


<b>Date:</b> 6/23/2018	<b>Grade Range:</b> HS	<b>Targeted Performance Level:</b> NM	<b>Total Time for this Plan:</b> 180
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### Curriculum Connection

 Watch an overview of this learning plan

#### Program Can-Do Statement & Performance Assessment Task

Copy the specific program Can-Do Statement from the curriculum (stage 1) and performance assessment task (stage 2) that you are working toward in this learning plan.

<p>I can exchange greetings, introductions, and basic personal information in formal and informal situations.</p>		<p>Students will participate in a social mixer with their classmates and Russian-speaking guests. Prior to the event, students will create their own business cards in Russian, based on authentic examples and templates. The goal is to learn more about the classmates and to get to know the guests, in a formal situation of a meet-and-greet event, by exchanging greetings, introductions, basic personal information and, at the end, business cards. To demonstrate that they have gotten to know the guests and each other better, students will summarize what they have learned about one of the guests and one of their classmates and/or to write a short follow-up email to the guest with additional questions and/or additional personal information.</p>
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### Learning Episode #1

 Watch this in Action

**Number of minutes for this episode: 30**

#### Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

I can identify differences in how Russians and Americans present information on business cards (Interpretive)

#### Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

Business card (визитная карточка (визитка)), contact information (last name, first name, patronymic, company, logo, phone, email, website, address); formal vs. informal situations; culturally appropriate ways of presenting one's name and address in formal settings

#### Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

From a list of items, learners will select the items that typically appear on business cards and point to them on an authentic Russian business card

#### Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

1. Learners view an excerpt from an authentic video on business cards; teacher asks what the topic of the video is; is it a formal or informal situation (I do)
2. Learners brainstorm what elements may appear on a business card (I do and We do)
3. Learners read the list of items from which they identify the items that typically appear on a business card; then compare in pairs (We do)
4. Learners name each element of an authentic business card (displayed on a ppt slide) using the vocabulary from #3 (We do and You do)

### Materials Needed

*What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?*

- YouTube link for video on business cards: <https://youtu.be/6KWFkjFtDF4?t=1m12s>
- [Handout with items](#) (for learners to mark the items that typically appear on business cards)
- Image of an authentic business card to display
- Powerpoint Presentation - ([PDF Version](#)), ([PPT Version](#))

## Learning Episode #2

**Number of minutes for this episode: 30**

### Lesson Can-Do Statement

*Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.*

### Vocabulary

*How are culture and/or content part of the language chunks and words that learners will use?*

### Check for Learning

*What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?*

I can identify differences in how Russians and Americans present information on business cards (Interpretive)

Vocabulary related to business cards; cultural differences between business card formats in Russia and in the U.S.

Learners will be able to correct the machine-translated version of a Russian business card into English using their knowledge of cultural differences in formats of business cards in Russia and in the U.S.

### Learning Experiences

*What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.*

1. Teacher presents two authentic business cards—a Russian one and an American one—to learners (I do)
2. In pairs, learners compare the Russian business card to the American business card, circling the differences, and report their findings back to class (We do and You do)
3. Learners are presented with a situation: Mr. Ivanov, a Russian businessman, is flying to the U.S.; it is his first time in an English-speaking country. Thus, he needs his business card translated into English. He runs his Russian card through a machine translation tool. Is the result up to par? Teacher and learners brainstorm what may have gone wrong (We do)
4. Learners help Mr. Ivanov edit the machine-translated version of the card, working individually and/or in pairs (You do)
5. Learners report their results back to class (You do)

### Materials Needed


*What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?*

- [Russian and American authentic business cards for comparison](#)
- [Handouts with Russian and American business cards](#)

## Learning Episode #3

**Number of minutes for this episode: 30**

<b>Lesson Can-Do Statement</b> <i>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i>	<b>Vocabulary</b> <i>How are culture and/or content part of the language chunks and words that learners will use?</i>	<b>Check for Learning</b> <i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i>
I can view authentic Russian business cards and, by interpreting cognates, context, and images, identify which person I should contact re banking, library, college/university, cultural events, etc. (Interpretive)	Vocabulary related to business cards and professions, names of businesses and organizations  Why? - Because	Learners will be able to identify which person or company they should contact in a number of situations that they may run into on their study-abroad trip
<b>Learning Experiences</b> <i>What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.</i>		
<ol style="list-style-type: none"> <li>1. Teacher introduces the situation: You are in Russia doing your study-abroad. Your friend gave you several business cards in case you need help with something; e.g., cell-phone repair, translator for your diploma, etc. (I do)</li> <li>2. Teacher models the activity for Situation 1 and re-enters structures for “Why?” – “Because...” (I do)</li> <li>3. Learners match business cards to appropriate situations; the learners are given more business cards than situations to avoid “and this is the last one left” scenario; then compare results with a partner (We do and You do)</li> <li>4. Learners show the appropriate card for each situation the teacher points to (We do)</li> <li>5. Learners circle and point to the word(s) that helped them match the cards to the situations and use the “because” structure in their responses (You do)</li> </ol>		
<b>Materials Needed</b> <i>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</i>		
<ul style="list-style-type: none"> <li>- <a href="#">PPT to present and model the activity</a></li> <li>- <a href="#">Handouts with situations</a> that reflect experiences possible when studying abroad in the target language country</li> <li>- <a href="#">Authentic business cards to match to the situations</a> (authentic business cards can be found on the Internet)</li> </ul>		

<b>Learning Episode #4</b>  <b>Watch this in Action</b>		<b>Number of minutes for this episode: 30</b>
<b>Lesson Can-Do Statement</b> <i>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i>	<b>Vocabulary</b> <i>How are culture and/or content part of the language chunks and words that learners will use?</i>	<b>Check for Learning</b> <i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i>
I can create my business card in Russian using authentic examples and templates (Presentational)	Vocabulary for business cards and personal information; knowledge of culturally appropriate conventions for Russian business cards	Learners will be able to create their own business card in Russian that they can use in relevant study-abroad situations
<b>Learning Experiences</b> <i>What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.</i>		

1. Teacher presents student business cards to learners (I do)
2. Learners answer teacher's questions about the cards (the person's last name, first name, patronymic; what school the person attends; where s/he lives, etc.) (We do)
3. Learners brainstorm what they can include on their business cards (We do)
4. On Padlet, learners write the information they will include on their cards (name, occupation, contact information, school/college) (We do and You do)
5. Learners start designing their own business cards using templates available in MS Word or other software (You do)
6. Note: Learners finish working on their business cards during their homework time

### Materials Needed

*What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?*

- Student business cards (authentic and/or created by former learners in the past)
- Padlet for the activity; it allows learners to work collaboratively and helps the teacher monitor progress and help when needed
- Laptops; templates for creating business cards

## Learning Episode #5

**Number of minutes for this episode: 30**

### Lesson Can-Do Statement

*Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.*

I can exchange introductions and basic personal information with people who are new to me, e.g., guests (Interpersonal)

### Vocabulary

*How are culture and/or content part of the language chunks and words that learners will use?*

Formal greetings and introductions; cultural conventions for meeting a new person and for exchanging business cards

### Check for Learning

*What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?*

Learners will meet Russian-speaking guests from the community and carry on an introductory dialog with them and with each other while exchanging business cards

### Learning Experiences

*What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.*

1. Teacher models an introductory dialog (formal) with one of the Russian-speaking guests (I do)
2. Teacher models the dialog with one or more students (We do)
3. The mixer begins. Learners go from one guest or student to another and carry on a dialog (meet each other, exchange basic contact information, exchange business cards, and say good-bye in culturally appropriate ways) (You do)
4. Learners thank the guests and sing their favorite target culture song to them (You do)

### Materials Needed

*What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?*

- Russian-speaking guests from the community
- Learners' business cards (printed out)

## Learning Episode #6

**Number of minutes for this episode: 30**

### Lesson Can-Do Statement

*Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.*

### Vocabulary

*How are culture and/or content part of the language chunks and words that learners will use?*

### Check for Learning

*What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?*

<p>I can summarize what I have learned about one of the guests and write him/her a follow-up email (Presentational)</p>	<p>Vocabulary related to introducing a person (his/her name is, s/he is (profession, nationality), now/in general s/he lives in, his/her phone number is, etc.)</p> <p>Vocabulary for culturally appropriate starting and closing lines in an email, vocabulary for thanking and for introducing oneself, vocabulary for simple follow-up questions (depends on guests' backgrounds)</p>	<p>Students will summarize information they learned about one of the guests in an online post and will write a follow-up email to him/her</p>
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### Learning Experiences

*What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.*

1. Teacher models summarizing what s/he learned about one of the guests and what s/he knows about learners (I do)
2. Learners identify appropriate (in this case, formal) forms of greetings, good-byes, thanking someone, and other useful phrases in a list of formal and informal phrases (We do)
3. Learners brainstorm questions they can ask in a follow-up email (We do)
4. Learners summarize what they learned about one of the guests in an online post (You do)
5. Learners write a brief follow-up email to one of the guests; guests will respond (You do)

### Materials Needed

*What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?*

List of formal and informal phrases for greetings, good-byes, introductions, thank-yous, etc.  
 Blog; discussion thread  
 Laptops

## Post-Lesson Reflection

*After implementing this learning plan, consider the following questions while reflecting on the successes and challenges of the lesson:*

- What were the strength of the lesson? Which activities helped to maximize the learning?
- Did all learners meet the goals of the lesson? Why or why not?
- What could you do to improve this learning plan if you address these lesson Can-Do Statements again?