



## Syllabus: Practices & Policies

2021-2022	Franklin High School	
<b>Section 1: Course Overview</b>		
<i>Course Title</i>	Russian Immersion 1-2	
<i>Instructor Info</i>	Name: Zoya Surits	Contact Info: zsurits@pps.net
<i>Grade Level(s)</i>	9	
<i>Room # for class</i>	Room: M-116	
<i>Credit</i>	Type of credit: WL/elective	# of credits per semester: 0,5
<i>Prerequisites (if applicable)</i>	Russian Immersion or Teacher Discretion	
<i>General Course Description</i>	<p>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 (NEWL), language proficiencies for language accuracy (ACTFL), 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.</p>	



## Section 2: Welcome Statement & Course Connections

<i>Personal Welcome</i>	<b>I believe that every child is a treasure, and a life-long learner. I am here to help to develop their incredible potential. I am big on art and creativity, my lessons are based on them. I also strive to build the students' relationship with the world and become aware that they are global citizens and that knowing foreign language is a great way to connect with others.</b>
<i>Course Highlights (topics, themes, areas of study)</i>	<u>Tentative topics of the course.</u> 1) "Who am I and who am I not?" 2) "Education in Russia and the US" 2) "Generations"
<i>Course Connections to <a href="#">PPS Reimagined Vision</a></i>	<b>-Inclusive and Responsive to Diverse Learners -Community-minded, Connected, and Collaborative -Self-aware and Reflective -Innovative, Global, and Pragmatic</b>

## Section 3: Student Learning

<i>Prioritized Standards</i>	The following standards will be explored in the course: National/State Standards: ACTFL and 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 ( <a href="http://www.edsteps.org">www.edsteps.org</a> ).
<i><a href="#">PPS Graduate Portrait Connections</a></i>	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:  -Inclusive and Collaborative Problem Solvers -Influential and Informed Global Stewards -Reflective, Empathetic, and Empowering Graduates



<i>Differentiation/ accessibility strategies and supports:</i>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education: 1-on-1 instructions, providing more time to complete work</i></p> <p><i>504 Plans: providing translations if needed, audio and visual supplement materials</i></p> <p><i>English Language Learners: n/a</i></p> <p><i>Talented &amp; Gifted: more challenging assignments</i></p>
<i>Personalized Learning Graduation Requirements (as applicable in this course):</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Career Related Learning Experience (CRLE) #1</li> <li><input type="checkbox"/> Career Related Learning Experience (CRLE) #2</li> </ul> <p style="padding-left: 40px;"><i>-The experience(s) will be:</i></p> <p>participation and possibly organization of the events among a Russian- speaking community of Portland Metro area as well as Internet connections/ mutual projects with Russian partner school in Khabarovsk, Russia</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete a resume</li> <li><input type="checkbox"/> Complete the My Plan Essay</li> </ul>
<b>Section 4: Cultivating Culturally Sustaining Communities</b>	
<i>Tier 1 SEL Strategies</i>	
<i>Shared Agreements</i>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student’s race, ability, language, and gender identity in the following way(s):</p> <ol style="list-style-type: none"> <li>1. Be courteous and respectful. Respect the rights and feelings of others.</li> <li>2. Treat others as you would like to be treated.</li> <li>3. Keep our classroom as a safe place to thrive and prosper.</li> </ol>



	<p>I will display our Agreements in the following locations: near the white board in classroom and syllabus link on the front page in Canvas</p>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> <li>-regular check-ins about class climate (quick writing or class meetings)</li> </ul>
<p><i>Student's Perspective &amp; Needs</i></p>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> <li>- regular check-ins, class meetings, negotiations and celebrations.</li> </ul>
	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <p>Email, Google Meets, Remind, personal meetings</p>
<p><i>Empowering Students</i></p>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> <li>- class celebrations</li> <li>- small prizes from Russian suitcase</li> <li>- giving choices for Fun Fridays</li> </ul>



	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> <li>- filling in questionnaire</li> <li>- quick writing with a feedback</li> <li>- informal interviews</li> </ul> <p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> <li>- 1-on-1 conversations</li> <li>- signing a contract</li> <li>- connections with parents</li> </ul>
<p><i>Showcasing Student Assets</i></p>	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> <li>-giving a choice in terms of format of presentation, based on the interests and talents</li> <li>- assigning meaningful and applicable tasks for real-life projects</li> </ul>
<p><b>Section 5: Classroom Specific Procedures</b></p>	
<p><i>Safety issues and requirements (if applicable):</i></p>	
<p><i>Coming &amp; Going from class</i></p>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ol style="list-style-type: none"> <li>1. Be on time to class and be prepared for class. Materials and homework are out.</li> <li>2. If late for more than 15 minutes without significant reason, the student is marked absent</li> <li>3. Gum and food are not allowed in the class. Bring your own water bottle.</li> <li>4. Bathroom and water needs are satisfied upon filling out a hall pass and asking permission. One student at a time.</li> </ol>



<b>Submitting Work</b>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> <li>- after class paperwork</li> <li>- online submissions</li> </ul>
	<p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <ul style="list-style-type: none"> <li>- I will talk to discuss the reasons for late submissions and we will negotiate individual plan for students' success</li> </ul>
<b>Returning Your Work</b>	<p>My plan to return student work is the following:</p> <p><i>Timeline: 1 week in general</i></p> <p><i>What to look for on your returned work: comments and suggestions</i></p> <p><i>Revision Opportunities: tutorials, online sessions</i></p>
<b>Formatting Work (if applicable)</b>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p>
<b>Attendance</b>	<p>If a student is absent, I can help them get caught up by: posting all the assignments and materials in Canvas</p>

## Section 6: Course Resources & Materials

<b>Materials Provided</b>	<p>I will provided the following materials to students:</p> <ol style="list-style-type: none"> <li>1. Workbook "Russian for Russians" (Olga Kagan)</li> <li>2. Russian authentic and/or translated into Russian literature (variety)</li> <li>3. Russian newspapers/magazines/Internet resources</li> </ol>
<b>Materials Needed</b>	<p>Please have the following materials for this course:</p> <ol style="list-style-type: none"> <li>1. Computer, microphone, camera</li> <li>2. Composition Notebook</li> <li>3. Writing tools</li> <li>4. Russian keyboard stickers or plastic cover</li> </ol> <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
<b>Course Resources</b>	<p>Here is a link to resources that are helpful to students during this course:</p>



	n/a
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: <a href="#">Russian language resources</a>
<b>Section 7: Assessment of Progress and Achievement</b>	
<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: daily classwork/classroom participation/homework)
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: Quizzes, Final Exams, Presentations, and Projects
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways:  -rubrics and criteria collaborations -project ideas
<b>Section 8: Grades Progress Report Cards &amp; Final Report Cards</b>	
<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: Canvas and Synergy
	I will update student grades at the following frequency: weekly
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=0-59%</i>



<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester:  Grades are weighed. Final grades are based on</p> <ul style="list-style-type: none"> <li>- summative and unit assessments - 60%  (Quizzes, Final Exams, Presentations, and Projects)</li> <li>- Formative assessments - 40 %  (daily classwork/classroom participation/homework)</li> </ul> <p>Students with 93% of a grade will be exempt from Final Exam.</p>
	<p>I use this system for the following reasons/each of these grade marks mean the following:</p>
<p><b>Other Needed info (if applicable)</b></p>	

