

<b>Date:</b>	<b>Grade Range:</b> 9-12/ 13-14	<b>Targeted Performance Level:</b> Advanced Mid/Advanced High	<b>Total Time for this Plan:</b> 2 X 90 min
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### 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:

*This section has been left blank since this learning plan does not directly connect to a curriculum*

Performance Assessment Task:

**TOPIC: Amer fort and Amer Palace**

### Learning Episode #1

**Number of minutes for this episode: 30 minutes**

#### 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 plan a trip from a landmark to a famous historical architectural monument Amer fort in Jaipur, Rajasthan.

#### Vocabulary

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

Related Vocabulary words provided separately in a handout- nouns, adjectives, verbs and adverbs.

Language structures:

Use of indefinite Passive voice:

अमरीका से दिल्ली विमान से जा सकते हैं।

दिल्ली से जयपुर तक रेल , बस या कार से जाया जा सकता है।

दिल्ली से जयपुर तक जाने का बस का किराया प्रति व्यक्ति लगभग ५०० रूपये है।

जयपुर से आमेर के किले तक जाने में लगभग ४० मिनट लगते हैं।

Reuse of the language.

Organized narration

Architectural tour guide

#### Check for Learning

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

Learners will find the regions ( Rajasthan) mentioned in the discussion on their maps and write the name of the famous historical architectural tourist place of that region.

Role Play: learners will play role play as a tourist guide of the region will provide all necessary information how to reach a historical architectural monument.

- It will focus on the reading and listening part of language learning.

(यात्रानामा ): Mode of transportation used to reach a place, estimated time spent to reach there and money spent to arrive there.

### 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.*

- Teacher will provide images of some world famous historical monuments from Rajasthan India, to initiate a class discussion on what they are, where they are located, what drives people in millions to travel globally to visit them, why they are important, why do communities across the world want to preserve such historical buildings. She will take the learners to our glorious historical period with discussion and story telling when such marvelous piece of art are made with science behind it.
- Teacher draws attention on the use of passive voice.
- She will provide them some text materials and visuals to create interest to visit them and encourage them to plan a tip as a tour guide to this famous historical place.
- In an interpersonal activity they will exchange information about how to reach a certain place by asking and answering questions.

### Materials Needed

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

Images of some world famous monuments from Rajasthan India.( Images taken from the startalk videos and images of famous monuments.

Map of India and Rajasthan.

Google map to understand the geography of the place.

<b>Learning Episode #2</b>		<b>Number of minutes for this episode: __60 minutes__</b>
<b>Lesson Can-Do Statement</b> <i>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i>	<b>Vocabulary</b> <i>How are culture and/or content part of the language chunks and words that learners will use?</i>	<b>Check for Learning</b> <i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i>
I can understand a detailed educational video that gives	Related Vocabulary words provided separately in a	Learners will use multimedia presentation on Amer Fort/ Amer Palace) to explain its

<p>historical and scientific information about the famous Amer Fort/Amer Palace.</p>	<p>handout- nouns, adjectives, verbs and adverbs.</p> <p>Field guide to an architecture student.</p> <p>Language structures: knowledge and language in analysing architecture pattern used in discussion could be a part of the class activity and brain storming.</p> <p>Informative, expository, and formal expressions of language</p> <p>Present perfect</p> <p>Past perfect</p> <p>Passive construction</p> <p>Culture: practice of building lavish and remarkable structures and monuments in order to establish a ruler's supremacy and aspiration to become immortal through these.</p>	<p>architectural aspect of this marvelous monument before they actually go there.</p> <p>Students will use a graphic organizer to capture detailed information about the 'Amer Fort'. The information will cover the 5Ws related to the Amer Fort.</p> <p>-It will focus on researching and writing part of the language- learning. Also it encourages them to critically think assess and analyse the given situation.</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.*

- Teacher later guide the discussion towards the Architectural aspect of the historical monument and need for preserving one's heritage via such symbols of history and what makes each of them unique.
- Students are divided into 2 groups. Each group watches one of the two parts of the video. They note down pertinent information related to the Amer Fort /Amer Palace in a graphic organizer. Teacher will encourage them to watch a second time to note more details about the architecture, engineering technique and craftsmanship of Amer Fort.
- Teacher can further divide the students into three groups and have them write a blog on;
  - 1) Architectural aspect ; type of stone used in construction, sandstone. marbal
  - 2) Technical aspect ; cooling system using water channels
  - 3) Aesthetic aspect ; beautification, gardens, sheeshmahal

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

- Students present their blog to the class. Peers review using a rubric, they also make 2 suggestions to suggestions to improve content information and/or linguistic structure. This will be done under 'how I would do it differently' so that feedback seems constructive rather than negative.

## 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 describe the importance of a famous historical monument that I have researched and persuade people to explore about it.

### Vocabulary

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

Persuasive and influential formal expressions of speech i.e.

students presents the content in

यदि आप वास्तुकला ,या भवन निर्माण में रूचि रखते हैं तो, ...अद्भुद शीशमहल , आप ज़रूर देखियेगा, ... जाइयेगा, ...

शिल्पकला और तकनीकी में रूचि रखने वालों के लिए आराम महल मुख्य आकर्षण है। चित्र खींचियेगा, गणेश द्वार पर निशान देखना नहीं भूलिएगा, etc..

### 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 presentation for a newly formed multilingual website on World heritage sites of India.

- this will focus on researching and creating their own critically analyzed material.

### 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.

- Teacher will stimulate the students to do more research and go back to the videos and texts again to get more informations and facts. Informational tour guide- video with text and voice-over describing key features, making suggestions and persuading the audience to see the Amer Fort.
- First and second lesson can be connected to the language of this lesson. Some same or different input can be used for this research material for Amer Fort . Knowledge and language in analysing architecture pattern used in discussion could be a part of the this multimedia task and could be beneficial in achieving objectives of target language.
- Learners will create a textual presentation in the form of a e-brochure on a Amer Fort architecture its main parts using series of sentences in a minimum of 10 slides. .Learners will give voice over to describe each slide.Learners will create a virtual tour on 'Amer Fort/Palace. Learners will first research important facts about Amer Fort and its main parts and why they were used.

- Learners will work individually and create a e-brochure using information provided in the video about Amer fort question words: “कब”, “कहाँ”, “कैसे”, “क्यों”. Learners can use this e-brochure as a virtual tour in a chronological order for the tourists. Front part of this e-brochure can be used as advertisement as well.
- **Audience:** History scholars, tourists, travel bloggers and internet users.
- **Format:** Informational tour guide- video with text and voice-over describing key features, making suggestions and persuading the audience to see the Iron Pillar.
- **Topic:** e- brochure on the Amer fort of Jaipur Rajasthan.
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- Students have to use at least 15 new vocabulary words and expressions they have learned in this unit.
- Students present their e-brochure to the class. Peers review using a rubric, they also make 2 suggestions to improve content information and/or linguistic structure. This will be done under ‘how I would do it differently’ so that feedback seems 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\