



Department of Teaching & Learning
Parent/Student Course Information

RUSSIAN III
GRADES 11-12
One credit, one year
(FL 5430)

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students continue the sequential development of all communicative skills in Russian. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of meaningful language use.

PREREQUISITE

Russian II

OPTIONS FOR NEXT COURSE

Russian IV

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., French I, Latin I or Spanish I (Grades 6-12), German I, or Japanese I (Grades 7-12).

REQUIRED STUDENT TEXTBOOK

Golosa: A Basic Course in Russian, Book Two, 5th edition (Pearson, 2013)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal text with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from primary sources, print media, and audio/visual media.

RUSSIAN III

Interpersonal Communication

- NWIII.1 The student will engage in original oral and written communications based on familiar topics in the target language.
1. Express his/her own opinions and preferences and elicit those of others.
 2. Use familiar vocabulary and structures to exchange ideas about topics and events found in a variety of adapted print and non-print target-language sources.
- NWIII.2 The student will initiate, sustain, and close oral and written exchanges in the target language using familiar vocabulary and structures.
1. Participate in exchanges that reflect major timeframes.
 2. Exchange basic information on familiar topics in a variety of interpersonal contexts.
 3. Use nonverbal communication and paraphrasing to convey and comprehend messages in level-appropriate language.

Interpretive Communication: Listening and Reading for Understanding

- NWIII.3 The student will understand spoken and written target language presented through a variety of media based on new topics in familiar contexts.
1. Identify main ideas and pertinent details when listening to or reading materials.
 2. Understand culturally authentic materials that present familiar information.
 3. Understand and respond appropriately to multi-step instructions presented in informational materials, such as following a recipe.
 4. For character-based languages, understand basic compounds, radicals, and traditional or simplified characters in Chinese or hiragana, katakana, and kanji in Japanese.

Presentational Communication: Speaking and Writing

- NWIII.4 The student will present information orally and in writing in the target language, combining learned and new structures and vocabulary in connected sentences and paragraphs on familiar topics.
1. Relate orally and in writing main ideas and some details from a variety of authentic language materials.
 2. Demonstrate attention to accurate word order, punctuation, tone marks, and spelling or stroke order.
 3. Compose short, descriptive paragraphs.
- NWIII.5 The student will present in the target language rehearsed and unrehearsed material, such as skits, poems, plays, short narratives, and songs that reflect the target culture.
1. Produce spoken and written presentations that suit the purpose of the presentation.
 2. Use various verbal and nonverbal presentational techniques, including visual aids and technological support.

Cultural Perspectives, Practices, and Products

- NWIII.6 The student will demonstrate understanding of the perspectives, practices, and products of the culture(s) studied and the ways these cultural aspects are interrelated.
1. Examine how and why products, such as natural and manufactured items, the arts, forms of recreation and pastimes, regionally-specific dialects, and symbols reflect practices and perspectives of the culture(s) studied.
 2. Compare and contrast the viewpoints of people who speak the target language and the ways these viewpoints are reflected in their practices and products, such as in art, architecture, and music.
 3. Investigate the interrelationship of geography and history of the culture(s) studied.

Making Connections through Language

- NWIII.7 The student will use the target language to reinforce and broaden understanding of connections between the target language and other subject areas.
1. Discuss aspects of the language and culture(s) found in other subject areas.
 2. Examine topics studied in other subject areas and those studied in the target-language class.

Linguistic and Cultural Comparisons

- NWIII.8 The student will develop a deeper understanding of English and other languages through study of the target language.
1. Demonstrate that language and meaning do not transfer directly from one language to another.
 2. Demonstrate that vocabulary, linguistic structures, intonation, and tense usage in English are different from the target language.
- NWIII.9 The student will discuss similarities and differences that exist within and among cultures.
1. Discuss similarities and differences in traditions and cultural practices within the cultures studied and between the target-language cultures and the United States.
 2. Compare and contrast aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.

Interacting in School and Global Communities

- NWIII.10 The student will improve target language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Use target-language skills and cultural competence in accessing media, entertainment, and technology.
 2. Use target-language resources, such as individuals and organizations in the community or technology, for personal enrichment and enjoyment.

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Department of Media and Communications for the Department of Teaching and Learning.
For further information please call (757) 263-1070.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at Diversity, Equity and Inclusion/Title IX. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write Kelly Arble, Department of Teaching and Learning, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email Kelly.Arble@vbschools.com.

vbschools.com

your virtual link to Hampton Roads' largest school system



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

No part of this publication may be produced or shared in any form without giving specific credit to Virginia Beach City Public Schools.

(Rev. 8/2021)