

## PART I

### Executive Summary

This project aims to bridge the gap between expectations from stakeholders and the foreign language curriculum in terms of the monthly celebrations and inclusion of learning about minority populations within the Russian language classroom. In this project I will create several lessons in which Russian teachers within the K-12 setting can utilize in order to partake in our nation's minority history months. In particular I will focus on Hispanic Heritage Month, Black History Month, Women's History Month and Asian Heritage Month with hopes of educating students about minorities both in America and Russia and to help students feel more inclusion within the Russian classroom. The goals of these lessons are to not only to take part in our societal multicultural celebrations but to ensure that students have access to more knowledge about multiculturalism in Russia and the Russian speaking community.

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## Part II

### Analysis

First conceived in 1915 by historian Carter G. Woodson and then celebrated in 1926, Negro History Week was aimed to give Americans an opportunity to celebrate and educate about the achievements and contributions of African Americans to American society and history. It has since blossomed into a month-long celebration of Black Americans particularly within public schools throughout our nation. Each year schools take part in celebrations, discussions, assemblies, field trips, etc. to honor Black Americans throughout our nation's past and present. The celebration of Black History Month in February has encouraged monthly celebrations of other minority groups including; March being Women's history month officially established in 1987, September 15th through October 15th being Hispanic Heritage Month officially established in 1988, and May being Asian/Pacific American Heritage Month officially established in 1992

Each year teachers are asked by administration and our stakeholders to partake in activities that align with these celebrations, however in most foreign language curriculums lessons are not available to teachers to address the requests of our administration and community. It is with this in mind that I have created a series of lessons to align to our nation's cultural, ethnic and historical celebrations so that teachers of the Russian language can help their students connect the Russian language to other disciplines and also help minority students feel inclusion within their study of Russian.

These lessons are initially made for middle school students, however it is hoped that these lessons can be adopted and altered to suit the needs of all Russian students.

My goals for these lessons are to

- 1) Expose students to learning about minority **cultures** and peoples in both America and Russia
- 2) **Connect** with other disciplines such as social studies, science, literature, art, music and technology
- 3) Enable students the opportunity to **compare** these minority cultures and histories to their own.
- 4) Give students a voice to **communicate** their learning in Russian
- 5) Participate in our **community** celebrations of minority populations

### Part III: Design

#### Performance Objectives

#### September 15th- October 15th: Hispanic Heritage Month

- Introduction to Russian
  - Students will read and analyze the article “Cultural Differences and Similarities: Hispanic American and Russian American Students” by graduate student Danielle McKeirnan of Westerns Governors University.
- Russian 1
  - Students will research Hispanic countries
- Russian 2
  - Students will research information about a famous Hispanic American or Russian of their choosing

#### February: Black History Month

- Introduction to Russian
  - Students will identify and research African countries
- Russian 1
  - Students will research information about a famous African American/Black American of their choosing
- Russian 2
  - Students will research information about a famous Afro-Russian

#### March: Women’s History Month

- Introduction to Russian
  - Students will examine the International/Russian holiday “Международный Женский День/International Women’s Day”

- Russian 1
  - Students will research a information about a famous Russian woman of their choosing
- Russian 2
  - Students will research a information about a famous Russian woman of their choosing

#### May: Asian/Pacific Islanders Heritage Month

- Introduction to Russian
  - Students will identify and research Asian countries in which Russian is spoken
- Russian 1
  - Students will identify and research Asian minority groups in Russia
- Russian 2
  - Students will research information about famous Asian Russians of their choosing

### Learning Assessments

#### September 15th- October 15th: Hispanic Heritage Month

- Introduction to Russian
  - Students will create a venn diagram comparing and contrasting Russian and Hispanic cultures.
  - Students will write a paragraph describing their own culture in comparison to what they learned from their reading.
- Russian 1
  - Students will create a flag of their Hispanic country and label the country in Russian.
- Russian 2
  - Students will create a presentation to teach their classmates about the person they researched in Russian.

#### February: Black History Month

- Introduction to Russian
  - Students will create a flag of their African country and label the country in Russian.
- Russian 1
  - Students will create a presentation to teach their classmates about the person they researched in Russian.
- Russian 2

- Students will create a presentation to teach their classmates about the person they researched in Russian.

### March: Women's History Month

- Introduction to Russian
  - Students will summarize their knowledge about International Women's day
  - Students will create Matroshki to symbolize women
- Russian 1
  - Students will create a presentation to teach their classmates about the person they researched in Russian.
- Russian 2
  - Students will create a presentation to teach their classmates about the person they researched in Russian.

### May: Asian/Pacific Islanders Heritage Month

- Introduction to Russian
  - Students will create a presentation to teach their classmates about the country they researched.
- Russian 1
  - Students will create a presentation to teach their classmates about their Asian minority group.
- Russian 2
  - Students will create a presentation to teach their classmates about the person they researched in Russian.

### Strategies

Strategies that will be utilized for these lessons include the following

- Pre-reading: accessing prior knowledge, establishing a purpose for our reading, identifying difficult words for readers, previewing the text.
- During reading: reading aloud, asking questions during reading, having students summarize
- After reading: discussion of the text, completion of the Venn diagram and paragraph
- Brainstorming before lessons to access prior knowledge of vocabulary and cultural information
- Ensuring students have the vocabulary knowledge to complete activities and if not providing them with useful vocabulary.
- The teacher must make sure that students understand expectations for each assignment and how students will be graded.
- The teacher must also monitor and help students when conducting self research
- Culturally responsive teaching
- Experiential learning

- Visualization
- Inquiry based instruction
- Student led teaching

### Alignment

#### Hispanic Heritage Month

Level of students	Objectives	Learning Assessments	Strategies	Materials
Introduction to Russian	Students will read and analyze the article “Cultural Differences and Similarities: Hispanic American and Russian American Students” by graduate student Danielle McKeirnan of Westerns Governors University.	1) Students will create a venn diagram comparing and contrasting Russian and Hispanic cultures. 2) Students will write a paragraph describing their own culture in comparison to what they learned from their reading.	TEACHING STRATEGIES -Culturally responsive teaching - Experiential learning - Visualization - Inquiry based instruction  READING STRATEGIES Pre-reading: accessing prior knowledge, establishing a purpose for our reading, identifying difficult words for readers, previewing the text.  During reading: reading aloud, asking questions during reading, having	- The Essay: “Cultural Differences and Similarities: Hispanic American and Russian American Students” by graduate student Danielle McKeirnan of Westerns <a href="https://www.academia.edu/41644962/Cultural_Differences_and_Similarities_Hispanic_American_and_Russian_American_Students">https://www.academia.edu/41644962/Cultural_Differences_and_Similarities_Hispanic_American_and_Russian_American_Students</a>  The Lesson: <a href="https://docs.google.com/document/d/1b_kv00ENfB1x7zCkL7RazjY5SdTgko4eFx5q_cYA9eA/edit?usp=sharing">https://docs.google.com/document/d/1b_kv00ENfB1x7zCkL7RazjY5SdTgko4eFx5q_cYA9eA/edit?usp=sharing</a>

			<p>students summarize</p> <p>After reading: discussion of the text, completion of the Venn diagram and paragraph</p>	
Level 1	Students will research Hispanic countries	Students will create a flag of their Hispanic country and label the country in Russian.	<p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> <li>-Culturally responsive teaching</li> <li>- Experiential learning</li> <li>- Visualization</li> <li>- Inquiry based instruction</li> </ul> <p>Brainstorming: - What does Hispanic mean in English?</p> <p>Have the students complete the lesson activities.</p>	<p>Website: <a href="https://proespanol.ru/ispanskij-yazyk/ispanskij-yazyk/579-ispanyazychnye-strany.html">https://proespanol.ru/ispanskij-yazyk/ispanskij-yazyk/579-ispanyazychnye-strany.html</a></p> <p>The lesson: <a href="https://docs.google.com/document/d/1qVI23wcX6dmp58CHfMS9xXRca3eEzcWSinqvhApCgoc/edit?usp=sharing">https://docs.google.com/document/d/1qVI23wcX6dmp58CHfMS9xXRca3eEzcWSinqvhApCgoc/edit?usp=sharing</a></p>
Level 2	Students will research information about a famous Hispanic American or Russian of their choosing	Students will create a presentation to teach their classmates about the person they researched in Russian.	<p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> <li>-Culturally responsive teaching</li> <li>- Experiential learning</li> <li>- Visualization</li> <li>- Inquiry based instruction</li> <li>-Student led teaching</li> </ul>	<p>The lesson: <a href="https://docs.google.com/document/d/1VE13lhgzUgnpkdBKAl djZc-xuB4fYopTBf9KRbyjYPS/edit?usp=sharing">https://docs.google.com/document/d/1VE13lhgzUgnpkdBKAl djZc-xuB4fYopTBf9KRbyjYPS/edit?usp=sharing</a></p>





				<a href="https://docs.google.com/document/d/1H_SZBLFRWy8vgTM9ivW1kUI7zfqKtu2kZFqBlkxqyX8/edit?usp=sharing">https://docs.google.com/document/d/1H_SZBLFRWy8vgTM9ivW1kUI7zfqKtu2kZFqBlkxqyX8/edit?usp=sharing</a>
Level 1	Students will research information about a famous African American/Black American of their choosing	Students will create a presentation to teach their classmates about the person they researched in Russian.	<p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> <li>-Culturally responsive teaching</li> <li>- Experiential learning</li> <li>- Visualization</li> <li>- Inquiry based instruction</li> <li>-Student led teaching</li> </ul> <p>Make sure that students know how to find information on the internet.</p>	<p>Lesson:</p> <a href="https://docs.google.com/document/d/11SPILTAzUCA6AiQGlg6dq3A5EN70I8h9HZEPltTOps/edit?usp=sharing">https://docs.google.com/document/d/11SPILTAzUCA6AiQGlg6dq3A5EN70I8h9HZEPltTOps/edit?usp=sharing</a>
Level 2	Students will research information about a famous Afro-Russian	Students will create a presentation to teach their classmates about the person they researched in Russian.	<p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> <li>-Culturally responsive teaching</li> <li>- Experiential learning</li> <li>- Visualization</li> <li>- Inquiry based instruction</li> <li>-Student led teaching</li> </ul>	<p>Website:</p> <a href="https://ru.wikipedia.org/wiki/%D0%9D%D0%B5%D0%B3%D1%80%D1%8B_%D0%B8_%D0%BC%D1%83%D0%BB%D0%B0%D1%82%D1%8B_%D0%B2_%D0%A0%D0%BE%D1%81%D1%81%D0%B8%">https://ru.wikipedia.org/wiki/%D0%9D%D0%B5%D0%B3%D1%80%D1%8B_%D0%B8_%D0%BC%D1%83%D0%BB%D0%B0%D1%82%D1%8B_%D0%B2_%D0%A0%D0%BE%D1%81%D1%81%D0%B8%</a>

			<p>Discuss the Russian usage of негры as to not offend students.</p> <p>Make sure that students know how to find information on the internet.</p>	<p><a href="#">D0%B8</a></p> <p>Lesson:  <a href="https://docs.google.com/document/d/18XMqVQfgRayU8dSUV_BhweXDgQk2ELtYGe-2pGze2jQ/edit?usp=sharing">https://docs.google.com/document/d/18XMqVQfgRayU8dSUV_BhweXDgQk2ELtYGe-2pGze2jQ/edit?usp=sharing</a></p>
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### Women's History Month

Level of students	Objectives	Learning Assessments	Strategies	Materials
Introduction to Russian	Students will examine the International/Russian holiday "Международный Женский День/International Women's Day"	<p>Students will summarize their knowledge about International Women's day</p> <p>Students will create Matroshki to symbolize women</p>	<p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> <li>-Culturally responsive teaching</li> <li>- Experiential learning</li> <li>- Visualization</li> <li>- Inquiry based instruction</li> </ul> <p>Access prior knowledge</p> <p>Practice before, during and after reading strategies</p>	<p>Website for reading:  <a href="http://masterrussian.com/russianculture/womens_day_march8.htm">http://masterrussian.com/russianculture/womens_day_march8.htm</a></p> <p>Video website:  <a href="https://www.youtube.com/watch?v=84AevmBQfkC">https://www.youtube.com/watch?v=84AevmBQfkC</a></p> <p>Lesson-  <a href="https://docs.google.com/document/d/1dNx_9I74q2yOYpjwnNSrnCF7ule0kMwoiGvWfwe3HLk/edit?usp=sharing">https://docs.google.com/document/d/1dNx_9I74q2yOYpjwnNSrnCF7ule0kMwoiGvWfwe3HLk/edit?usp=sharing</a></p> <p>Coloring Activity-  <a href="https://drive.google.com/file/d/1p2PWkAkppYi4j">https://drive.google.com/file/d/1p2PWkAkppYi4j</a></p>

				<a href="https://docs.google.com/document/d/1ru-UArSdaAyxK3zMbTqWCII4sTI6AVoYrm62kYB67Ag/edit?usp=sharing">mMYKqYL7kMXyGJXtu2h/view?usp=sharing</a>
Level 1	Students will research a information about a famous Russian woman of their choosing	Students will create a presentation to teach their classmates about the person they researched in Russian.	TEACHING STRATEGIES -Culturally responsive teaching - Experiential learning - Visualization - Inquiry based instruction -Student led teaching  Make sure that students know how to find information on the internet.	Lesson- <a href="https://docs.google.com/document/d/1ru-UArSdaAyxK3zMbTqWCII4sTI6AVoYrm62kYB67Ag/edit?usp=sharing">https://docs.google.com/document/d/1ru-UArSdaAyxK3zMbTqWCII4sTI6AVoYrm62kYB67Ag/edit?usp=sharing</a>
Level 2	Students will research a information about a famous Russian woman of their choosing	Students will create a presentation to teach their classmates about the person they researched in Russian.	TEACHING STRATEGIES -Culturally responsive teaching - Experiential learning - Visualization - Inquiry based instruction -Student led teaching  Make sure that students know how to find information on the internet.	Lesson: <a href="https://docs.google.com/document/d/1bue4sX490c7jVgiZwyRa7VZaHVQU121SiqGB-JGVgPA/edit?usp=sharing">https://docs.google.com/document/d/1bue4sX490c7jVgiZwyRa7VZaHVQU121SiqGB-JGVgPA/edit?usp=sharing</a>

Level of students	Objectives	Learning Assessments	Strategies	Materials
Introduction to Russian	Students will identify and research Asian countries in which Russian is spoken	Students will create a presentation to teach their classmates about the country they researched.	<p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> <li>-Culturally responsive teaching</li> <li>- Experiential learning</li> <li>- Visualization</li> <li>- Inquiry based instruction</li> <li>-Student led teaching</li> </ul> <p>Students will need help identifying which countries are in Asia.</p>	<p>Website:  <a href="https://ru.wikipedia.org/wiki/%D0%A1%D0%BF%D0%B8%D1%81%D0%BE%D0%BA_%D1%81%D1%82%D1%80%D0%BD_%D1%82%D0%B5%D1%80%D1%80%D0%B8%D1%82%D0%BE%D1%80%D0%B8%D0%B9_%D0%B8_%D0%BE%D1%80%D0%B3%D0%B0%D0%BD%D0%B8%D0%B7%D0%B0%D1%86%D0%B8%D0%B9_%D0%B3%D0%B4%D0%B5_%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9_%D1%8F%D0%B2%D0%BB%D1%8F%D0%B5%D1%82%D1%81%D1%8F_%D0%BE%D1%84%D0%B8%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D1%8B%D0%BC_%D1%8F%D0%B7%D1%8B%D0%BA%D0%BE%D0%BC">https://ru.wikipedia.org/wiki/%D0%A1%D0%BF%D0%B8%D1%81%D0%BE%D0%BA_%D1%81%D1%82%D1%80%D0%BD_%D1%82%D0%B5%D1%80%D1%80%D0%B8%D1%82%D0%BE%D1%80%D0%B8%D0%B9_%D0%B8_%D0%BE%D1%80%D0%B3%D0%B0%D0%BD%D0%B8%D0%B7%D0%B0%D1%86%D0%B8%D0%B9_%D0%B3%D0%B4%D0%B5_%D1%80%D1%83%D1%81%D1%81%D0%BA%D0%B8%D0%B9_%D1%8F%D0%B2%D0%BB%D1%8F%D0%B5%D1%82%D1%81%D1%8F_%D0%BE%D1%84%D0%B8%D1%86%D0%B8%D0%B0%D0%BB%D1%8C%D0%BD%D1%8B%D0%BC_%D1%8F%D0%B7%D1%8B%D0%BA%D0%BE%D0%BC</a></p> <p>Lesson:  <a href="https://docs.google.com/docum">https://docs.google.com/docum</a></p>

				<a href="https://www.youtube.com/watch?v=YUm4ojvZlZQ">ent/d/17sIIbK8P2dYMmRcuL6C32hycgZbdtKWRnEBVw76F6o8/edit?usp=sharing</a>
Level 1	Students will identify and research Asian minority groups in Russia	Students will create a presentation to teach their classmates about their Asian minority group.	<p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> <li>-Culturally responsive teaching</li> <li>- Experiential learning</li> <li>- Visualization</li> <li>- Inquiry based instruction</li> <li>-Student led teaching</li> </ul> <p>Students will need to make sure that the group that they choose is considered Asian as the list includes all ethnic groups within the Russian Federation.</p>	<p>Video: <a href="https://www.youtube.com/watch?v=YUm4ojvZlZQ">https://www.youtube.com/watch?v=YUm4ojvZlZQ</a></p> <p>Website: <a href="https://en.wikipedia.org/wiki/List_of_ethnic_groups_in_Russia">https://en.wikipedia.org/wiki/List_of_ethnic_groups_in_Russia</a></p> <p>Lesson: <a href="https://docs.google.com/document/d/1SOxz2UoDRAtVdkwBNVQj07JazHXBYByQ4h8mf8_cXWA/edit?usp=sharing">https://docs.google.com/document/d/1SOxz2UoDRAtVdkwBNVQj07JazHXBYByQ4h8mf8_cXWA/edit?usp=sharing</a></p>
Level 2	Students will research information about famous Asian Russians of their choosing	Students will create a presentation to teach their classmates about the person they researched in Russian.	<p>TEACHING STRATEGIES</p> <ul style="list-style-type: none"> <li>-Culturally responsive teaching</li> <li>- Experiential learning</li> <li>- Visualization</li> <li>- Inquiry based instruction</li> </ul>	<p>Website: <a href="https://en.wikipedia.org/wiki/Category:Russian_people_of_Asian_descent">https://en.wikipedia.org/wiki/Category:Russian_people_of_Asian_descent</a></p> <p>Lesson: <a href="https://docs.google.com/document/d/1CoAnNGXJydhwCPifj_A">https://docs.google.com/document/d/1CoAnNGXJydhwCPifj_A</a></p>

			-Student led teaching  Make sure that students know how to find information on the internet.	<a href="https://www.youtube.com/watch?v=mVircfN_9AHVkJtrV7EmGo/edict?usp=sharing">mVircfN_9AHVkJtrV7EmGo/edict?usp=sharing</a>
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### Grading

When it comes to grading assignments it usually depends on what category the assignment falls into. In my county we have three grading categories; assessments, classwork and independent activities. Classwork is work that we do in class. It includes warm-up activities, participation in class discussions and activities. These assignments are usually graded on effort and completion. If a student is trying and completes the assignment he/she will receive full credit. Independent activities are work done by a student alone. In my class these are usually the homework assignments that I assign. I too grade these assignments based on effort and completion. The rationale for this is that I would rather a student try and get things wrong rather than not try at all. I also like to utilize classworks and independent activities as learning tools. We go over the assignments together and students are asked if they understand what they got wrong and if they do not to ask for clarification. The last category is assessments. For these assignments I grade students on their mastery of the intended task.

Most of the lessons that I am giving students for these learning objectives are intended for classwork and independent activity therefore most will be graded on a completion/effort scale however teachers could choose to utilize them for a project/assessment grade hence I will include a sample rubric for grading purposes.

#### SAMPLE RUBRIC for Russian 2: Hispanic Heritage Month Activity Rubric

	2	1.5	1	.5	0
Completion: Picture	Includes picture of the person				Does NOT include a picture of the person
Completion:	Answers all 4	Answers 3 of	Answers 2 of	Answers 1 of	Answers 0 of

Information	questions in Russian	the 4 questions in Russian	the 4 questions in Russian	the 4 questions in Russian	the 4 questions in Russian
Presentation: Fluency and clarity	Presentation is fluid and clear with no distracting pauses.	Presentation is fluid and clear with very few distracting pauses.	Presentation is fluid and clear with few distracting pauses.	Presentation is NOT fluid and clear.	Student did not present.
Vocabulary and pronunciation	Uses correct vocabulary and pronunciation 90-100% of the time.	Uses correct vocabulary and pronunciation 80-89% of the time.	Uses correct vocabulary and pronunciation 60-79% of the time.	Uses correct vocabulary and pronunciation 40-59% of the time.	Uses correct vocabulary and pronunciation less than 40% of the time
Grammar	Uses correct grammar constructions 90-100% of the time.	Uses correct grammar constructions 80-89% of the time.	Uses correct grammar constructions 60-79% of the time.	Uses correct grammar constructions 40-59% of the time.	Uses correct grammar constructions less than 40% of the time

SAMPLE RUBRIC for Russian 1: Asian/Pacific Islander's Month Project

Rubric

	3	2.3	1.5	.8	0
Completion: Has all required slides	12	9-11	7-8	5-6	Less than 5
Completion: All slides have pictures	12	9-11	7-8	5-6	Less than 5
Facts are accurate in number and information	ALL 10	8-9	6-7	4-5	Less than 4
Presentation: the presenter speaks clearly	ALL 10 facts are clearly presented	8-9 facts are clearly presented	6-7 facts are clearly presented	4-5 facts are clearly presented	Less than 4 facts are clearly presented

Group work	Group works effectively all the time in class (100%)	Group works effectively most of the time (75%)	Group works effectively half the time (50%)	Group is distracted and talks about other things (50-60%) of the time	Group barely works in class. There focus is on other things than the task at hand
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#### Part IV

#### Development

The materials needed for delivery of these lessons have been included above. However with that said students will need access to computers and internet for the vast majority of the lessons.

The instructor will need access to various websites and the lessons included in the charts above. As always whenever technology is being utilized the instructor must be able to help navigate students through any technology issues that may arise.

When delivering any lesson to the students, teachers must practice patience and understanding. Also when discussing Black History Month with students the teacher will want to discuss the use of the words негры and мулаты in Russian so as to not offend any students finding those words offensive in English.

I believe that these lessons would not only be approved by the administration and stakeholders within my school community but will be applauded for its connectivity to the cultural activities already presented within the school setting.



## Part V

### Implementation

#### Policies and Principles of the CDIPS Program

The idea of these lessons came about in response to Ben Rifken's discuss on World Readiness Standards and Building a DEI action plan. While we were discussing the current state of our curriculums I realized that most of what I teach does not reflect the students that I serve. I wanted to include more diversity within my classroom to help students feel more comfortable and better represented. Therefore these lessons specifically target diversifying the classroom and being more culturally inclusive to my students.

#### Logistical Considerations

These lessons were designed to be implemented in a K-12 setting primarily for secondary education students (6-12). They are designed for usage throughout a traditional school year to be done in a face to face classroom setting. However, I do believe that the lessons could be altered and utilized in a variety of settings including online instruction.

## Part VI

### Evaluation

Frequently after implementing a new lesson or strategy I will verbally ask students how they liked the lesson or what they feel could have worked better. I encourage students to take ownership in their learning and to provide feedback whenever possible to help facilitate my instruction. This past year I used surveys to ask students these questions. After lessons, I survey students using google forms about; what they liked, did not like about lessons, what they learned from the lesson, and if they have any suggestions for future use. I use this feedback to adjust my instruction for future students or to reteach lessons that did not go over as well as I would have liked.

