



## Languages Other Than English Prototype AP® Russian Language and Culture Course

TEKS/AP® Required Elements	AP® Curricular Requirements	Syllabus
<p><b>1) Communication.</b> The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:</p> <p>(A) engage in oral and written exchanges, including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions; and</p> <p>(B) interpret and demonstrate understanding of spoken and written language, including literature, on a variety of topics; and</p> <p>(C) present information, concepts, and ideas on a variety of topics to listeners and readers.</p> <p><b>2) Cultures.</b> The student gains knowledge and understanding of other cultures. The student is expected to:</p> <p>(A) use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and</p> <p>(B) use the language at the advanced proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the</p>	<p>The Prototype AP® Russian Language and Culture course is designed to provide students with a learning experience equivalent to that of a college course that develops students' proficiencies throughout the Intermediate range and to deepen students' immersion into the language and culture of the Russian speaking world, providing them with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills.</p> <p>The Prototype AP® Russian Language and Culture course curriculum meets or exceeds the following expectations:</p> <ul style="list-style-type: none"> <li>The course prepares students to demonstrate their level of Russian proficiency across the three communicative modes: interpretive, interpersonal, and presentational, as articulated in <i>Standards for Foreign Language Learning in the 21st Century</i> (Standards); and at the Intermediate level, as articulated in the <i>ACTFL Performance Guidelines for K-12 Learners</i>. (For Standards descriptions, see the Standards Executive Summary.</li> </ul>	<p><b>First Semester (18 weeks)</b></p> <p>Unit 1 – Cultural Differences and Social Issues</p> <p>Unit 2 – Film and Television</p> <p>Unit 3 – Politics and History</p> <p>Unit 4 – Geography and Travel</p> <p>Unit 5 – Food and Eating Habits</p> <p>Unit 6 – Marriage and Family</p> <p><b>Second Semester (18 weeks)</b></p> <p>Unit 7 – Folk and Contemporary Music</p> <p>Unit 8 – Traditions, Holidays, and Superstition</p> <p>Unit 9 – Health and Education Systems</p> <p>Unit 10 – Sports and Pastimes</p> <p>Unit 11 – Business and Economic Growth</p> <p>Unit 12 – Police and Military</p> <p><b>Student Weekly Activities</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Each week two or three students take turns reading an article from a Russian magazine or newspaper, or Internet source. This task involves reading, comprehension, and compilation of a list of difficult vocabulary to share with the class. The final activity is to summarize the article and present it to the class for discussion. Copies of the article and vocabulary lists are distributed to all students.</li> </ul>



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<p>cultures studied.</p> <p><b>3) Connections.</b> The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:</p> <p>(A) use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information; and</p> <p>(B) use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.</p> <p><b>4) Comparisons.</b> The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:</p> <p>(A) use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied; and</p> <p>(B) use the language at the advanced proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and</p> <p>(C) use the language at the advanced proficiency level to demonstrate an understanding of the influence of one language and culture on another.</p>	<p>For Intermediate level performance descriptions, see <i>ACTFL Performance Guidelines for K-12 Learners</i>.)</p> <ul style="list-style-type: none"> <li>▪ <a href="#">Standards for Foreign Language Learning in the 21st Century (.pdf/40KB)</a></li> <li>▪ <a href="#">ACTFL Performance Guidelines for K-12 Learners</a></li> </ul> <ul style="list-style-type: none"> <li>• In addition to <b>communication</b>, the course also addresses the Standards' other four goals: <b>cultural</b> competence, <b>connections</b> to other school disciplines, <b>comparisons</b> between Russian language and culture and those of the learners, and the use of the language within the broader <b>communities</b> beyond the traditional school environment.</li> <li>• The teacher uses Russian almost exclusively in class and encourages students to do likewise.</li> <li>• Language instruction frequently integrates a range of Russian cultural content that exposes students to perspectives broader than their immediate environment, for example, the fundamental aspects of daily life in Russia, Russian family and societal structures, and national and international issues.</li> <li>• Assessments are frequent, varied, and explicitly linked to the</li> </ul>	<ul style="list-style-type: none"> <li>• Other reading activities include, but are not limited to, selected texts in Russian literature, contemporary short stories, and articles from the text resources.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Students are required to keep an AP journal where they write personal diary entries, reflections on cultural topics, and formal essays. During the year formal essays (150–300 words) are assigned in every thematic unit through the year. Formal essays are assessed with the AP writing rubric. The rubric contains criteria for Content, Form, and Comprehensibility. Students must do meta-corrections when they get their corrected essays back and hand in a revised essay.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Once a week students hear a selection containing authentic Russian spoken by a native speaker. Students' listening skills are assessed through multiple-choice questions, fill-in-the-blank, and true-false exercises.</li> <li>• Once a week students are required to view Internet news broadcasts at home. Students then either report orally or in the journals about something they have</li> </ul>
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<p><b>5) Communities.</b> The student participates in communities at home and around the world by using languages other than English. The student is expected to:</p> <p>(A) use the language at the advanced proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and</p> <p>(B) show evidence of becoming a lifelong learner by using the language at the advanced proficiency level for personal enrichment and career development.</p>	<p>Standards' goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.</p> <ul style="list-style-type: none"> <li>• The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. They also make use of materials generally used by native Russian speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. Teachers scaffold students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.</li> <li>• The course teaches students to develop both communication and language learning strategies, such as inferring meaning either through sociocultural context or linguistic features.</li> <li>• The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of his or her learners.</li> </ul>	<p>learned from the telecasts. During the week, students listen to presentations made by their peers.</p> <ul style="list-style-type: none"> <li>• Each student has both a folk and contemporary music CD.</li> <li>• Students listen to authentic language via Russian movies.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Students participate in weekly discussions. Students give reports based on topic, reading, or film. Students record themselves speaking Russian outside of class for two minutes a day and turn in a speaking cassette once a week. On some days students have to speak about a certain theme or topic. On some days they discuss a newspaper or magazine article they have read. This tape is evaluated with the AP Russian speaking rubric.</li> <li>• Timed picture sequences are also recorded and graded.</li> <li>• Through a webcam, students engage in interpersonal communication with students in Italy.</li> <li>• Role-play activities take place once a week depending on the cultural/grammatical topic or story/article they have read. These role-play activities are videotaped and after viewing, we have peer</li> </ul>
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	<ul style="list-style-type: none"><li>• The course provides students with opportunities to develop both Russian handwriting skills and word processing skills.</li></ul>	<p>assessment.</p> <ul style="list-style-type: none"><li>• Teacher for a day. Each AP student must present a grammar topic twice during the year.</li><li>• AP students must participate in a storytelling activity and any topic.</li></ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"><li>• Many different topics and reading selections which relate to food, geography, history, art, sports, holidays, contemporary issues, and current events are studied. Students research topics and must present their finding to the class. Students write 150–200 word essays based on each of the cultural topics. Cultural comparisons are made between Russia and the United States. Students must attend Italian cultural activities sponsored by the Russian Club. Students must report on which activities they've attended in their AP journal.</li><li>• Students will participate in an authentic Russian meal at a local restaurant and will utilize knowledge acquired during the food unit.</li></ul>
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