

Franklin High School

Instructor: Zoya Surits (З о я М и х а й л о в н а С у р и ц)

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Room: M-102

Class time: Day B, period 6.

### **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 Prototype AP Language exam's cultural topics, language proficiencies for language accuracy, and cultural competency. The assessment/ major deliverable of this course is to prepare students to pass the Russian Prototype AP Language Exam and continue developing their language abilities in Russian.

### **Main topics of the course:**

- 1) "On the Road"
- 2) "Population and Migration"
- 3) "Globalization"
- 4) "Mapping the world"

We'll be exploring all these topics from the philosophical, historical, literary and geographical points of view.

### **Prerequisite**

Students in this course will be expected to be at a minimum proficiency level of Intermediate Medium/High in Russian.

**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****ADVANCED LOW**

Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length.

When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.

While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain >grammatical roughness.= The vocabulary of Advanced-Low speakers is primarily generic in nature.

Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

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 Guideline.

**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.

**Resources:**

1. Workbook "Russian for Russians" (Olga Kagan)
2. Russian literature and books translated into Russian (variety)
3. Russian newspapers/magazines/Internet resources

**Essential materials:**

- ☐ Three-ring binder (2 ½")
- ☐ Dividers
- ☐ Paper
- ☐ Pencils, eraser, highlighters and markers
- ☐ Composition Notebook

**Expected Attitude and behavior**

1. Be on time to class and be prepared for class. Materials and homework are out.
2. Be courteous and respectful. Respect the rights and feelings of others.
3. Be culturally appropriate. Hats are to be removed during class. Gum is not allowed in the class. Bring your own water bottle.
4. Keep the classroom neat and desks clean.
5. Keep only your Russian materials on your desk.
6. Students can use cell phones or Ipads for academic purposes only when teacher allows.

**Academic standards.**

1. Participate in class. Russian will be the only language spoken in class.
2. Study at home and take advantage of the tutorial time at school.
3. Homework will be posted on our Google classroom website and hard copied. Homework should be completed there or in the written form.

**Grading Policy:**

A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%

Grades are weighed. Final grades are comprised of the following:

- |   |     |
|---|-----|
| 1. Summative assessments<br>(Quizzes, Final Exams, Presentations, and Projects) | 40% |
| 2. Unit assignments   | 20% |
| 3. Daily classwork/classroom participation                                      | 10% |
| 4. Formative Assignments<br>(Vocabulary, Chapter Tests, Grammar, homework)      | 30% |

**So that I have your correct information, please have your child return this portion to me.**

Student's name \_\_\_\_\_

Parent's name (1) \_\_\_\_\_

Parent's e-mail (1) \_\_\_\_\_

Cell phone (1) \_\_\_\_\_

Parent's name (2) \_\_\_\_\_

Parent's e-mail (2) \_\_\_\_\_

Cell phone (2) \_\_\_\_\_

Other responsible adult (and relationship) (3)

\_\_\_\_\_

E-mail (3) \_\_\_\_\_

Cell phone (3) \_\_\_\_\_

Home phone \_\_\_\_\_

Student's email \_\_\_\_\_

Student's cell phone \_\_\_\_\_

**Signature, verifying that you have 1) read the course expectations and 2) that the above information is correct.**

\_\_\_\_\_

**Parent**

**Student**

