

<b>Course Title – Russian 2, Honors</b>	
<b>Implement start year – 2016-2017</b>	
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<b>Unit 1, Home</b>	
<b>Transfer Goal –</b> Students will be able to independently use their learning to find and furnish a home in Russia.	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><u>Established Goals</u></b></p> <p style="text-align: center;"><b>2009 NJCCC Standard(s), Strand(s)/CPI #</b> (<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</p> <p style="text-align: center;"><b>Common Core Curriculum Standards for Math and English</b> (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</p> <p><b>7.1 World Languages</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p> <p>A. Interpretive Mode B. Interpersonal Mode C. Presentational Mode</p>	<p style="text-align: center;"><b><u>21<sup>st</sup> Century Themes</u></b> <b><u>(<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</u></b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Global Awareness</li> <li><input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</li> <li><input checked="" type="checkbox"/> Civic Literacy</li> <li><input type="checkbox"/> Health Literacy</li> <li><input type="checkbox"/> Environmental Literacy</li> </ul> <hr/> <p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Creativity and Innovation</li> <li><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</li> <li><input checked="" type="checkbox"/> Communication and Collaboration</li> </ul> <p><i>Information, Media and Technology Skills:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Information Literacy</li> <li><input type="checkbox"/> Media Literacy</li> <li><input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</li> </ul> <p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Flexibility and Adaptability</li> <li><input checked="" type="checkbox"/> Initiative and Self-Direction</li> <li><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</li> <li><input checked="" type="checkbox"/> Productivity and Accountability</li> <li><input type="checkbox"/> Leadership and Responsibility</li> </ul>

<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>Overarching Understanding:</i></p> <ul style="list-style-type: none"> <li>• living in another country involves cultural and linguistic understanding as well as adaptive skills.</li> </ul> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• finding a living space to call one's own and furnishing it can be a challenge in another country.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What would be an ideal living space for a student, a couple, and/or a family in the United States and in Russia?</li> <li>• How is housing in Russia different than in the United States?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• various housing opportunities available in Russia.</li> <li>• the vocabulary for housing, rooms, and furniture.</li> <li>• verbs of position.</li> <li>• the conjugations of the verb "to want".</li> <li>• basic housing requirements.</li> <li>• the genitive case.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• recognize and label different kinds of housing in Russia.</li> <li>• identify and describe rooms and furniture.</li> <li>• describe the position of objects.</li> <li>• say and respond to invitations to visit.</li> <li>• read and analyze want ads and to rent an apartment.</li> <li>• discuss ownership, existence or nonexistence, and presence or absence.</li> <li>• specify quantity.</li> </ul>

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Paired partners will write a dialogue and perform one of the following role-plays (EU1):

1. One student will play the role of someone who has just been invited to spend the week-end at a friend's dacha (vacation home) in Russia. Accept the invitation. Find out as much as possible about the dacha including the location, size, rooms, and furniture. The other student will play the role of the friend.
2. One student will play the role of an exchange student who wants to rent a furnished apartment in St. Petersburg. Ask the owner five or six questions about the apartment that would help determine whether or not it is suitable. The other student will play the role of the owner.

The teacher will observe partners perform one of the above role-plays. Performance will be assessed on:

- linguistic and cultural comprehension.
- flow of conversation.
- vocabulary usage.
- pronunciation.
- grammar.

(See LRHSD rubric for individuals in a group-speaking activity.)

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Practice vocabulary using <https://www.quizlet.com>.
- Fill in the blanks with appropriate words or phrases.
- Answer questions based on dialogues read or heard.
- Act as an interpreter for an English speaker and a Russian speaker. Express the client's ideas rather than translating every word.
- Perform various role-plays.
- Quizzes
- Tests

## Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Use the following for housing and furniture vocabulary: flashcards and crossword puzzles. (A)
- Complete textbook written and listening exercises and activities on vocabulary and grammar. (A, M)
- Complete workbook written and listening exercises and activities on vocabulary and grammar. (A, M)
- Complete teacher made worksheets on vocabulary (types of housing, rooms, furniture) and grammar (verbs of position, the genitive case): (A)
- Repeat vocabulary for housing and furniture after the teacher and after native speakers on CDs. (A)
- Memorize the verbs of position and their conjugations. (A)
- Memorize the conjugations of the verb “to want”. (A)
- Identify and discuss different kinds of housing in Russia. (A, M)
- Translate vocabulary terms from Russian to English and from English to Russian. (A)
- Play a class game such as vocabulary Bingo, “Hands Up”, or Jeopardy. (A)
- Complete cultural readings and related activities in the textbook and workbook. (M)
- View appropriate DVDs, (in Russian and English), YouTube videos (in Russian) and complete related activities. (M)
- Explore appropriate Russian websites on housing and fill out a graphic organizer. (M)
- Use the genitive case to indicate ownership, existence or non-existence, and presence or absence. (M)
- Take a virtual tour of a dacha (vacation home), apartment, or house in Russia. (M)
- Use websites such as [www.quizlet.com](http://www.quizlet.com) or [www.masterrussian.com](http://www.masterrussian.com) to reinforce vocabulary, pronunciation, grammar, and conversational skills. (M)
- Interview a classmate to determine things he/she has and report your findings to the class using the genitive case. (T)
- Listen to a native speaker talk about renting an apartment and summarize in Russian what is said, orally or in writing. (T)
- Write an email in Russian congratulating a friend on finding a house and asking for details. (T)
- Read an authentic rental ad and create a mini-dialogue discussing an apartment for rent. (T)
- Text a friend in Russian saying you have found your dream home and describe it. (T)