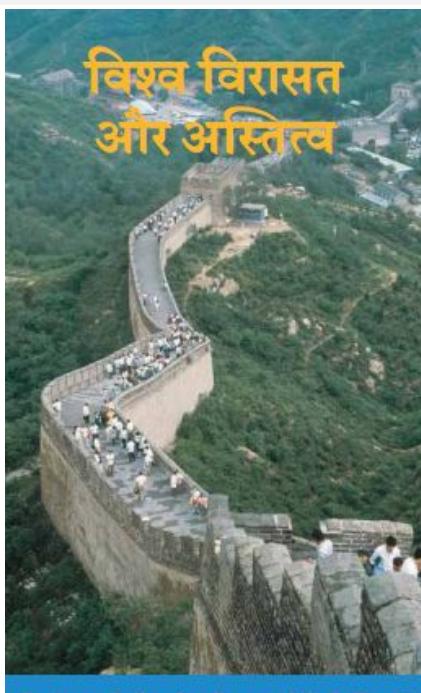
- Prior to the debate, teacher will project two World Heritage Sites with quotations relating to

tourism at the World Heritage Sites. Students will observe the pictures and the quotations, and think about what it's trying to say. After thinking about the statements, students will discuss their thoughts with the class while the teacher will guide the discussion

- Students will be divided into two groups- one group will be against tourism at World Heritage Sites and one group will be for tourism at these sites. In their groups, students will initially research and discuss potential debate points with each other. Following these group discussions, the teacher will open up the classroom for a debate. Each group, in turns, will present opening statements followed by various points, and finally closing statements.
- After the debate, students, as a class, will come together and discuss a middle ground solution for tourism at World Heritage Sites. Students will discuss why tourism should be allowed at these sites but how its negative effects can be avoided. The teacher will guide the discussion by posing questions if the discussion stalls.

Materials Needed

What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

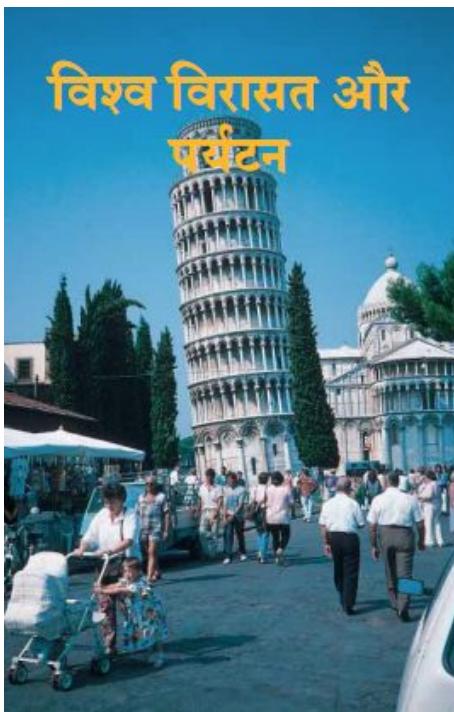


मैं नहीं चाहता कि देरे भार के भारी लोगों से और मेरे घर की लियकाती हुमें बंद हो। मैं चाहता हूँ कि सभी भूमियों द्वारा अस्तित्व दे दें जब भारी देरों भारी जाएं।

जब यह दे दुखी आपने जब घर से नूटे जाना चाहे

तो मैं इनकार नहीं दूँगा।

महात्मा गांधी



वर्ष 1998 में

552 विश्व विरासत स्थलों पर 500,000,000 पर्यटक

Learning Episode #4

Number of minutes for this episode: _____

Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

I can make a multimedia presentation on Kutubminar, make suggestions on what to

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

Persuasive and formal expressions of speech in future tense:

Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

RAFT Activity: Using tools like iMovie, Powtoons, etc. students will make multimedia

<p>see, do, etc., and what not to miss while one is at this World Heritage Site.</p>	<p>आपको ज़रूर जाना चाहिए । आपको अवश्य देखना चाहिए । फोटो खींचना मत भूलिएगा । इस जगह की स्वच्छता का ध्यान रखिएगा ।</p> <p>Narration/description in the present (listed above) Use of present habitual tense – (listed above) Expressions of fact and opinion (listed above)</p>	<p>presentation for a newly formed multilingual website on the World Heritage Sites of India.</p>
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Learning Experiences

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RAFT Activity:

Role: Assuming the role of a Historian, students will use images from the video or internet to prepare a multimedia presentation about the Kutubminar. Students will describe its historical importance and highlight its architectural significance.

Audience: History scholars, tourists, travel bloggers, internet users, etc.

Format: Informational tour guide- video with text and voice-over describing key features, making suggestions and persuading the audience to see the Kutubminar

Topic: Promotional video about the Kutubminar

Students have to use at least 15 new vocabulary words and expressions they have learned in this unit.

Students will present their video to the class. Peers will review the presentations using a rubric. They will also make 2 suggestions to improve content information and/or linguistic structure. Feedback will be made to seem constructive rather than negative.

Materials Needed

What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

Technology tools - iPads/desktops/laptops

Add additional learning episodes as needed by copying a learning episode box.

Post-Lesson Reflection

After implementing this learning plan, consider the following questions while reflecting on the successes and challenges of the lesson:

- What were the strength of the lesson? Which activities helped to maximize the learning?
- Did all learners meet the goals of the lesson? Why or why not?
- What could you do to improve this learning plan if you address these lesson Can-Do Statements again?