

**Course Title – Russian 2, Honors**

**Implement start year – 2016-2017**

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**Unit 5, Biographies**

**Transfer Goal** – Students will be able to independently use their learning to talk about themselves and others 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

#### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

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

#### 21<sup>st</sup> 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><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>speaking another language is an important step toward truly understanding another people.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>knowledge of another language leads to greater knowledge about the culture of the people.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>a traveler is a representative of his/her country; positive interpersonal interactions make a lasting impression.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>Why is it important to be able to effectively communicate in a language other than one's own?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>What can one learn about another culture by being able to communicate in the language of that culture?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>How does one's words or actions, when in another country, influence people's perceptions?</li> <li>Why is it important to familiarize oneself with the customs of a country before traveling there?</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>cardinal and intercardinal directions.</li> <li>the term "to look like".</li> <li>the verbs "to enroll" and "to graduate".</li> <li>ordinal numbers for calendar years.</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>vocabulary for Russian schools.</li> <li>additional vocabulary to describe oneself and others.</li> </ul> <p><i>EU3</i></p> <ul style="list-style-type: none"> <li>imperfective and perfective verbal aspects in the past tense.</li> <li>verbal aspects for simultaneous and consecutive actions in the past tense.</li> <li>time expressions for "ago" and "within".</li> <li>Russian customs and etiquette.</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>tell where they are from in relation to other cities or states in the United States.</li> <li>say who resembles whom.</li> <li>talk about enrolling and graduating college.</li> <li>indicate the year an event took place.</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>talk about the Russian education system.</li> <li>read and listen to short biographies.</li> </ul> <p><i>EU3</i></p> <ul style="list-style-type: none"> <li>say what they were doing or did.</li> <li>report how events took place in relationship to one another.</li> <li>denote when an event took/will take place.</li> <li>politely interact and converse with people in or from Russia.</li> </ul>

## Stage 2 – Assessment Evidence

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

I. Using Russian websites (yandex.ru, rambler.ru) or Wikipedia in Russian, find basic information on a Russian cultural figure (e.g., where he/she was born, grew up, lived, worked, etc...). Write a biography about the person using Russian II vocabulary. The biography should be one-two paragraphs. (EU1, EU2)

Performance will be assessed on:

- task completion/content.
- comprehensibility.
- organization.
- vocabulary.
- language control/mechanics.

(See LRHSD writing assessment rubric.)

II. The student will take on the role of an American exchange student in Russia meeting the director of his/her school for the first time. Have a conversation, asking and answering questions about each other, using Russian customs and etiquette. (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 (directions, types of schools) and grammar (more verbs, verbal aspects in the past tense). (A)
- Repeat vocabulary words after the teacher and after native speakers on CDs. (A)
- Memorize the conjugations of the verbs “to enroll” and “to graduate”. (A)
- Translate vocabulary terms from Russian to English and from English to Russian. (A)
- Use ordinal numbers to say in what years events took place. (A, M)
- Identify and discuss different kinds of Russian schools. (A, M)
- Explore appropriate Russian websites for information on cultural figures. (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)
- Use imperfective and perfective verbal aspects to talk about actions in the past. (M)
- Use the accusative case to say who resembles whom. (M)
- Explain where cities or states are located using cardinal and/or intercardinal directions. (M)
- Play a class game such as “Twenty Questions”. (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)
- Speak with a partner as much as possible about oneself and family. (T)
- Create a mini-dialogue asking and answering original questions using the past tense. (T)
- Listen to a native speaker talk about a famous person and summarize in Russian what is said, orally or in writing. (T)
- Converse with a partner about family members: names, ages, birthplaces, where they have lived and when, where they went to college... (T)
- Write a brief autobiography using vocabulary from the unit and email it to the teacher. (T)
- Partners read authentic biographies in Russian and create a mini-dialogue discussing the biographies. (T)
- Group role-play: act as an interpreter for a Russian friend who has come to visit. Everyone is interested in his/her background. (T)
- Role-play: strike up a conversation with someone at a party in Russia. (T)
- Create a video-clip or power point presentation about the Russian school system. (T)
- Read short biographies of well-known Russian authors in Russian. Report to the class which author is most interesting and why in Russian. (T)