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**UNIT PLAN**

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| **Program Theme** | **Russian in the Sky and in Outer Space** |
| **Unit Title/Subtheme** | **Interview with Professionals** |
| **Language** | **Russian** |
| **Heritage Speakers?** | Yes |
| **Target Performance Levels** | Speaking, Listening, Reading: Adv.M.  Writing: Adv.L. |
| **Time Frame** | **July 13 – August 7, 2015** |
| **Unit Objectives** | **Students Can…**  **Interpersonal Communication**   * Conduct and participate in interviews with Russian-speaking professionals. **Adv.M.**   **Interpretive Listening**   * Understand short presentations about education and career while listening to a guest speaker**. Adv.L.** * Follow presentations on some unfamiliar topics when a guest speaker is presenting about his/her professional routine and achievements. **Adv.L.**   **Interpretive Reading**   * Follow a short autobiography of a guest speaker. **Adv.M.**   **Presentational Speaking**   * Provide information on academic and work topics while introducing a guest speaker with clarity and detail. **Int. H.**   **Presentational Writing**   * Write a thank-you-letter to guest speaker and summarize an interview that I had with him or her. **Int. H.**   **Culture, Comparisons**  Recognize differences in Russian and American educational approaches for studying scientific disciplines through interviews with Russian professionals. |

**End of Unit Performance Tasks**

**(How can students demonstrate what they have learned in this unit?)**

**What culminating performance tasks will provide evidence that students have achieved the stated learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks. Students can then upload these tasks to LinguaFolio Online to provide evidence of their progress.**

* **Interpretive tasks require students to receive and comprehend oral or written communication, for example, print, audio-visual material, speech etc.**
* **Interpersonal tasks require direct oral communication between individuals who are in personal contact, or direct written communication between individuals who come into personal contact.**
* **Presentational tasks require students to produce oral or written communication for people with whom there is no immediate person contact**

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| **Interpretive tasks:**   * Listen to and understand guests’ oral presentations about STEM topics; |
| **Interpersonal tasks:**   * Meet, greet and introduce people in formal settings; * During interviews with Russian-speaking professionals from Microsoft, NASA, and Alaska Airline the students ask questions and understand answers about technology, history of aircraft building and aerodynamics; * Begin to use academic language style in discussing STEM topics with peers and a guest speaker; |
| **Presentational tasks:**   * Express post-activity feelings and experiences in written thank-you letters using Moodle. |

**Outline of Unit Lessons**

**(**including classroom and fieldtrip activities, technical hours and interviews)

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| **Date** | **What is the major focus of each lesson for this unit?** | **Amount of time**  **for each lesson** |
| July 16 | *Communication warm up:*  How to introduce yourself and others | 40 min. |
| July 16 | *Lesson:*  How to conduct an Interview | 1 hour |
| July 17 | *Communication warm up:*  How to write a thank-you letter | 40 min. |
| July 17 | *Interview* with Alexandre Tsapin (NASA) | 1 ½ hour |
| July 17 | *Technology:*  Writing a thank-you letter to  Alexandre Tsapin (via MOODLE) | 30 min. |
| July 24 | *Communication warm up*  Preparation for interview | 40 min. |
| July 24 | *Interview* with Nicolai Smolyanskiy (Microsoft) | 1 ½ hour |
| July 24 | *Technology*  Writing a thank-you letter to  Nicolai Smolyanskiy (MOODLE) | 30 min. |
| July 28 | *STEM Lesson:*  Airplanes: Construction and Main Parts | 1 hour |
| July 29 | *Fieldtrip* to Alaska Airlines | 3 hour |
| July 29 | *Technology:*  Thank-you-letter to Roman Frolov (Alaska Airlines) | 30 min. |

**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.

* PowerPoint Presentations and handouts for the lessons;
* Guest speakers’ bios;
* Authentic Russian articles, Internet resources, videos:
* business cards;
* <http://tvkultura.ru/video/show/brand_id/20898/episode_id/1155178/video_id/1117016/viewtype/picture/> -- video lecture by Dr. Oleg Korablev
* magazine *Snob*, articles about Russian celebrities;
* Authentic Boeing 737 artifacts at Alaska Airlines;
* Online multimedia MOODLE tutorials, organized around thematic and communicative topics;
* Russian film: *Moskva Slezam Ne Verit.*
* Interpersonal, Interpretive, and Presentational modes   
  of communication;
* Real-life task
* Preparing students for interviews as a complex genre of communication;
* Content-based communication;
* Academic language style in use
* Thank-you letter (via MOODLE Forum) Increases students sensitivity to cultural norms