

## World Language Unit

<b>Language</b>	Russian
<b>Course/Level</b>	2
<b>Targeted Proficiency Range</b>	Interpretive Reading & Listening - IL, Interpersonal Speaking -NH, Presentational Speaking & Writing -NH
<b>Thematic Unit</b>	How can new experience change us?
<b>Unit Length</b>	9 weeks
<b>Stage 1: Desired Results</b>	
<b>Enduring Understanding(s) / Essential Question(s)</b> (What universal big idea or question is being discussed?)	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?
<b>Learning Targets</b> (What do students need to know and be able to do?)	<ul style="list-style-type: none"> <li>• I can ...talk with someone about my travel and vacation plans.</li> <li>• ...recognize phrases used to talk about vacations.</li> <li>• ... participate in conversations related to travel.</li> <li>• ...recognize and use some expressions related to getting help.</li> <li>• ...exchange some information with others about how to get to places and navigate around city.</li> <li>• ... I can describe in detail where to travel and what to do/see/visit/buy/eat there.</li> <li>• ... I can describe in detail my ideal vacation.</li> <li>• .... I can describe what I did/saw/bought/visited/ate on my vacation or during a school break.</li> </ul>
<b>Benchmarks for the Unit</b> (Or how do you know the students got it? What level of performance is acceptable? Good? Outstanding? Needs improvement?)	Students will be able to... <ul style="list-style-type: none"> <li>• ...make a reservation (restaurant, hotel, tour).</li> <li>• ... give and follow directions on the city map.</li> <li>• ... solve simple problems they encounter while travelling (directions, supplies, food, currency).</li> <li>• ... describe trips they have taken.</li> <li>• ... express preferences and opinions about travel.</li> <li>• ... explain how traveling impacts life.</li> </ul>

<div>Can-do Ladder</div> <div> <div>I can sequence activities for planning and going on a trip.</div> <div>I can describe my travel plans and activities.</div> <div>I can ask and answer questions about plans, events, and directions on a trip.</div> <div>I can express my opinions about different places and cultures.</div> <div>I can retell what I did and saw during my experience in different cities.</div> <div>I can explain why and how my travel experience changed my worldview.</div> </div>			
<b>Standards:</b> Check as many as apply.	<input checked="" type="checkbox"/> 1.1 Interpersonal communication <input checked="" type="checkbox"/> 1.2 Interpretive communication <input checked="" type="checkbox"/> 1.3 Presentational communication <input checked="" type="checkbox"/> 2.1 Cultural practices and perspectives <input checked="" type="checkbox"/> 2.2 Cultural products and perspectives <input checked="" type="checkbox"/> 3.1 Connections to other disciplines <input checked="" type="checkbox"/> 3.2 Acquiring new information <input checked="" type="checkbox"/> 4.1 Language comparisons <input checked="" type="checkbox"/> 4.2 Cultural comparisons		
Functions What can learners do?	Knowledge What context, structure and culture will learners need to show their knowledge?		
Functions	Thematic Context	Grammatical Structure	Cultural Competence
Express preferences and opinions about traveling.  Ask and answer questions about plans and events.  Ask for and follow directions in a city.  Describe a previous trip.  Make a hotel reservation.  Give directions using sequence words.  Solve problems while travelling.  Reflect and report on the benefits of travelling.	<ul style="list-style-type: none"> <li>I can find and use tourist information from city guides, Internet travel site, travel brochures and magazines.</li> <li>I can describe landmarks of different cities (USA and Russian-speaking counties).</li> <li>I can follow directions to a landmark in a city.</li> <li>I can describe experiences of travel.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow directions on the map</li> <li>I can give simple directions both formally and informally.</li> <li>I can describe the appearance and locations of landmarks.</li> <li>I can talk about past experiences where I have visited.</li> <li>I can explain the purpose of travelling.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify main landmarks in Russia and my community (Cumming/Atlanta)</li> <li>I can compare typical transportation methods in Russia and US.</li> <li>I can understand and use 24-hour clock.</li> <li>I can convert USD to ₪ and miles to kilometers and use it to while travelling.</li> <li>I can reflect on how traveling has affected my self-image.</li> </ul>

Stage 2: Assessment Evidence		
Summative Performance Assessments (May be separate or combined)		
Interpretive Listening	Following Directions (see Appendix A)	
Interpretive Reading	Website scavenger Hunt (see Appendix B)	
Interpersonal (spontaneous; person to person)	<u>Option 1</u> Hotel Concierge Skit (see Appendix C)	
	<u>Options 2</u> 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.	
Presentation Speaking (brief up to 5 min)	Giving Directions (see Appendix A) Video Contest (see Appendix D) Past Vacation (see Appendix D)	
Presentation Writing	Sister City (see Appendix D) Letter to your teacher (see Appendix D)	
Formative Assessments (may be separate or combined)		Formative Assessments (may be separate or combined)
<ul style="list-style-type: none"> <li>City Map (see Appendix A)</li> </ul>		<ul style="list-style-type: none"> <li>Geography quiz (see Appendix G)</li> </ul>
<ul style="list-style-type: none"> <li>Google Maps activity (see Appendix E)</li> </ul>		<ul style="list-style-type: none"> <li>Vocabulary Quiz (see Appendix H)</li> </ul>
<ul style="list-style-type: none"> <li>Travel Show Опел или Решка (see Appendix F)</li> </ul>		<ul style="list-style-type: none"> <li>Prespositional Case Quiz</li> </ul>
Stage 3: Learning Activities		
Interpersonal	Interpretive	Presentation
<ul style="list-style-type: none"> <li>Language lab fill in the blank interview</li> </ul>	<ul style="list-style-type: none"> <li>listen to travel stories and put events in order</li> </ul>	<ul style="list-style-type: none"> <li>create and present timeline of a trip to Russia</li> </ul>
<ul style="list-style-type: none"> <li>giving/following directions in the class, with a map, and using Google Maps</li> </ul>	<ul style="list-style-type: none"> <li>read about travel experiences and summarize or answer questions</li> </ul>	<ul style="list-style-type: none"> <li>create an Instagram post New Self Image before and after travel</li> </ul>
<ul style="list-style-type: none"> <li>Language Lab describe a picture, the partner draws it, then compare</li> </ul>	<ul style="list-style-type: none"> <li>research landmarks and places of interest in the target language culture</li> </ul>	<ul style="list-style-type: none"> <li>create a travel brochure</li> </ul>
<ul style="list-style-type: none"> <li>discuss travel plans with a partner/family member</li> </ul>	<ul style="list-style-type: none"> <li>research landmarks and places of interest in your own community (Atlanta, GA)</li> </ul>	<ul style="list-style-type: none"> <li>create a city map, label the landmarks, streets, squares etc. (see Appendix A)</li> </ul>
<ul style="list-style-type: none"> <li>pair share Q&amp;A</li> </ul>	<ul style="list-style-type: none"> <li>read a travel blog</li> </ul>	<ul style="list-style-type: none"> <li>describe a city scene</li> </ul>
Other Learning Activities		
<ul style="list-style-type: none"> <li>Hidden image search, Transport. (see Appendix I)</li> <li>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</li> </ul>		

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)

### **Resources**

- Appendices A-K

## Appendix A

### Русский язык 2

### Unit 2 Assessment: Presentational Speaking & Interpretive Listening

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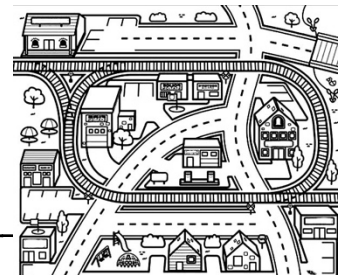
#### Learning Targets

- ☐ 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.

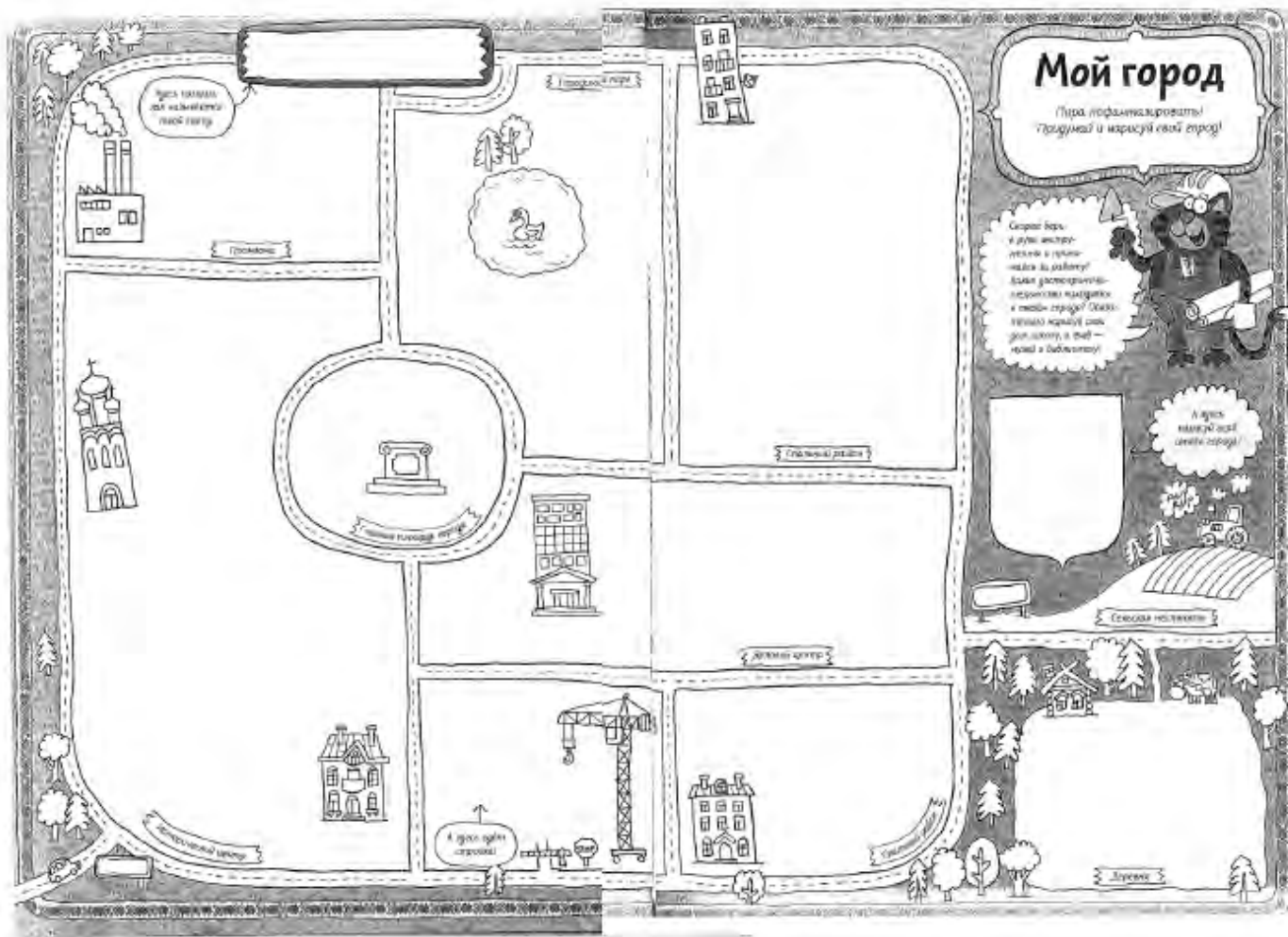


You may use the following expressions:

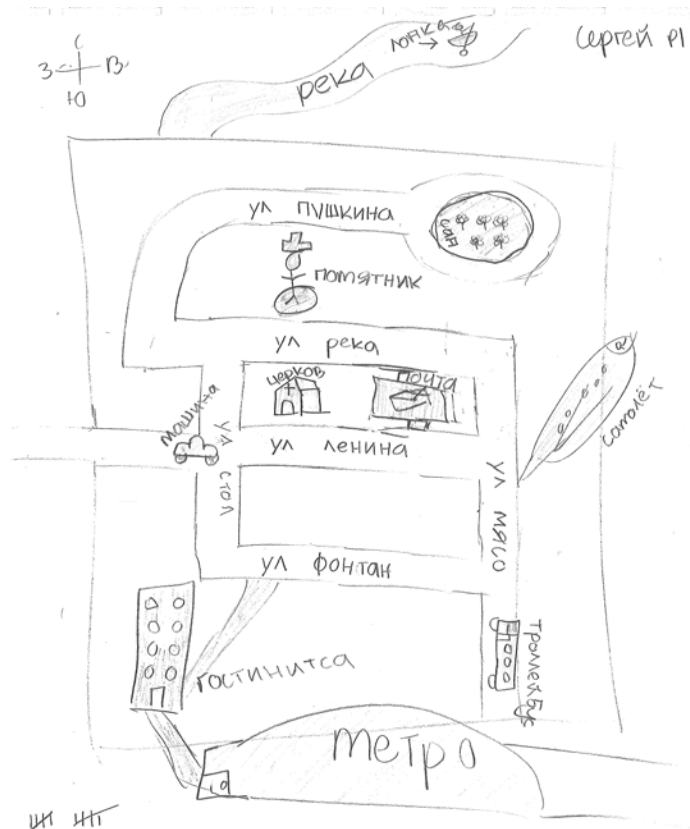
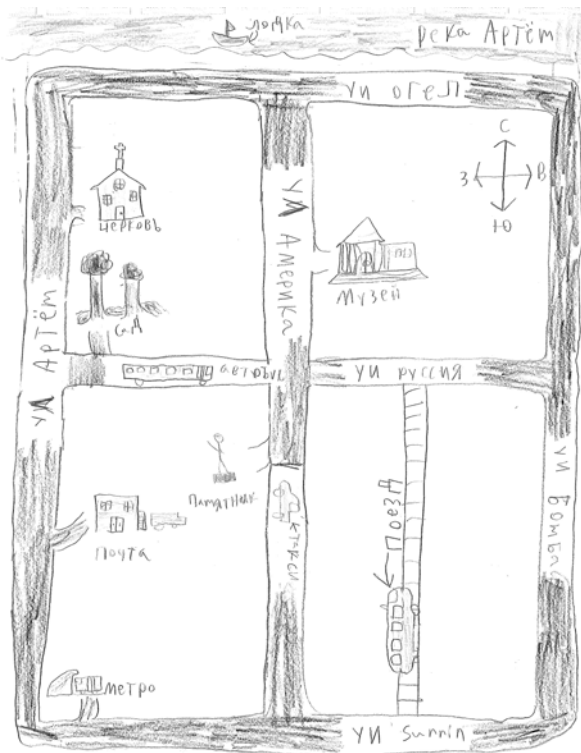
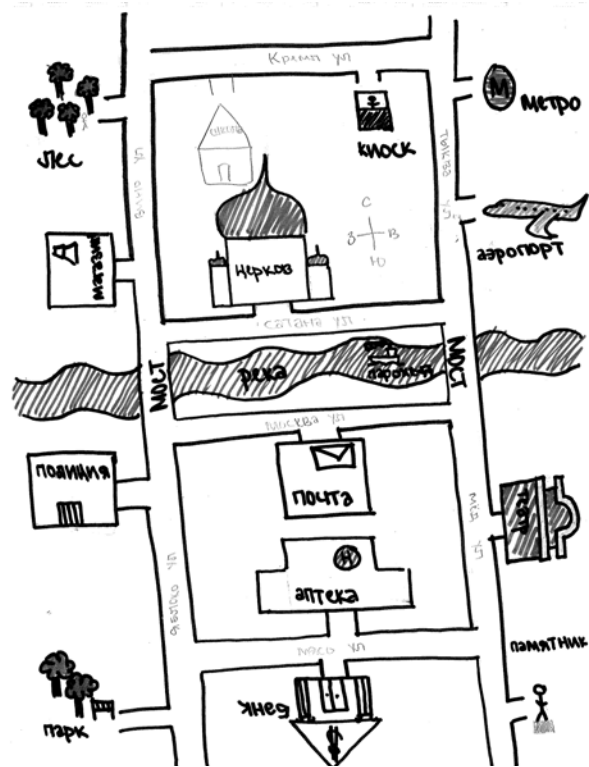
- Ты стоишь перед / около / рядом \_\_\_\_\_
- Поверни налево / направо и иди по улице \_\_\_\_\_.
- Проходи мимо \_\_\_\_\_.
- Иди прямо по улице \_\_\_\_\_
- Поверни направо / налево / на улицу \_\_\_\_\_.
- Где ты? \_\_\_\_\_

## 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

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#### 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](http://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 \_\_\_\_\_
4. Сколько стоит проезд в метро? \_\_\_\_\_ Сколько это в Евро? \_\_\_\_\_ В  
долларах США? \_\_\_\_\_

Now explore the Достопримечательности 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

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#### 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.)

## 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.

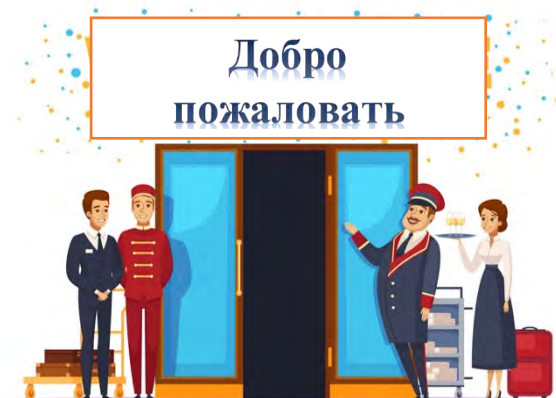
#### Proficiency Goal



#### Scenario 1 - Student 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

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## Appendix D

### Русский язык 2

### Unit 2 Assessment: CHOICE BOARD

<p style="text-align: center;"><b>Option 1</b> <b>Presentational Speaking</b></p> <p>You 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:</p> <ul style="list-style-type: none"> <li>• What did you do while you were on vacation?</li> <li>• What famous places, museums, parks, stores, etc. did you visit?</li> <li>• What fabulous souvenirs did you purchase?</li> <li>• What restaurants did you visit and what did you eat there?</li> <li>• What happened on the trip that makes it memorable?</li> <li>• You may bring photographs or other visuals to help support your presentation.</li> </ul>	<p style="text-align: center;"><b>Option 2</b> <b>Presentational Speaking</b></p> <p>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.</p> <p>In your video, you will want to be sure to include:</p> <ul style="list-style-type: none"> <li>• What would you do on your dream vacation?</li> <li>• What famous places, museums, parks, stores, etc. would you visit in St-Petersburg?</li> <li>• What fabulous souvenirs would you purchase?</li> <li>• What restaurants do you want to visit and what do you want to eat there?</li> </ul> <p>Think creatively and include any other information you believe will get your video noticed by the judges.</p>
<p style="text-align: center;"><b>Option 3</b> <b>Presentational Writing</b></p> <p>City of Atlanta 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.</p> <p>In your letter, be sure to include the following information:</p> <ul style="list-style-type: none"> <li>• The reason you are writing the letter.</li> <li>• A comparison of the targeted city and Atlanta/Cumming.</li> <li>• What does Atlanta/Cumming have to offer a potential sister city?</li> <li>• What does the potential sister city have to offer Atlanta/Cumming?</li> </ul>	<p style="text-align: center;"><b>Option 4</b> <b>Presentational Writing</b></p> <p>You 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.</p> <p>You will want to be sure to include:</p> <ul style="list-style-type: none"> <li>• Why this would be a good place to go.</li> <li>• What famous places, museums, parks, stores, etc. you could visit.</li> <li>• What restaurants you might visit and what you would want to eat there.</li> <li>• How could this trip help improve your Russian proficiency?</li> </ul> <p>Be sure to include any other information you believe will convince your teacher to set up the trip.</p>

## Student Writing Samples

### Option 4

#### Presentational Writing

Здравствуйте ~~мы~~ Юревка!

Санкт-Петербург это хорошо место! Это  
есть большой историей. Это музей тоже  
есть хорошей историей. Я хочу России  
еда. Еда в Санкт-Петербурге это хорошо.  
Мои русский язык лучше хорошо  
потому я слышу русский говориты!

Здравствуйте Мисс Сурин,

Мой друг Юревка и я хотим путешествовать  
в Иркутск потому что это будет отличный опыт  
ездить на Транс-Сибирский железная дорога. Мы  
планируем ехать на самолёте в Москву. После  
посещения в Москве мы едем на поезде в Иркутск.  
В Иркутске есть много маленьких ресторанов. У каждого  
свой уникальный стиль. В Иркутске мы можем посетить  
исторические музеи. Пока на поезде мы будем  
пробовать новую еду и видеть новые места. От  
Москвы до Иркутска мы можем увидеть много  
достопримечательности. Обратным пути мы можем  
остановиться в Санкт-Петербурге. Этот опыт будет  
даст нам много удовольствия как Русский Язык и  
культурный опыт. Мы будем посещать в Москве, в  
Киеве, в Пекине, в Екатеринбург, и увидеть Озеро Байкал.

Всё в одну поездку.

Имя \_\_\_\_\_

Подпись \_\_\_\_\_

Нак

## Appendix E

### Итерактивная 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 Абrikосовъ. 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



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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/>

**Орёл и Решка**  
**Сезон 4, эпизод 1**  
**Санкт Петербург**

**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:

**Австралия**

**Англия**

**Аргентина**

**Афганистан**

**Африка**

**Бразилия**

**Греция**

**Калифорния**

**Канада**

**Китай**

**Мексика**

**Польша**

**Россия**

**Сибирь**

**Тибет**

**Франция**

**Швейцария**

**Япония**

*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          | A. 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. поверните направо \_\_\_\_\_
2. идите прямо \_\_\_\_\_
3. арендовать машину \_\_\_\_\_
4. идите на север \_\_\_\_\_
5. резервировать гостиницу \_\_\_\_\_

#### Part 3. Write a dialogue where one person asks for directions and another one 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



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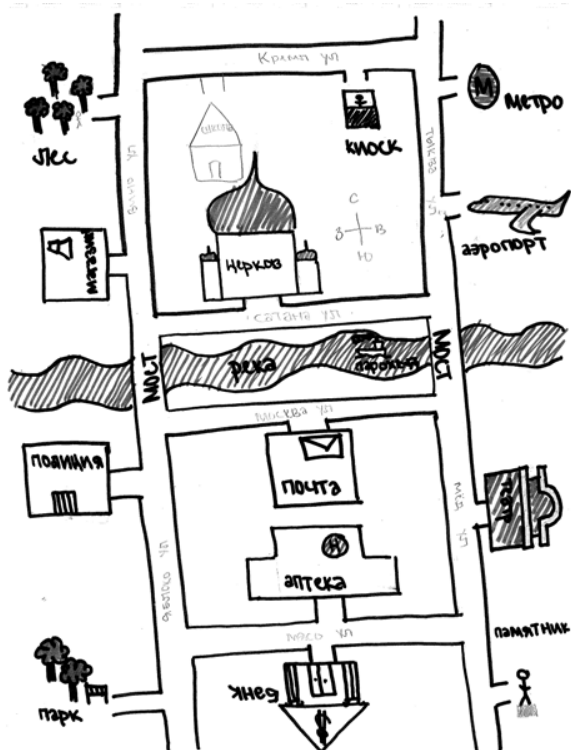
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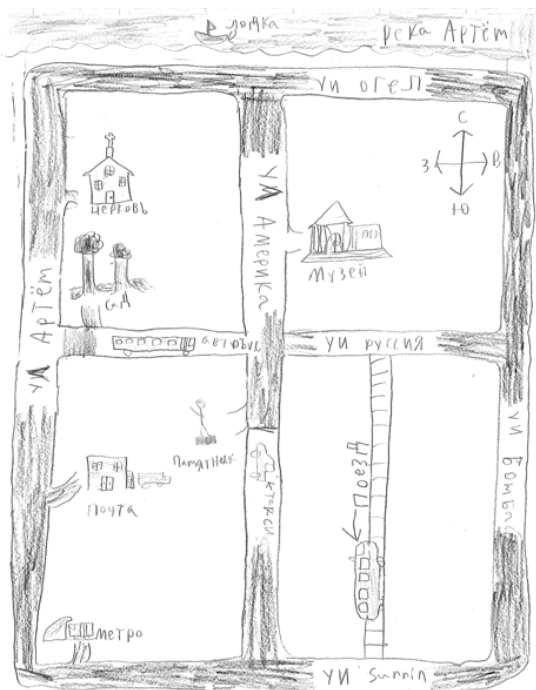
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**Part 4: Read the directions and answer the questions: (30 points)**

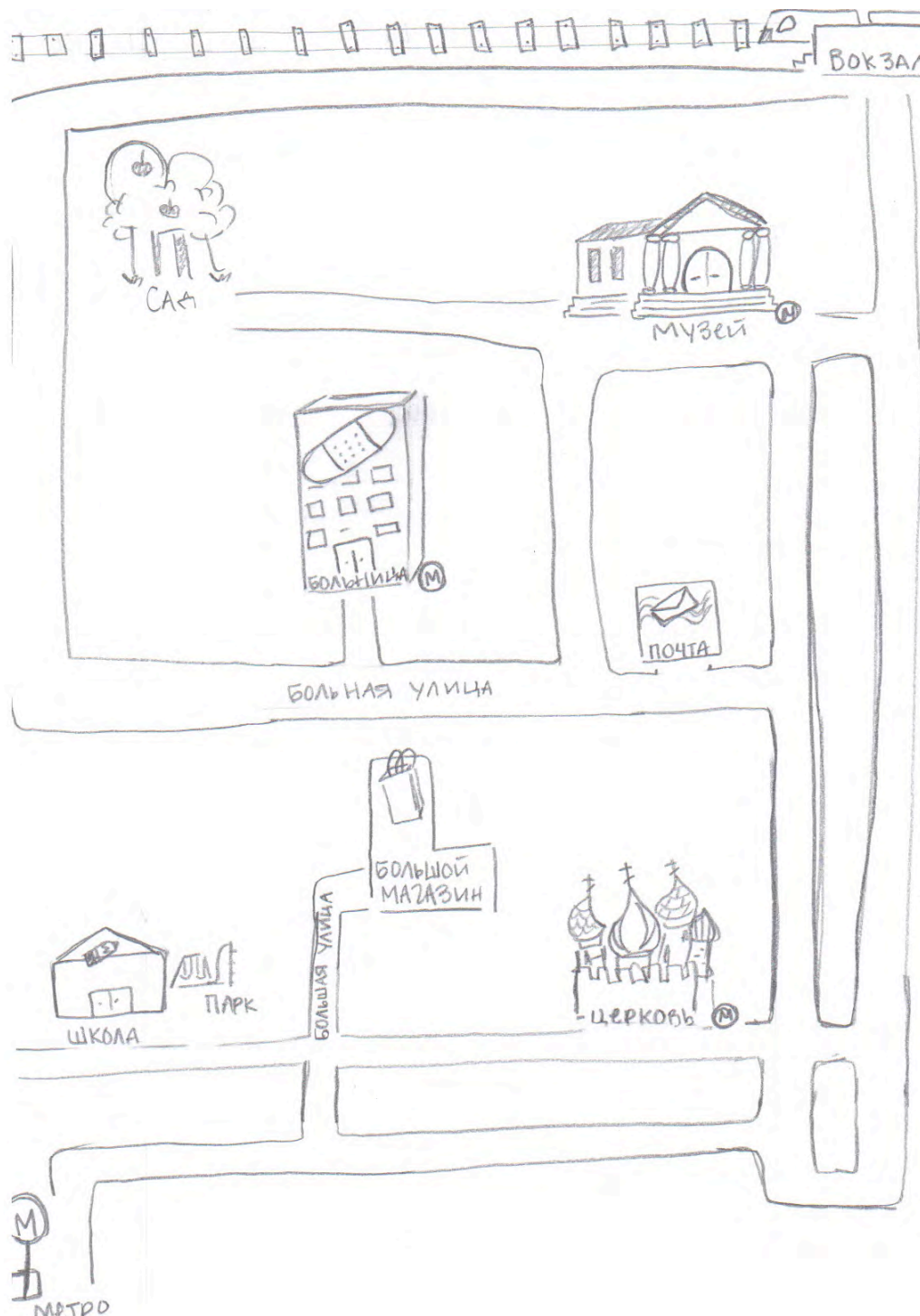
Я стою на почте. Я поворачиваю налево на улицу Москва и поворачиваю направо на мост. Я ду на север по улице Вино. Потом я поворачиваю направо на улицу Кремль. Где я?



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 Большую улицу. Она идёт по Большой 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

3. корабль

5. лодка

7. грузовик

2. велосипед

4. самолёт

6. воздушный шар

8. машина (автомобиль)



## Appendix J Cool Game

В весенние каникулы я была в Европе, в Италии,

Италия



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:

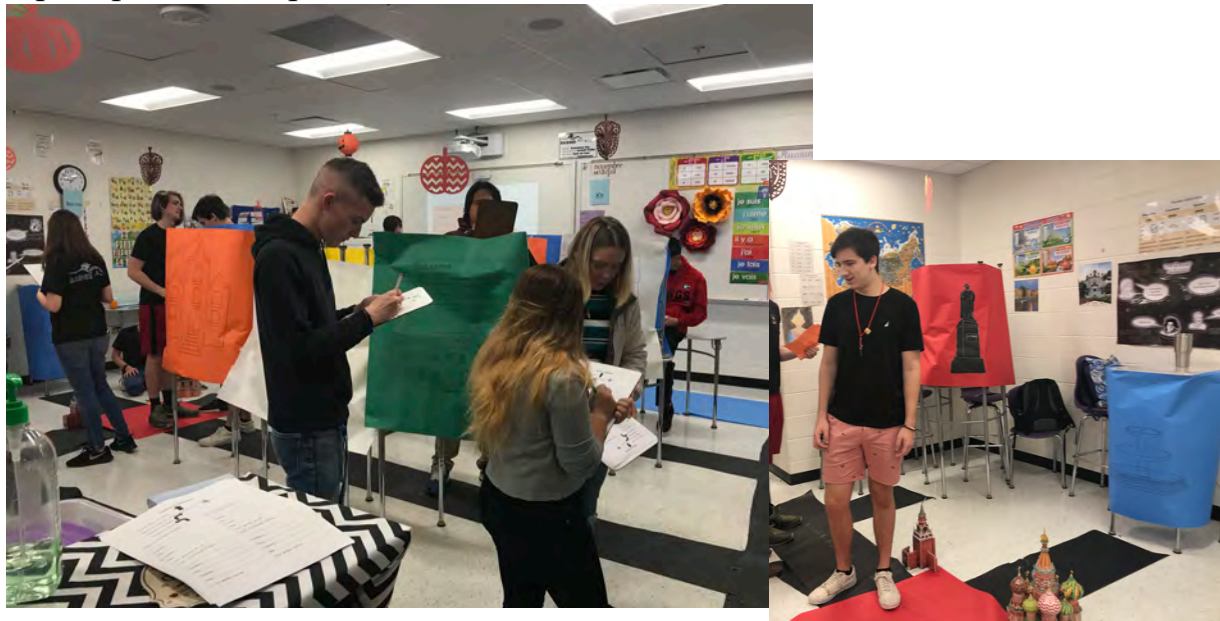
1. Где я была с 1 по 7 апреля?
2. Какая была погода в Милане?
3. Что находится в центре Милана?
4. Что я пила в Италии?
5. Какой город я люблю больше всего?
6. Кто такая Наташа?
7. Почему я не люблю Макдональдс?
8. Сколько стоит билет в театр Ла Скала?
9. Что я купила в аэропорту?
10. Что мы ели в Италии?

## 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 give 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



<p>Старт: ты в/рядом с/около _____.</p> <p>Поверни _____.</p> <p>Иди _____.</p> <p>Поверни _____.</p> <p>Иди _____.</p> <p>Стоп, финиш: где ты?</p>	<p>Старт: ты в/рядом с/около _____.</p> <p>Поверни _____.</p> <p>Иди _____.</p> <p>Поверни _____.</p> <p>Иди _____.</p> <p>Стоп, финиш: где ты?</p>
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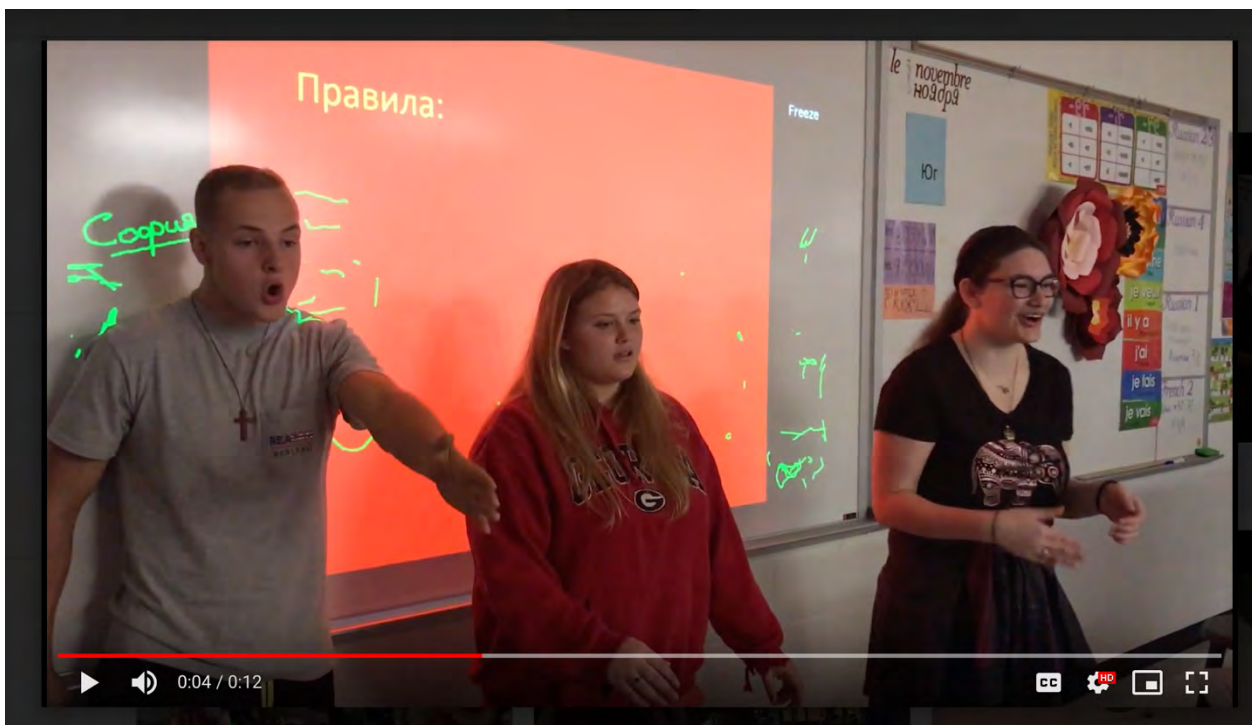
Students take turns giving directions and following them several times.  
After these activities, we play the Escape Game.

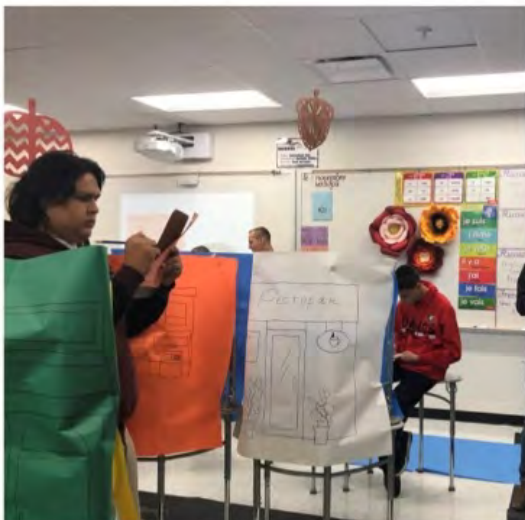


## Escape Game

### 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:

Unit 1						Unit 2						Unit 3						Unit 4							
	Interpretive R	L	Inter- personal	Presentation al	W	S	Interpretive R	L	Inter- personal	Presentation al	W	S	Interpretive R	L	Inter- personal	Presentation al	W	S	Interpretive R	L	Inter- personal	Presentation al	W	S	
Intermediate High																									
Intermediate Mid																									
Intermediate Low																									
Novice High																									
Novice Mid																									
Novice Low																									

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:

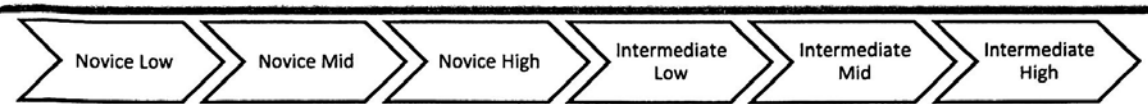
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## Samples of Student Progress Reflections

### Proficiency Progress



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

	Unit 1				Unit 2				Unit 3				Unit 4			
	Interpretive R L	Inter- personal	Presentation W S		Interpretive R L	Inter- personal	Presentation W S		Interpretive R L	Inter- personal	Presentation W S		Interpretive R L	Inter- personal	Presentation W S	
Intermediate High																
Intermediate Mid																
Intermediate Low																
Novice High																
Novice Mid																
Novice Low																

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

### 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

I want to improve:

asking for  
directions,  
past tense

Activities that helped  
me learn:

classroom  
map activity,  
partner 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:

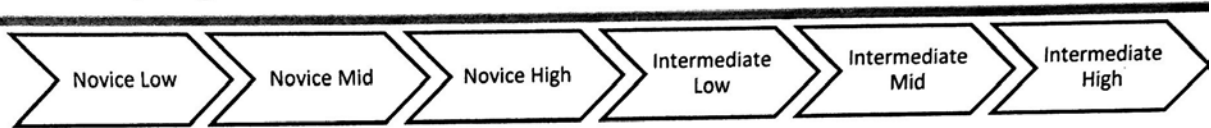
my  
Speaking

Activities that helped  
me learn:

speaking  
w/ partner



## Proficiency Progress



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

	Unit 1					Unit 2					Unit 3					Unit 4				
	Interpretive R	Inter- L	Presentational personal	W	S	Interpretive R	Inter- L	Presentational personal	W	S	Interpretive R	Inter- L	Presentational personal	W	S	Interpretive R	Inter- L	Presentational personal	W	S
Intermediate High																				
Intermediate Mid																				
Intermediate Low																				
Novice High																				
Novice Mid																				
Novice Low																				

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

### Learning Reflection

UNIT 1:

I am proud of:

learning types  
of clothes

I want to improve:

remembering  
colors more

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:

My  
learning

I want to improve:

listening

Activities that helped

me learn:

quizlet

UNIT 4:

I am proud of:

glad to  
be there

I want to improve:

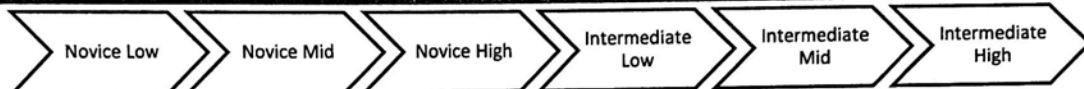
Russian  
language

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.)

	Unit 1					Unit 2					Unit 3					Unit 4				
	Interpretive R L		Inter- Personal personal W S			Interpretive R L		Inter- Personal personal W S			Interpretive R L		Inter- Personal personal W S			Interpretive R L		Inter- Personal personal W S		
Intermediate High																				
Intermediate Mid																				
Intermediate Low																				
Novice High																				
Novice Mid																				
Novice Low																				

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

### Learning Reflection

#### UNIT 1:

I am proud of:

My presentational writing and speaking

I want to improve:

my interpersonal speaking

Activities that helped me learn:

impromptu Russian speaking

#### UNIT 2:

I am proud of:

My ability to interpret directions

I want to improve:

My fluidity of speech

Activities that helped me learn:

Quizlet & practice speaking

#### UNIT 3:

I am proud of:

Ease of Simple Sentences

I want to improve:

Spelling and articulation

Activities that helped me learn:

Quizlet and speaking

#### UNIT 4:

I am proud of:

I want to improve:

Activities that helped me learn: