2014 STUDENT Program Curriculum

For step-by-step help in completing this document, please see the accompanying guide.

BASIC PROGRAM INFORMATION

Host Institution:	University of Washington						
Program Title:	**Russian in the Sky and in Outer Space**						
Language(s):	Russian			**Grade(s) of Learners:** K-2, 3-5, 6-8, 9-12	**9-12**		
Heritage Speakers?	**Yes**			**Non-Heritage Speakers?**	**No**		
Program Setting:	*Residential:*	No	*Non-Residential:*	Yes	*Distance/Online Component:*	Yes	Online Component
	Other (please specify):						
Duration:	*Weeks/Days:*	20	*Contact Hours:*	100			
Target Proficiency Level: (by end of program)	Advanced Low			**Target Performance Level(s):** (during and by end of program)	Advanced Low – Advanced Mid		

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

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STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

The STARTALK Student Program, "Russian in the Sky and in Outer Space," is designed for heritage language learners of Russian with Intermediate High level proficiency in the language. The program will develop in these heritage language learner participants academic language skills and social stylistic registers available to educated native speakers by combining knowledge of the most important events of space exploration with that of aircraft design and the language of science and technology. The program consists of two units: "Voyage to Mars" and "Airplanes." The STEM-based lessons will go together with two trips to the Museum of Flight. On the first trip, the students will take part in a communicative role-play, "Voyage to Mars," (Communication: Interpersonal, Connections) at the Challenger Learning Center at the Museum. On the second trip they will participate in the aerodynamics lab, complete an airplane pre-flight check and navigation activities (Communication: Interpretive and Interpersonal, Connections) at the Aviation Learning Center. Interviews with Russian-speaking professionals from Microsoft and Philips will give the students a chance to be immersed in real-life professional communication (Communication: Interpretive and Interpersonal, Cultures, Connections, Communities). Online tools, such as Moodle and LinguaFolio Online will provide weekly additional support for the students and motivate them. At the final integrated performance tasks for summative assessment -- "International Film Festival" *The Sky without Boundaries*, students will demonstrate their progress in developing their language skills by preparing and then making an oral presentation about one particular event of space exploration or airplanes (Communication: Interpretive, Interpersonal, Presentational). The students will have an opportunity to complete the ACTFL AAPPL in the beginning of the program and OPIc (Oral Proficiency Interview computer-based) and WPT (Writing Proficiency Test) at the end of the program.

During elective projects in the afternoon sessions, students' various interests will be further met by a range of projects above and beyond the STEM topics, such as Linguistic, Robotic&Astronomy, and Historical research projects. In order to make an oral presentation

of their findings at the end of the program "conference" in front of their parents, teachers and classmates, the students will have to choose a research topic, explore it through the use of various authentic materials in Russian and create a PowerPoint presentation (Communication: Presentational, Interpretive and Interpersonal, Cultures, Connections, Communities). The elective projects provide a deep cultural context connecting STEM with historical, social, cultural and linguistic content (Communication: Interpersonal, Cultures, Connections, Comparisons, Communities).

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS *Be sure to label the mode and proficiency level of each statement.*	**PROGRAM CAN-DO STATEMENTS** **OR NCSSFL-ACTFL CAN-DO STATEMENTS** *Number the Can-Do statements here and then transfer to Stage 3.*
Interpersonal Communication	**Interpersonal Communication**
I can exchange detailed information related to areas of mutual interest. **Int. H.**	[1] I can exchange with peers detailed information related to technical fields during oral communication on "Be a Pilot for a Day" training at Aviation learning Center at the Museum of Flight **Int. H.**
I can exchange information related to areas of mutual interest**. Int. H.**	[2] I can ask my classmates and answer their questions about my hobby or lifestyle, video games, or sports **Int. H.**
I can use my language to handle a situation that may have a complication. **Int. H.**	[3] I can ask for, follow, and give directions in some complicated situations during math problem solving **Int. H.**
I can express my ideas and opinions when engaged in lengthy conversation. **Adv.L.**	[4] I can express my ideas and opinions when engaged in lengthy discussion about "What to take on the Voyage to Mars"? **Adv.L.**
I can express my ideas and opinions when engaged in lengthy conversation. **Adv.L.**	[5] I can express my ideas and opinions when engaged in lengthy conversation related to my research project topic . **Adv.L.**

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS *Be sure to label the mode and proficiency level of each statement.*	**PROGRAM CAN-DO STATEMENTS** **OR NCSSFL-ACTFL CAN-DO STATEMENTS** *Number the Can-Do statements here and then transfer to Stage 3.*
I can communicate even when unpredictable situations arise in a familiar context. **Adv.L.**	[6] I can communicate even when unpredictable situations arise during the "Voyage to Mars" simulation **Adv.L.**
I can compare and contrast life in different locations and in different times. **Adv.L.**	[7] I can explain how technology has changed our lives while discussing this topic with another. **Adv.L.**
I can exchange general information on topics outside my fields of interest. **Adv.M.**	[8] I can conduct and participate in interviews with Russian-speaking professionals **Adv.M.**
I can exchange general information on topics outside my fields of interest. **Adv.M.**	[9] I can exchange factual information about social questions, such as technical progress and its role in human life during discussion. **Adv.M.**
Interpretive Listening	**Interpretive Listening**
I can understand factual information about everyday life, study-, or work-related topics. **Int. H.**	[10] I can understand factual information about everyday life, study-, or work-related topics while listening to a guest speaker **Int. H.**
I can sometimes understand situations with complicating factors. **Int. H.**	[11] I can understand discussions and interviews with some unexpected details on topics related to Russian history and space exploration presented through documentary films **Int. H.**
I can easily understand straightforward information or interactions. **Int. H.**	[12] I can understand other students' presentations and take some critical notes using rubrics provided. **Int. H.**

NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS *Be sure to label the mode and proficiency level of each statement.*	PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS *Number the Can-Do statements here and then transfer to Stage 3.*
I can understand main ideas and most details on some complicated topics that are presented through media **Adv.L.**	[13] I can understand the main idea and most details on topics related to airplane construction and aerodynamics presented through documentary films **Adv.L.**
I can follow presentations on some unfamiliar topics **Adv.L**	[14] I can follow presentations on some unfamiliar topics when a guest speaker is presenting about his/her professional routine and achievements **Adv.L.**
I can understand accounts of events. **Adv.M.**	[15] I can understand some biographical details of a well- known Russian science and historical figure. **Adv.M.**
I can understand directions and instructions on everyday tasks. **Adv.M.**	[16] I can understand the details when a teacher or peer gives me technical instructions in computer or aerodynamic labs **Adv.M.**
Interpretive Reading	**Interpretive Reading**
I can understand the main idea of and a few supporting facts about famous people and historic events. **Int. H.**	[17] I can understand the main idea and a few supporting facts about famous scientists and scientific discoveries from a summarized description. **Int. H.**
I can follow simple written instructions. **Adv.L.**	[18] I can follow the instructions during "Voyage to Mars" role-play and complete an airplane pre-flight check at the Aviation Learning Center. **Adv.L.**
I can find and use information for practical purposes. **Adv.L.**	[19] I can read and understand articles in nonliterary texts on math, astronomy, historical and linguistic topics **Adv.L.**
I can read texts that compare and contrast information. **Adv.L.**	[20] I can read an article about how technology has changed in the past 20 years. **Adv.L.**
I can follow the general idea and some details of what is written in a variety of stories and autobiographical accounts. **Adv.M.**	[21] I can follow a short autobiography of a guest speaker. **Adv.M.**

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I can understand messages on a wide variety of past, present, and future events. **Adv.M.**	[22] I can understand detailed role descriptions while choosing my role in "Voyage to Mars"role play at the Museum of Flight. **Adv.M.**
Presentational Speaking	**Presentational Speaking**
I can present information on academic and work topics. **Int. H.**	[23] I can provide information on academic and work topics while introducing a guest speaker with clarity and detail. **Int. H.**
I can present information on academic and work topics. **Int. H.**	[24] I can explain a series of steps I had to complete during museum visit reflections. **Int. H.**
I can make a presentation on events, activities, and topics of particular interest. **Int. H.**	[25] I can describe personal interests with clarity and detail when choosing a job (during preparation for the "Voyage to Mars" simulation) **Int. H.**
I can make a presentation on events, activities, and topics of particular interest. **Int. H.**	[26] I can make a presentation on one particular event of space exploration in a formal style. **Int. H.**
I can deliver a short presentation on many social, academic, or work topics with appropriate complexity for my audience **Adv.L.**	[27] I can present findings from research projects and math problem solving **Adv.L.**
I can deliver presentations for a specific audience. **Adv.L.**	[28] I can deliver a presentation to my classmates at the final integrated performance tasks –summative assessments "International Film Festival" *The Sky without Boundaries* **Adv.L**
I can give presentations with ease and detail on a wide variety of topics related to professional interests**. Adv.M.**	[29] I can give a presentation about my elective project studies to an outside audience. **Adv.M.**
Presentational Writing	**Presentational Writing**
I can write about an entertainment or social event. **Int. H.**	[30] I can write a thank you letter to guest speaker and summarize an interview that I had with him or her. **Int. H.**

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I can write about work and career topics. **Int. H.**	[31] I can write a "Voyage to Mars" job application **Int.H.**
I can write about school and academic topics **Int. H.**	[32] I can write brief notes for a multi-media presentation on "International Film Festival" *The Sky without Boundaries* **Int. H.**
I can meet basic school and academic writing needs **Adv.L.**	[33] I can draft and revise an essay or composition about Mars exploration and airplanes **Adv.L.**
I can meet basic school and academic writing needs **Adv.L.**	[34] I can create a PowerPoint presentation and write an abstract about my elective project findings for a conference about my research project topic using style, language, and tone appropriate to the audience and purpose of the presentation **Adv.L.**

You may add additional rows as necessary.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

Scenario for the End of Program Integrated Performance Tasks –Summative Assessments "International Film Festival"
The Sky without Boundaries

First, students will be divided into groups of two or three and given instructions and rubrics for the assessment. Every group will get a short video (with no sound) about one particular event of space exploration or airplanes the students will have become familiar with during the program. Students will have time to prepare and make an oral presentation with many details in a formal style. During the working process, students are supposed to interpret the content of the short videos, discuss it in their groups, find and choose additional information from the collection of texts related to their video topics on Moodle, then develop brief written notes for oral presentation. The students then present their video and report to the entire group. After each presentation, the students will ask and answer questions from the other students, make notes in rubrics judging the other student groups' presentations and express post-activity impressions in short written reflections.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Interpret the content of short videos (with no sound) about space exploration and airplanes; Scan authentic texts: Russian articles, biographies, and technical descriptions related to topics of the short videos in order to find facts related to them; Understand other students' presentations and take some critical notes using rubrics provided.	Discuss with partners the content of the short video and ideas about how to build the "missing narration" sound track; After presentation, ask and answer questions about other students' videos.	Make an oral presentation with many details (narration about one particular event of space exploration or airplanes) in a formal style for the entire group. Express post-activity impressions in short written reflections.

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*	**LANGUAGE, CULTURE, CONTENT** *Learners need to use …*	**MAJOR LEARNING EXPERIENCES & EVIDENCE** *Learners will experience & demonstrate …*
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
Interpersonal Communication		
[1] I can exchange with peers detailed information related to technical fields during oral communication on "Be a Pilot for a Day" training at Aviation learning Center at the Museum of Flight **Int. H.**	The main parts of airplane: *воздушный винт, лопасть винта, воздухозаборник, шасси, капот двигателя, крыло, элерон, закрылок, фюзеляж, руль направления, вертикальный стабилизтор, руль высоты, горизонтальный стабилизатор;* Pre-flight check instructions including imperative verbs: *Осмотрите винт. Убедитесь в отсутствии забоин и других повреждений и в надежности креплений;* *Убедитесь, что отверстие воздухозаборника свободно (чехол снят); Проверьте закрытие пробок топливных баков; Поверните рычаг управления направо – элерон правого крыла должен подняться;* Terms related to navigation: *расчетная высота, истинная скорость, место назначения, запас топлива, расчетная продолжителность полета, позывные пилота, место назначения, курс полета, координаты (широта, долгота)*	The students work in groups in the aerodynamics labs, complete an airplane pre-flight check and navigation activities during "Be a Pilot for a Day" training at Aviation Learning Center at the Museum of Flight.
[2] I can ask my classmates and answer their questions about my hobby or lifestyle,	Express attitude/point of view: verbs *нравиться vs. люблю* and structures associated with them (Nom. vs. Acc. cases); Terms releted to hobby, games, and sport	The students ask and answer each other's questions about hobby or lifestyle during "Getting acquainted" warm up.

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video games, or sports **Int. H.**		
[3] I can ask for, follow, and give directions in some complicated situations during math problem solving **Int. H.**	Math terms: *число, значение, отношение, уравнение, множество, переменная, функция, радиус, диаметр, длина окружности, угол наклона;* Understanding the structure of a math problem genre ("body"-narration and a question): *Определите расстояние; нанесите полученные данные на график, постройте график зависимости, составьте систему уравнений и решите ее, найдите отношение (наклон, угол)*	The students solve math problem and exchange their findings during STEM lessons and astronomy research project.
[4] I can express my ideas and opinions when engaged in lengthy discussion about "What to take on the Voyage to Mars"? **Adv.L.**	Lexical and morpho-syntactic means to say 'think/consider/believe/it seems to me/ from my point of view/from the perspective of': *я думаю, полагаю, считаю; мне кажется, с моей точки зрения; я бы взял*	The students discuss ideas and express opinions when engaged in lengthy discussion about "*What to take on Voyage to Mars?*"
[5] I can express my ideas and opinions when engaged in lengthy conversation related to my research project topic. **Adv.L.**	Lexical and morpho-syntactic means to say 'think/consider/believe/it seems to me/ from my point of view/from the perspective of': *я думаю, полагаю, считаю; мне кажется, с моей точки зрения;* Linguistic terms: *заимствования, значение, определение, употребление, многозначное слово, контекст, дискурс*; Robotic terms: устройство, датчик, электромотор, загрузить, перезагрузить, управление, зарядка, технические характеристики, меню управления; History terms: *социальный слой (крестьянство, пролетариат,*	The students discuss ideas and express opinions to teacher and peers when solving problems in groups and work on elective projects on their own research topics.

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	интеллигенция, буржуазия), социальная напряженность, верховный совет/власть/главнокомандующий, политическая ситуация/строй, внутренняя/внешняя политика, полномочия, государственная независимость	
[6] I can communicate even when unpredictable situations arise during the "Voyage to Mars" simulation. **Adv.L.**	Technical instructions including imperative verbs: *Проверка связи; прием; подожите, пока я занесу данные в бортовой журнал; повторите еще раз;* Spacecraft and mission control realia, such as *бортовой журнал, контрольная панель, камеры, система навигации, система жизнеобеспечения, спускаемый аппарат, зонд*	Two groups of students (Mission Control and Spacecraft) communicate and solve problems when unpredictable situations arise during the "Voyage to Mars" simulation.
[7] I can explain how technology has changed our lives while discussing this topic with another. **Adv.L.**	Expressions describing changes, decrease and increase: влиять на (+Ac.c); *существенно/координально/значительно улучшить/ уменьшить/увеличить/ повысить/удлинить/изменить (+Ac.c);* *изобретение, использование, применение, внедрение* Terms related to physics and technology: *лазер, сверхзвуковая скорость, излучение, скорость света, ультразвук* Terms related to sociology: *население страны/планеты, качество/продолжительность жизни, демографическая ситуация, удовлетворение жизненных потребностей;*	The students discuss a topic in order to be prepared for intervews, then conduct and participate in interviews with Russian-speaking professionals from Microsoft and Philips.
[8] I can conduct and participate in interviews with Russian-speaking	Use appropriate socio-cultural communicative strategies in face-to-face communication:	The students conduct and participate in interviews with Russian-speaking professionals

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professionals. **Adv.M.**	Use the pronominal system correctly based on the socio-cultural implications of the way it operates in Russian; Appropriate word order and intonation based on understanding socio-cultural implications; System of names (first name in official and familiar forms; when to use patronymics, use of emotional suffixes with first names name); neutral and offensive terms of address);	from Microsoft and Philips.
[9] I can exchange factual information about social questions, such as technical progress and its role in human life during discussion. **Adv.M.**	Expressions of changes, decrease and increase: влиять на (+Ac.c); *существенно/координально/значительно улучшить/ уменьшить/увеличить/ повысить/удлинить/изменить (+Ac.c);* *изобретение, использование, применение, внедрение;* Terms related to physics and technology: *лазер, сверхзвуковая скорость, излучение, скорость света, ультразвук;* Terms related to sociology: *население страны/планеты, качество/продолжительность жизни, демографическая ситуация, удовлетворение жизненных потребностей;* Terms related to health: major human body organ systems and their functions	The students answer questions and state their opinion based on factual information about technical progress • while participating in interviews with Russian-speaking professionals from Microsoft and Philips; • after presentation of the end of program integrated performance tasks "International Film Festival" *The Sky without Boundaries* duringduring question -answer sessions; • after presenting their research project findings

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		duringduring question - answer sessions.
Interpretive Listening		
[10] I can understand factual information about everyday life, study-, or work-related topics while listening to a guest speaker**. Int. H.**	Terms related to Russian education system, academic career, and job topics: *закончить институт по специальности <…>; заниматься разработкой проблем <…>; защитить кандидатскую диссертацию, посвященную <…>; автор ряда статей по проблематике <…>;* Knowledge of significant difference between Russian and American systems of education	The students conduct and participate in interviews with Russian-speaking professionals from Microsoft and Philips.
[11] I can understand discussions and interviews with some unexpected details on topics related to Russian history and space exporation presented through documentary films **Int. H.**	Terms related to STEM topics*:* *космонавт, ракета, спутник, космический корабль, орбита, запуск, etc.* Understanding the historical context of space exploration;	The students watch and discuss documentary films about space exporation.
[12] I can understand other students' presentations and take some critical notes using rubrics provided. **Int. H.**	Lexical and morpho-syntactic means to say 'think/consider/believe/it seems to me/ from my point of view/from the perspective of': *я думаю, полагаю, считаю; мне кажется, с моей точки зрения;* Rubrics: *Участие: выступление подготовлено и представлено в равной степени всеми участниками;*	During the end of program integrated performance tasks "International Film Festival" *The Sky without Boundaries*, the students understand other students' presentations and take some critical notes using rubrics

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*	LANGUAGE, CULTURE, CONTENT *Learners need to use …*	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate …*
	Содержание: устное выступление полное, развернутое и соответствует содержанию фильма; *Информативность: выступление не повторяет визуальную информацию, а дополняет ее: дает пояснения, объяснения, факты, даты, данные, имена, события и.т.д.*	provided.
[13] I can understand main idea and most details on topics related to airplane construction and aerodynamics presented through documentary films. **Adv.L.**	Terms related to aerodynamics: *размах крыла, масса, грузоподъемность, ускорители взлета, дозаправка горючим, длинна фюзеляжа, высота, ширина, площадь полезных помещений, длина разбега;* The main parts of an airplane: *воздушный винт, лопасть винта, воздухозаборник, шасси, капот двигателя, крыло, элерон, закрылок, фюзеляж, руль направления, вертикальный стабилизтор, руль высоты, горизонтальный стабилизатор*	The students watch and discuss documentary films about airplanes and airplan construction and building.
[14] I can follow presentations on some unfamiliar topics when a guest speaker is presenting about his/her professional routine and achievments **Adv.L.**	Terms related to Russian education system, academic career, and job topics: *закончить институт по специальности <…>; заниматься разработкой проблем <…>; защитить кандидатскую диссертацию, посвященную <…>; автор ряда статей по проблематике <…>;*	The students listen to and understand Russian-speaking professionals from Microsoft and Philips.
[15] I can understand some biographical details of a well-known Russian science and historical figure. **Adv.M.**	Expressions describing scientist's achievements and their social recognition*: великий русский ученый <…>; его научные интересы распространялись <…>; получить большое общественное признание <…>; выдвинуть смелую идею <…>; разработать принципиально новую схему <…>; сформулировать свою идею <…>; своими работами во многом определить пути развития<…>*	The students watch and discuss movies and documentary films about well-known Russian scienctists and historical figure. The students listen to and understand presentations of

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*	LANGUAGE, CULTURE, CONTENT *Learners need to use …*	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate …*
		Russian-speaking professionals from Microsoft and Philips.
[16] I can understand the details when a teacher or peer gives me technical instructions in computer or aerodynamic labs. **Adv.M.**	The main parts of airplane: *воздушный винт, лопасть винта, воздухозаборник, шасси, капот двигателя, крыло, элерон, закрылок, фюзеляж, руль направления, вертикальный стабилизтор, руль высоты, горизонтальный стабилизатор;* Instructions including imperative verbs: *Осмотрите винт. Убедитесь в отсутствии забоин и других повреждений и в надежности креплений;* *Убедитесь, что отверстие воздухозаборника свободно (чехол снят); Проверьте закрытие пробок топливных баков; Поверните рычаг управления направо – элерон правого крыла должен подняться;* Terms releted to computer science: *открыть файл, загрузить, отформатировать*	The students listen to and follow the oral instructions provided by partners during an airplane pre-flight check at the Aviation Learning Center at the Museum of Flight. The students listen to teacher and follow oral instructions during LingoFolio Online introduction.
Interpretive Reading		
[17] I can understand the main idea and a few supporting facts about famous scientists and scientific discoveries from a summarized description. **Int. H.**	Expressions related to scientific achievements and their social recognition*: великий русский ученый <…>; его научные интересы распространялись <…>; получить большое общественное признание <…>; выдвинуть смелую идею <…>; разработать принципиально новую схему <…>; сформулировать свою идею <…>; своими работами во многом определить пути развития<…>;* Compare objects and express the superiority of one of them over the other: Lexical resources (adjectives and adverbal expressions): *рекордный, совершенный, превосходящий, нигде в мире, впервые, никогда*	The students read for information articles from online and off-line resources about famous scientists and scientific discoveries while preparing for the end of the program task presentation and searching for materials for elective research projects.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*	LANGUAGE, CULTURE, CONTENT *Learners need to use …*	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate …*
	раньше; Grammar forms (adjectives in comparative and superlatives); *весьма совершенный, абсолютно новый, новейший; значительно ниже; наиболее благоприятный*	
[18] I can follow the instructions during "Voyage to Mars" role-play and complete an airplane pre-flight check at the Aviation Learning Center. **Adv.L.**	The main parts of an airplane: *воздушный винт, лопасть винта, воздухозаборник, шасси, капот двигателя, крыло, элерон, закрылок, фюзеляж, руль направления, вертикальный стабилизтор, руль высоты, горизонтальный стабилизатор;* Pre-flight check instructions including imperative verbs: *Осмотрите винт. Убедитесь в отсутствии забоин и других повреждений и в надежности креплений;* *Убедитесь, что отверстие воздухозаборника свободно (чехол снят); Проверьте закрытие пробок топливных баков; Поверните рычаг управления направо – элерон правого крыла должен подняться*	The students read and follow the instructions during "Voyage to Mars" role-play and complete an airplane pre-flight check at the Aviation Learning Center at the Museum of Flight.
[19] I can read and understand articles in nonliterary texts on math, astronomy, historical and linguistic topics **Adv.L.**	Terms related to STEM topics and some specific academic language style, such as express the idea that something exists; Correctly use verbs of existence *быть, существовать* as well as zero form of the verb 'to be' in present tense: *существуют* самолёты с изменяемой геометрией крыла; у самолетов *бывают* различные типы фюзеляжей; все широкофюзеляжные (zero form the verb *'to be'* in present tence***)*** самолёты двухпалубные; Give definition of objects, constructions etc: good repertoire for the verb 'to be': конструкция самолёта *представляет* собой планер;	The students read articles about astronomy, space exploration, technical progress, historical and linguistic topics during STEM and research project lessons.

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	фюзеляж *является* «телом» самолёта; опере́ние –*это* аэродинамические поверхности; оперением *называются* аэродинамические поверхности; Explain that something consists of something: grammar construction Verb + Noun (Gen. with a preposition *из* or Acc. case): Планер самолета *состоит из* фюзеляжа, крыла и хвостового оперения (Gen. with a preposition *из);* поверхность Марса *состоит из* двух контрастных частей*;* планер самолёта *включает (*Acc.*)* фюзеляж, крыло, хвостовое оперение, шасси и гондолы*;* фюзеляж, как правило, бывает *построен из (*Gen. with a preposition *из)* алюминиевых листов; эти планеты-гиганты *образованы из* водорода и гелия; Explain that something is somewhere: Grammar construction of locative + verbs in active and passive forms: *в нём располагаются* кабина экипажа; *на современных самолетах на крыльях* часто *устанавливаются* основные топливные баки; крыло *крепится к* фюзеляжу; в*нутри крыльев установлены* топливные баки; у легких *самолетов* крылевые топливные баки нередко *подвешены* к специальным вертикальным консолям-креплениям; Classify things, facts, events: К оперению обычно *относят* и элероны; пассажирские самолёты *разделяют на* узко- и широкофюзеляжные; большие планеты *подразделяются на* две большие группы;	
[20] I can read an article about how technology has changed in the past 20 years.	Compare objects and express the superiority of one of them over the other: Lexical resources (adjectives and adverbal expressions): *рекордный, совершенный, превосходящий, нигде в мире, впервые, никогда*	The students read articles about space exploration and technical progress during STEM lessons in order to be prepared for

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*	LANGUAGE, CULTURE, CONTENT *Learners need to use …*	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate …*
Adv.L.	*раньше*; Grammar forms (adjectives in comparative and superlatives); *весьма совершенный, абсолютно новый, новейший; значительно ниже; наиболее благоприятный;* Syntactic constructions: *В отличие от* … он был не единственным опытным образцом*;* Его *размеры значительно превосходили размеры и технические характристики; более чем…, превосходящий по (чему?) скорости, превосходящий (чем?) экономичностью* и пр.); Terms related to physics and technology: *лазер, сверхзвуковая скорость, излучение, скорость света, ультразвук*	discussions and intervews with Russian-speaking professionals from Microsoft and Philips
[21] I can follow a short autobiography of a guest speaker. **Adv.M.**	Terms related to Russian education system, academic career, and job topics: *закончить институт по специальности <…>; заниматься разработкой проблем <…>; защитить кандидатскую диссертацию, посвященную <…>; автор ряда статей по проблематике <…>*	The students read a short autobiography of a guest speaker in order to be prepared for the interview and asking questions about his/her professional routine and achievements.
[22] I can understand detailed role descriptions while choosing my role in “Voyage to Mars”role play. **Adv.M.**	The name of “job vacancies”: *навигационная служба, служба информации, запуск зондов, медицинская служба, служба жизнеобеспечения*; Professional qualities and personal characeristics: *устойчивость к стрессу, математические способности, четкая дикция, внимательность, хорошая координация движений и глазомер, умение быстро принимать решения, самостоятельность, хорошие коммуникативные навыки*	The students read and understand detailed role descriptions while choosing their roles in “Voyage to Mars”role play at the Museum of Flight.

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Presentational Speaking		
[23] I can provide information on academic and work topics while introducing a guest speaker with clarity and detail. **Int. H.**	A range of synonymic expressions for introducing people in official way: • *Я рад/счастлив представить вам…* • *Позвольте/разрешите представить вам…* • *Я с удовольствием представляю вам…* • *Сегодня у нас в гостях <…>;* Terms related to Russian education system, academic career and job topics: *закончить институт по специальности <…>; заниматься разработкой проблем <…>; защитить кандидатскую диссертацию, посвященную <…>; автор ряда статей по проблематике <…>;*	The students introduce guest speakers before interviews with Russian-speaking professionals from Microsoft and Philips.
[24] I can explain a series of steps I had to complete during museum visit reflections. **Int. H.**	Expressions of logical structures: *во-первых, во-вторых, далее;* The name of jobs: *навигационная служба, служба информации, запуск зондов, медицинская служба, служба жизнеобеспечения*; Technical instructions including imperative verbs: п*роверка связи; прием; подожите, пока я занесу данные в бортовой журнал; повторите еще раз;* Spacecraft and mission control realia, such as *бортовой журнал, контрольная панель, камеры, система навигации, система жизнеобеспечения, спускаемый аппарат, зонд;*	After participating in a "Voyage to Mars," the students share their experiences from role-play simulation at the Museum of Flight.

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[25] I can describe personal interests with clarity and detail when choosing a job (during preparation for the "Voyage to Mars" simulation). **Int. H.**	Expressions of attitude/point of view: verbs *нравиться vs. люблю* and structures associated with them (Nom. vs. Acc. cases); The name of "job vacancies": *навигационная служба, служба информации, запуск зондов, медицинская служба, служба жизнеобеспечения*; Professional qualities and personal characeristics: *устойчивость к стрессу, математические способности, четкая дикция, внимательность, хорошая координация движений и глазомер, умение быстро принимать решения, самостоятельность, хорошие коммуникативные навыки*	After "submitting" a "Voyage to Mars" job application, the students explain their choice of roles in role-play simulation at the Museum of Flight.
[26] I can make a presentation on one particular event of space exploration in a formal style. **Int. H.**	Essential information: Who? (names and bios); Where? (countries and places); When? (dates); Terms related to STEM topics and astronomy*: спутник, космический корабль, орбита, запуск, etc.* Past, future, and present verb tenses (active/passive): *запустить-запустят-запускают-запустили; будет запущен- запущен-был запущен*	The students make an oral presentation (narration about one particular event of space exploration or airplanes) in a formal style during "The Spase Race" lesson.
[27] I can present findings from research projects and math problem solving **Adv.L.**	Lexical and morpho-syntactic means to say 'think/consider/believe/it seems to me/ from my point of view/from the perspective of': *я думаю, полагаю, считаю; мне кажется, с моей точки зрения;* Logical structure of academic style presentation: introduction, body, and conclusion;	The students present orally with a PowerPoint presentation slides their findings at the end of the program "conference" in front of their parents, teachers and

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*	LANGUAGE, CULTURE, CONTENT *Learners need to use …*	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate …*
	Terms related to math and project topics; Academic style conjunctions: *во-первых, во-вторых, далее, итак, таким образом, следовательно, подводя итоги, делая выводы, как уже было сказано*	classmates.
[28] I can deliver a presentation to my classmates at the final integrated performance tasks –summative assessments "International Film Festival" *The Sky without Boundaries* **Adv.L**	Logical structure of academic style presentation: introduction, body, and conclusion; Academic style conjunctions: *во-первых, во-вторых, далее, итак, таким образом, следовательно, подводя итоги, делая выводы, как уже было сказано*; Appropriate socio-cultural communicative strategies for formal style communication; Terms related to STEM topics and astronomy*: спутник, космический корабль, орбита, запуск, etc.* Aerodynamics and airplane main parts: *размах крыла, масса, грузоподъемность, ускорители взлета, дозаправка горючим, длинна фюзеляжа, высота, ширина, площадь полезных помещений, длина разбега;* Past, future, and present verb tenses (active/passive): *запустить-запустят-запускают-запустили; будет запущен- запущен-был запущен;*	The students make oral presentations with many details (narration about one particular event of space exploration or airplanes) in a formal style for the entire group at the final integrated performance tasks – summative assessments "International Film Festival" *The Sky without Boundaries*.
[29] I can give a presentation about my elective project	Logical structure of academic style presentation: introduction, body, and conclusion;	The students make an oral

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*	LANGUAGE, CULTURE, CONTENT *Learners need to use …*	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate …*
studies to an outside audience. **Adv.M.**	Academic style conjunctions: *во-первых, во-вторых, далее, итак, таким образом, следовательно, подводя итоги, делая выводы, как уже было сказано*; Terms related to project topics; Appropriate socio-cultural communicative strategies for formal style communication.	presentation of their findings from elective research projects at the end of the program "conference" in front of their parents, teachers and classmates,.
Presentational Writing		
[30] I can write a thank you letter to guest speaker and summarize an interview that I had with him or her. **Int. H.**	A simple structure of a thank-you letter: • обратиться (назвать имя); • поблагодарить; • кратко обобщить, что мы узнали нового и интересного из его интервью; • подписаться (в письме); examples of gratitude: • *(Огромное большое) Спасибо Вам за…* • *(Сердечно, от всей души) Благодарим Вас за то, что…* • *Мы (глубоко, сердечно) признательны Вам за…* • *Разрешите/ позвольте поблагодарить Вас за…* *Нам хочется / хотелось бы поблагодарить/ выразить нашу благодарность;* Appropriate socio-cultural communicative strategies for formal style communication.	After interviews, the students write a thank-you letter to guest speakers in MOODLE forum.

PROGRAM CAN-DO STATEMENTS **NCSSFL-ACTFL CAN-DO STATEMENTS** *Learners can …*	**LANGUAGE, CULTURE, CONTENT** *Learners need to use …*	**MAJOR LEARNING EXPERIENCES & EVIDENCE** *Learners will experience & demonstrate …*
[31] I can write a "Voyage to Mars" job application **Int.H.**	The name of "job vacancies": *навигационная служба, служба информации, запуск зондов, медицинская служба, служба жизнеобеспечения*; Expressions of attitude/point of view: verbs *нравиться vs. люблю* and structures associated with them (Nom. vs. Acc. cases); Professional qualities and personal characteristics: *устойчивость к стрессу, математические способности, четкая дикция, внимательность, хорошая координация движений и глазомер, умение быстро принимать решения, самостоятельность, хорошие коммуникативные навыки.*	The students write "Voyage to Mars" job application to choose their roles in role-play simulation at the Museum of Flight.
[32] I can write brief notes for a multi-media presentation on "International Film Festival" *The Sky without Boundaries.* **Int. H.**	Terms related to STEM topics and astronomy*: спутник, космический корабль, орбита, запуск, etc;* Aerodynamics and airplane main parts: *размах крыла, масса, грузоподъемность, ускорители взлета, дозаправка горючим, длинна фюзеляжа, высота, ширина, площадь полезных помещений, длина разбега;* Past, future and present verb tenses (active/passive): *запустить-запустят-запускают-запустили; будет запущен- запущен-был запущен*	After each presentation, the students ask and answer questions from the other students, make notes in rubrics judging the other student groups' presentations and express post-activity impressions in short written reflections.
[33] I can draft and revise an	Academic style conjunctions: *во-первых, во-вторых, далее, итак,*	The students write the first draft,

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essay or composition about Mars exploration and airplanes **Adv.L.**	*таким образом, следовательно, подводя итоги, делая выводы, как уже было сказано*; Terms related to STEM topics and astronomy*: спутник, космический корабль, орбита, запуск, etc.* Aerodynamics and airplane main parts: *размах крыла, масса, грузоподъемность, ускорители взлета, дозаправка горючим, длинна фюзеляжа, высота, ширина, площадь полезных помещений, длина разбега;* Past, future and present verb tenses (active/passive): *запустить-запустят-запускают-запустили; будет запущен- запущен-был запущен;*	peer review, and the second draft of essay about past, future and present of Mars exploration. The students write the first draft, peer review, and the second draft of essay about airplanes and their specifications comparing them in order to find the best model for a certain purpose.
[34] I can create a PowerPoint presentation and write an abstract about my elective project findings for a conference about my research project topic using style, language, and tone appropriate to the audience and purpose of the presentation **Adv.L.**	Logical structure of academic style presentation: introduction, body, and conclusion; Academic style conjunctions: *во-первых, во-вторых, далее, итак, таким образом, следовательно, подводя итоги, делая выводы, как уже было сказано*; Academic style lexical resources and grammar forms; Terms related to project topics.	The students create a PowerPoint presentation in order to present their findings at the end of the program “conference” in front of their parents, teachers and classmates.

You may add additional rows as necessary.

Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Internet resources: articles, pictures, audios and videos:

Voyage to Mars Unit:

1. http://pics.rbc.ru/img/top/2011/04/11/Space-1200x1600.jpg
2. http://ru.wikipedia.org/wiki/Файл:Put_k_zvezdam_prokladyvayut_kommunisty_blok_1964.jpg
3. http://ria.ru/spravka/20100819/266490533.html
4. http://ria.ru/infografika/20101004/282012218.html
5. http://www.thespacerace.com/timeline/
6. http://tvroscosmos.ru/?page=main
7. http://www.belka-i-strelka.ru

Airplanes Unit:

1. http://www.airwar.ru/
2. http://avia.cybernet.name/plane/histos.html
3. http://avia.cybernet.name/term
4. http://ru.wikipedia.org/wiki/%D0%A2%D1%83-144

Linguistic Project:

1 Russian online dictionaries -- http://www.gramota.ru/slovari/dic
2 Russian online dictionaries -- http://slovari.yandex.ru
3 National Corpus of Russian Language -- http://ruscorpora.ru
4 Russian online dictionaries -- http://www.slovari.ru/default.aspx?p=221

Robotic and Astronomy Project:

1 Surdin V.G. Vse o Marse -- https://www.youtube.com/watch?v=I5jgwSwtO4k
2 R.Zubrin. Mars: podpol'e -- https://www.youtube.com/watch?v=fyouzltT7wY
3 PervoRobot NXT. Vvedenie v robototehniku -- www.mindstorms.ru/img/file/8547_Mindstorms.pdf
4 LEGO Mindstorm EV3. Rukovodstvo polzovatel'a LEGO Mindstorm Education -- http://www.lego.com/ru-ru/mindstorms/downloads/user-guides/ru/
5 Poliakov K.Yu. Algoritmy i ispolniteli. Metodicheskie materialy -- www.inf.86sch1-sov.edusite.ru/ekz/algoritm.doc
6 Mars – krasnaya zvezda -- http://galspace.spb.ru/index41.html
7 Kto, kogda i kak sobiraetsya letet' na mars -- http://habrahabr.ru/post/207134/

8 Kolonizatory Marsa zastolbili simpatichnyi holm -- http://www.membrana.ru/particle/453
9 Kolonizaziya Marsa -- http://ru.wikipedia.org/wiki/Колонизация_Марса

Historical Project:

1. Dovlatov, Sergei. Kompromiss pervyi -- http://www.lib.ru/DOWLATOW/kompromiss.txt
2. Mandel'shtam, Osip. Gorets http://ru.wikipedia.org/wiki/%D0%93%D0%BE%D1%80%D0%B5%D1%86_%28%D1%81%D1%82%D0%B8%D1%85%D0%BE%D1%82%D0%B2%D0%BE%D1%80%D0%B5%D0%BD%D0%B8%D0%B5%29Tolstoy, Leo. Alesha gorshok. http://rvb.ru/tolstoy/01text/vol_14/01text/0303.htm
3. Pasternak, Boris. Ozhivshaia freska -- http://slova.org.ru/pasternak/ozhivshajafreskakak/Zoshchenko, Mikail. Bania. http://ostrovok.de/old/classics/zoshchenko/story003.htm
4. Vysotskii, Vladimir. Eh, raz -- http://www.kulichki.com/masha/vysotsky/pesni/v-son-mne-zheltye.html
5. Vysotskii, Vladimir. Authentic audio -- http://www.youtube.com/watch?v=p5ZpiIxHVi8)
6. Shukshin, Vasilii. Srezal --au http://lib.ru/SHUKSHIN/srezal.txt
7. http://ru.wikipedia.org
8. http://www.history-at-russia.ru/
9. http://www.nameofrussia.ru/
10. http://historynotes.ru/
11. http://www.abc-people.com/typework/history/hist2.htm

Textbooks (for references):

1. Rosengrant, Sandra F. *Russian in use : an interactive approach to advanced communicative competence*. Yale University Press, New Haven and London. 2006.
2. Benjamin Rifkin, Olga Kagan, Anna Yatsenko. *Advanced Russian Through History*. Yale University Press, New Haven and London. 2007.

Authentic Russian books:

1. Bokshoi tolkovyi slovar' russkogo yazyka. – SPb: Norint, 1998.
2. Cherepashuk A.M., Surdin A.D. Vselennaia, zhizn', chernye dyry. – Friazino: VEK, 2004.
3. Drozdova O.E. Uroki yazykoznania dlia shkolnikov. Moskva, 2001.
4. Entsiklopediia dlia detei: Tekhnika. Moskva: Avanta+, 2000.
5. Entsiklopediia dlia detei: Russkaia literatura (T.1, T.2). Moskva: Avanta, 1999.

6. Entsiklopediia dlia detei: T.8. Astronomiia. Moskva: Avanta+, 2001.
7. Kolosov D.G. Pervyi shag v robototehniku // Izd."Binom.Laboratoriya znanii", Moskva, 2012, 85 str.
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Posters and authentic realia from Russia displayed in the classroom;

Authentic artifacts at the Museum of Flight;

Educational sources of the Museum of Flight:

1. Communicative role-play, "Voyage to Mars," at the Challenger Learning Center;
2. Aerodynamic labs at the Aviation Learning Center;

Online multimedia MOODLE tutorials, organized around thematic, grammatical, and communicatives topics;

PowerPoint Presentations and handouts for the lessons;

LinguaFolio Online;

Russian films:

1. «Белка и Стрелка» (*Belka and Strelka*), 2011 -- cartoon, based on real facts, CD
2. «День Рождения Алисы» (*Den' Rozdenja Alisy*), 2009 -- cartoon, fiction, based on novel by Kir Bulechov, CD
3. «Космос говорит по-русски» (*Cosmos govorit po-russki*), 2007 -- documentary film about space exploration, http://tvroscosmos.ru/?page=kosmosrus
4. «Увидеть Марс и не сойти с ума» (*Uvidet' Mars i ne sojti s uma*), 2011 -- documentary film about space exploration, http://tvroscosmos.ru/frm/films/mars.php
5. «Битва за сверхзвук - Правда о Ту-144» (Bitva za sverhzvuk) -- documentary film about supersonic airplanes,

http://www.youtube.com/watch?v=8w73qouhz6U&feature=related

6. “Советские игрушки”, Vertov, Dziga. (*Sovetskie igrushki)*, 1924 -- first Soviet cartoon http://www.youtube.com/watch?v=bf1nKUgR78g
7. “Чужой голос”, Ivanov-Vano, Ivan – Mikhalov, Sergei. (*Chuzhoi golos)*, 1949 -- cartoon based on Soviet propaganda http://www.youtube.com/watch?v=r38VDjI-Qqc
8. “Остров”, Khitruk, Fedor (*Ostrov*), 1973 -- philosophical cartoon http://www.youtube.com/watch?v=K4Z5-3Uful0

Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY
9:00-9:40	Communication warm up
9:50-10:50	Interviews or Technology (computer lab) or STEM lessons
11:00-12:00	STEM lessons
12:00-1:00	Lunch
1:00-3:00	Elective projects or movies (on Fridays)

You may add additional rows as necessary.

Thi sis the section I would add that relates the Can-Do Statements and Major Learning Experiences to the Units and Lessons in the program so it's easier to use the Curriculum for Planning. I think I'd actually resort it sothe items from each unit or lesson would come together. Since the Can-Do statements are numbered, it's not difficult to go back and cross-reference them to the details in Stage 3 with all the grammar and language points.

UNIT or LESSON	**MAJOR LEARNING EXPERIENCES & EVIDENCE** *Learners will experience & demonstrate …*	**PROGRAM CAN-DO STATEMENTS** **NCSSFL-ACTFL CAN-DO STATEMENTS** *Learners can …*
	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.	Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.
		Interpersonal Communication
Unit: Pilot for a Day	The students work in groups in the aerodynamics labs, complete an airplane pre-flight check and navigation activities during "Be a Pilot for a Day" training at Aviation Learning Center at the Museum of Flight.	[1] I can exchange with peers detailed information related to technical fields during oral communication on "Be a Pilot for a Day" training at Aviation learning Center at the Museum of Flight **Int. H.**
Lesson: Communications Warm-up	The students ask and answer each other's questions about hobby or lifestyle during "Getting acquainted" warm up.	[2] I can ask my classmates and answer their questions about my hobby or lifestyle, video games, or sports **Int. H.**
Lesson: STEM	The students solve math problem and exchange their findings during STEM lessons and astronomy research project.	[3] I can ask for, follow, and give directions in some complicated situations during math problem solving **Int. H.**
Unit: Voyage to Mars	The students discuss ideas and express opinions when engaged in lengthy discussion about "*What to take on Voyage to Mars?"*	[4] I can express my ideas and opinions when engaged in lengthy discussion about "What to take on the Voyage to Mars"? **Adv.L.**

UNIT or LESSON	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate …*	PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*
Elective Projects	The students discuss ideas and express opinions to teacher and peers when solving problems in groups and work on elective projects on their own research topics.	[5] I can express my ideas and opinions when engaged in lengthy conversation related to my research project topic. **Adv.L.**
Unit: Voyage to Mars	Two groups of students (Mission Control and Spacecraft) communicate and solve problems when unpredictable situations arise during the "Voyage to Mars" simulation.	[6] I can communicate even when unpredictable situations arise during the "Voyage to Mars" simulation. **Adv.L.**
Lesson: Interviews with Professionals	The students discuss a topic in order to be prepared for intervews, then conduct and participate in interviews with Russian-speaking professionals from Microsoft and Philips.	[7] I can explain how technology has changed our lives while discussing this topic with another. **Adv.L.**
Lesson: Interviews with Professionals	The students conduct and participate in interviews with Russian-speaking professionals from Microsoft and Philips.	[8] I can conduct and participate in interviews with Russian-speaking professionals. **Adv.M.**
Lesson: Interviews with Professionals End of Program Integrated Performance Tasks	The students answer questions and state their opinion based on factual information about technical progress • while participating in interviews with Russian-speaking professionals from Microsoft and Philips; • after presentation of the end of program integrated performance tasks "International Film Festival" *The Sky without Boundaries* duringduring question -answer sessions; • after presenting their research project findings duringduring question -answer sessions.	[9] I can exchange factual information about social questions, such as technical progress and its role in human life during discussion. **Adv.M.**

UNIT or LESSON	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate …*	PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*
		Interpretive Listening
Lesson: Interviews with Professionals	The students conduct and participate in interviews with Russian-speaking professionals from Microsoft and Philips.	[10] I can understand factual information about everyday life, study-, or work-related topics while listening to a guest speaker**. Int. H.**
Lesson: STEM	The students watch and discuss documentary films about space exporation.	[11] I can understand discussions and interviews with some unexpected details on topics related to Russian history and space exporation presented through documentary films **Int. H.**
End of Program Integrated Performance Tasks	During the end of program integrated performance tasks "International Film Festival" *The Sky without Boundaries*, the students understand other students' presentations and take some critical notes using rubrics provided.	[12] I can understand other students' presentations and take some critical notes using rubrics provided. **Int. H.**
Lesson: STEM	The students watch and discuss documentary films about airplanes and airplan construction and building.	[13] I can understand main idea and most details on topics related to airplane construction and aerodynamics presented through documentary films. **Adv.L.**
Lesson: Interviews with Professionals	The students listen to and understand Russian-speaking professionals from Microsoft and Philips.	[14] I can follow presentations on some unfamiliar topics when a guest speaker is presenting about his/her professional routine and achievments **Adv.L.**
Lesson: STEM	The students watch and discuss movies and documentary films about well-known Russian scienctists and historical figure.	[15] I can understand some biographical details of a well-known

UNIT or LESSON	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate …*	PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*
Lesson: Interviews with Professionals	The students listen to and understand presentations of Russian-speaking professionals from Microsoft and Philips.	Russian science and historical figure. **Adv.M.**
Unit: Pilot for a Day Lesson: LinguaFolio Online	The students listen to and follow the oral instructions provided by partners during an airplane pre-flight check at the Aviation Learning Center at the Museum of Flight. The students listen to teacher and follow oral instructions during LingoFolio Online introduction.	[16] I can understand the details when a teacher or peer gives me technical instructions in computer or aerodynamic labs. **Adv.M.**
		Interpretive Reading
Elective Projects	The students read for information articles from online and off-line resources about famous scientists and scientific discoveries while preparing for the end of the program task presentation and searching for materials for elective research projects.	[17] I can understand the main idea and a few supporting facts about famous scientists and scientific discoveries from a summarized description. **Int. H.**
Unit: Voyage to Mars	The students read and follow the instructions during "Voyage to Mars" role-play and complete an airplane pre-flight check at the Aviation Learning Center at the Museum of Flight.	[18] I can follow the instructions during "Voyage to Mars" role-play and complete an airplane pre-flight check at the Aviation Learning Center. **Adv.L.**
Lesson: STEM	The students read articles about astronomy, space exploration, technical progress, historical and linguistic topics during STEM and research project lessons.	[19] I can read and understand articles in nonliterary texts on math, astronomy, historical and linguistic topics **Adv.L.**
Lesson: Interviews	The students read articles about space exploration and technical	[20] I can read an article about how technology has changed in the past 20

UNIT or LESSON	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate …*	PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*
with Professionals	progress during STEM lessons in order to be prepared for discussions and intervews with Russian-speaking professionals from Microsoft and Philips	years. **Adv.L.**
Lesson: Interviews with Professionals	The students read a short autobiography of a guest speaker in order to be prepared for the interview and asking questions about his/her professional routine and achievements.	[21] I can follow a short autobiography of a guest speaker. **Adv.M.**
Unit: Voyage to Mars	The students read and understand detailed role descriptions while choosing their roles in "Voyage to Mars"role play at the Museum of Flight.	[22] I can understand detailed role descriptions while choosing my role in "Voyage to Mars"role play. **Adv.M.**
		Presentational Speaking
Lesson: Interviews with Professionals	The students introduce guest speakers before interviews with Russian-speaking professionals from Microsoft and Philips.	[23] I can provide information on academic and work topics while introducing a guest speaker with clarity and detail. **Int. H.**
Unit: Voyage to Mars	After participating in a "Voyage to Mars," the students share their experiences from role-play simulation at the Museum of Flight.	[24] I can explain a series of steps I had to complete during museum visit reflections. **Int. H.**
Unit: Voyage to Mars	After "submitting" a "Voyage to Mars" job application, the students explain their choice of roles in role-play simulation at the Museum of Flight.	[25] I can describe personal interests with clarity and detail when choosing a job (during preparation for the "Voyage to Mars" simulation). **Int. H.**

UNIT or LESSON	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate …*	PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*
Lesson: STEM	The students make an oral presentation (narration about one particular event of space exploration or airplanes) in a formal style during "The Space Race" lesson.	[26] I can make a presentation on one particular event of space exploration in a formal style. **Int. H.**
End of Program Integrated Performance Tasks	The students present orally with a PowerPoint presentation slides their findings at the end of the program "conference" in front of their parents, teachers and classmates.	[27] I can present findings from research projects and math problem solving **Adv.L.**
End of Program Integrated Performance Tasks	The students make oral presentations with many details (narration about one particular event of space exploration or airplanes) in a formal style for the entire group at the final integrated performance tasks –summative assessments "International Film Festival" *The Sky without Boundaries*.	[28] I can deliver a presentation to my classmates at the final integrated performance tasks –summative assessments "International Film Festival" *The Sky without Boundaries* **Adv.L**
End of Program Integrated Performance Tasks	The students make an oral presentation of their findings from elective research projects at the end of the program "conference" in front of their parents, teachers and classmates,.	[29] I can give a presentation about my elective project studies to an outside audience. **Adv.M.**
		Presentational Writing
Lesson: Interviews with Professionals	After interviews, the students write a thank-you letter to guest speakers in MOODLE forum.	[30] I can write a thank you letter to guest speaker and summarize an interview that I had with him or her. **Int. H.**
Unit: Voyage to Mars	The students write "Voyage to Mars" job application to choose their roles in role-play simulation at the Museum of Flight.	[31] I can write a "Voyage to Mars" job application **Int.H.**
End of Program	After each presentation, the students ask and answer questions	[32] I can write brief notes for a multi-

UNIT or LESSON	MAJOR LEARNING EXPERIENCES & EVIDENCE *Learners will experience & demonstrate …*	PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS *Learners can …*
Integrated Performance Tasks	from the other students, make notes in rubrics judging the other student groups' presentations and express post-activity impressions in short written reflections.	media presentation on "International Film Festival" *The Sky without Boundaries.* **Int. H.**
Unit: Voyage to Mars Unit: Pilot for a Day	The students write the first draft, peer review, and the second draft of essay about past, future and present of Mars exploration. The students write the first draft, peer review, and the second draft of essay about airplanes and their specifications comparing them in order to find the best model for a certain purpose.	[33] I can draft and revise an essay or composition about Mars exploration and airplanes **Adv.L.**
End of Program Integrated Performance Tasks	The students create a PowerPoint presentation in order to present their findings at the end of the program "conference" in front of their parents, teachers and classmates.	[34] I can create a PowerPoint presentation and write an abstract about my elective project findings for a conference about my research project topic using style, language, and tone appropriate to the audience and purpose of the presentation **Adv.L.**