## World Language Unit

<table>
<thead>
<tr>
<th>Language</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Level</td>
<td>2</td>
</tr>
<tr>
<td>Targeted Proficiency Range</td>
<td>Interpretive Reading &amp; Listening - IL, Interpersonal Speaking -NH, Presentational Speaking &amp; Writing -NH</td>
</tr>
<tr>
<td>Thematic Unit</td>
<td>How can new experience change us?</td>
</tr>
<tr>
<td>Unit Length</td>
<td>9 weeks</td>
</tr>
</tbody>
</table>

### Stage 1: Desired Results

<table>
<thead>
<tr>
<th>Enduring Understanding(s) / Essential Question(s) (What universal big idea or question is being discussed?)</th>
<th>How do people plan and discuss a vacation? How does traveling change my self-image? What are some popular vacation spots in the Russian-speaking world and why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Targets (What do students need to know and be able to do?)</td>
<td>I can ...talk with someone about my travel and vacation plans. ...recognize phrases used to talk about vacations. … participate in conversations related to travel. ...recognize and use some expressions related to getting help. ...exchange some information with others about how to get to places and navigate around city. … I can describe in detail where to travel and what to do/see/visit/buy/eat there. … I can describe in detail my ideal vacation. … I can describe what I did/saw/bought/visited/ate on my vacation or during a school break.</td>
</tr>
<tr>
<td>Benchmarks for the Unit (Or how do you know the students got it? What level of performance is acceptable? Good? Outstanding? Needs improvement?)</td>
<td>Students will be able to… ...make a reservation (restaurant, hotel, tour). … give and follow directions on the city map. … solve simple problems they encounter while travelling (directions, supplies, food, currency). … describe trips they have taken. … express preferences and opinions about travel. … explain how traveling impacts life.</td>
</tr>
</tbody>
</table>
# Standards

Check as many as apply.

- _x_ 1.1 Interpersonal communication
- _x_ 1.2 Interpretive communication
- _x_ 1.3 Presentational communication
- _x_ 2.1 Cultural practices and perspectives
- _x_ 2.2 Cultural products and perspectives
- _x_ 3.1 Connections to other disciplines
- _x_ 3.2 Acquiring new information
- _x_ 4.1 Language comparisons
- _x_ 4.2 Cultural comparisons

# Functions

<table>
<thead>
<tr>
<th>What can learners do?</th>
<th>Thematic Context</th>
<th>Grammatical Structure</th>
<th>Cultural Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Express preferences and opinions about traveling.</td>
<td>I can find and use tourist information from city guides, Internet travel site, travel brochures and magazines.</td>
<td>I can follow directions on the map</td>
<td>I can identify main landmarks in Russia and my community (Cumming/Atlanta)</td>
</tr>
<tr>
<td>Ask and answer questions about plans and events.</td>
<td>I can describe landmarks of different cities (USA and Russian-speaking counties).</td>
<td>I can give simple directions both formally and informally.</td>
<td>I can compare typical transportation methods in Russia and US.</td>
</tr>
<tr>
<td>Ask for and follow directions in a city.</td>
<td>I can follow directions to a landmark in a city.</td>
<td>I can describe the appearance and locations of landmarks.</td>
<td>I can understand and use 24-hour clock.</td>
</tr>
<tr>
<td>Describe a previous trip.</td>
<td>I can describe experiences of travel.</td>
<td>I can talk about past experiences where I have visited.</td>
<td>I can convert USD to P and miles to kilometers and use it to while travelling.</td>
</tr>
<tr>
<td>Make a hotel reservation.</td>
<td></td>
<td>I can explain the purpose of travelling.</td>
<td>I can reflect on how travelling has affected my self-image.</td>
</tr>
<tr>
<td>Give directions using sequence words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve problems while travelling.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect and report on the benefits of travelling.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Knowledge

What context, structure and culture will learners need to show their knowledge?

- I can express what I did and saw during my experience in different cities.
- I can retell what I did and saw during my experience in different cities.
- I can explain why and how my travel experience changed my worldview.
**Stage 2: Assessment Evidence**

**Summative Performance Assessments (May be separate or combined)**

<table>
<thead>
<tr>
<th>Interpretive Listening</th>
<th>Following Directions (see Appendix A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretive Reading</td>
<td>Website scavenger Hunt (see Appendix B)</td>
</tr>
<tr>
<td>Interpersonal (spontaneous; person to person)</td>
<td>Option 1 Hotel Concierge Skit (see Appendix C) Options 2 Your parents want to plan a trip to a Russian-speaking country (Ukraine, Belarus, Russia), and they are leaving it up to you and your siblings to present your ideas about where to go. Choose a city that you would like to visit and explain why you want to go there and some things that you can do and see in that place. Discuss a city you want to visit with your sibling. Optional: create a presentation to persuade your parents to visit your city instead of your brother/sister’s city.</td>
</tr>
<tr>
<td>Presentational Speaking (brief up to 5 min)</td>
<td>Giving Directions (see Appendix A) Video Contest (see Appendix D) Past Vacation (see Appendix D)</td>
</tr>
<tr>
<td>Presentational Writing</td>
<td>Sister City (see Appendix D) Letter to your teacher (see Appendix D)</td>
</tr>
</tbody>
</table>

**Formative Assessments (may be separate or combined)**

<table>
<thead>
<tr>
<th>Interpretive</th>
<th>Presentational</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Map (see Appendix A)</td>
<td>Geography quiz (see Appendix G)</td>
</tr>
<tr>
<td>Google Maps activity (see Appendix E)</td>
<td>Vocabulary Quiz (see Appendix H)</td>
</tr>
<tr>
<td>Travel Show Орел или Решка (see Appendix F)</td>
<td>Prespositional Case Quiz</td>
</tr>
</tbody>
</table>

**Stage 3: Learning Activities**

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Interpretive</th>
<th>Presentational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language lab fill in the blank interview</td>
<td>listen to travel stories and put events in order</td>
<td>create and present timeline of a trip to Russia</td>
</tr>
<tr>
<td>giving/following directions in the class, with a map, and using Google Maps</td>
<td>read about travel experiences and summarize or answer questions</td>
<td>create an Instagram post New Self Image before and after travel</td>
</tr>
<tr>
<td>Language Lab describe a picture, the partner draws it, then compare</td>
<td>research landmarks and places of interest in the target language culture</td>
<td>create a travel brochure</td>
</tr>
<tr>
<td>discuss travel plans with a partner/family member</td>
<td>research landmarks and places of interest in your own community (Atlanta, GA)</td>
<td>create a city map, label the landmarks, streets, squares etc. (see Appendix A)</td>
</tr>
<tr>
<td>pair share Q&amp;A</td>
<td>read a travel blog</td>
<td>describe a city scene</td>
</tr>
</tbody>
</table>

**Other Learning Activities**

- Hidden image search, Transport. (see Appendix I)
- Cool Game:
  Break the class into 5-6 teams with a captain in each team. The captains leave the room when a teacher tells a story about his/her past travel with some visual support (pictures, graphics). The story is repeated twice. When the captains are back in the room, the teams have 2 minutes to retell the story to their captains with as many details as possible. After that, the captains are lined up in front of the room and
asked comprehension questions (True or false, multiple choice, open ended). The team with the most correct answers wins. (see Appendix J)

- Blindfolded in the City Game (see Appendix K)

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Appendices A-K</td>
</tr>
</tbody>
</table>
Appendix A

Русский язык 2
Unit 2 Assessment: Presentational Speaking & Interpretive Listening

Learning Targets

I can give directions to a place in a city.
I can understand and follow directions.

Proficiency Goal

- Use the city maps previously created.
- Give directions to your partner how to get from point A to point B.
- Practice multiple times giving directions and following them. You do not know what landmarks I will choose for you.

You may use the following expressions:

- Ты стоишь перед / около / рядом ____________________.
- Поверни налево / направо и иди по улице ____________________.
- Проходи мимо ________________________.
- Иди прямо по улице ________________________
- Поверни направо / налево / на улицу ________________________.
- Где ты? _________________________
Sample map outline

Note: some students were provided a sample drawing, based on their IEPs, absences, and struggles.
Samples of the student work
Appendix B

Русский язык 2
Unit 2 Assessment: Interpretive Reading

Learning Targets
I can find and use tourist information from city guides, Internet travel site and travel magazines.

Go to the website:  Kievis.com/ru/traveltips.html

1. Какие банковские карты принимают все гостиницы и рестораны?
________________________________________________________________________

2. Какие виды транспорта есть в Киеве?
________________________________________________________________________

3. Часы работы метрополитена в Киеве
________________________________________________________________________


Now explore the Достоянства tab on the left side.

1. There is a monument of a statue holding a sword and shield, what is it called?
________________________________________________________________________

2. There is a very ancient church where only a small part of the original foundation remains, what is the name of this church?
________________________________________________________________________

3. There is a more modern art instillation in Kiev, it features abstract animals with vivid colors. Как называется?
________________________________________________________________________

4. What park is Музей воды located?
________________________________________________________________________

5. What is the адрес of the Киевский Национальный Университет им. Шевченко?
________________________________________________________________________
Now it is your turn.

Find a travel website on one of the major Russian cities. For example: Москва, Санкт-Петербург, Новосибирск, Екатеринбург, Нижний Новгород, Казань, Челябинск, Омск, Самара, Ростов-на-Дону, Уфа, Красноярск, Пермь, Воронеж, Волгоград. The website must contain tourist travel information in the Russian language. Then, create your own scavenger hunt questions based on the landmarks and tourist info found on that website.

*Examples of the questions:*

- Как называется?
- Где находится
- Сколько стоит
- Кто построил/жил/был
- Почему ... называется?
- Как доехать?
Appendix C
Русский язык 2
Unit 2 Assessment: Interpersonal Speaking

Learning Targets
I can ask and answer questions about transportation.
I can ask questions to get information while traveling.
I can express my reactions and emotions to others about my travels.
I can ask and answer questions about basic travel needs (directions, supplies, food).
I can solve simple problems I encounter while traveling.

Proficiency Goal

Scenario 1 - Student A
You work at a hotel as a Russian-speaking assistant to the concierge. A traveler from Belarus has arrived and has some questions and needs your help. Be prepared to help with:

- The traveler is missing something or needs help with his/her room. Give the help requested.
- Help the traveler by explaining airport transportation options for his/her departure.
- The traveler is very talkative and interested in what they should see, where they should eat, etc. Answer any questions the traveler has for you. Make sure you can give directions how to get to the places.

Make sure you display the Southern Hospitality and give as much help as you can (map, weather, landmarks, traffic, etc.)
Learning Targets

I can ask and answer questions about transportation.
I can ask questions to get information while traveling.
I can express my reactions and emotions to others about my travels.
I can ask and answer questions about basic travel needs (directions, supplies, food).
I can solve simple problems I encounter while traveling.

Proficiency Goal

Scenario 1 - Student B

You are a traveler from Belarus. You got to your room and something was not right, so you go to the concierge for help. Ask for help and information:

- Something is missing from or wrong with your room, so you explain the problem and ask for help to resolve the problem.
- While you are talking to the concierge you decide to ask about transportation options to the airport.
- Ask for information about where you should eat, shop, and visit while in town.

Planning/Outline

__________________________________________________________________________________________________________________________________________________________
## Appendix D

### Русский язык 2

### Unit 2 Assessment: CHOICE BOARD

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You</strong> have been learning to talk about vacations and travel in class. You are being asked to present your favorite vacation experience to your classmates. You will present 3-5 minutes to tell your classmates about your vacation. You will want to be sure to include:</td>
<td></td>
</tr>
<tr>
<td>- What did you do while you were on vacation?</td>
<td></td>
</tr>
<tr>
<td>- What famous places, museums, parks, stores, etc. did you visit?</td>
<td></td>
</tr>
<tr>
<td>- What fabulous souvenirs did you purchase?</td>
<td></td>
</tr>
<tr>
<td>- What restaurants did you visit and what did you eat there?</td>
<td></td>
</tr>
<tr>
<td>- What happened on the trip that makes it memorable?</td>
<td></td>
</tr>
<tr>
<td>- You may bring photographs or other visuals to help support your presentation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2</th>
<th>Presentational Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A large tour company is sponsoring a video contest for students who would like to win a dream vacation. A requirement to enter the competition is producing a video describing your own dream vacation in Russian. You decide to enter because your parents won’t pay for you to go on any trip, but you really want to go to Saint-Petersburg, Russia to practice your new language skills and to soak up the local culture. In your video, you will want to be sure to include:</strong></td>
<td></td>
</tr>
<tr>
<td>- What would you do on your dream vacation?</td>
<td></td>
</tr>
<tr>
<td>- What famous places, museums, parks, stores, etc. would you visit in St-Petersburg?</td>
<td></td>
</tr>
<tr>
<td>- What fabulous souvenirs would you purchase?</td>
<td></td>
</tr>
<tr>
<td>- What restaurants do you want to visit and what do you want to eat there?</td>
<td></td>
</tr>
<tr>
<td>Think creatively and include any other information you believe will get your video noticed by the judges.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 3</th>
<th>Presentational Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>City of Atlanta</strong> is trying to increase its relationship with sister cities around the world. Because of your expertise, they have asked for your help to write a letter to the Chamber of Commerce in a Russian-speaking city to convince city officials that they should establish a sister city relationship with the city of Atlanta/Cumming. In your letter, be sure to include the following information:**</td>
<td></td>
</tr>
<tr>
<td>- The reason you are writing the letter.</td>
<td></td>
</tr>
<tr>
<td>- A comparison of the targeted city and Atlanta/Cumming.</td>
<td></td>
</tr>
<tr>
<td>- What does Atlanta/Cumming have to offer a potential sister city?</td>
<td></td>
</tr>
<tr>
<td>- What does the potential sister city have to offer Atlanta/Cumming?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 4</th>
<th>Presentational Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You</strong> and your classmates have been trying to convince your Russian teacher to arrange an international travel experience for you. You decide to do some research about a place you want him/her to take you and your classmates. Since you really want to convince your teacher to go, you decide to tell him/her what a great learning experience it would be to visit the place you have chosen. You will want to be sure to include:**</td>
<td></td>
</tr>
<tr>
<td>- Why this would be a good place to go.</td>
<td></td>
</tr>
<tr>
<td>- What famous places, museums, parks, stores, etc. you could visit.</td>
<td></td>
</tr>
<tr>
<td>- What restaurants you might visit and what you would want to eat there.</td>
<td></td>
</tr>
<tr>
<td>- How could this trip help improve your Russian proficiency?</td>
<td></td>
</tr>
<tr>
<td>Be sure to include any other information you believe will convince your teacher to set up the trip.</td>
<td></td>
</tr>
</tbody>
</table>
Здравствуйте Николай,
Мой арифметики и я хочу путешествовать в Иркутск потому что это будет отличный опыт ездить на Транс-Сибирский железнодорожный путь. Мы планируем ехать не самостоятельно в Новосибирск. После посещения в Новосибирске мы едем на поезде в Иркутск. В Иркутске есть много интересных ресторанов. В нашем городе есть много уникальных мест. В Иркутске мы можем посетить историко-культурный центр. Мы на поезде мы будем пробовать новую еду и видим новые места. От Новосибирска до Иркутска мы можем увидеть много красивых пейзажей. Отдых в Иркутске мы можем пить воду и посетить рестораны. Этот опыт будет детям и нам не забыть kịch. Русский язык и культурный опыт. Мы будем посещать в Новосибирск и Москве и посетим различные места. 

Имя

Уважаемая бабушка,

Через вас

Иван
Appendix E
Интерактивная карта города

1. Go to Google maps
2. Type « Nevskiy prospekt 56 Saint Petersburg »
3. Select « street view »

Вот ресторан Токио и магазин сувениры Taste of Russia.
Ты поворачиваешь налево и идёшь по Невскому проспекту.
Ты видишь троллейбус? Какого он цвета?______________________________
Напротив троллейбуса ты видишь парк? Что в парке?_____________________
____________________________________________________________________
Ты идёшь дальше по Невскому проспекту и справа видишь театральную кассу
и ресторан кафе Абрикосовъ. Что находится между ними?___________________
____________________________________________________________________
____________________________________________________________________
Ты поворачиваешь налево и идёшь дальше по Невскому проспекту. Справа
стоит белая маршрутка Комус. Что продают на улице?_____________________
____________________________________________________________________
____________________________________________________________________
Ты поворачиваешь налево и идёшь дальше по Невскому проспекту. Слева ты
видишь Казанский собор. Что находится перед собором?_____________________
____________________________________________________________________
____________________________________________________________________
Как называется банк справа от собора? _________________________________
Напротив Казанского собора находится улица Малая конюшенная. Ты идёшь по
этой улице и что ты видишь? __________________________________________

Now try your own.
● Describe where you start
● Say where you turn (right/left) or go straight
● Describe what you pass by
● Ask where you are

Я стою перед / около / рядом ____________________________.
Я поворачиваю налево / направо и иду по улице ____________________.

Я прохожу мимо ________________________________.

Я иду прямо по улице __________________________

Я поворачиваю направо / налево / на улицу ____________________.

Я прохожу мимо ________________________________.

Где я?

Task 2:

Я стою около Coffee Shop Company.
Я поворачиваю налево и иду по Невскому проспекту.
Я прохожу мимо BABOCHKA boutique.
Я иду прямо по Невскому проспекту.
Я поворачиваю налево на улицу Думская.
Я прохожу в Михайловский сквер.
Что в центре сквера?

Task 3:

Я стою около Компания Зингер.
Я поворачиваю налево и иду по Грибоедова embankment.
Я прохожу мимо Баскин Роббинс.
Я поворачиваю налево на Чебоксарский переулок и потом направо на улицу
Малая Конюшенная.
Я прохожу мимо Мама Рома.
Что справа?
Appendix F

Орёл и решка - украинская познавательная телепрограмма о путешествиях. Премьерные серии были показаны на украинском телеканале «Интер» в 2011 году на русском языке. Шоу популярно в России, Украине, Казахстане, Беларуси и Польше.

Орёл и решка is hosted by two co-hosts. In each episode, the show visits another location in the world for one weekend. One of the hosts (determined by a coin toss) receives a credit card with unlimited credit (in practice, this has been limited to US$30,000 per day), called the Gold Card, while the other has to spend the weekend with US$100 including all expenses. Starting with the second season, the show has hidden a bottle with $100 in each visited location for travelers to find.

http://www.orel-reshka.net/
День первый. Суббота. Подробно опишите что надето этих людях.

1. Ведущий Андрей? (6) ____________________________________________
____________________________________________________________________

2. Ведущая Леся? (4) ________________________________________________
____________________________________________________________________

3. Шофёр в машине Волга _____________________________________________
____________________________________________________________________

4. Музыкант на улице _________________________________________________
____________________________________________________________________

5. Дворецкий _________________________________________________________
____________________________________________________________________

6. Пётр Первый ______________________________________________________
____________________________________________________________________

7. Екатерина Вторая _________________________________________________
____________________________________________________________________

8. Официант в ресторане Фёдор Достоевский __________________________
____________________________________________________________________

9. Повар в кафе Шаверма _____________________________________________
____________________________________________________________________

10. Студент в метро __________________________________________________
____________________________________________________________________

11. Музыкант в квартире _____________________________________________
____________________________________________________________________

День второй. Воскресенье

1. Во что одеты люди на улицах Санкт Петербурга? (31-33 минута)

2. Что хотели запретить в центре Санкт Петербурга (36-37 минута)
Appendix G
Geography Quiz

Remember your geography?
See if you can identify the location of the following geographical place names, using the verb находиться with the correct preposition, followed by the prepositional phrase. In alphabetical order, the places you will need for your answers are:

| Australia | Greece | Russia |
| Argentina | England | Afghanistan |
| Africa | Brazil | Greece |
| California | Canada | China |
| Mexico | Poland | Switzerland |
| China | Japan |

Example: Рим? Рим находится в Италии.
1. Париж
2. Лондон
3. Варшава
4. Река Нил
5. Буенос-Айрес
6. Сидней
7. Торонто
8. Альпы
9. Пекин
10. Озеро Байкал
11. Волгоград
12. Кабул
13. Лос-Анджелес
14. Токио
15. Мехико Сити
16. Амазонка
17. Эверест
18. Афины
Appendix H
Quiz 2

Имя ___________________________   Дата _____________________

**Part 1: Match the following items: (5 points)**

1. запад    А. to enter
2. площадь   Б. square
3. входить   В. west
4. путешествовать  Г. river
5. река    Д. to travel

**Part 2: Translate into English: (15 points)**

1. поворните направо_______________________________________
2. идите прямо______________________________________________
3. арендовать машину__________________________________________
4. идите на север_________________________________________
5. резервировать гостиницу __________________________________________________

**Part 3. Write a dialogue where on person asks for directions and another on provides them (50 points). Be sure to include:**
- an apology
- where something is located
- how to get there
- you need to go/get
- thank you

_______________________________________________________________________________________________________________________
_______________________________________________________________________________________ ________________________________
_______________________________________________________________________________________________________________________
_______________________________________________________________________________________________________ ________________
_______________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________

15
Part 4: Read the directions and answer the questions: (30 points)
Я стою на почте. Я поворачиваю налево на улицу Москва и поворачиваю направо на мост. Я ду на север по улице Вино. Потом я поворачиваю направо на улицу Кремль. Где я?

Я стою в метро. Я иду на запад и поворачиваю на улицу Артём. Потом я иду направо на улицу Россия (не руссия!!!). Затем я поворачиваю налево на улицу Америка. Где я?
Ольга стоит на вокзале. Она поворачивает направо и идёт по улице. Потом она поворачивает налево и ещё раз налево на Больную улицу. Она идёт по Больной улице и потом поворачивает направо на первый перекрёсток. Где Ольга?
Appendix I

Find the hidden picture, circle the object and place the corresponding number for the word in the circle.

Транспорт

1. каное
2. велосипед
3. корабль
4. самолёт
5. лодка
6. воздушный шар
7. грузовик
8. машина (автомобиль)
В весенние каникулы я была в Европе, в Италии, 

1 апреля я села на самолет Атланта – Майами, а потом Майами – Милан. В понедельник я была в милане. Там было холодно. люди были в теплых куртках и пуховиках, даже шуба! В центре города находится большой собор (церковь). Он называется Дуомо. Очень красивый готический стиль архитектуры. Обычно я пью чай, но в Италии надо пить кофе в маленьких чашках. не американо, эспрессо. etc

ВОПРОСЫ:
1. Где я была с 1 по 7 апреля?
2. Какая была погода в Милане?
3. Что находится в центре Милана?
4. Что я пила в Италии?
5. Какой город я люблю больше всего?
6. Что такая Наташа?
7. Почему я не люблю Макдональдс?
8. Сколько стоит билет в театр Ла Скала?
9. Что я купила в аэропорту?
10. Что мы ели в Италии?
Appendix K
Blindfolded in the City Game

Directions:
Turn your classroom into a city with different buildings, landmarks and streets. Suggestions: площадь, театр, банк, кафе, школа, музей, магазин, фонтан, полиция, парк, почта, аэропорт, аптека, река, памятник, мост.

Students partner up in the hallway, pick a card with the location from the hat, and “walk” their partners through the city by giving directions orally. Then using the printout Команды и направления, they giver written directions to their partners and take turns following written direction.
Команды и направления

- Идите прямо по улице ...
- Идите на север, на юг, на запад, на восток
- Поверните направо
- Поверните налево

<table>
<thead>
<tr>
<th>Старт: ты в/рядом с/около</th>
<th>Старт: ты в/рядом с/около</th>
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<td>Иди _______________________</td>
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Стоп, финиш: где ты?

Students take turns giving directions and following them several times. After these activities, we play the Escape Game.
Escape Game

Directions:
Divide the class into “families” of two. In order to escape the room, one family member needs to collect five keys (index cards of different colors) while being blindfolded. The second family member must give verbal directions (call, shout, or scream) to guide the blindfolded one, but has to stay by the wall at all times. 15 index cards are places randomly in the room, and three teams (six students) can play at the same time. The room is loud, but filled with laughter, joy, and Russian.
Appendix L
Student Proficiency Portfolios with Self-Reflections

My students are in the habit of tracking their proficiency levels and reflecting on their own language performance with the help of proficiency portfolios. Every unit, after a performance-assessment has been conducted, the students receive feedback with the rubric, and shade their proficiency level in the following chart:

<table>
<thead>
<tr>
<th></th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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In addition to that, students reflect on their success and challenges, and activities that help them learn.

**Learning Reflection**

**UNIT 1:**
I am proud of:__________________
__________________
I want to improve:__________________
__________________
Activities that helped me learn:__________________
__________________

**UNIT 2:**
I am proud of:__________________
__________________
I want to improve:__________________
__________________
Activities that helped me learn:__________________
__________________

**UNIT 3:**
I am proud of:__________________
__________________
I want to improve:__________________
__________________
Activities that helped me learn:__________________
__________________

**UNIT 4:**
I am proud of:__________________
__________________
I want to improve:__________________
__________________
Activities that helped me learn:__________________
__________________
Samples of Student Progress Reflections

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Learning Reflection

**UNIT 1:**

- I am proud of:
  - fashion
  - show

- I want to improve:
  - my speaking

- Activities that helped me learn:
  - group projects

**UNIT 2:**

- I am proud of:
  - my directions
  - my improvement

- I want to improve:
  - asking for
  - directing
  - past tense

- Activities that helped me learn:
  - Classroom
  - Group activity
  - Further projects

**UNIT 3:**

- I am proud of:
  - my improvement

- I want to improve:
  - my vocabulary
  - speaking

- Activities that helped me learn:
  - the job
  - interview

**UNIT 4:**

- I am proud of:
  - my improvement

- I want to improve:
  - my speaking

- Activities that helped me learn:
  - speaking
  - partner
Shade your proficiency level as measured during the unit performance-assessment.
(You may not be assessed in every mode in every unit.)

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R = Reading  L = Listening  W = Writing  S = Speaking

Learning Reflection

UNIT 1:
I am proud of: Learning I like or clothes.
I want to improve: Remember words colors move.
Activities that helped me learn: Quizlet helped a lot.

UNIT 2:
I am proud of: My learning of direction.
I want to improve: Russian skills.
Activities that helped me learn: Quizlet helped a lot.

UNIT 3:
I am proud of: MV & learning.
I want to improve: Listening skills.
Activities that helped me learn: Quizlet.

UNIT 4:
I am proud of: Clothes.
I want to improve: Russian language.
Activities that helped me learn: Quizlet.
Proficiency Progress

Shade your proficiency level as measured during the unit performance-assessment.
(You may not be assessed in every mode in every unit.)

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<td>L - Listening</td>
<td>W - Writing</td>
<td>S - Speaking</td>
</tr>
</tbody>
</table>

Learning Reflection

UNIT 1:
I am proud of: 
- My presentation
- My ability to interpret directions
I want to improve: 
- My interpersonal speaking
- My fluency of speech
Activities that helped me learn: 
- Improv & Russian speaking

UNIT 2:
I am proud of: 
- My ability to interpret directions
I want to improve: 
- My fluency of speech
Activities that helped me learn: 
- Quiet & practice speaking

UNIT 3:
I am proud of: 
- Ease of Simple Sentences
I want to improve: 
- Articulation
Activities that helped me learn: 
- Quiet & Speaking

UNIT 4:
I am proud of: 
I want to improve: 
Activities that helped me learn: 