



## Course Syllabus

**Franklin High School**

**2020-2021**

**DIRECTIONS:** For each course, complete the syllabus and share with your evaluating/supervising administrator **as a pdf** ("File-download-PDF document") **by 9/28/20**. Syllabi will be posted on the FHS website under your name for the public to view.

### Course Overview

**NOTE:** For core classes, all elements of this section (except for name and contact information) are the same.

Course Title: Russian Immersion 3-8

Instructor Name: Zoya Surits

Contact Info: zsurits@pps.net

Grade Level(s): 9-12

Credit Type: elective

# of credits per semester:.5

Prerequisites (if applicable): Students in this course will be expected to be at a minimum proficiency level of Intermediate High/ Advanced Low in Russian.

### Course description:

Students will continue developing their communicative skills of speaking, listening, reading, and writing in Russian. Students will explore monthly assigned topics, and gain insights into different perspectives about Russia through outreach by communicating and discussions with Russian peers, local community members, and Russian teachers. The purpose is to develop students' cultural sensitivity and judgment while developing their language skills and abilities to analyze complex issues/concepts by comparing, contrasting, and conducting research. The course will be aligned with the Russian STAMP Language exam's cultural topics, language proficiencies for language accuracy, and cultural competency.

Prioritized National/State Standards:

### Priority standards and final proficiencies

#### Global Competency

Students will investigate the world beyond their immediate environment and recognize their own and others' perspective in becoming global citizens according to the Global Competence Matrix ([www.edsteps.org](http://www.edsteps.org)).

#### Language Proficiency

In this course, students will continue to improve proficiency in listening, speaking, reading and writing modalities with the eventual goal of reaching the Advanced Proficiency level or higher according to the ACTFL Proficiency Guidelines.



## Writing proficiency target (STAMP standards)

### LEVEL 6 PRE-PARAGRAPH (missing paragraph elements)

#### 1. Evidence of accurately used complex components (at least 4 instances) that easily create connectedness, with increasing accuracy.

Complex components at Level 6 may be dependent clauses OR other forms of complexity. They may also show accurate use of other tense forms (past, past progressive, conditional, etc.), different verb forms to show Intermediate High skill.

#### 2. There is enough language demonstrating good control of basic syntax and grammar (above 70%) to help create a natural flow.

- Accurate use of transition words, phrases as well as other connectors.
- Able to use other Tenses with good accuracy but not expected to 'switch time frames with accuracy.
- May be too short for Paragraph Average, but has higher-level complexity, accuracy and language control.
- Response may appear to be Advanced but lacks Advanced Vocabulary such a lack would prevent a response from being moved up to a Paragraph score.

### Academic vocabulary

Specific academic vocabulary related to local and global issues, advanced level vocabulary including idioms, complex syntax, formal writing, and formal oral presentation styles.

### Course Details

#### *Learning Expectations*

#### Materials/Texts

Canvas, Notebook, Russian novel books, online access to apps and platforms to complete AS activities

#### Course Content and Schedule:

#### Main topic of the course:

***Expressing Emotions and Feelings in Life, Art, Literature and Music .***

Concepts: Identification of emotions and ways of their description

Skills: Using prior knowledge to improve understanding, Identifying subjectivity, Conveying opinions

Place-based Project: Geo-tagged tour of art or other artefacts related to modern and historic issues in the local community

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Many of the differentiation strategies that will be used within the classroom may include: visual aids, flexible groupings, teaching to different learning styles, weekly tutorial, carefully scaffolded lessons, modeled instruction, peer helpers and student-led learning to reach the needs of all learners.

Students with 504 plans and special education IEPs will be given full and necessary accommodations based on particular needs. In terms of curriculum, typically shortened assignments will be assigned, deadlines may be extended and assessments may be modified.

The modifications for TAG students will be determined not only by classification but by performance. Accommodations will include tiered lesson plans to offer more challenging readings and assignments, teacher facilitation of independent learning opportunities, homogeneous and heterogeneous group work to meet all student needs.

Safety issues and requirements:

Students must comply with all safety requirements established by Franklin Campus and Portland Public schools.

This syllabus may be modified to meet the needs of a specific class or student upon teacher discretion.

Classroom norms and expectations:

Students will be expected to follow the FHS school-wide behavior norms demonstrated in the behavior matrix. Students at Franklin and in my virtual classroom will Strive to be Thoughtful, Responsible, Organized, Neighborly, and Generous.

A) Overall expectations:

1. Attend classes every day.
2. Be on time.
3. Communicate with the teacher.
4. Attempt all work, assignments and projects.
5. Do your best.

B) Discipline:

1. Verbal warning/discussion with the student.

2. Parent contact.

3. Referral to counselor or administrator.

#### *Evidence of Course Completion*

##### Assessment of Progress and Achievement:

100% & above A+	Consistently meets and at times exceeds proficiency by applying knowledge and making connections that were not explicitly taught in class.
90-99% A	Almost all learning targets are fully or consistently met. Assessment scores indicate a high level of understanding of concepts and skills.
80-89% B	Most of the learning targets are fully or consistently met. Assessment scores indicate a good grasp of concepts and skills.
70-80% C	Some of the learning targets are fully or consistently met. Assessment score indicates satisfactory acquisition of skills and concepts.
60-70%	Only a few of the learning targets are fully or consistently met. Student is beginning to grasp and apply concepts.
0-59%	Below – None or almost none of the learning targets are fully or consistently met. Assessment scores indicate little understanding of the concepts and skills. Assignments are of poor quality, frequently incomplete and/or late, and do not show attention to detail.

Homework- During Asynchronous time, students will have assignments to practice on their own. It is always important to practice Russian so I also recommend that students regularly review their notes, read and write every day.

Office hours are a great option for students to make up for missed class time. I am also available at other times if the student makes arrangements with me during Asynchronous time.

##### Progress Reports/Report Cards (what a grade means):

*Grades should be based on the student's demonstration of proficiency on the ACTFL standards.*

Career Related Learning Experience (CRLEs) and Essential Skills:  
communication, cultural awareness, flexibility and ability to multitask

#### **Communication with Parent/Guardian**

What methods are used to communicate curriculum, successes, concerns, etc.?

Remind, Canvas, Email, Synergy

**Personal Statement and other needed info**

**My philosophy-we are all learning from each other every single day**

**Learning is a mutual process and I make sure that my students feel confident and relaxed in my class to gain and share their knowledge. I also give them a lot of opportunities to practice their language skills with one another in a non-discriminatory manner. My main focus this year is creativity and social-emotional learning. I am planning lots of engaging activities and assignments so that language acquisition happens naturally and easily.**

**I'm a part-time teacher, but I do respond to emails and the needs of my students and their parents within 24 hours. My asynchronous sessions are always open. I assign homework packets weekly for asynchronous learning and available to help with them during synchronous and asynchronous sessions. I am also eager to arrange special appointments with anybody who needs them.**