

How do Stage 1, Stage 2 and Stage 3 of the curriculum development process connect to daily classroom instruction? How do instructors take program learning goals and key performance assessments and use them to develop learning plans and episodes? As instructors unpack the lesson Can-Do Statements by outlining vocabulary and language chunks for each lesson Can-Do Statement with a corresponding check for learning, they complete the bridge from curriculum to learning plan.

LANGUAGE: Russian

GRADES: 6-12

PERFORMANCE TARGET: Novice Mid/High

### Unit Theme: **Personal Identity**

Students will work with the theme of *Identity*. They will work with appropriate texts that portray young Russian teenagers who take on responsibilities while learning life lessons and/or with biographical texts about heroes or important people both at home and within the culture of Russia. Students will explore who they are, where they live, their nationalities, and their heritages. Students will also be able to introduce themselves by giving biographical details and will be able to talk about their interests and activities before discussing the people, places, and things that really matter to them. They will comment on the actions of Russian fictional and historical figures and will make comments about their personalities and characters. They will work together to tell the story of a modern-day hero from a Russian region of their choice. They will take part in a field trip to meet individuals involved in the local community and identify how various individuals are working to create a better community.



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- Presentational -

I can give a presentation about a famous athlete, celebrity, or historical figure.

## Program Can-Do Statement #1

Program Can-Do Statement:  
**I can compare myself with my peers.**



Performance Assessment Task:  
**Students will interview a partner to identify similarities and differences using a personal identity card that student have created. To support their answers students will select images of people, places, things, activities and hobbies that have personal meaning for them.**

Lesson Can-Do	Vocabulary	Checks for Learning
<p><b>I can identify places when they are named in spoken or written text.</b>  <b>Interpretive</b></p>	<ul style="list-style-type: none"> <li>• Я живу..., дом, квартира, комната, этаж, подъезд, большой/маленький, далеко/близко</li> <li>• Я учусь...</li> <li>• Где я живу -</li> <li>• Идите прямо/поверните налево-направо, больниц а/школа/почта/аптека/магазин/театр и т.д.</li> <li>• Город – деревня, столица, большой – маленький, север-юг-запад-восток</li> <li>• Я живу в России, Моя страна..., Я люблю..., знаменитый, Здесь/там есть..., много/мало</li> <li>• Я из...</li> </ul>	<p>Students have personal a personal identity card that includes images of places that have personal meaning for them that they have created. Students match these cards with the places they hear.</p>
<p><b>I can identify activities and hobbies when they are named in spoken or written text.</b>  <b>Interpretive</b></p>	<ul style="list-style-type: none"> <li>• Музыка, музыкальные инструменты, Я играю на..., Моя любимая музыкальная группа..., певец/певица</li> <li>• Я люблю/ не люблю заниматься спортом, мой любимый вид</li> </ul>	<p>Through an interactive activity such as flyswatter, student pairs identify the right activity/hobby after they hear it from either the teacher or their classmates.</p> <p>Students look at the pictures of random rooms of Russian students and identify the hobbies of the owner of the room.</p>

	<p>спорта..., теннис/ футбол/баскетбол /хоккей/борьба и т.д.</p> <ul style="list-style-type: none"> <li>• Играть в видеоигры, Моя любимая видеоигра...</li> <li>• Мой любимый фильм..., Комедия/ драма/ фильм ужасов/телесериа л и т.д.</li> <li>• Мой любимый художник..., Моя любимая картина..., музей, рисовать красками/каранда шами</li> <li>• Я люблю/не люблю читать, Моя любимая книга..., Мой любимый автор...</li> </ul>	
<p><b>I can recognize key details about a person who is being described in a spoken text.</b> <b>Interpretive</b></p>	<ul style="list-style-type: none"> <li>• Высокий/низкий, у меня/у тебя/у него/ у нее, голубые/зеленые/карие/черные глаза, короткие/длинные волосы, светлые/темные/русые/рыжие/черные волосы, я блондин/брюнет, шатен</li> <li>• Мне нравится.../Мне не нравится, Мой любимый..., Я не люблю...</li> <li>• Меня зовут..., Мне ... лет, Я родился (родилась)..., национальность, пол, месяца/дни недели/цифры, счет т.д.</li> </ul>	<p>Teachers give a physical description of a person. Students draw this picture based on the description they hear.</p> <p>Students listen to several recordings with their Russian peers describing themselves and their friends (appearance, character, likes/dislikes). Based on the recordings, Students create drawings and present them to the group.</p>

<p><b>I can recognize key words when listening very simple biographical text.</b></p> <p><b>Interpretive</b></p>	<ul style="list-style-type: none"> <li>Он родился.../ Она родилась..., Ему/ей....лет, Он русский/Она русская и т.д.</li> </ul>	<p>The teacher posts different numbered pictures of people around the room. The teacher describes one of the pictures. Students write on a white board which number picture the teacher is describing.</p>
<p><b>I can ask and answer questions about hobbies and activities to compare likes and dislikes.</b></p> <p><b>Interpersonal</b></p>	<ul style="list-style-type: none"> <li>Ты играешь в.../ Ты занимаешься....?</li> <li>Тебе нравится.... или..., Ты предпочитаешь .... или...?</li> <li>Что ты любишь делать? Чем тебе нравится заниматься? Какое твое любимое занятие?</li> <li>Мне нравится..., Я люблю играть в..., Мое любимое занятие...</li> </ul>	<p>Students survey classmates and make a class bar graph of activities/hobbies that they like and use this information to state which activity the class likes the most.</p> <p>Students are given a bingo card that lists various activities and interests. They then interview their classmates and fill out the card based on their peers' answers. Students try to complete as many categories as possible</p>
<p><b>I can ask and answer questions to share personal information and find out more about another person.</b></p> <p><b>Interpersonal</b></p>	<ul style="list-style-type: none"> <li>Как тебя зовут? Как Вас зовут?</li> <li>Где ты живёшь? Откуда ты?</li> <li>Сколько тебе (Вам) лет? Когда твой (Ваш) День рождения?</li> <li>Меня зовут...</li> <li>Мне... лет, Мой День рождения в...</li> <li>Я родился.../Я родилась...</li> <li>Мне нравится... Я люблю...</li> <li>Я живу в.../ Я из...</li> </ul>	<p>The teacher plays music. Students stand up, students raise their hand up and walk around the room. When music stops, high-five a partner closest to you, and students pair up with that person. Ask and answer these questions.</p> <p>Inside/Outside circle: students move in a circle to music asking each other questions and answering these questions.</p>
<p><b>I can compare how I am different from or similar to another person.</b></p> <p><b>Interpersonal</b></p>	<ul style="list-style-type: none"> <li>Recycle from previous</li> </ul>	<p>Students make a checklist and survey their classmates to find out who share the most/least likes/dislikes with them.</p>
<p><b>Authentic Materials &amp; Resources</b></p>		

- <https://yandex.com/maps/>
- <https://aquatek-filips.livejournal.com/155073.html>

## Program Can-Do Statement #2

Program Can-Do Statement:

**I can ask and answer questions about family, nationality, and heritage.**



Performance Assessment Task:

**Students will be given random pictures of families from the Russian culture. They will imagine that they are part of the family that is pictured. Circulating to determine how their family is similar to and different from other families, students ask each other questions about “their” family without seeing the pictures of the other families. After completing the initial conversations, students will then meet with someone that they believe has a family that is nearly identical to their own and will compare pictures to verify similarities and differences.**

Lesson Can-Do	Vocabulary	Checks for Learning
<p><b>I can identify the family member that is being named.</b></p> <p><b>Interpretive</b></p>	<ul style="list-style-type: none"> <li>• Это семья..</li> <li>• Это мама, папа, сестра, брат, бабушка, дедушка</li> <li>• Члены семьи: мама, папа, сестра, брат, бабушка, дедушка</li> </ul>	<p>Students identify the family members in a photograph with Russian names of a Russian family to their partner.</p>
<p><b>I can identify someone in the family when I hear how they are related to me.</b></p> <p><b>Interpretive</b></p>	<ul style="list-style-type: none"> <li>• мой/моя/моё/мои его/её</li> </ul>	<p>Students each have a whiteboard and marker. The teacher shows another family photograph with names for each member of the family. The teacher states how a person is related to another in the family. Students write down the names of the person being referred to.</p>
<p><b>I can ask and answer questions to identify a family member in a picture.</b></p> <p><b>Interpersonal</b></p>	<ul style="list-style-type: none"> <li>• Кто это?</li> <li>• Это твой/ твоя/ твоё/ твои/</li> <li>• члены семьи)</li> <li>• Нет, это не мой..., это мой...</li> </ul>	<p>Using the same photograph, students now ask and answer questions to each other in pairs to identify the family members.</p>
<p><b>I can select the correct family when the family is described by their activities and hobbies</b></p> <p><b>Interpretive</b></p>	<ul style="list-style-type: none"> <li>• Моя мама любит.../ Моя папа ходит в/на...</li> <li>• Recycle from previous</li> </ul>	<p>Students are given several pictures of different families that show activities various family members enjoy. The teacher reads the description of family members’ likes and dislikes, and students show the picture that matches the description</p>
<p><b>I can identify the nationality/ heritage of a person when it is named or when I hear where a person is from.</b></p>	<ul style="list-style-type: none"> <li>• Национальность</li> <li>• русский, американец/ американка, москвич/ москвичка</li> </ul>	<p>Students listen to interviews in Russian with their peers from the USA and from Russia. They are given a print-out of photos and names of the students that are interviewed. They indicate the nationality/ residence of each students when they hear it.</p>

<b>Interpretive</b>		
<p><b>I can describe a family giving information about nationality, family relationships, activities and hobbies.</b></p> <p><b>Presentational</b></p>	<ul style="list-style-type: none"> <li>• Мы/вы/они, нас/вас/их...</li> <li>• И, а, но</li> <li>• Это семья</li> <li>• У меня в семье...</li> <li>• Мой брат...</li> </ul>	<p>Students make a photo collage or drawing of their family members doing their favorite activities/hobbies, then use the collage or drawing to describe their family to the class.</p>
<p><b>I can ask and answer questions to share information about my family and to find out more about another family.</b></p> <p><b>Interpersonal</b></p>	<ul style="list-style-type: none"> <li>• Сколько человек у тебя в семье?</li> <li>• А у тебя?</li> <li>• Что твой/твоя любит (делать)</li> <li>• О себе – Как тебя зовут? Сколько тебе лет?</li> </ul>	<p>Using the photo collage or drawing, students work with a partner to ask more questions about the family and family members.</p>
<p><b>I can compare my family to another family.</b></p> <p><b>Interpersonal</b></p>	<ul style="list-style-type: none"> <li>• У меня маленькая семья а у него/неё большая.</li> <li>• У меня маленькая семья и у него/неё большая семья.</li> </ul>	<p>With new partners, students use the same photo collage or drawing and ask comparative questions to each other.</p>
<b>Authentic Materials &amp; Resources</b>		
<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=Xv8Pzly90Vk">https://www.youtube.com/watch?v=Xv8Pzly90Vk</a></li> <li>• <a href="https://www.youtube.com/watch?v=i36cZiBDW90">https://www.youtube.com/watch?v=i36cZiBDW90</a></li> <li>• <a href="https://anna-g.livejournal.com/29873.html">https://anna-g.livejournal.com/29873.html</a></li> </ul>		

## Program Can-Do Statement #3

Program Can-Do Statement:

**I can explain my preferences regarding practices in teenage life as well as trending products in my culture and in the target language culture.**



Performance Assessment Task:

**Using native or heritage teenage speakers of Russian (language assistants to the program, children from program staff or others identified in the community) as conversation partners, students will interview a peer to find out what teenage life practices they have in common and which ones are different. After the initial conversations, students summarize their findings comparing similarities and differences between cultures.**

Lesson Can-Do	Vocabulary	Checks for Learning
<p><b>I can recognize who is being described when hearing and/or reading what they are doing.</b></p> <p><b>Interpretive</b></p>	<ul style="list-style-type: none"> <li>школьные кружки, работа летом, летний лагерь</li> <li>Я работаю... Я люблю летний лагерь...</li> </ul>	<p>The teacher prepares a sheet with six pictures of different people doing different actions taught. Each student will have a copy. Based on the teacher's verbal description, students will check the picture that corresponds with the description.</p>
<p><b>I can ask and answer questions about the activity that is being described.</b></p> <p><b>Interpersonal</b></p>	<ul style="list-style-type: none"> <li>Что ты любишь делать после уроков? Чем тебе нравится заниматься? Какое твоё любимое занятие?</li> <li>Ты работаешь? Ты едешь в летний лагерь?</li> <li>Ты отдыхаешь со семьёй?</li> </ul>	<p>Image streaming activity: students stand opposite each other. When prompted by the teacher, they ask each other the questions taught in the lesson. Students rotate after 20 to 30 seconds.</p> <p>Partner around the clock activity: Students are assigned partners using the clock and they find their partner when prompted by the teacher to ask and answer questions. They write their name after answering their partner.</p>
<p><b>I can state cultural preferences for activities based on a visual or a graphic.</b></p> <p><b>Interpretive</b></p>	<ul style="list-style-type: none"> <li>Популярный, знаменитый/неизвестный</li> </ul>	<p>The teacher shows images of different activities and students stand if they agree that the activity is popular in the Russian culture, and remain seated if it is not.</p>
<p><b>I can indicate when and how often others do certain activities.</b></p> <p><b>Interpretive</b></p>	<ul style="list-style-type: none"> <li>Когда? В какие дни? В котором часу ты...?</li> <li>Как часто? Часто, иногда, обычно, никогда не, каждый день, каждый понедельник</li> </ul>	<p>Based on the information provided by the native speaker, the teacher will provide each student with a sheet listing the activities in one column and adverbs of time in the opposite column. Students will match them accordingly.</p>
<p><b>I can ask and answer questions</b></p>	<ul style="list-style-type: none"> <li>Recycle from previous</li> </ul>	<p>Students role play as an interviewer and ask their partners questions using the vocabulary and</p>



<p><b>to find out more about activities I and others do.</b></p> <p>Interpersonal</p>	<ul style="list-style-type: none"> <li>• Ask the reason why</li> </ul>	<p>phrases written on their flashcard. In a bicycle chain students ask three questions to their partner. Students arrange their flashcards in chronological order and ask their partner the things they like to do.</p>
<p><b>I can ask and answer questions to determine which practices are similar and which are different across cultures.</b></p> <p>Interpersonal</p>	<ul style="list-style-type: none"> <li>• Ты работаешь или отдыхаешь летом?</li> <li>• Ты учишься в летней школьной программе или ты в летнем лагере?</li> <li>• Ты занимаешься волонтерством?</li> <li>• Ты работаешь после школы?</li> </ul>	<p>“Find Someone Who” activity: Using their findings, the students go around the room asking their peers questions to find someone who has similar information.</p> <p>Students participate in a Skype session with Russian family. They talk to peers to determine similar and different likes.</p>
<p><b>Authentic Materials &amp; Resources</b></p>		
<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=oMeY-Vfv4Ro">https://www.youtube.com/watch?v=oMeY-Vfv4Ro</a> - informative commercial for a Russian summer camp</li> </ul>		

## Program Can-Do Statement #4

Program Can-Do Statement:

**I can talk about why someone is or is not a hero or leader.**



Performance Assessment Task:

**Students will consider famous or well-known individuals of the target culture and their own. They will look at social media posts, photographs, and/or video-clips of well-known actors, athletes, or other famous people. They will make note of actions or activities of these people and categorize them as examples of talents/heroic acts/leadership. After collecting information, students will have a conversation about a personally selected individual and why he/she is famous or well-known.**

Lesson Can-Do	Vocabulary	Checks for Learning
<p><b>I can agree/disagree that someone is a famous figure based on what I hear/read about their actions or inactions</b></p> <p>Interpretive</p>	<ul style="list-style-type: none"> <li>• трудолюбивый, ленивый, амбициозный итд...</li> <li>• Всегда, никогда, часто, иногда</li> </ul>	<p>Watch a video clip of a well-known personality and identify his/her positive and negative actions.</p>
<p><b>I can connect key personality traits to well-known heroes.</b></p> <p>Interpretive</p>	<ul style="list-style-type: none"> <li>• Сильный, быстрый и т.д.</li> <li>• Добрый, щедрый, злой...</li> </ul>	<p>Students receive a handout with pictures of all of the heroes. The teacher reads description of any hero out loud by number and the students write that number next to the corresponding hero.</p>
<p><b>I can categorize the opinion of someone regarding a hero based on the information they share.</b></p> <p>Interpretive</p>	<ul style="list-style-type: none"> <li>• Recycle from previous</li> </ul>	<p>Pictures of well-known heroes are on the board. The teacher describes each one. Students match the trait with the hero.</p>
<p><b>I can describe a hero in terms of personality.</b></p> <p>Presentational</p>	<ul style="list-style-type: none"> <li>• Recycle from previous</li> </ul>	<p>Big paper/butcher paper activity: students outline their body on the paper and create the hero assigned to them. They present it to their classmates by telling them their hero's positive and negative personalities.</p>
<p><b>I can tell someone what a hero does or doesn't do.</b></p> <p>Interpersonal</p>	<ul style="list-style-type: none"> <li>• Что делает герой...</li> <li>• do Ч то не делает герой...</li> </ul>	<p>Students work with a partner. Each student gets a different hero. Student tells his/her partner what a hero does or does not do.</p>

<p><b>I can share my opinion about why I am or others are heroes.</b></p> <p>Interpersonal</p>	<ul style="list-style-type: none"> <li>• Мой герой...</li> <li>• Мой герой не...</li> </ul>	<p>Inside-outside circle activity: students ask each other questions and answer about the talents they have or skills they do well.</p> <p>Each student gets a superhero picture and answers yes or no questions from classmates until the students can guess who each other are based on adjectives provided.</p>
<p><b>I can exchange simple opinions about why someone is or isn't a hero.</b></p> <p>Interpersonal</p>	<ul style="list-style-type: none"> <li>• Recycle from previous</li> </ul>	<p>Am I a hero? Students have a picture of a hero or non-hero on their backs. They do not know who they are. They walk around and ask classmates questions such as "My hero is..." or "My hero isn't..." until they figure out who they are.</p>
<p><b>Authentic Materials &amp; Resources</b></p>		

## Program Can-Do Statement #5

Program Can-Do Statement:  
**I can present information about my life.**



Performance Assessment Task:  
**Students will create a digital/multimedia presentation that shares key information about themselves. To get to know others in the class, they will share their presentations in small groups or in a gallery walk format. As students learn about their classmates, they will record key information on a chart. They will use that information to create a class composite that can be shared with parents at the end of the program.**

Lesson Can-Do	Vocabulary	Checks for Learning
<b>I can identify biographical information when others are introducing themselves.</b> Interpretive	<ul style="list-style-type: none"> <li>Recycle from previous</li> </ul>	Using white boards, students draw a picture of the biographical information shared by the teacher to illustrate their understanding.
<b>I can recognize how others feel in terms of likes and dislikes.</b> Interpretive	<ul style="list-style-type: none"> <li>Recycle from previous</li> </ul>	Using a graphic organizer, students record their likes and dislikes based on what they hear and see.
<b>I can give information so that others can locate a place.</b> Presentational	<ul style="list-style-type: none"> <li>О себе! ((Меня зовут..., Мне ... лет, Я родился (родилась)..., национальность, мои любимые герои, Я люблю/любимое блюдо, любимый цвет</li> </ul>	Students are divided into small groups. Each member of the group presents to their peers on their biographical information, likes and dislikes.
<b>I can name likes and dislikes and share information on how often I do certain things.</b> Presentational	<ul style="list-style-type: none"> <li>Recycle from previous</li> </ul>	Students create a poster (physical or digital) with pictures of their favorite activities. They identify the activity and say how often they do it and whether or not they like doing it.
<b>I can share simple facts about the students in my class.</b> Presentational	<ul style="list-style-type: none"> <li>Recycle from previous</li> </ul>	After watching poster presentations of classmates, or interviewing classmates, students create a digital presentation showing the biographical information of classmates.
<b>Authentic Materials &amp; Resources</b>		
<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=Fv6Hp2qC0Fs">https://www.youtube.com/watch?v=Fv6Hp2qC0Fs</a></li> </ul>		

## Program Can-Do Statement #6

Program Can-Do Statement:

**I can give a presentation about a famous athlete, celebrity, or historical figure.**



Performance Assessment Task:

**Students will create digital posters that focus on personal heroes. These presentations will include each hero's name, age and nationality, as well as information about her/his personality, biography, and heroic characteristics. Students will then review the presentations created by their classmates and make suggestions for information that can be added. Students will share their personal hero posters in a short presentation at the closing ceremony for the program**

Lesson Can-Do	Vocabulary	Checks for Learning
<b>I can recognize people based on their physical and character traits.</b> Interpretive	<ul style="list-style-type: none"> <li>Recycle from previous</li> </ul>	The teacher places pictures of different well-known individuals with different traits around the room. Students stand next to the right picture after the teacher calls out the trait.
<b>I can recognize key biographical details.</b> Interpretive	<ul style="list-style-type: none"> <li>Recycle from previous</li> </ul>	The teacher places pictures of different well-known individuals with different traits around the room. Students are given different post-it with descriptions of biographical details. They place the post-it on the right picture after they hear the description from the teacher.
<b>I can identify the person being described based on what I read and/or hear</b> Interpretive	<ul style="list-style-type: none"> <li>Recycle from previous</li> </ul>	Students are given a paper of pictures of various celebrities. Students number the pictures accordingly after they hear the descriptions from the teacher.
<b>I can give a simple opinion about a person based on evidence.</b> Presentational	<ul style="list-style-type: none"> <li>Я думаю, что он/она...</li> <li>Я думаю, что он/она не...</li> </ul>	Use the same pictures of well-known individuals around the classroom, students choose an individual to present and share their opinion through a gallery walk. Students stand next to the picture they chose and share their opinion of the person they are presenting. Other students stand with them, listening to the presenter.
<b>I can share a few simple facts about a person.</b> Presentational	<ul style="list-style-type: none"> <li>Recycle from previous</li> </ul>	Students will create an electronic presentation and record themselves speaking about a celebrity they choose. Students present these to the whole class.
<b>Authentic Materials &amp; Resources</b>		

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