

Course Title – Russian 2, Honors

Implement start year – 2016-2017

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Unit 2, Family

Transfer Goal – Students will be able to independently use their learning to describe themselves and their families in Russian.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

7.1 World Languages 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.

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and
- Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • in order to describe a family in Russian, one needs to know gender, age, personal traits, and professions. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What is the definition of a family?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • vocabulary for family members. • the genitive plurals of nouns and modifiers. • the accusative case. • terms for “was born” and “grew up”. • dative case pronouns. • vocabulary for professions and places of work. • formats for job ads and résumés. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify family members. • specify quantity. • tell someone’s name. • state where someone was born and/or grew up. • express and compare ages. • talk about professions and where people work. • read and analyze job ads and read/write résumés.

Stage 2 – Assessment Evidence

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

Scenario- The student will take on the role of an American exchange student in Russia. The student must talk about/show pictures to his/her Russian host (played by the teacher). Each student must introduce four family members by saying their relationship, their names, ages, professions, and places of work. Students must speak in full sentences. This speaking involves introductions, possessive adjectives, relationship words, the accusative case to tell someone's name, the dative case for age, professions, conjugating the verb "to work", and using the prepositional case for location. (EU 1)

Performance will be assessed on:

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

(See LRHSD rubric for individual 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. 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 relationship vocabulary and professions: 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 (family members, professions) and grammar (dative case to tell age, genitive case plurals). (A)
- Repeat vocabulary for relationships and professions after the teacher and after native speakers on CDs. (A)
- Memorize the past tense of the verbs “to be born” and “to grow up”. (A)
- Memorize the dative case of pronouns (to tell age). (A)
- Identify and discuss different kinds of family relationships. (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 families and complete a graphic organizer. (M)
- Use the genitive case to specify quantity. (M)
- Use websites such as www.quizlet.com or www.masterrussian.com to reinforce vocabulary, pronunciation, grammar, and conversational skills. (M)
- Complete American Council of Teachers of Russian, “Olympiada of Spoken Russian” practice materials. (A, M, T)
- Interview a classmate about his/her family and report to the class. (T)
- Research a public figure in Russia and write a ten sentence paragraph about this person using Russian II vocabulary and grammar. (T)
- Listen to a native speaker talking about his/her family and summarize in Russian what is said, orally or in writing. (T)
- Write an email to a future host family in Russia and talk about your family. (T)
- Read a job ad and create a mini-dialogue discussing the job. (T)
- Write a résumé in Russian. (T)