

Course Title – Russian 2, Honors	
Implement start year – 2016-2017	
Revision Committee Members, email, extension – Marian Barnum, mbarnum@lrhdsd.org, X8249	
Unit 4, Food and Restaurants	
Transfer Goal – Students will be able to independently use their learning to shop for food and order meals in a Russian restaurant.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>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.</p> <p>A. Interpretive Mode B. Interpersonal Mode C. Presentational Mode</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and <input type="checkbox"/> Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <p><i>Information, Media and Technology Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy <p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> 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"> • living in another country requires being able to effectively shop for food. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • in order to be able to effectively shop for food in Russia, one must be familiar with the metric system. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • there are cultural differences between a Russian restaurant and an American restaurant. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How might different food preferences affect where one shops for food? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why does measuring food--and how it is measured--matter? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How do restaurants reflect culture?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • vocabulary of common groceries. • vocabulary of specialty stores. • the verbs “to eat” and “to drink”. <p><i>EU2</i></p> <ul style="list-style-type: none"> • the basic metric system. <p><i>EU3</i></p> <ul style="list-style-type: none"> • vocabulary for various kinds of eating establishments. • appropriate vocabulary for reading a menu, ordering, and paying. • the instrumental case. • the verb “to advise”. • verbal aspects and the future tense. • question words. • vocabulary for reading restaurant reviews and listening to restaurant advertisements. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • make plans to cook dinner. • plan where to shop. • talk about eating and drinking. <p><i>EU2</i></p> <ul style="list-style-type: none"> • ask for desired foods using the metric system. <p><i>EU3</i></p> <ul style="list-style-type: none"> • choose a place to eat. • read a menu, order, and pay in a restaurant. • say with whom or with what. • recommend what to order. • speak about the future. • ask questions. • read restaurant reviews and listen to advertisements for restaurants.

Stage 2 – Assessment Evidence

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

The student will take the role of a patron of a Russian restaurant. In an Internet search engine (google.com, yandex.ru, rambler.ru), partners enter the terms “русский ресторан меню” (Russian restaurant menu). Find a menu and use it to write a dialogue and perform one of the following role-plays:

1. Give each other advice on what to order in a Russian restaurant. Order a complete meal. (EU1, EU2, EU3)
2. In a restaurant, order a complete meal; one of you is a vegetarian. (EU1, EU2, EU3)
3. At a restaurant you ordered fish soup, chicken Kiev, and coffee, but the waiter brought borsch and some kind of meat, and completely forgot the coffee. Politely explain the problem to the waiter. Note: substitute food selections based on the menu. (EU1, EU2, EU3)

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.
- RBT-driven summarizers
- Auditory comprehension of text/ancillary materials
- Read authentic materials and answer questions about the selections.
- 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 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 (food, stores, restaurants) and grammar (instrumental case, future tense, verbal aspects). (A)
- Repeat vocabulary for food and restaurants after the teacher and after native speakers on CDs. (A)
- Memorize the conjugations of the verbs “to eat” and “to drink”. (A)
- List favorite and least favorite foods and beverages. (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)
- Identify and discuss different kinds of Russian food and restaurants. (A, M)
- 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 for restaurants and restaurant menus. (M)
- Use the metric system to talk about food. (M)
- Create a video-clip about a trip to a restaurant in Russia. (M)
- Use the instrumental case to say with whom you went to a food store or restaurant. (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)
- Create a mini-dialogue asking and answering original questions using the future tense. (T)
- Listen to a native speaker talk about a restaurant or food store and summarize in Russian what is said, orally or in writing. (T)
- Interview a classmate regarding what he/she typically eats for each meal, and report your findings to the class. (T)
- Write an email invitation to a Russian friend; suggest visiting a new restaurant. (T)
- Read an authentic food store or restaurant advertisement and create a mini-dialogue discussing the advertisement. (T)
- Role-play: act as an interpreter for an English speaker and a Russian speaker. Help a friend who knows no Russian order food in a restaurant. (T)
- Role-play: speak with a salesperson in a food store. Specify the item and amount desired. Find out how much it costs. (T)
- Students make and bring in authentic Russian dishes to share with the class. Each student must tell about the dish in Russian. (T)