



A COMMUNITY APPROACH TO LEARNING

Unit Title	<b>Routines and Schedules (My School)</b>	Course(s)	Grade 4, Russian, Level: Intermediate Low-Intermediate Mid
Designed by	Ekaterina Grom	Time Frame	6 weeks

### Stage 1- Desired Results

#### **Establish Goals**

Students will focus on exploring school life.

Students will develop their communication skills in the area of speaking, listening, reading and writing.

Students will be able to make connections and comparisons between different school systems and recognize the cultural aspect of each system.

Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others and producing written, oral and visual messages.

#### **Transfer**

***Learners will be able to....***

What kinds of long-term independent accomplishments are desired?

- Learners will be able to communicate effectively with various audiences and purposes while displaying an appropriate cultural understanding
- Learners leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. (<https://www.iste.org/standards/for-students>)

### Meaning

#### **UNDERSTANDINGS**

*Learners will understand that...*

- Schools around the world have similarities and differences.
- The language patterns help me to communicate clearly and to be understood easily.

#### **Essential Questions**

*Learners will keep considering...*

- How do we use language to describe a school day?
- How do we use language to communicate/ inform?
- How is my school day similar or different from the school day in Russian schools?

### Acquisition

*Learners will know...*

- places at school (some - prior knowledge),
- school subjects (some - prior knowledge),
- time, everyday routines (some - prior knowledge),
- new descriptive adjectives, noun\adjectives (prior knowledge),
- prepositional case,

*Learners will be skilled at...*

- understand the main idea of texts related to everyday life and personal interests or studies (reading/listening adds and understand them),
- write on a wide variety of familiar topics (school) using connected sentences,

- conjugation of verbs (some forms in present tense -prior knowledge),
- persuasive language techniques
- build networks and customize their learning environments in ways that support the learning process (<https://www.iste.org/standards/for-students>)

- make presentations on a wide variety of familiar topics (school) using connected sentences
- compare and contrast two different educational systems
- select their preferred media to create and present an advertisement (e.g., PowerPoint, Prezi, iMovie or the other).

### Stage 2- Evidence

#### **PERFORMANCE TASK(S):**

*Learners will show that they understand by evidence of...*

#### **GRASPS Task written in student-friendly language:**

<b>Goal</b>	<i>Your goal is to create an ad about our school that will attract kids and their parents and give necessary information.</i>
<b>Role</b>	<i>You are a script director and an actor in an add.</i>
<b>Audience</b>	<i>Parents and students who are looking for an international school in Moscow.</i>
<b>Situation</b>	<i>AAS Public Relations would like to put an advertisement (short video) about our school made by a student from Elementary School to demonstrate our school through the lens of a student's perspective.</i>
<b>Product</b>	<i>A video ad that will inform new clients (parents and kids) about our school.</i>

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**OTHER EVIDENCE:**

***Learners will show they have achieved Stage 1 goals by demonstrating their understanding through the Six Facets of Understanding...***

<b>Explain</b>	Students watch a various advertisement of Russian schools and get ideas for the content, collect and share ideas of the format of good advertisement.
<b>Interpret</b>	Students interpret the language that is used in advertisements, choose what language structures would be useful. Students have a group discussion “What makes the advertisement attractive to the audience?”
<b>Apply</b>	Students make a list of things, places that they enjoy in school. Students interview the other students to get ideas. Students write the first draft and discuss it with partner.
<b>Have perspective</b>	Students start working on video teaching each other how to record, how to add music and effects to attract the audience attention. Students use the classmates and teachers interviewing for video. Students try different apps to create the add.
<b>Empathize</b>	Students share their knowledge, expertise to improve each other work. Peer-evaluation - the main goal to improve the video (sound, picture, light).
<b>Have self-knowledge</b>	Self-evaluation Setting new goals (ACTFL and ISTE)

### Stage 3- Learning Plan

Time Frame	Learning Events	Progress Monitoring
<u>Week one</u>	Revise and learn new vocabulary and grammar in contexts. Describe schedules, daily activities and interests in school. Converse with others about them (asking and responding to questions). Express what school engagements and places they enjoy and what lessons are challenging.	Listening comprehension Speaking: Interview exchange Writing a questionnaire Reading and revision: Kahoot games
Week two	Learn about Russian educational system  Watch different advertisements IT standards	Writing: make a list of common and different things between two educational systems Listening Comprehension: persuasive language
Week three and four	Writing a draft and taking photos	Google doc
Week five	iMovie training and making videos	videos
Week six	Presentation and self- reflection	Rubrics and self-reflection

**Resources / Materials:**

- Kahoot games, app I-Movie, google do, google forms

