



STARTALK LEARNING PLAN

Designing Learning Experiences

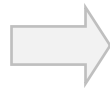
Date: August 2, 2023	Grade Range: 10-12	Targeted Performance Level: Reading, and Speaking: Advanced Mid Russian	Total Time for this Plan: In-person class of 1 hour and 15 minutes
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Curriculum Connection

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.

3.2. Interpretive Reading. I can read article in STEM topics and beyond and understand the main idea and many interesting details from what I have read and answer guiding questions about it



Students will analyze a STEM-related image by describing it and speculating about the depictions in small groups.

Students will summarize and share their readings and discussions on a STEM topic.

Students will read and annotate a text on a STEM topic.

Students will discuss a draft of their project.

2.3. Interpersonal Communication. I can plan with a partner/partners a project product and discuss ideas about effective ways/ methods to develop it.

Learning Episode #1 Warm-up class discussion

Number of minutes for this episode: 10

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?

Presentational Speaking. I can describe an image and present my ideas to the class.

Words describing technology (e.g. технологии, автоматический, кибернетический, андроид, голограмма)
 Words describing Russian realia (e.g. Жигули, девятиэтажка, вебсайт)

Students will respond to teacher’s questions to demonstrate their understanding and command of vocabulary.

“Russian in the Sky and Outer Space”
 Program for High School Heritage Language Learners of Russian at the University of Washington

Phrases for speculation (e.g. мне кажется, вероятно, скорее всего, вряд ли)

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.

Students (Ss) will discuss a futuristic, cyberpunk image as a class to activate their existing vocabulary and their background knowledge, and get the idea of cyberpunk.

First, the teacher (T) asks: “What is cyberpunk?” If necessary, T asks leading questions, such as “Have you seen images that depict future? What can we expect to see in such pictures? Are they usually positive or negative?”

Then T shows one cyberpunk picture by a Russian artist and asks Ss to describe it. Additional questions that T can ask: “What kind of future is shown? What is the mood of the picture? What technologies can you observe in the picture? How have they changed the future world?” T helps Ss with vocabulary, points out and explains the Russian realia.

Materials Needed

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

Slideshow with a prompt and selected image from Instagram accounts of Russian cyberpunk artists:

- <https://www.instagram.com/shvenk/>
- <https://www.instagram.com/bondarts/>
- <https://www.instagram.com/cyberdyansk/>

Learning Episode #2 Focused
 group discussion

Number of minutes for this episode: 20

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?

Presentational Speaking. I can describe an image and present my ideas to the class.

Words describing technology (e.g. технологии, автоматический, кибернетический, андроид, голограмма)
 Words describing Russian realia (e.g. Жигули, девятиэтажка, вебсайт)
 Phrases for speculation (e.g. мне кажется, вероятно, скорее всего, вряд ли)

T will rotate, listen to and engage in small group discussions to assess their interpersonal speaking skills.
 Ss will report their observations to the class and demonstrate their presentational speaking skills.

Learning Experiences

“Russian in the Sky and Outer Space”

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Ss will discuss a futuristic, cyberpunk image in small groups to further activate their existing vocabulary and their background knowledge. They will consider the artistic and social value of cyberpunk as a genre and will practice reporting back to the class.

T splits Ss into groups of 4-5, and asks S to read prompt questions (projected on the whiteboard (Wb) and printed on handouts):

- What does the artist depict in the image?
- How possible is this future?
- Would you like to live in this future? Why/why not?

Ss receive one image per group. All images are produced by Russian artists and depict an imaginary Russian future. Ss have 7 minutes to discuss the image in groups. T rotates and helps with vocabulary and the conversation flow.

After the discussion, T projects each image individually, and one S from each group reports to the class.

T asks Ss to give definition to cyberpunk. Then T projects the definition and asks to compare it with Ss’ ideas. Finally, T prompts Ss to discuss: “How realistic is the future depicted in the images? Why do cyberpunk artists show often unrealistic and violent future? Should we be cautious around new technology?”

Materials Needed

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

Slideshow with prompt and images.

Selected images from Instagram accounts of Russian cyberpunk artists.

Learning Episode #3 Reading and annotating

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?

Interpretive Reading. I can read and annotate an article in STEM topics and understand the main idea and many interesting details.

I can share what I read with the class.

Words describing technology (e.g. электронная карта, скоростной поезд, зелёная энергетика, экологически чистый)

Transition words (e.g. сначала, далее, по этой причине, для этого, в результате)

Ss will demonstrate their annotations of the text to the T to demonstrate their reading skills.

T will rotate, listen to and engage in small group discussions to assess their interpersonal speaking skills.

Ss will summarize the text to the class, and demonstrate their interpretive reading and speaking skills.

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Ss will read a text about a current project in Seattle or Washington state, and annotate it. Then they will discuss the text in groups.

T introduces the next assignment and explains its purpose: “You will read a text about a current project in our region and consider how it will change the place where you currently live. Later today and during your next class you will create your description of the distant future in Seattle or Washington state where you live.”

Ss continue working in groups of 4-5. T passes out copies of different texts to each group.

T reviews the established annotated notes:

- Circle the key words
- Box proper names and dates
- Underline the main ideas: what technologies

Ss read and annotate the text individually. Then they prepare a summary as a group.

T asks one student (a different student) from each group to summarize the article to the whole class.

Materials Needed

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

Slideshow with the prompt.

Authentic or professionally translated articles and announcements about construction and technology-related plans in the region (one article per group, one copy per student):

<https://info.myorca.com/ru/%D0%BD%D0%BE%D0%B2%D0%BE%D1%81%D1%82%D0%B8/new-orca-system-launches-on-may-16/>

https://irp.cdn-website.com/dc0dca78/files/uploaded/PSE_Fact_sheet_Russian_PROOFV1.pdf

<https://vancouverok.com/news/utverzhdn-proekt-skorostnoj-zheleznoj-dorogi-vankuver-sietl>

Learning Episode #4 Small group project planning

Number of minutes for this episode: 15

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?

Interpersonal speaking. I can plan and discuss a STEM project with my classmates.

Active vocabulary from today’s class
Phrases for making suggestions (e.g. я предлагаю, давайте, возможно нам стоит)

T will rotate, listen to and engage in small group discussions to assess their interpersonal speaking skills.
Ss will produce a draft of their ideas to demonstrate their presentational writing and speaking.

Learning Experiences

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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.

Students will work in new groups of 4-5, and come up with their draft vision of a distant future in Seattle or Washington state based on the ideas from previous assignments.

T will regroup Ss and arrange them in new groups of 4-5, to ensure a multitude of themes, ideas and vocabulary in the discussion.

T will pass out a blank paper for Ss to draft their vision. T will differentiate the assignment by allowing Ss to express their draft vision as a written description, list of keywords, or a drawing.

T asks and projects the question: “Select a technology. What will our region look like in the year 2222 for this technology?”

Ss work in small groups, discuss, and draft their vision.

At the end of the class, T asks each group: “What technology did you select? Are you imagining a dystopian or a utopian future, or are you trying to be realistic?”

Ss post their drafts on Wb until next class. T asks Ss to continue thinking about their vision at home, as they will continue working on it in the next class.

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

Blank paper

All materials from previous assignments

Add additional learning episodes as needed by copying a learning episode box.

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 strengths 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?

The genre of cyberpunk was new to many students, and that fueled their interest. The materials used in this lesson were very recent, authentic, and appealing to the students. All the images depicted some Russian realia and were produced by Russian artists, thus encouraging students to share their background knowledge and prompting them to ask each other and the teacher questions. The texts were produced in Russian, although they described the American reality of their everyday life. This combination was curious, and the relevance of the articles to the students’ lived environment kept them focused on the topic. The discussion at the end was also very engaging as the students were invited to use their imagination and apply it to their current experiences.

All the learners were successful in meeting the lesson goals as it provided enough differentiation. Students were also able to discuss their ideas in the comfort of small groups before presenting them to the class. Unfortunately, I did not shuffle the students for the last activity, so they were not exposed to the ideas discussed in other groups earlier in the lesson. I will definitely want to follow through with this plan next time.