

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, October 21, 2021, 8:15 a.m.
Trumbull High School Main Office Conference Room

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval/Minutes – Regular Meeting 09/24/2021
- IV. New Business
 - a. Marching and Symphonic Band Curriculum Guide Update
 - b. Latin 1 ACP Curriculum Guide Update
 - c. Science Fiction Curriculum Guide Update
 - d. Report, Assistant Superintendent

TRUMBULL PUBLIC SCHOOLS
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Trumbull Board of Education

Regular Meeting

Thursday, September 23, 2021, 8:15 a.m.
Trumbull High School Main Office Conference Room

MINUTES

- I. Call to Order/Introduction. The meeting was called to order by Mr. Ward at 8:15 a.m.

Members present

M. Ward, Chair
L. Timpanelli
M. Petitti
S. Iwanicki, Ed.D., ex officio

Others Present:

Lindsay Armstrong
Lisa Cerulli
Breanna Brienza
Brian Springsteen
Anna Rizza
Hope Spalla
Adeline Marzialo

- II. Correspondence / Public Comment
No public correspondence was received and no one presented any public comments.

- III. Approval/Minutes -- Regular Meeting 7/8/21

Mrs. Timpanelli moved to approve the Minutes as presented. Mrs. Petitti seconded. The motion was unanimously agreed to.

Mrs. Timpanelli made a motion to add District Climate Surveys and TPAUD Survey to New Business. Mrs. Petitti seconded.

IV. New Business

a. Social Studies, Grade 1-5, Curriculum Guide Update – L. Armstrong shared the process that was followed for the curriculum development. L. Cerulli added the manner in which assessments were included by the writing team and the vertical alignment. Mrs. Petitti highlighted that while well-written, each unit could be strengthened by adding in current events where needed at an age appropriate level. It was agreed that this line would be added. Overall, the curriculum was viewed as very well written for students. Mrs. Timpanelli made motion to accept the guide and bring it to the Board. Mrs. Petitti seconded. The motion was unanimously agreed to.

b. Sociology Curriculum Guide Update – Mr. Springsteen noted that the class is well-enrolled and motivating for many students. Mrs. Brienza shared that they updated the curriculum to include a balance of the content as well as ways in which students could consider positive ways to affect change in society. Mrs. Timpanelli made motion to accept the guide and bring it to the Board. Mrs. Petitti seconded. The motion was unanimously agreed to.

c. The Adolescent Experience Curriculum Guide Update & Text Approvals

1. New Text Approval for Revised Course: Ward, Jesmyn. *Navigate Your Stars*, 2020.
2. New Text Approval for Revised Course: Anderson, Laurie Halse. *Shout*, 2019.
3. New Text Approval for Revised Course: Engel, Patricia. *Infinite Country*, 2021.

The committee observed that a balance of text is provided to students enrolled in The Adolescent Experience. Curriculum guide and texts were approved. Mrs. Timpanelli made motion to accept the guide and bring it to the Board. Mrs. Petitti seconded. The motion was unanimously agreed to.

d. English 11 Curriculum Guide Update – This guide was updated to ensure that standards were prioritized and different types of authors and types of texts are included within our curriculum. Mrs. Timpanelli made motion to accept the guide and bring it to the Board. Mrs. Petitti seconded. The motion was unanimously agreed to.

e. District Climate Surveys and TPAUD Survey - The committee reviewed both surveys and approved both for review by the Board of Education. Mrs. Timpanelli made motion to accept the guide and bring it to the Board. Mrs. Petitti seconded. The motion was unanimously agreed to.

f. Report, Assistant Superintendent - Dr. Iwanicki shared that the updated way of “unwrapping” standards, prioritizing them as well as including essential questions and big ideas as a group a successful experience for the Social Studies K-5 writers. She added that she will be meeting with department heads at the secondary level to talk about goals and needs for the year and how she can support them.

Mrs. Timpanelli moved to adjourn the meeting at 9:15 AM and Mrs. Petitti seconded. The motion was unanimously agreed to.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Marching/Symphonic Band Grades 9-12

2021

(Last revision date: 2011)

Curriculum Writing Team

Joshua Murphy

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Wellness and Fine Arts Department Chair

Assistant Superintendent

Marching/Symphonic Band

Grades 9-12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

We believe:

Music is an inextricable part of the human experience, and every individual is inherently musical

Every student should be assured a high-quality course of music instruction, taught by qualified music educators.

Music is a pillar of cultural heritage and a means for interdisciplinary learning.

Music is an essential, core subject, and providing a musical education is a necessary part of educating the whole child. Therefore, every student should be offered opportunities to perform, create, respond, and connect musically.

Learning music gives students a mode of artistic expression, a sense of music appreciation, and the tools needed for becoming lifelong musical learners.

All individuals should have the high-quality resources and facilities necessary to achieve success within a challenging curriculum.

INTRODUCTION & PHILOSOPHY

Marching/Symphonic band is an elective course offered by the Trumbull Public Schools Music Department. This is a full year course and also could be a half year course depending on student schedule and need. Marching/Symphonic band meets five days per week as well as an additional three rehearsals per week during the Marching Band season. Competitions are held on Saturday nights from September to November. Students actively create, perform, and respond to music. Band students are expected to practice regularly, attend rehearsals, and participate in a number of performances. These performances may include concerts, parades, music festivals/adjudication and possibly other community performances.

The Marching/Symphonic band is a traditional performing ensemble that is an important part of the school culture and community. Students working cooperatively to perform with woodwind, brass, and percussion instruments can play a wide range of music in concerts, parades, competitions, music festivals and other school and community events. Mastering an instrument and participating in a band program cultivates determination, focus, self-discipline, coordination,

critical thinking, pursuit of excellence, personal growth, teamwork, creativity, and expression. The band program gives students an opportunity to perform quality music, improve their playing technique and music content skills, learn to read music notation, enhance their musical awareness and understanding, make connections to pieces of aesthetic value through performance, appreciate a variety of musical cultures, and promote both independent musicianship and lifelong involvement with music.

COURSE GOALS

The following course goals derive from the 2014 National Core Arts Standards - Music.

MU:Cr1.1.E.IIIa	Creating/Imagine: Compose and improvise musical ideas for a variety of purposes and contexts
ME:Cr2.1.E.8a	Creating/Plan and Make: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristics of music or text(s) studied in rehearsal.
MU:Cr.w.1.E.IIb	Creating/Plan and Make: Preserve draft compositions and improvisations through standard notation, audio or video recording.
MU:Cr3.1.E.Ia	Creating/Evaluate and Refine: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
MU:Cr3.2.E.Ia	Creating/Present: Share personally developed melodies, rhythmic passages, and arrangements - individually or as an ensemble - that address identified purposes..
MU.Pr4.1.E.IIa	Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.Pr4.2.E.Ia	Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

MU.Pr4.3.E.IIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepares and improvised performances.
MU.Re7.1.E.IIa	Responding/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Responding/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, context, (when appropriate) the setting of the text, and varied research sources.
MU:RE9.1.E.Ia	Responding/Evaluate: Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.
MU:Cn10.0.H.IIIa	Connecting (synthesis; personal/individual): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

Connecting (relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians presentation of creative work is the culmination of a process of creation and communication
- Performer's interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
- Analyzing creator's context and how they manipulate elements of music provides insight into their intent and informs performance
- Performers make interpretive decisions based on their understanding of context and expressive intent
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

COURSE ESSENTIAL QUESTIONS

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?
- How do individuals choose music to experience?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to improve their ability to hear and identify music concepts such as tone quality, intonation, intervals, melody, harmony, text, and balance.
 - How to improve their ability to play an instrument.
 - The details of the music they perform in terms of history, composition, structure, form, purpose, and context
 -
- Students will be able to . . .
 - Practice, rehearse, and perform music, alone or with others, from a varied repertoire of musical styles, cultures, and time periods in a variety of settings.
 - Gain skills needed for participation in college and community bands after high school.
 - Take ownership of their musical role within the group and appreciate that their effort and determination can result in rewarding and unforgettable musical experiences which enrich their lives.
 - Improve technical skills such as posture, tone quality, articulation, rhythm, breathing, phrasing, expression, scales, rudiments, and essentials of good musicianship.

COURSE SYLLABUS

Course Name

Marching/Symphonic Band

Level

ACP

Prerequisites

This course is intended for students in grades 9-12 with prior elementary and/or middle school experience on a traditional band instrument, including instruments such as: flute, oboe, bassoon, clarinet, saxophone, trumpet, french horn, trombone, baritone horn, tuba, keyboard/mallet instruments, or percussion.

General Description of the Course

The Marching/Symphonic Band is open to students who play a brass, woodwind, or percussion instrument. This course will provide instruction in playing these instruments and provide opportunities for performance. Students will continue developing playing technique, rhythm counting, reading musical notation, rehearsal etiquette, music theory knowledge, and other skills required to perform in this ensemble. The Marching/Symphonic Band participates in numerous, selected marching band competitions and performs at all home football games. In addition to the regular class period, the ensemble rehearses two evenings a week and Saturdays. A ten day “band camp” in late August is required at which time the season’s music and visual design are introduced. In addition, one sectional rehearsal a week after school during the season as well as seven individual or group lessons per marking period either during or after school is required of this course. The Symphonic Band portion of this course begins directly after the Marching Band season is completed. This ensemble will perform at all instrumental concerts and selected Concert Festivals. Students will also be offered the opportunity to participate in the CMEA Western Region and All-State festivals.

Assured Assessments

Formative Assessments:

- o Playing Assessments
- o Class Participation
- o Performance Reflections
- o Professional Musician Review
- o Concert Review
- o Practice Journals
- o Music Theory Worksheets

Summative Assessments:

- o Performances
- o Playing Assessments
- o Final Examination

Supplemental Texts

- o Marching Band and Symphonic Band music
- o King, J., & Williams, R. (1997). *Foundations for Superior Performance: Warm-Ups and Techniques for Band* (1st ed.). Neil A. Kjos Music Company.
- o Additional Scale Supplemental texts as necessary
- o Additional Rhythm Supplemental texts as necessary
- o Additional Instrumental technique supplements as necessary

UNIT 1

Marching Band Production and Winter Concert Preparation

Unit Goals

At the completion of this unit, students will:

MU.Pr4.1.E.IIa

Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

MU.Pr4.2.E.Ia

Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

MU.Pr4.3.E.IIa

Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

MU.Pr5.1.E.IIIa

Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music

MU.Pr6.1.E.IIIa

Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.

MU.Pr6.1.E.IIIb

Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

MU:Re7.2.E.IIa

Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.

MU:RE9.1.E.Ia

Responding/Evaluate: Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.

Unit Essential Questions

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?

Unit Scope and Sequence

- Concert Preparation
- Marching Production Preparation
- Sight reading appropriate sheet music, grade 3-4
- Marching skills including, but not limited to Marching and Dance techniques
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures, practice habits,
- Major Scales
- Expressive Dynamics ranging from Pianissimo to Fortissimo

- Expressive Accents and Articulations

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement. Assessments will vary weekly between individual, small, and large groups.

Students will also fill out practice logs for this unit only. These are to teach themselves how to get into a practice routine and monitor their progress. Students will be expected to write, in a Google Sheet, the dates and times they practiced as well as what their goals were and what was achieved.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance ensemble, they will be required to bring their instrument, sheet music, and folder to class each day. They will also be required to follow rehearsal etiquette and offer feedback during the rehearsal process.

Students will also be required to fill out performance reflections following each competition to reflect on the performance of themselves as well as their peers in relation to our rehearsals and seek areas for improvement.

Summative Assessments:

Students will have several competitions where they will be required to perform their entire performance from memory with 100% accuracy as a member of a large group. These major performances take place each Saturday evening during the first quarter.

Students will be required to record all of their music, either through audio or video, and submit it to the teacher for assessment. This should be performed with the same quality that is expected at the competitions.

Resources

Core

- Foundations for Superior Performance
- Concert Music
- Marching Band Music
- Marching Band Visual Program

Supplemental

- Rhythm supplements
- Full Band Warmups

- Scale Supplements
- Instrumental Technique Supplements

Time Allotment

- Approximately 8-10 Weeks

UNIT 2

Winter Concert Preparation and Performance

Unit Goals

At the completion of this unit, students will:

MU.Pr4.1.E.IIa	Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.Pr4.2.E.Ia	Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.Pr4.3.E.IIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical

demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.

MU.Pr6.1.E.IIIb

Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

MU:Re7.2.E.IIa

Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.

MU:RE9.1.E.Ia

Responding/Evaluate: Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.

Unit Essential Questions

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?

Unit Scope and Sequence

- Concert Preparation of music grades 3.5-5
- Sight reading appropriate sheet music, grade 3-4
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures, practice habits,
- Major Scales, Natural Minor Scales
- Chromatic Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 8th notes, triplets, and rests.

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement. Assessments will vary weekly between individual, small, and large groups.

Students will also fill out practice logs for this unit only. These are to teach themselves how to get into a practice routine and monitor their progress. Students will be expected to write, in a Google Sheet, the dates and times they practiced as well as what their goals were and what was achieved.

Students will also be required to listen to several recordings of professionals who play the same instrument as them and reflect on their performance. Students will be asked to draw on their own personal musical experiences up to this point and reflect on how their own playing can be improved by adopting techniques gleaned from these recordings.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance ensemble, they will be required to bring their instrument, sheet music, and folder to class each day. They will also be required to follow rehearsal etiquette and offer feedback during the rehearsal process.

Summative Assessments:

Students will perform at the Winter Concert. This performance will serve as the summation of all of our work and practice throughout this unit. Students will be required to perform with 100% note and rhythmic accuracy as well as portray many levels of expression which we have studied in class.

Students will be required to record all of their music, either through audio or video, and submit it to the teacher for assessment. This should be performed with the same quality that is expected at the concerts.

Resources

Core

- Foundations for Superior Performance
- Concert Music

Supplemental

- Rhythm supplements
- Scale Supplements
- Full Band Warmups
- Instrumental Technique Supplements

Time Allotment

- Approximately 8-10 Weeks

UNIT 3

Spring Concert Preparation

Unit Goals

At the completion of this unit, students will:

MU.Pr4.1.E.IIa	Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.Pr4.2.E.Ia	Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.Pr4.3.E.IIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepares and improvised performances.

MU:Re7.2.E.IIa

Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.

MU:RE9.1.E.Ia

Responding/Evaluate: Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.

MU:Cn10.0.H.IIIa

Connecting (synthesis; personal/individual): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MU:Cn11.0.T.IIIa

Connecting (relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit Essential Questions

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?

Unit Scope and Sequence

- Concert Preparation of music grades 4-5
- Sight reading appropriate sheet music, grade 3-4
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures, practice habits,
- Major, Natural Minor, Melodic Minor Scales
- Chromatic Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 16th notes and rests

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement. Assessments will vary weekly between individual, small, and large groups.

Students will also fill out practice logs for this unit only. These are to teach themselves how to get into a practice routine and monitor their progress. Students will be expected to write, in a Google Sheet, the dates and times they practiced as well as what their goals were and what was achieved.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance ensemble, they will be required to bring their instrument, sheet music, and folder to class each day. They will also be required to follow rehearsal etiquette and offer feedback during the rehearsal process.

Students will be required to attend a concert and write a review of the concert. This review should include connections to their studies in this course as well as draw on their outside experience in music.

Summative Assessments:

Students will perform at the Spring concert. This performance will serve as the summation of all of our work and practice throughout this unit. Students will be required to perform with 100% note and rhythmic accuracy as well as portray many levels of expression which we have studied in class.

Students will be required to record all of their music, either through audio or video, and submit it to the teacher for assessment. This should be performed with the same quality that is expected at the concerts.

Resources

Core

- Foundations for Superior Performance
- Concert Music

Supplemental

- Rhythm supplements
- Scale Supplements
- Instrumental Technique Supplements

Time Allotment

- Approximately 8-10 Weeks

UNIT 4

Spring Concert and Pops Concert Preparation

Unit Goals

At the completion of this unit, students will:

MU.Pr4.1.E.IIa	Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.Pr4.2.E.Ia	Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.Pr4.3.E.IIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepares and improvised performances.

MU:Re7.2.E.IIa

Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.

MU:RE9.1.E.Ia

Responding/Evaluate: Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.

MU:Cn10.0.H.IIIa

Connecting (synthesis; personal/individual): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

MU:Cn11.0.T.IIIa

Connecting (relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit Essential Questions

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?

Unit Scope and Sequence

- Concert Preparation of sheet music grades 4-5
- Sight reading appropriate sheet music, grade 3-4
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Rehearsal expectations and etiquette, procedures
- Major, Natural Minor, Melodic Minor, Harmonic Minor Scales
- Chromatic Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 16th notes, triplets, and rests.

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement. Assessments will vary weekly between individual, small, and large groups.

Students will fill out a concert reflection form. This will allow them to reflect on their work, as well as that of the ensemble, and discover areas for improvement.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance ensemble, they will be required to bring their instrument, sheet music, and folder to class each day. They will also be required to follow rehearsal etiquette and offer feedback during the rehearsal process.

Summative Assessments:

Students will perform at the Pops concert. These performances will serve as the summation of all of our work and practice throughout this unit. Students will be required to perform with 100% note and rhythmic accuracy as well as portray many levels of expression which we have studied in class.

Students will be required to record all of their music, either through audio or video, and submit it to the teacher for assessment. This should be performed with the same quality that is expected at the concerts.

Resources

Core

- Foundations of Superior Performance
- Concert Music

Supplemental

- Rhythm supplements
- Scale Supplements

Time Allotment

- Approximately 8-10 Weeks

CREDIT

One credit in the Arts
One class period daily for a full year

PREREQUISITES

This course is intended for students who have completed at least two years of previous playing experience on a traditional band instrument. These include Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, French Horn, Baritone Horn, Trombone, Tuba, or Percussion.

CURRENT REFERENCES

- King, J., & Williams, R. (1997). *Foundations for Superior Performance: Warm-Ups and Techniques for Band* (1st ed.). Neil A. Kjos Music Company.
- National Association for Music Education - *National Association for music EDUCATION (NAFME)*. NAFME. (2021, April 19). <https://nafme.org/>.
- National Core Arts Standards Website - *2014 music standards*. NAFME. (2021, April 1). <https://nafme.org/my-classroom/standards/core-music-standards/>.
- Youtube website - Videos of performances etc. - Youtube.com
- Sueta, Ed. *Rhythm Vocabulary Charts for Effective Rhythmic Development*. Macie Publishing. Bloomfield, NJ:1985
- JW Pepper Music Company Website - www.jwpepper.com
- Miles, R. and Blocher, L. *Teaching Music Through Performance in Band*. G.I.A. Publications: 1997

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Marching/Symphonic Band Participation Rubric
- CMEA High School Scales Rubric
- CMEA High School Solo Rubric
- Final Examination Grading Criteria

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	<ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	<p>Presentation shows compelling evidence of an independent learner and thinker.</p> <p>Solution shows deep understanding of the problem and its components.</p> <p>Solution shows extensive and appropriate application of 21st Century Skills.</p>	<p>Presentation shows clear evidence of an independent learner and thinker.</p> <p>Solution shows adequate understanding of the problem and its components.</p> <p>Solution shows adequate application of 21st Century Skills.</p>	<p>Presentation shows some evidence of an independent learner and thinker.</p> <p>Solution shows some understanding of the problem and its components.</p> <p>Solution shows some application of 21st Century Skills.</p>	<p>Presentation shows limited or no evidence of an independent learner and thinker.</p> <p>Solution shows limited or no understanding of the problem.</p> <p>Solution shows limited or no application of 21st Century Skills.</p>

Marching/Symphonic Band Participation Rubric

5

- Arrives prepared to class with all materials
- Follows class guidelines and participates in the flow of rehearsal
- Offers insightful feedback to the ensemble
- Respects and actively listens while others are performing

4

- Arrives prepared to class with all materials
- Follows class guidelines and participates in the flow of rehearsal
- Sometimes offers feedback to the ensemble
- Respects and listens to others' ideas/opinions

3

- Rarely participates in class discussions, but will offer relevant statements when called upon by instructor
- Rarely responds to other students' ideas
- Rarely offers textual support for ideas
- Sometimes distracted or inattentive to others' ideas/opinions

2

- Fails to participate in class discussions, even when called upon by instructor
- Does not respond to other students' ideas
- Does not reference textual examples as support
- Distracted or inattentive to others' ideas/opinions

1

- Does not have necessary materials for participation
- Disruptive during class discussion
- Disrespectful to others' opinions/ideas

[illegible]

[illegible]

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Latin I ACP

Grades 9-12

2021

(Last revision date: 2011)

Curriculum Writing Team

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Latin I ACP

Grades 9-12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

This introductory course is designed to help each student attain an acceptable degree of proficiency in: reading and writing of Latin as outlined in the ACTFL (American Council on the Teaching of Foreign Languages) Guidelines and National Standards for Classical Language Learning. Students will also explore the many facets of daily life of ancient Romans, which provide the setting for many of the Latin stories in Latin I and in upcoming years of study in Latin II through AP.

As the first course of the Latin program at THS, the emphasis of this course is to provide the student with a solid foundation of the Latin language and culture: i.e. its grammatical forms, vocabulary and varied subject matter. Through the exploration of Latin texts, students will gain an understanding of the history of the ancient Romans and its enduring influence on western culture. This will be achieved through the reading of novice level Latin texts with comprehension activities, class projects and presentations. There is no pre-requisite for the course, however, students should demonstrate proficiency or higher in reading English.

The course curriculum guide embraces the holistic reading approach of the Cambridge Latin Course, which is the primary textbook used in the THS Latin program. The online platform of Cambridge Elevate, provides many differentiation opportunities for students to reach proficiency as well as video and cultural files for additional enrichment.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards for Literacy. At the end of this course, students will be able to:

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;

analyze the cumulative impact of specific word choices on meaning and tone (how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.R.I9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view on purpose.

CCSS.ELA-Literacy.W.9-10.2 Write informative /explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

CCSS.ELA-Literacy W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing , rewriting, or trying a new approach.

CCSS.ELA-Literacy W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

CCSS.ELA-Literacy SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions(one on one, in groups, or teacher led)

CCSS.ELA-Literacy .SL.9-10.4 Present information, findings, and supportive evidence clearly, concisely, so listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose and task.

CC.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (eg, textual, graphical, audio, visual and interactive elements)in presentations to enhance understanding of findings, reasoning and evidence to add interest.

The following standards derive from the 2016 International Society for Technology in Education Student Standards.

At the completion of this course, students will:

ISTE- S1: Empowered Learner	Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE S2: Digital Citizenship	Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE S 3: Knowledge Constructor	Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
ISTE S4: Innovative Designer	Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
ISTE S6: Creative Communicator	Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE S7: Global Communicator	Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

The following standards derive from the 2015 American Council on the Teaching of Foreign Languages (ACTFL) World -Readiness Standards for Learning Languages:

At the completion of this course, students will:

ACTFL 1. COMMUNICATION - Communicate in Languages Other Than English

ACTFL Standard 1.1: (Interpersonal Communication)	Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
ACTFL Standard 1.2: (Interpretive Communication)	Understand and interpret written and spoken language on a variety of topics.
ACTFL Standard 1.3: (Presentational Communication)	Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

ACTFL 2. CULTURES - Gain Knowledge and Understanding of Other Cultures

Standard 2.1: **Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

ACTFL Standard 2.2: Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

ACTFL 3. CONNECTIONS - Connect with Other Disciplines and Acquire Information

ACTFL Standard 3.1: Reinforce and further their knowledge of other disciplines through the World Language.

ACTFL Standard 3.2: Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

ACTFL 4. COMPARISONS - Develop Insight into the Nature of Language and Culture

ACTFL Standard 4.1: **Demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

ACTFL Standard 4.2: **Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

ACTFL 5. COMMUNITIES - Participate in Multilingual Communities at Home and Around the World

ACTFL Standard 5.1: Use the language both within and beyond the school setting.

ACTFL Standard 5.2: Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

COURSE ENDURING UNDERSTANDINGS

Enduring Understandings

Students will understand that...

- the Roman Empire was a vast and varied area with cultural diversity and many different ethnicities contributed to the culture.
- many aspects of ancient Roman society, such as: religion, entertainment, politics and law, architecture and science, influence our culture and history.

- the reading of the Latin language is composed of many grammatical forms that are different from English, which allow the author to express wide and varying ideas.
- the Latin language is connected to the English language through derivatives and cognates.

COURSE ESSENTIAL QUESTIONS

- How do the artifacts from Pompeii provide a window into daily life of the ancient Romans in the 1st century CE?
- What are all the components of the Latin language that come together in order to read and understand Latin?
- How are Latin vocabulary and English vocabulary connected?
- How does language change in order to express more complex ideas?

COURSE KNOWLEDGE & SKILLS

Students will know...

- vocabulary and English derivatives based on the family, daily life and activities in Pompeii.
- the following grammar: present, imperfect and perfect tense verbs, adjectives, prepositions, nouns, gender, number, declensions of nouns and conjugations of verbs.
- where Pompeii is located and the extent of the Roman Empire.
- ancient Roman culture and mythology influences many aspects of our own civilization today.

Students will be able to...

- identify and translate vocabulary in passages that pertain to Roman daily life in Pompeii.
- use the knowledge of the above grammar to read novice level Latin passages.
- discuss and compare topics relating to Roman daily life in Pompeii and their own cultures.
- read analytically and be able to answer comprehension questions by finding evidence in the Latin text.
- write short passages in an organized manner using the grammar above.

COURSE SYLLABUS

Course Name Latin I

Level ACP

Prerequisites None

General Description of the Course

This introductory course is designed to help each student attain an acceptable degree of proficiency in: reading, writing and culture. Latin is the foundation of the English language and complements the study of other Romance Languages, e.g. Italian, French and Spanish. Students will discover how Latin works by investigating the grammatical building blocks of the language. Cultural units of study will include: the Roman household and daily life, mythology,

entertainment, bathing, Roman schooling, and the city of Pompeii. Students will strengthen their English grammar and vocabulary skills through studies in derivatives, roots, prefixes and suffixes.

Assured Assessments

Formative Assessments:

- Reading Comprehension Questions/Activities for Latin passages
- Writing Prompts
- Vocabulary and Grammar Quizzes
- Level of Engagement Self Assessments

Summative Assessments:

- Unit Reading Assessments
- Performance Based Assessments
- Midterm/Final Examinations

Core Text

Cambridge Latin Course, Unit 2. 5th ed. Cambridge: Cambridge UP, 2015. Print.

Supplemental Texts

- Carroll, Aileen M., and Aileen M. Carroll. *Mythology: A Teaching Unit.* J. Weston Walch, 1997.
- Catto, Bonnie A. *Latina Mythica.* Bolchazy-Carducci, 2006.
- Cloakis, Marianthe and Masello, Mary Joan, *Classical Mythology and More.* Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course.* 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories.* 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Heimbach, Elizabeth. *A Roman Map Handbook.* Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- Hartnett, Matthew. *By Roman Hands - Inscriptions and Graffiti for Students of Latin.* Focus Publishing/r Pullins & C, 2012.
- McCarthy, Thomas. *Nunc Loquamur: Guided Conversations for Latin.* Focus Publishing, R. Pullins Company, 2005.
- O'Halloran, Kate. *Hands-on Culture of Ancient Greece and Rome.* J. Weston Walch Publisher, 1997.

- Plautus, Titus Maccius, and Allan G. Gillingham. *Plautus for Production: Captivi, Curculio, Mostellaria, with Five Scenes from Other Comedies*. Phillips Academy, 1965. Print.
- The Latin Library. <https://www.thelatinlibrary.com/>. Web.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.

UNIT 1

The Roman Household

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.2: (Interpretive Communication) **Understand and interpret written and spoken language on a variety of topics.**

ACTFL Standard 2.1: Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

ACTFL Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

ACTFL Standard 4.1: **Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

ACTFL Standard 4.2: **Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

CCSS.ELA-Literacy.W.9-10.2 Write informative /explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

CCSS.ELA-Literacy W.9-10.9 **Draw evidence from literary or informational texts to support analysis, reflection, and research**

ISTE S6: Creative Communicator Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unit Essential Questions

- Who spoke Latin?
- How do basic Latin grammar and vocabulary manifest themselves in English?
- What was the structure of a Roman house and the family within it?
- Who were the primary gods that Romans believed in?

Unit Scope and Sequence

- Geography of Rome/Pompeii
- Roman Alphabet
- Latin Origins and Modern Romance Languages
- Introduction to Subjects, Verbs, Direct Objects and Prepositions
- Comparison of Latin and English Sentence Structure and Grammar
- Nominative, Accusative and Ablative Cases
- Family, Household and Daily Life Vocabulary and Derivatives
- *Caecilii Familia*
- Roman Villa
- Reading and Comprehension Activities for Latin Passages in Stages I and II.
- Roman Food and Dining
- Romulus and Remus-Origins of Rome Myth

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- *mea familia* presentation
- Writing prompt (*cena* image) response with revisions
- Visual Storytelling Slideshow of *In Triclinio* story which will be assessed according to the World Language Department's Presentational Rubric.

Summative Assessments:

- Stage I and II reading and culture assessment (available through Cambridge Elevate Teacher Resources), assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.

- Roman and American Living Comparison, assessed by the World Language Department's Presentational Rubric.

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stages I and II
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Video: Pompeii – The Last Day. BBC. 2003. Show the last chapter only.
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.

Time Allotment

- Approximately 4 Weeks

UNIT 2

The Forum and Public Life

Unit Goals

At the completion of this unit, students will:

- | | |
|---|--|
| ACTFL Standard 1.1: | Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions |
| ACTFL Standard 1.2:
(Interpretive Communication) | Understand and interpret written and spoken language on a variety of topics. |
| ACTFL Standard 1.3:
(Presentational Communication) | Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| ACTFL Standard 3.1: | Reinforce and further their knowledge of other disciplines through the World Language. |
| ACTFL Standard 4.1: | Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. |
| | CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its |

development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.R.I.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view on purpose.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, or teacher led)

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supportive evidence clearly, concisely, so listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose and task.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

ISTE- S1: Empowered Learner

Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

ISTE S2: Digital Citizenship

Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Unit Essential Questions

- What was the *forum* in ancient Roman cities and what activities took place there?
- What were some of the most common occupations for people living in the Roman Empire?
- Why are the first and second person singular essential to enabling humans to engage in dialogue?

Unit Scope and Sequence

- Pompeii and Roman Cities
- The Forum
- Introduction to Declensions
- Introduction to Verb Person and Number
- Personal Pronouns and Present Tense Verb Endings
- Present Tense of the Verb To Be (*esse*)
- Business and City Vocabulary and Derivatives

- Reading and Comprehension Activities for Latin Passages in Stages III and IV
- Olympian Deities in Mythology

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Verb ending assignments/ quizzes
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Create a guided tour of Pompeii, assessed according to the World Language Department's Presentational Rubric.

Summative Assessments:

- Stage III and IV reading and culture assessment (available through Cambridge Elevate Teacher Resources). The ACTFL Novice Level Interpretative Proficiency Rubric will be used for reading level assessment.
- Performance skit, "In Basilica", assessed according to the World Language Department's Speaking Rubric.
- Level of Engagement Student Self Assessment

Resources

Core

- *Cambridge Latin Course*, Unit I 5th ed. Cambridge: Cambridge University Press, 2015. Stages III and IV.
- *Cambridge Latin Course*, Unit I Workbook, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Google Earth Tour of Pompeii
- Cloakis, Marianne and Masello, Mary Joan, *Classical Mythology and More*. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.
- Carroll, Aileen M., and Aileen M. Carroll. *Mythology: A Teaching Unit*. J. Weston Walch, 1997.
- McCarthy, Thomas. *Nunc Loquamur: Guided Conversations for Latin*. Focus Publishing, R. Pullins Company, 2005.

Time Allotment

- Approximately 5 Weeks

UNIT 3

Entertainment in the Roman World

Unit Goals

At the completion of this unit, students will:

- | | |
|---|--|
| ACTFL Standard 1.2:
(Interpretive Communication) | Understand and interpret written and spoken language on a variety of topics. |
| ACTFL Standard 1.3:
(Presentational Communication) | Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| Standard 2.1: | Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| ACTFL Standard 2.2: | Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. |
| ACTFL Standard 4.1: | Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. |
-
- | | |
|-------------------------------------|---|
| CCSS.ELA-Literacy.RST.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| CCSS.ELA-Literacy.W.9-10.2 | Write informative /explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. |
| CCSS.ELA-Literacy W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing , rewriting, or trying a new approach. |
| CC.ELA-Literacy.SL.9-10.5 | Make strategic use of digital media (eg, textual, graphical, audio, visual and interactive elements)in presentations to enhance understanding of findings, reasoning and evidence to add interest. |

ISTE S 3: Knowledge Constructor Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What did Roman citizens enjoy for entertainment and why?
- Who were the entertainers and what status did they have in Roman society?
- How does one recognize the imperfect and perfect tenses in Latin, and how are they different from each other?

Unit Scope and Sequence

- Plural Noun and Verb Forms
- Roman Plays, Theaters and Playwrights
- Imperfect and Perfect Tense Verbs
- Imperfect Tense of the Verb To Be (*esse*)
- The Flavian Amphitheater
- Gladiators and Spectacles
- The Riot in Pompeii
- Emperor Nero, Vespasian and Titus
- Entertainment Vocabulary and Derivatives

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on plurals and verb tenses
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Create a Roman theater mask in the style of a stock character
- Write a skit that uses the stock characters in a traditional Roman comedy
- Cultural comparison of ancient Roman and modern entertainment
- Entertainment Review Writing Assignment, assessed according to the World Language Department's Writing Rubric.
- Comic presentation of *gladiatores* and *in arena* story, assessed according to the World Language Department's Presentational Rubric.
- Writing prompt (arena image) response with revisions

Summative Assessments:

- Stage V and VIII reading and culture assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.

- Write a skit that uses the stock characters in a traditional Roman comedy.
- From the perspective of an entertainment reporter, create a review of a day at the Flavian Amphitheater, assessed by the Presentational Rubric.

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stages 5 and 8.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Plautus, Titus Maccius, and Allan G. Gillingham. *Plautus for Production: Captivi, Curculio, Mostellaria, with Five Scenes from Other Comedies*. Phillips Academy, 1965.
- Video excerpts: Lester, Richard, director. *A Funny Thing Happened on the Way to the Forum*. United Artists, 1966.
- Video: Pennington, Michael, and Laurence Rees. *A Gladiator's Story: Colosseum: Rome's Arena of Death*. British Broadcasting Corporation (BBC), 2003.
- Video excerpts of amphitheater scenes: Scott, Ridley, director. *Gladiator*. Dreamworks L.L.C and Universal Studios, 2000.
- National Latin Exam Intro to Latin Reading Passages: <https://www.nle.org/Exams/Information#previousexam>

Time Allotment

- Approximately 5 Weeks

UNIT 4

Slaves and Freedmen in the Roman Empire

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.2: (Interpretive Communication) **Understand and interpret written and spoken language on a variety of topics.**

ACTFL Standard 2.1: Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

ACTFL Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

ACTFL Standard 4.2:

Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ISTE S2: Digital Citizenship

Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

ISTE S4: Innovative Designer Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Unit Essential Questions

- Who were slaves and freedmen in the Roman Empire and what positions did they hold in Roman society?
- What are the similarities and differences between Roman slavery and slavery in Antebellum America?
- Why are the principle parts of a Latin verb essential to learn?

Unit Scope and Sequence

- Imperfect and Perfect Tenses
- Three Principle Parts of Verbs
- Vocabulary and Derivatives Relating to Slaves and Freedmen
- *Manumissio*
- *Paterfamilias, Salutatio, Clientes and Patronus*
- Reading and Comprehension Activities for Latin Passages in Stage VI

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Imperfect and Perfect Tenses assignments/ quizzes
- Create a visual chart/memory aid to help understand verb tense endings
- Complete comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.

- Written Comparison: Similarities and Differences between American and Roman Slavery

Summative Assessments:

- Stage VI reading and culture assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- Level of Engagement Self Assessment

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Video excerpts: Kubrick, Stanley, director. *Spartacus*. Universal Pictures Co., 1960.

Time Allotment

- Approximately 3 Weeks

Unit 5

Roman Beliefs about Superstition, Death and the Afterlife

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.1:	Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
ACTFL Standard 1.2: (Interpretive Communication)	Understand and interpret written and spoken language on a variety of topics.
ACTFL Standard 2.2:	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
ACTFL Standard 3.1:	Students reinforce and further their knowledge of other disciplines through the World Language.

ACTFL Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy .SL.9-10.4 Present information, findings, and supportive evidence clearly, concisely, so listeners can follow the line of reasoning, and the organization, development, substance and style are appropriate to purpose and task.

Unit Essential Questions

- What did Romans believe about the afterlife?
- How did the Romans' belief in superstitions affect their daily lives?

Unit Scope and Sequence

- Third Conjugation Irregular Perfect Tense Forms
- Review of Accusative Plural Forms
- Roman Numbers 1-20
- Roman Numerals
- Vocabulary and Derivatives Relating to the Supernatural, Death and Life
- Roman Funerary Practices
- The Underworld and Afterlife in Graeco-Roman Mythology
- Reading and Comprehension Activities for Latin Passages in Stage VII

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on plural nouns
- Roman Numeral Activities
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.

Summative Assessments:

- Stage VII Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- A re-telling of a Spirit's Journey through the Underworld assessed using the WL Writing Rubric.

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I* Workbook, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Cloakis, Marianthe and Masello, Mary Joan, *Classical Mythology and More*. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.

Time Allotment

- Approximately 2 Weeks

Unit 6

Thermae

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.2: Understand and interpret written and spoken language on a variety of topics.
(Interpretive Communication)

ACTFL Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

ACTFL Standard 3.1: Students reinforce and further their knowledge of other disciplines through the World Language.

ACTFL Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign

language and its cultures.

ACTFL Standard 4.1:

Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ISTE S 3: Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unit Scope and Sequence

- The Dative and Genitive Cases
- Full First and Second Declensions
- Personal Pronouns
- Roman Numbers 21-100, 1000
- Vocabulary and Derivatives Relating to the Baths, Exercise and Shopping
- Roman Aqueducts and Water in Rome
- Reading and Comprehension Activities for Latin Passages in Stage IX

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on the Dative and Genitive Cases

- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Written response: Hygiene and the Roman Bathing Process, assessed according to the World Language Department's Writing Rubric.
- Image Board: Pros and Cons of growing up as a child in ancient Rome.
- Writing prompt (*thermae* image) response with revisions, assessed according to the World Language Department's Writing Rubric.

Summative Assessments:

- Stage IX Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- Write and Perform a Skit about a Day at the Baths, assessed according to the World Language Department's Presentational Rubric.
- Level of Engagement Self Assessment

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I* Workbook, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Laurence, Ray. *Four Sisters in Ancient Rome. YouTube*, YouTube, 14 May 2013, www.youtube.com/watch?v=RQMgLxVxsrw.
- Laurence, Ray. *A Glimpse of Teenage Life in Ancient Rome. YouTube*, YouTube, 29 Oct. 2012, www.youtube.com/watch?v=juWYhMoDTN0.
- Class Google Classroom

Time Allotment

- Approximately 3 Weeks

Unit 7

Roman Schooling and Greek Influence on Roman Life

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.1: (Interpersonal Communication)	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
ACTFL Standard 1.2: (Interpretive Communication)	Students understand and interpret written and spoken language on a variety of topics.
ACTFL Standard 1.3: (Presentational Communication)	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Standard 2.1:	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
ACTFL Standard 3.2:	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
ACTFL Standard 4.1:	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
ACTFL Standard 5.1:	<p>Students use the language both within and beyond the school setting.</p> <p>CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (how the language of a court opinion differs from that of a newspaper).</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supportive evidence clearly, concisely, so listeners can follow the line of reasoning, and the</p>

organization, development, substance and style are appropriate to purpose and task.

CCSS.ELA-Literacy.R.I9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view on purpose.

ISTE S6: Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Essential Questions

- Where did students receive their education in Rome, and who attended school?
- What subjects of study formed the backbone of Roman education?
- What aspects of Greek culture did the Romans adopt?

Unit Scope and Sequence

- Review of Plural Verbs in All Tenses
- Full Third Declension
- Comparison of Adjectives
- Vocabulary and Derivatives Relating to Schooling and Communication
- Roman Education/Schooling
- Children and Teens in Roman Society
- Debate and Rhetoric
- Greek Contributions to Roman Society
- Reading and Comprehension Activities for Latin Passages in Stage X
- The Labors of Hercules

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on the third declension and adjectives
- Comprehension and/or extension activities for each Latin story read.
- Create a game that includes all three declension endings
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Research topics and participate in a Roman style class debate

Summative Assessments:

- Stage X Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.
- *Quis ego sum?* Describing yourself presentation

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Cloakis, Marianthe and Masello, Mary Joan, *Classical Mythology and More*. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- National Latin Exam Intro to Latin Reading Passages: <https://www.nle.org/Exams/Information#previousexam>
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories*. 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.

Time Allotment

- Approximately 4 Weeks

Unit 8

Roman Politics

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.1: Students engage in conversations, provide and obtain (Interpersonal Communication) information, express feelings and emotions, and exchange opinions.

ACTFL Standard 1.2: Students understand and interpret written and spoken (Interpretive Communication) language on a variety of topics.

ACTFL Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

ACTFL Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

ACTFL Standard 5.1: Students use the language both within and beyond the school setting.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.R.I9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view on purpose.

Essential Questions

- How did local elections work in cities throughout the Empire?
- What types of offices existed, and who was eligible to run for them?
- Why is mastery of language so important in politics?

Unit Scope and Sequence

- Interrogatives and Asking Questions in Latin
- Verbs that Take the Dative Case
- Vocabulary and Derivatives Relating to Elections and Politics
- Local Roman Politics and the Cursus Honorum
- Political Graffiti
- Reading and Comprehension Activities for Latin Passages in Stage XI

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on interrogatives
- Comprehension and/or extension activities for each Latin story read.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Writing Like a Roman: Exploring ancient Roman Handwriting
- Latin Moments presentations

Summative Assessments:

- Stage XI Reading and Culture Assessment, (available through Cambridge Elevate Teacher Resources) and assessed with the ACTFL Novice Level Interpretative Proficiency Rubric.

Resources

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I Workbook*, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Hartnett, Matthew. *By Roman Hands - Inscriptions and Graffiti for Students of Latin*. Focus Publishing/r Pullins & C, 2012.

Time Allotment

- Approximately 2 Weeks

Unit 9

Vesuvius and the Destruction of Pompeii

Unit Goals

At the completion of this unit, students will:

ACTFL Standard 1.2: **Understand and interpret written and spoken language on a variety of topics.**
(Interpretive Communication)

ACTFL Standard 3.1: Students reinforce and further their knowledge of other disciplines through the World Language.

ACTFL Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

CCSS.ELA-Literacy.RST.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

CC.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (eg, textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence to add interest.

ISTE S6: Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Essential Questions

- When and how was Pompeii destroyed?
- Why is the excavated city of Pompeii so important for our understanding of the ancient world?
- Why is the first and second person of the imperfect and perfect tenses essential for human communication?

Unit Scope and Sequence

- Locating Subject Based Upon the Verb/Dropping of Subjects
- Eruption of Vesuvius
- Pliny the Younger
- Vocabulary and Derivatives Relating to the Eruption, Flight, Destruction
- Herculaneum and Pompeii Excavations
- Review and Fate of Cambridge Characters
- Reading and Comprehension Activities for Latin Passages in Stage XII

Unit Assured Assessments

Formative Assessments:

- Vocabulary quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Grammar assignments/ quizzes focusing on interrogatives
- Comprehension and/or extension activities for each Latin story read.

- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.
- Visual Storytelling: *in villa et in urbe*, assessed by the WL Presentational Rubric.

Core

- *Cambridge Latin Course, Unit I* 5th ed. Cambridge: Cambridge University Press, 2015. Stage VI.
- *Cambridge Latin Course, Unit I* Workbook, 5th ed. Cambridge: Cambridge University Press, 2015.

Supplemental

- Cambridge online companion - <https://elevate.cambridge.org/elevate/Login.aspx#b>
- Pliny the Younger: Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Video: Pompeii – The Last Day. BBC. 2003.
- National Latin Exam Intro to Latin Reading Passages:
<https://www.nle.org/Exams/Information#previousexam>

Time Allotment

- Approximately 3 Weeks

CREDIT

One credit in World Language
One class period daily for a year

PREREQUISITES

None

CURRENT REFERENCES

“Cambridge Latin Course Scope and Sequence.” *North American Cambridge Classics Project*, 2021, cambridgelatin.org/wp-content/uploads/2018/03/5e-Scope-and-Sequence.pdf.

Cambridge School Classics Project. *Cambridge Latin Course Teacher's Manual*. 5th ed., vol. 1 4, Cambridge University Press, 2015.

Gruber-Miller, John. *When Dead Tongues SPEAK: Teaching BEGINNING Greek and Latin*. Oxford University Press, 2006.

LaFleur, Richard A. *Latin for the 21st Century: From Concept to Classroom*. Scott Foresman-Addison Wesley, 1998.

ASSURED STUDENT PERFORMANCE RUBRICS

- WL-Latin Level of Engagement Rubric
- ACTFL Novice Level Interpretative Rubric
- Latin Writing Rubric
- Latin Translation Rubric
- WL Presentational Rubric
- Latin Speaking Rubric

Latin - Level of Engagement Rubric

Topic	4	3	2	1
Interactive participation <ul style="list-style-type: none"> ● on task ● group work/pair work/Teacher (T) ● listening ● raising hands 	-Always on task -Always actively participates with partner(s)/T -Always listens attentively -Always attempts to respond to questions/class discussion	Usually on task -Usually actively participates with partner(s)/T -Usually listens attentively 3--Usually attempts to respond to questions/class discussion	-Occasionally on task -Occasionally actively participates with partner(s)/T - Occasionally listens attentively - Occasionally attempts to respond to questions/class discussion	-Rarely on task -Rarely actively participates with partner(s)/T 1-- Rarely listens attentively 1-
Responsibility for learning <ul style="list-style-type: none"> ● class materials ● extra help 	-Always brings required materials to class -Always asks for assistance if needed	-Usually brings required materials to class -Usually asks for assistance if needed	-Occasionally brings required materials to class -Occasionally asks for	1- materials to class 1- -Rarely initiates independent learning

<ul style="list-style-type: none"> outside reading etc. 	- Always initiates independent learning	- Usually initiates independent learning	assistance if needed - Occasionally initiates independent learning	
Attendance/promptness	- Always arrives on time to class - Always ready to fulfill assigned opening task - All absences are excused	- Usually arrives on time to class - Usually ready to fulfill assigned opening task - All absences are excused	- Occasionally arrives on time to class - Occasionally ready to fulfill assigned opening task -Absences are generally excused	- Rarely arrives on time to class - Rarely ready to fulfill assigned opening task -Absences are rarely excused
Behavior/civility <ul style="list-style-type: none"> electronic devices following directions respectful of others obeys classroom and school rules 	- Always displays positive behavior in the classroom - Always respectful of others - Always follows school and classroom rules	- Usually displays positive behavior in the classroom - Usually respectful of others - Usually follows school and classroom rules	- Occasionally displays positive behavior in the classroom - Occasionally respectful of others - Occasionally follows school and classroom rules	- Rarely displays positive behavior in the classroom - Rarely respectful of others - Rarely follows school and classroom rules

Student Comments: _____

Score_____ **Teacher Comments**_____

ACTFL Interpretive Rubric Novice Learner

Text types: short narratives within highly predictable and familiar contexts related to personal experiences

Category	Exceeds Expectations	3 Meets Expectations	1 Does Not Meet Expectations	0 Does Not Demonstrate Novice-Level Knowledge
Literal Comprehension				
Word recognition		Recognizes key words or phrases.	Recognizes a few key words or phrases.	Recognizes two or three key words or phrases.
Main idea detection		Identifies the main idea(s) of the novice-level text.	Identifies part of the main idea(s) of the novice-level text.	Does not identify the main idea of the novice-level text.
Supporting detail detection		Identifies most or significant important ideas expressed in words or phrases embedded in familiar contexts.	Identifies a few important ideas expressed in words or phrases embedded in familiar contexts.	Identifies two or three important ideas expressed in words or phrases embedded in familiar contexts.
Interpretive Comprehension				
Word inferences				
Concept inferences				
Author/cultural perspectives				
Organizational principles				

*Note: Due to the limited nature of the text type used for novice learners, performance beyond “meets expectations” is not assessed in the current version of the IPA.

9 = 100%

8 = 95%

7 = 89%

6 = 85%

5 = 79%

4 = 75%

3 = 69%

2 = 65%

1 = 55%

Adapted from 2003 ACTFL Integrated Performance Assessment Rubric

Name _____ Assignment _____

Latin Writing Rubric

Category	Exceeds Goal 100%	Goal 90%	Working Toward Goal 80%	Needs Support 70%
Flow <i>Is what you wrote easy to read? Do your thoughts easily flow? Or is it choppy and disjointed?</i>	Writing flows smoothly, making it very easy for the reader to follow.	Writing generally flows smoothly, but is occasionally choppy or disjointed; this, however, does not detract in any meaningful way from the reader's ability to follow the text.	Writing shows some flow, but is still choppy and disjointed, making it hard for the reader to follow at times.	Writing is overall very choppy and disjointed, making it hard for the reader to follow.
Elaboration <i>Do you add details to your writing? Do you use describing words? Do you give examples? Are you both explicit and specific? Are you using vocabulary words we have learned this school year?</i>	There are many supporting details and examples which paint a vivid picture for the reader.	There are some supporting details and examples.	Few supporting details or examples are included.	There are no supporting details or examples included.
Content <i>Does what you write support your goal or thesis? Are you following the prompt?</i>	The writing not only fulfills the prompt or supports the thesis, but shows critical, independent, creative, or original thought.	The writing accurately fulfills the prompt or supports the thesis.	The writing does not completely fulfill the prompt or support the thesis, but an effort is made to do so.	The writing does not address the prompt or support the thesis in any meaningful way.
Mechanics <i>Do your words have the correct endings to convey your thoughts? Are your sentences in a logical Latin word order? Are you using grammar and stylistics that we have learned this school year?</i>	<p>The writing exhibits level-appropriate mechanics that have little to no errors, and those errors do not detract in any meaningful way from the reader's ability to understand the text.</p> <p>The author may engage in risk-taking, i.e. attempting to use structures and devices that are more advanced than the current level; if used, these structures may contain some errors, but in general enhance the text.</p>	The writing exhibits level-appropriate mechanics; errors made are infrequent and do not detract in any meaningful way from the reader's ability to understand the text.	The writing is either too simplistic (does not exhibit level-appropriate mechanics); or uses level-appropriate mechanics but with numerous errors that make it hard for the reader to understand at times.	The writing is either too simplistic (does not exhibit level-appropriate mechanics); and uses level-appropriate mechanics but with numerous errors that make it hard for the reader to understand in general.

Teacher Comments:

Assessment/Score:

Nomen _____ Labor _____

Latin Translation Rubric

	4 - Exceeds Goal 95 - 100	3 - Goal 85	2 - Working Toward Goal 75	1 - Needs Support 0 - 65
Flow	Student's translation masterfully demonstrates flow; there is seamless transition between clauses, sentences, and paragraphs; student is able to provide insight into a higher meaning or sense; the English translation is well-written	Student's translation has flow; sentences are smooth, clauses transition well into one another; student is able to provide insight into a higher meaning or sense	Student's translation at times demonstrates flow, but in places resorts to verbatim mutation of the words from the target language into English; at times the student demonstrates understanding of a higher meaning or sense	Student's translation is nothing more than a verbatim mutation of the words from the target language into English; no effort is made to provide a higher meaning or sense
Author's Intent	Student demonstrates masterful understanding of author's intended meaning or sense throughout the translation (e.g., sarcasm is maintained, jokes work in both languages, unique idioms are met with unique idioms; the tone of the work is preserved)	Student demonstrates understanding of the author's intended meaning or sense throughout the translation	Student at times demonstrates understanding of author's intended meaning or sense	Student makes little to no effort to preserve the author's intended meaning or sense
Diction	Student's diction shows masterful understanding of the content and context of the work; student's diction allows for creativity without deviating from the meaning.	Student's diction is based on the context of the work; words with multiple sentiments are used in a way that provides understanding of the content and context	Student's diction at times demonstrates understanding of the work's context	Student's diction is not context-sensitive

Feedback:

Nomen _____ Labor _____

World Language Presentational Rubric

	4 Exemplary	3 Goal	2 Working Towards Goal	1/0 Needs Support
Purpose	Establishes and maintains a clear purpose. Demonstrates an insightful understanding of audience and task	Establishes and maintains a purpose. Demonstrates an accurate awareness of audience and task	Establishes a purpose. Demonstrates an awareness of audience and task	Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Topic Development	Relevant, accurate, well developed, well organized, and richly detailed	Relevant , accurate, organized, and detailed	Somewhat irrelevant, limited accuracy, some organization, and limited details	Irrelevant , inaccurate, and lacks organization and details
Language Use	Highly effective use and control of level appropriate vocabulary	Effective use of level appropriate vocabulary	Some use of level appropriate vocabulary	Limited or no use of simple vocabulary
Language Structure	Highly effective use and control of level appropriate structures	Effective use of level appropriate structures	Some use of level appropriate structures	Limited or no use of simple structures
Visuals	Visual(s) was/were used effectively and for creative purposes. Thoroughly realistic and enhanced the presentation.	Visual(s) was/were used. Realistic and interesting.	Visual(s) was/were used. Realistic and somewhat interesting.	Visual(s) was/were not used.

Student Assessment:

Teacher Assessment and Comments:

Latin Speaking Proficiency Rubric

Nomen _____ Manus _____ Datum _____

Teacher will circle

Category	Exemplary 4	Goal 3	Working Towards Goal 2	Needs Support 1-0
COMPREHENSIBILITY	student speaks clearly and is understood by those who are not accustomed to non-native speakers	Student speaks clearly and is understood by those who are accustomed to non-native speakers	Comprehensibility requires interpretation on the part of the listener	Student is difficult to understand and/or incorrect
FLUENCY	Ease of expression throughout the entire conversation;	General ease of expression;	Student speaks with some hesitation;	Much hesitation is noted and/or reliance on a script
PRONUNCIATION	Accurate pronunciation and student takes into consideration the unique sounds of letters in Latin and stresses of Latin words all of the time.	Accurate pronunciation and student takes into consideration the unique sounds of letters in Latin and stresses of Latin words most of the time.	Mostly accurate pronunciation and often takes into consideration the unique sounds of letters in Latin and stresses of Latin words.	Somewhat accurate pronunciation and at times takes into consideration the unique sounds of letters in Latin and stresses of Latin words.

Positive Feedback:

Optime! *bene!* *Other* _____
Nice flow *Well phrased sentences*
Good pronunciation *You sound like a Roman*

Constructive Feedback:

C's are pronounced like the K sound *Other* _____
V's are pronounced like Ws.
G's have a hard g sound like "get"
Better flow in recitation needed (increase speed of recitation)
Practice suggested in listening and speaking

SCORE: ____/12 Exemplary Goal Working towards Goal Needs Support

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Science Fiction

Grade 12

2021

(Last revision date: 2013)

Curriculum Writing Team

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Science Fiction
Grade 12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Science Fiction course is offered to Trumbull High School seniors in an effort to provide a wide variety of experiences in a popular and substantive genre. The course is one that has often been requested by members of the student body who wanted to explore works that were overlooked in other courses in the English curriculum. This course allows students to meet the standards of the state framework while engaging in the study of novels, short stories, graphic novels, and films relevant to their interests.

Science Fiction allows the reader to explore important issues and themes through unlikely or alternative settings, characters, and conflicts. It grants the reader a passport into imaginary worlds grounded in reality. The best writers in the genre can create engaging stories about animating the dead, exploring the universe, and discovering mystical creatures, but they also comment about contemporary societal issues and human nature along the way. Students who take this course will examine political turmoil, the dangers and benefits of science and technology, and the importance of myths in modern day culture. Students will also gain insight into desire and its consequences and effects, the struggle for identity and personal freedom, and the types of ethical and moral dilemmas that one faces in our world.

This course fosters independent thinking and learning. Students will analyze, make inferences and generate questions about the texts that go beyond the literal elements of the stories and move into a greater level of understanding.

Students will find enrichment in the wide range of texts in the course. The genres of science fiction, horror, and fantasy are represented in the curriculum and will pose different types of thematic questions and conflicts. After taking this course, students will be motivated to explore new literary worlds and become life-long readers, seeking out the types of imaginative works that both transport them into alternative realms and expose them to relevant issues that concern the modern world.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-LITERACY.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCS.ELA-LITERACY.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCS.ELA-LITERACY.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CCS.ELA-LITERACY.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.
CCS.ELA-LITERACY.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCS.ELA-LITERACY.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
CCS.ELA-LITERACY.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the top
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Science Fiction literature is as rich for analysis as other genres of literature.
- Science Fiction helps us understand our society, culture, and the world at large.
- Science Fiction writers explore various perspectives on the benefits and dangers of technology.
- Science Fiction carries on the traditions of storytelling established in ancient world mythology.

COURSE ESSENTIAL QUESTIONS

- Why is Science Fiction such a popular genre for readers?
- How do Science Fiction writers reveal truths about our society, culture, and politics through their fictional worlds, stories, and characters?
- How does Science Fiction reveal us? Shape us? Reflect us?
- How do the themes of Science Fiction change to reflect the times in which the stories are written?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to identify and comprehend the content and formatting of a hard story.
 - How to write in the inverted pyramid format with an effective headline and lead.
 - How to distinguish hard news from opinion journalism.
 - How to assess the credibility of an author, source, and media outlet.
 - The differences between editorials, op-eds, and columns.
 - How to evaluate the effectiveness of an opinion article.
 - How to evaluate and write in such supporting modes as features, reviews, and sports.
- Students will be able to . . .
 - Identify modes of journalism based on their distinct qualities.
 - Analyze pieces of journalism based on their credibility and overall effectiveness.
 - Utilize journalism to further their understanding of the world.
 - Write analytical documents in response to published articles.
 - Write effective articles in the various modes of journalism which adhere to the qualities of each mode.

COURSE SYLLABUS

Course Name

Science Fiction

Level

Advanced College Prep

Prerequisites

Successful completion of grades 9, 10, and 11 English

General Description of the Course

This course offers a thematic examination of the world of science fiction and, to a lesser extent, the fantasy and horror genres. Students will examine contemporary issues such as humankind's place in the universe, "the other" in society, the effectiveness of various forms of government, the benefits and dangers of technology, and many more. The course will offer selections from such writers as Mary Shelly, Ray Bradbury, Richard Matheson, Philip K. Dick, Robert Holdstock, and Frank Herbert. Students will also explore various short stories, graphic novels and films related to the genres. Students will also explore the genre's influence on filmmakers from the last century. Students will be expected to read, discuss, and write about each major work in the course including written responses, analytical essays, and creative writing. Students will also complete both individual and group projects related to the readings and genre.

Assured Assessments

Formative Assessments:

- Written Responses
- Class Participation

Summative Assessments:

- Analytical Essay
- Research Project
- Final Examination

Core Texts

- Bradbury, Ray. *The Martian Chronicles*. Print.
- Coates, Ta-Nehisi. *Black Panther: A Nation Under Our Feet*. Print.
- Coates, Ta-Nehisi. *Captain America: Winter in America*. Print.
- Dick, Philip K. *Do Androids Dream of Electric Sheep?* Print.
- Herbert, Frank. *Dune*. Print.
- Holdstock, Robert. *Mythago Wood*. Print.
- Matheson, Richard. *I Am Legend*. Print.
- Shelly, Mary. *Frankenstein*. Print.

Supplemental Texts

- Graphic novels from the Trumbull High School Media Center collection
- Teacher selected articles and multimedia

UNIT 1

Science Fiction's Representation and Study of Societal, Cultural, and Political Turmoil

Unit Goals

At the completion of this unit, students will:

CCS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCS.ELA-
LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCS.ELA-
LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCS.ELA-
LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

CCS.ELA-
LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCS.ELA-
LITERACY.RL.11-12.6

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCS.ELA-

LITERACY.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the top
CCSS.ELA-LITERACY.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- How do the causes and effects of societal, cultural and political turmoil in literary worlds reflect those in our own world?
- How do readers make text to self, text to text, and text to world connections when studying the Science Fiction genre?

Unit Scope and Sequence

- *Dune* by Frank Herbert and/or *The Martian Chronicles* by Ray Bradbury
- In this unit, students will read *Dune* by Frank Herbert and/or *The Martian Chronicles* by Ray Bradbury to discover the causes and effects of political turmoil on the individual and society. In *Dune*, students will examine the role of individuals in political parties and how they struggle with making appropriate moral and ethical decisions. Students will also examine why revolutions occur and the effects they have on the decisions of the government and citizens.
- The students will connect the text to historical and contemporary political situations such as the American Revolution, the rise of fascism in the 20th century, the Vietnam Era, and the recent conflicts in the Middle East.

- In *The Martian Chronicles*, students will continue to connect the ideas of political turmoil and decision making to the issues of colonialism, nationalism, ethnic prejudice, and nation building.
- The students will connect these issues to historical and modern circumstances such as the settling and creation of the United States, the colonialism of Great Britain, the rise of Hitler in Germany, the Civil Rights movement, and genocide and ethnic cleansing in areas like Rwanda and Bosnia.

Unit Assured Assessments

Formative Assessments:

- Written responses scored by rubric

Summative Assessments:

- Students will answer an essay question based on the text the class reads. The essay question will relate to the unit essential questions.

Resources

Core

- Bradbury, Ray. *The Martian Chronicles*. Print.
- Herbert, Frank. *Dune*. Print.

Supplemental

- *Dune* (1984). Directed by David Lynch. Film.
- *Dune* (2021). Directed by Denis Villeneuve. Film.
- Palahniuk, Chuck. "Obsolete." Print.
- Short stories, articles and multimedia to model and assess unit goals and essential questions

Time Allotment

- Approximately 4-8 Weeks

UNIT 2

Science Fiction's Representation and Study of the Dangers and Benefits of Science, Technology, and Exploration

Unit Goals

At the completion of this unit, students will:

CCS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCS.ELA-
LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCS.ELA-
LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCS.ELA-
LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

CCS.ELA-
LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCS.ELA-
LITERACY.RL.11-12.6

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCS.ELA-
LITERACY.RL.11-12.10

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**CCSS.ELA-
LITERACY.W.11-12.1.B**

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the top

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- How do the dangers and benefits of science, technology, and exploration in literary worlds reflect those in our own world?
- How does location, culture, and history influence Science Fiction writers' examinations of the dangers and benefits of science, technology, and exploration?
- What is the connection between the study of science and ethical and moral integrity?
- How do the main characters in the texts and people in general make decisions based on both their moral and ethical beliefs and what happens when they stray from those beliefs?

Unit Scope and Sequence

- *Frankenstein* by Mary Shelley and/or *Do Androids Dream of Electric Sheep?* by Philip K. Dick
- In this unit, students will read *Frankenstein* by Mary Shelly and/or *Do Androids Dream of Electric Sheep?* by Philip K. Dick and examine the role of science, technology, and exploration in society. Each text asks the question “Should the advancement of science and technology be limitless or are there moral and ethical boundaries which should not be crossed?” In *Frankenstein*, students will examine Dr. Frankenstein’s reasoning for creating the monster and the conflicts that arise from his actions and choices. Students will also consider the effects Frankenstein’s decisions have on society and the creation itself. Connections to the modern world can be made through ties to cloning, stem cell research, Hitler’s desire to create the perfect race, and the creation of the atomic bomb.
- In *Do Androids Dream of Electric Sheep?*, students will see the progression of the monster in the form of a more advanced, accepted type of artificial being.
- The questions become more complex, however, when the reader considers the nature of an entire society where artificial beings are created to serve the human population. Students will consider if these beings deserve the equal treatment and rights that are given to a thinking, feeling individual, whether they were born in a hospital or a factory. Connections to the modern world can be established through the discussion of modern issues of equality and difference such as racism, sexism, and other forms of bias.

Unit Assured Assessments

Formative Assessments:

- Written responses scored by rubric

Summative Assessments:

- Students will answer an essay question based on the text the class reads. The essay question will relate to the unit essential questions.

Resources

Core

- Dick, Philip K. *Do Androids Dream of Electric Sheep?*. Print.
- Shelley, Mary. *Frankenstein*. Print.

Supplemental

- *Blade Runner*. Directed by Ridley Scott. Film.
- *Blade Runner 2049*. Directed by Denis Villeneuve. Film.
- *Bride of Frankenstein* (1935). Directed by James Whale. Film.
- Britton, Kim W. "The Summer of 1816." Print.
- Dick, Philip K. "The Eyes Have It." Print.
- Dick, Philip K. "The Variable Man." Print.
- Dick, Philip K. "We Can Remember It For You Wholesale." Print.
- *Frankenstein* (1931). Directed by James Whale. Film.
- *Universal Horror*. Directed by Kevin Brownlow. Film.
- Short stories, articles and multimedia to model and assess unit goals and essential questions

Time Allotment

- Approximately 6-8 Weeks

UNIT 3

Science Fiction As Modern Mythology

Unit Goals

At the completion of this unit, students will:

CCS.ELA-LITERACY.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCS.ELA-LITERACY.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCS.ELA-LITERACY.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CCS.ELA-LITERACY.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.
CCS.ELA-LITERACY.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCS.ELA-LITERACY.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCS.ELA- LITERACY.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
CCSS.ELA- LITERACY.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the top
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- In which ways are Science Fiction stories built on mythological archetypes?
- How does Science Fiction carry on the traditions of ancient mythology today?

Unit Scope and Sequence

- *I Am Legend* by Richard Matheson and/or *Mythago Wood* by Robert Holdstock
- *Black Panther: A Nation Under Our Feet* and/or *Captain America: Winter in America* by Ta-Nehisi Coates
- In this unit, students will read *Mythago Wood* by Robert Holdstock and/or *I am Legend* by Richard Matheson and examine the role of mythology in contemporary works and society. In *Mythago Wood*, students will look at mythological archetypes such as creation, fertility, and hero myths that are present and how they determine the characters' thoughts and actions. Students will also understand why these archetypes are important to the characters. Students can make connections to ancient mythology and the influences of mythology on modern day society in such areas as films, advertising, products, and literature.
- In *I Am Legend*, students will examine traditional mythological figures in a modern context. Students will explore how the role of the hero applies to the character Robert Neville. Students will also analyze how the role of the hero and villain are sometimes a matter of perspective. Students will apply mythological archetypes and the hero cycle to examples found in other works and society.
- Students will consider why the vampire myth is so popular and the reasons why the creature's story is significant in both an ancient and modern context.
- Students will read *Black Panther: A Nation Under Our Feet* and/or *Captain America: Winter in America* by Ta-Nehisi Coates and examine the role of the hero in ancient and in modern storytelling. Students will connect the classical hero cycle to the roles, personalities, and journeys of contemporary superheroes.

Unit Assured Assessments

Formative Assessments:

- Written responses scored by rubric

Summative Assessments:

- Students will complete a research project based on monsters (if connecting to *I Am Legend* or *Mythago Wood*) or graphic novels (if connecting to *Black Panther A Nation Under Our Feet* or *Captain America: Winter in America*)

Resources

Core

- Coates, Ta-Nehisi. *Black Panther: A Nation Under Our Feet*. Print.
- Coates, Ta-Nehisi. *Captain America: Winter in America*. Print.
- Holdstock, Robert. *Mythago Wood*. Print
- Matheson, Richard. *I Am Legend*. Print

Supplemental

- *Bram Stoker's Dracula*. Directed by Francis Ford Coppola. Film.
- Burroughs, Edgar Rice. *A Princess of Mars*. Print.
- Burroughs, Edgar Rice. *Gods of Mars*. Print.
- Campbell, Joseph. *The Hero with a Thousand Faces*. Print.
- *Dracula* (1931). Directed by Tod Browning. Film.
- *The Empire Strikes Back*. Directed by Irving Kirshner. Film
- Howard, Robert E. "Hour of the Dragon." Print
- Howard, Robert E. "Red Nails." Print.
- Miller, Frank. *The Dark Knight Returns*. Print.
- Moore, Alan. *Watchmen*. Print.
- *Nosferatu* (1922). Directed by F.W. Murnau. Film.
- *Secret Origins: The History of DC Comics*. Directed by Mac Carter. Film
- *Star Wars*. Directed by George Lucas. Film.
- Stillman, Peter R. *Introduction to Myth*. Print.
- Stoker, Bram. *Dracula*. Print.
- *Return of the Jedi*. Directed by Richard Marquand. Film.
- Short stories, articles and multimedia to model and assess unit goals and essential questions

Time Allotment

- Approximately 8-10 Weeks

CREDIT

One-half credit in English
One class period daily for a half year

PREREQUISITES

Successful completion of grades 9, 10, and 11 English.

CURRENT REFERENCES

- Britton, Kim W. "The Summer of 1816." Print.
- Campbell, Joseph. *The Hero with a Thousand Faces*. Print.
- *Secret Origins: The History of DC Comics*. Directed by Mac Carter. Film
- Stillman, Peter R. *Introduction to Myth*. Print.
- *Universal Horror*. Directed by Kevin Brownlow. Film.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Science Fiction Participation Rubric
- Written Response Rubric
- Monster Project Rubric & Graphic Novel Rubric (Note: these assignments may be given individually or in small groups based on the level, scope, ability of each class. Rubrics may be adjusted to reflect whether the assignment is in small groups for an entire period or individually for a shorter period of time.)
- Final Examination Rubrics

OTHER RESOURCES

- Sample Essay Unit One
- Sample Essays Unit Two
- Sample Monster Project & Sample Graphic Novel Project
- Sample Written Response Questions
- Final Examination
- Final Examination Sample Study Guide

Trumbull High School School-Wide Reading Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straight forward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Student is able to interpret text by : <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Student is able to interpret text by : <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some main ideas of text Guided interpretation of text by answering questions locating answers in text 	Student demonstrates limited ability to interpret text as evidenced by : <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text to text text to self text to world 	Demonstrates specific connections <ul style="list-style-type: none"> text to text text to self text to world 	Demonstrates general connections <ul style="list-style-type: none"> text to text text to self text to world 	Struggles to make connections <ul style="list-style-type: none"> text to text text to self text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text <ul style="list-style-type: none"> Synthesis of text Express a personal opinion. 	Evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> critical analysis to form a conclusion from the text thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	A general evaluation of the text by one or more of the following elements: <ul style="list-style-type: none"> Forms a superficial conclusion from the text Assesses the quality of the text Uses text to express personal opinion(s) 	Struggles to evaluate the text by any of the following elements: <ul style="list-style-type: none"> Forming a conclusion from the text Assessing the quality of the text Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	<ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	<p>Presentation shows compelling evidence of an independent learner and thinker.</p> <p>Solution shows deep understanding of the problem and its components.</p> <p>Solution shows extensive and appropriate application of 21st Century Skills.</p>	<p>Presentation shows clear evidence of an independent learner and thinker.</p> <p>Solution shows adequate understanding of the problem and its components.</p> <p>Solution shows adequate application of 21st Century Skills.</p>	<p>Presentation shows some evidence of an independent learner and thinker.</p> <p>Solution shows some understanding of the problem and its components.</p> <p>Solution shows some application of 21st Century Skills.</p>	<p>Presentation shows limited or no evidence of an independent learner and thinker.</p> <p>Solution shows limited or no understanding of the problem.</p> <p>Solution shows limited or no application of 21st Century Skills.</p>

Science Fiction Participation Rubric

30-27

- Participates daily in class discussions
- Responds to and builds on other students' ideas
- Offers insightful evidence from the text as support for ideas
- Respects and actively listens to others' ideas/opinions

26-24

- Participates frequently in class discussions
- Responds to other students' ideas
- Sometimes offers textual support for ideas
- Respects and listens to others' ideas/opinions

23-21

- Rarely participates in class discussions, but will offer relevant statements when called upon by instructor
- Rarely responds to other students' ideas
- Rarely offers textual support for ideas
- Sometimes distracted or inattentive to others' ideas/opinions

20-12

- Fails to participate in class discussions, even when called upon by instructor
- Does not respond to other students' ideas
- Does not reference textual examples as support
- Distracted or inattentive to others' ideas/opinions

11-0

- Defiantly refuses to participate in class discussions, even when called upon by instructor
- Disruptive during class discussion
- Disrespectful to others' opinions/ideas

Written Response Rubric

20-18

- Fully developed ideas with exceptional support
- Two or more solid, direct quotes from text
- Well-written in terms of structure and word choice and voice
- 650-850 words in length (typed, double-spaced, 12 point type)
- Answers the question fully, directions followed

17-16

- Developed ideas with adequate support
- Two quotes from text which relate to ideas
- Structure is effective and word choice is appropriate
- 500-650 words in length
- Answers the question, directions followed

15-13

- Partially developed ideas with some support
- One quote from text, unrelated examples
- Un-structured and confusing, simple word choice, lacks voice
- 250-500 words in length
- Questions not fully answered or considered

12-8

- Few, underdeveloped ideas with little support
- One quote or no quotes, inappropriate or unusual examples
- Lack of coherency, difficult to follow
- 250 word or less
- Question ignored or not answered

WHAT YOU NEED TO DO:

During your presentation you will be assessed on overall depth and quality of your 20-25 slideshow (Powerpoint, Prezi, etc.) and your adherence to the content requirements for your Analysis of Work One, Work Two, and Work Three described in Section 1 of the Assignment Sheet.

___ / 25

During your presentation you will be assessed on the accuracy of your content, the quality of your thesis and the depth of your analysis of the works and the significance of the works to the literary world.

___ / 25

WHAT YOU NEED TO TURN IN:

You will be assessed on the quality of your visual aid in the presentation quality of your visual aids in the presentation. This includes the quality of your screenshots. Your visual aids should address all 5 bullets in the section entitled: “You will present your selection to the class, demonstrating your knowledge of.” It should be attractive, informative, and easy to understand.

___ / 30

Your active involvement/participation on this assignment will be measured both on how you construct your presentation and what you document in your personal reflection. In your reflection, you must document any and all examples of your active participation in this project. Explain how you created your presentation and which actions you took throughout the process. Explain, what you did, how you did it, and what you learned.

Reflection:
___ / 20

TOTAL: ___ / 100

Graphic Novel Project Rubric Sample

WHAT YOU NEED TO DO:

Your presentation should last the entire class period. During your presentation, you will be assessed on the quality and level of interactivity of your 35-40 minute presentation to the class. You will also be assessed on the quality and detail of your responses in the additional 5-10 minute Q&A period.

___ / 20

During your presentation, you will be assessed on the accuracy of your content and the depth of your analysis of the work and its significance to the industry and literary world as a whole.

___ / 20

WHAT YOU NEED TO TURN IN:

You will be assessed on the quality of your visual aids in the presentation, including your powerpoint or prezi and any additional materials you produce (it may be a handout, a poster, a documentary-like video clip, etc.) Your visual aids should address all 5 bullets in the section entitled: "You will present your selection to the class, demonstrating your knowledge of." They should be attractive, informative, detailed, and easy to understand.

___ / 30

Your active involvement/participation as an equal group member will be measured both on how you conduct yourself in the presentation (10 points) and what you document in your individual 2 page reflection (20 points). In your reflection, you must document any and all examples of your active participation in this project. It must be typed in Times New Roman 12 point font, double-spaced. Explain which ideas were yours and which actions you took throughout the process (Answer: What did you do? How did you do it? What did you learn?)

Involvement in presentation:
___ / 10

Reflection:
___ / 20

Final Examination Rubric – Essay 1 (Informal Essay Response)

	Thesis - 1	Evidence & Support - 2	Ideas - 3	Organization and Mechanics and Style - 4
6	<ul style="list-style-type: none"> -Establishes a clear and coherent focus for the essay. -Essay proves thesis. -Thesis is clearly and effectively threaded throughout the essay. -Thesis establishes a clear and insightful connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides ample and convincing evidence from text AND real life historical/contemporary event (specific examples). -Offers clear, insightful and fully developed explanation/elaboration of evidence. 	<ul style="list-style-type: none"> -Displays original insight and divergent thinking which illuminates the text AND real life historical/contemporary event (Significance) -Thinking extends beyond classroom discussion. -New ideas are easily accessible to the reader. Ideas are clear and supported. 	<ul style="list-style-type: none"> -Paragraphs are focused and used creatively to achieve purpose. -Sequencing enhances purpose. -Overall structure richly develops and unfolds thinking. -Paragraphs and ideas transition. -There is evidence of prewriting. -Is free of most errors in grammar, usage and mechanics. -Exhibits skillful use of language, using varied, accurate, and apt vocabulary.
5	<ul style="list-style-type: none"> -Establishes a clear and coherent focus for the essay. -Thesis is almost proven. -Thesis is clearly threaded throughout the essay. -Thesis establishes a clear and somewhat insightful connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides convincing/relevant evidence from the text AND real life historical/contemporary event. -Offers clear and somewhat insightful explanation of evidence which is well developed. -Evidence and support requires further explanation/elaboration to prove thesis. 	<ul style="list-style-type: none"> -Displays original insight which illuminates the text AND real life historical/contemporary event. (Discuss significance further, connect ideas and evidence to thesis) -Thinking may extend beyond classroom discussion. -Ideas are accessible to the reader. 	<ul style="list-style-type: none"> -Paragraphs are focused and used effectively. -Sequencing complements purpose. -Overall structure effectively develops and unfolds thinking. -There is evidence of prewriting. -Is generally free of most errors in grammar, usage and mechanics. -Exhibits facility in the use of language, using appropriate vocabulary.
4	<ul style="list-style-type: none"> -Establishes a focus for the essay. -Thesis requires more support. -Thesis is threaded throughout the essay. -Thesis establishes a clear connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides sufficient evidence from the text AND real life historical/contemporary event. -Offers clear explanation of evidence which needs further insight and/or development to prove thesis. 	<ul style="list-style-type: none"> -Displays some original insight. -Thinking enriches classroom discussion. -Ideas are clear to the reader but they require development and a stronger connection to evidence and thesis. 	<ul style="list-style-type: none"> -Most paragraphs are focused and used effectively. -Sequencing may contribute to purpose. -Overall structure develops thinking. -There is evidence of prewriting. -Has some errors in grammar, usage and mechanics. -Exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary.
3	<ul style="list-style-type: none"> -Establishes a limited focus for the essay. -Thesis is not consistently present or proven. -Thesis establishes a limited connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides some evidence from the text AND real life historical/contemporary event. -Offers limited explanation of evidence which lacks insight and/or development. -Explanation of support and evidence does not prove thesis. 	<ul style="list-style-type: none"> -Displays some insight. -Thinking centers on prior class discussions. -Ideas are clear to the reader. -Connections between ideas, evidence and thesis are superficial but demonstrate some insight. 	<ul style="list-style-type: none"> -Paragraphs may be inconsistent in focus and effectiveness. -Evidence of an attempt at sequencing. -Structure adequately maintains reader's understanding/ideas transition -Contains an accumulation of errors in grammar, usage and mechanics. -Displays developing facility in the use of language, but sometimes uses incorrect vocabulary or inappropriate word choice.
2	<ul style="list-style-type: none"> -Attempt at a thesis is present, but may lack clarity and/or does not answer question. -Attempted thesis is not proven. -Attempted thesis lacks continuity. -Attempted thesis does not adequately connect the assignment and the text. 	<ul style="list-style-type: none"> -Provides minimal evidence from the text OR real life historical/contemporary event. -Offers little explanation of evidence. -Thesis is not proven. -References to thesis are general. 	<ul style="list-style-type: none"> -Displays limited insight. -Thinking is superficial. -Ideas are unclear and may confuse the reader. -Connections between ideas, evidence and thesis are superficial or confusing. 	<ul style="list-style-type: none"> -Limited or illogical use of paragraphing. -Structure causes gaps in reader's understanding/ideas jump around. -Contains errors in grammar, usage and mechanics so serious that meaning is somewhat obscured. -Displays very little facility in the use of language, using very limited vocabulary or incorrect word choice.
1	<ul style="list-style-type: none"> -No established thesis/thesis restates topic. -No central focus. -Does not establish connection between the assignment and the text. 	<ul style="list-style-type: none"> -No concrete evidence or examples from text OR real life historical/contemporary event. -No connection between support, evidence, and thesis. 	<ul style="list-style-type: none"> -Displays no insight and may simply retell plot. -Ideas are unclear and confuse the reader. -No connections between ideas, evidence and thesis. 	<ul style="list-style-type: none"> -No awareness of paragraphing. -Lack of structure interferes with reader's understanding. -No transition. -Contains pervasive errors in grammar, usage and mechanics that persistently interfere with meaning. -Displays fundamental errors in vocabulary, such as incorrect word choice, IM phrasing, slang, etc.

Final Examination Rubric – Essay 2 (Course Texts/Formal Essay)

	Thesis - 1	Evidence & Support - 2	Ideas - 3	Organization and Mechanics and Style - 4
6	<ul style="list-style-type: none"> -Establishes a clear and coherent focus for the essay. -Essay proves thesis. -Thesis is clearly and effectively threaded throughout the essay. -Thesis establishes a clear and insightful connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides ample and convincing evidence from text (specific examples). -Offers clear, insightful and fully developed explanation/elaboration of evidence. 	<ul style="list-style-type: none"> -Displays original insight and divergent thinking which illuminates the text. (Significance) -Thinking extends beyond classroom discussion. -New ideas are easily accessible to the reader. Ideas are clear and supported. 	<ul style="list-style-type: none"> -Paragraphs are focused and used creatively to achieve purpose. -Sequencing enhances purpose. -Overall structure richly develops and unfolds thinking. -Paragraphs and ideas transition. -There is evidence of prewriting. -Is free of most errors in grammar, usage and mechanics. -Exhibits skillful use of language, using varied, accurate, and apt vocabulary.
5	<ul style="list-style-type: none"> -Establishes a clear and coherent focus for the essay. -Thesis is almost proven. -Thesis is clearly threaded throughout the essay. -Thesis establishes a clear and somewhat insightful connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides convincing/relevant evidence from the text. -Offers clear and somewhat insightful explanation of evidence which is well developed. -Evidence and support requires further explanation/elaboration to prove thesis. 	<ul style="list-style-type: none"> -Displays original insight which illuminates the text. (Discuss significance further, connect ideas and evidence to thesis) -Thinking may extend beyond classroom discussion. -Ideas are accessible to the reader. 	<ul style="list-style-type: none"> -Paragraphs are focused and used effectively. -Sequencing complements purpose. -Overall structure effectively develops and unfolds thinking. -There is evidence of prewriting. -Is generally free of most errors in grammar, usage and mechanics. -Exhibits facility in the use of language, using appropriate vocabulary.
4	<ul style="list-style-type: none"> -Establishes a focus for the essay. -Thesis requires more support. -Thesis is threaded throughout the essay. -Thesis establishes a clear connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides sufficient evidence from the text. -Offers clear explanation of evidence which needs further insight and/or development to prove thesis. 	<ul style="list-style-type: none"> -Displays some original insight. -Thinking enriches classroom discussion. -Ideas are clear to the reader but they require development and a stronger connection to evidence and thesis. 	<ul style="list-style-type: none"> -Most paragraphs are focused and used effectively. -Sequencing may contribute to purpose. -Overall structure develops thinking. -There is evidence of prewriting. -Has some errors in grammar, usage and mechanics. -Exhibits adequate but inconsistent facility in the use of language, using generally appropriate vocabulary.
3	<ul style="list-style-type: none"> -Establishes a limited focus for the essay. -Thesis is not consistently present or proven. -Thesis establishes a limited connection between the assignment and the text. 	<ul style="list-style-type: none"> -Provides some evidence from the text. -Offers limited explanation of evidence which lacks insight and/or development. -Explanation of support and evidence does not prove thesis. 	<ul style="list-style-type: none"> -Displays some insight. -Thinking centers on prior class discussions. -Ideas are clear to the reader. -Connections between ideas, evidence and thesis are superficial but demonstrate some insight. 	<ul style="list-style-type: none"> -Paragraphs may be inconsistent in focus and effectiveness. -Evidence of an attempt at sequencing. -Structure adequately maintains reader's understanding/ideas transition -Contains an accumulation of errors in grammar, usage and mechanics. -Displays developing facility in the use of language, but sometimes uses incorrect vocabulary or inappropriate word choice.
2	<ul style="list-style-type: none"> -Attempt at a thesis is present, but may lack clarity and/or does not answer question. -Attempted thesis is not proven. -Attempted thesis lacks continuity. -Attempted thesis does not adequately connect the assignment and the text. 	<ul style="list-style-type: none"> -Provides minimal evidence from the text. -Offers little explanation of evidence. -Thesis is not proven. -References to thesis are general. 	<ul style="list-style-type: none"> -Displays limited insight. -Thinking is superficial. -Ideas are unclear and may confuse the reader. -Connections between ideas, evidence and thesis are superficial or confusing. 	<ul style="list-style-type: none"> -Limited or illogical use of paragraphing. -Structure causes gaps in reader's understanding/ideas jump around. -Contains errors in grammar, usage and mechanics so serious that meaning is somewhat obscured. -Displays very little facility in the use of language, using very limited vocabulary or incorrect word choice.
1	<ul style="list-style-type: none"> -No established thesis/thesis restates topic. -No central focus. -Does not establish connection between the assignment and the text. 	<ul style="list-style-type: none"> -No concrete evidence or examples from text. -No connection between support, evidence, and thesis. 	<ul style="list-style-type: none"> -Displays no insight and may simply retell plot. -Ideas are unclear and confuse the reader. -No connections between ideas, evidence and thesis. 	<ul style="list-style-type: none"> -No awareness of paragraphing. -Lack of structure interferes with reader's understanding. -No transition. -Contains pervasive errors in grammar, usage and mechanics that persistently interfere with meaning. -Displays fundamental errors in vocabulary, such as incorrect word choice, IM phrasing, slang, etc.

Sample Essay Unit 1

The Martian Chronicles

Many science fiction stories are thinly-veiled commentaries about modern life and/or human nature. After reading Ray Bradbury's *The Martian Chronicles* which chapter/story seems the most relatable to modern thinking, societal/cultural values, or human behavior (negative or positive behavior/traits)? To answer this question, you must select one story and focus and then fully support your answer with solid examples from your selected story. Be sure to analyze the elements of the story that make it so topical or relatable to a modern audience as well.

Each response should be 2-4 pages in length and is due at the end of class.

Sample Essays Unit 2

Do Androids Dream of Electric Sheep?

Respond to one of the following questions in a 1000-1250 word critical analysis essay. Use plentiful quotes throughout and be sure to explain your evidence. Please use 12 point font and standard margins, spacing, and MLA Format.

Choose one of the following prompts:

1. One important question asked in the novel is “what makes a living being human?” What is Dick’s answer to this question? How are androids and humans contrasted in this novel, and to what purpose?
2. Is Dick’s view on human nature inherently negative, positive, mixed, or ambiguous? What elements in the novel support this view?
3. The two competing outside forces in this novel are religion and the media. Is either one more beneficial to the characters in the novel (Mercerism vs. Buster Friendly) or do they both serve a more sinister purpose?

All essays are due on _____

Please turn in your essay to Turnitin.com.

Frankenstein

Throughout the reading of Mary Shelly's Frankenstein, we spent a lot of time talking about what it is to be human. Depending on a person's definition of what it is to be human, it could be argued that either Victor Frankenstein or his Monster has more qualities that are human.

Now it is time for you to take a stance. Write an essay in which you **create your own working definition for what it means to be human**, and then **determine which of these two characters contains qualities that are more human over the other**. After providing your definition and stance, support your position with solid, detailed evidence.

Directions: This will be a 1000-1200 word, typed essay. You will use Times New Roman size 12 font. Your essay will be double-spaced. There will be no extra space between paragraphs. You will need to include at least one quote in each of your body paragraphs. Remember that your evidence should back up your thesis statement. It should be specific to your thesis. You then need to explain how this evidence supports your thesis.

Citing rules: You can view the rules for it at www.mla.org. Here is an example for you to follow:

Frankenstein's Monster shows he can hold a mean grudge when he says to Victor, "I shall be with you on your wedding-night" (195).

Due dates:

The rough draft for this essay is due on _____

The final essay is due on _____

We will spend time in class peer-editing/revising. You must turn in your essay as a hard copy in class and as an electronic copy to turnitin.com No essays will be taken after _____, and you will lose 10 points for every day the paper is late. If you are going to be absent, it is your responsibility to hand in the essay. If you are absent for an extended period of time and have no way of turning in a hard copy, you still must submit an electronic copy to turnitin.com for it to count as being on time.

This assignment is worth 100 points, and it is the first major grade for marking period _____. Feel free to schedule an appointment for extra help if you need some assistance during the editing/revision process. Good luck!

Monster Research Project Sample

As we have learned so far in class, writers and filmmakers have portrayed the same monster in a variety of ways to meet the needs of the story and/or audience. Your job in this assignment is to research and present your findings on the portrayal of one monster of your choosing in multiple works across time.

Select and research one monster that has been portrayed in multiple ways over time in books, television, and/or movies. It could be a mainstream monster (like Dracula), an urban legend monster (like Bigfoot), or any monster in between! You will ultimately be presenting on three different works. You can if you want to, but you do not have to read entire books or watch entire films for this assignment. You are welcome to research these works based on the wealth of information available about them on the web and in books.

Section 1: You will present your selection to the class. Your presentation will consist of:

- Based on your research and on the works covered, develop a thesis about your monster. Your thesis should be an overall statement about how your monster functions in the literary world.
- Analysis of Work One: a malevolent portrayal of your monster in a book, show, or film
- Analysis of Work Two: a sympathetic portrayal of your monster in a book, show, or film
- Analysis of Work Three: an additional portrayal of your monster from either perspective (or another perspective of your choice) from a significantly different period of time than your first two examples
- Every monster has essential qualities which are present in all stories that feature it. Despite the different portrayals of your monster in the stories you researched, what qualities of the three works remain the same? Focus on the character qualities of the monster itself and the major themes and motifs of the stories. Move beyond the literal and display higher level thinking.

Section 2: You will be assessed on the following milestones:

- The overall depth and quality of your 20-25 slideshow (Powerpoint, Prezi, etc.) and your adherence to the content requirements for your Analysis of Work One, Work Two, and Work Three as described in Section 1 of the Assignment Sheet.
- The accuracy of your content, the quality of your thesis and the depth of your analysis of the works and the significance of the works to the literary world.
- The quality of your visual aids and written ideas and explanations in the presentation. This includes the quality of your screenshots.
- Your individual reflection paper, citing in detail what you did to complete this project, what you learned, and how you learned it. Your reflection should be 500 words typed.

Helpful hints:

- Be mindful of the screenshots you choose for your presentation. Screenshots should, at most, be “PG-13” in nature. If you think it may not be appropriate, do not use the screenshot! If the screenshot is inappropriate for class, your teacher will stop viewing your presentation and you will be assessed only on what is already assessable in the prior sided.
- Remember that even horror fans have a variety of different levels of exposure to literary monsters. Your presentation should be interesting to both amateurs and experts of the world of monsters.
- Just like the works you will be presenting on, visual aids could vary in terms of effectiveness. If it’s too plain, people won’t be interested. If it’s too cluttered, people will be confused. Find the right balance and think about what is the most visually appealing way to deliver the information you want to deliver.

This project is worth 100 points, and it is a major assignment for this marking period. Have fun, and good luck!

Graphic Novel Research Project Sample

You will check out a book from the media center for this assignment. You will research and study one comic book/graphic novel collection which changed the way people look at comics in one way or another. It could be a book that defined the 1980s movement towards gritty realism and scholastic thinking; it could be a book that defined the shift from the Golden Age to the Silver Age of comics; it could be the controversial 1940s-1950s movement of EC Comics; it could be anything in between!

Requirements for this assignment:

- Each group will complete and present one powerpoint or prezi presentation for an entire class period.
- Each student will submit one 2 page reflection response (typed, Times New Roman 12 point font, double-spaced)

You will create a powerpoint or prezi presentation on your selection, demonstrating your knowledge of:

- the work as a whole
- the authors/artists/company involved
- the state of the comic industry at the original time of publication
- the reason(s) the work is significant, including analysis of the work which demonstrates its importance. You should analyze and discuss both the text and the artwork of the book.
- the impact the work has had on the industry

You will be assessed on the following milestones:

- the accuracy of your content, the depth of your analysis of the work and its significance to the industry/literary world as a whole
- the quality of your powerpoint or prezi presentation
- Your individual reflection paper, citing in detail what you learned, and how you learned it. What do you know about your story or about graphic novels in general that you didn't know before? Your reflection should be about 2 pages typed, double-spaced.

Helpful hints:

- Just like comic book artwork itself, the visual aids in your powerpoint or prezi could vary in terms of effectiveness. If it's too plain, people won't be interested. If it's too cluttered, people will be confused. Find the right balance and think about what is the most visually appealing way to deliver the information you want to deliver.
- The powerpoint or prezi presentation should be about the graphic novel you selected, addressing the 6 bullets above under "demonstrating your knowledge of:" The reflection should be about you, your process in completing the assignment, and what you learned from completing the assignment.

This project will be worth 100 points, and it is a major assignment for this marking period.

Printed powerpoints/prezis, visual aids, and individual student reflections will all be due on the same day, regardless of when your group is presenting. **All printed materials will be due on _____.** You will receive a 10% penalty in the specific rubric category for every day these documents are late (-3 per day for the entire group on late visual aids & -2 per day for the individual student with a late reflection).

Sample Written Response Questions

I Am Legend

Sample A

Definitions of “hero” and “anti-hero” from thefreedictionary.com:

“Hero:

1. In mythology and legend, a man, often of divine ancestry, who is endowed with great courage and strength, celebrated for his bold exploits, and favored by the gods.
2. A person noted for feats of courage or nobility of purpose, especially one who has risked or sacrificed his or her life: soldiers and nurses who were heroes in an unpopular war.

Anti-hero: A main character in a dramatic or narrative work who is characterized by a lack of traditional heroic qualities, such as idealism or courage.”

Is Robert Neville a hero or an anti-hero? Use the definitions up top to frame your idea and include at least three specific elements from the text to support your argument. Be specific.

Sample B

As we read and discussed Richard Matheson’s I Am Legend, we spent a lot of time talking about how the author integrated the mythology of the vampire into a modern tale. We noticed that the author took various steps to present the mythology of the vampire (desire for blood, disdain for garlic, etc.) to the reader in a logical and scientific manner. Now, it is up to you to decide whether or not you bought it:

Was the mythology of the vampires used effectively and convincingly in I Am Legend?

To answer this completely you must take a definitive stance whether you thought the author was effective or ineffective in implementing classic vampire mythology into this modern vampire tale. You then must provide specific examples of how vampire mythology is used in the book, and why it is effective and convincing.

A Princess of Mars

In the novel so far, which supporting character has had the greatest influence on John Carter? How come? How does this influence reveal Carter's personality and affect his decision making?

Science Fiction Final Exam

Part I – Informal Essay Response

Read the two quotations below:

“I can picture in my mind a world without war, a world without hate. And I could picture us attacking that world, because they’d never expect it.”

-Jack Handy

“Only when we have to fight to stay human do we realize how precious it is. How dear to us.”

-Invasion of the Body

Snatchers

In an informal essay, respond to ONE of the quotes, connecting it to one of the works we’ve read this semester **(must be a novel)** AND to a real life historical/contemporary event. Your response should be at least 2 full pages, single-spaced, front and back for **satisfactory** credit. You must be sure to explain the quote and your connections to the quote. Be as specific as possible.

Part II – Course Texts/Formal Essay

Read the two quotations below:

“(Science Fiction) Literature is an uttering, or outering, of the human imagination. It lets the shadowy forms of thought and feeling — heaven, hell, monsters, angels and all — out into the light, where we can take a good look at them and perhaps come to a better understanding of who we are and what we want, and what the limits to those wants may be.”

-Margaret Wood, “Why
We Need Science Fiction,” The
Guardian

“Science Fiction writers foresee the inevitable, and although problems and catastrophes may be inevitable, solutions are not.”

-Isaac Asimov

In an essay, explain the significance of ONE of the quotes to the characters and a common theme of two of the works we studied this semester **(may be either 2 novels, or a novel and a film—You may NOT discuss the work you used in your first response)**. Think “big picture,” be original, and show insight in your answer. Your response should be at least 2 full pages, single-spaced, front and back for **satisfactory** credit. You will be graded on your ability to draw inferences and conclusions, give clear explanations, and cite evidence (specific examples, not plot summary) to support your points. Reflect on the quote and extend your understanding of the text. Your response should be organized (introduction, body paragraphs and conclusion), developed and elaborated.

Science Fiction Sample Final Exam Study Guide

Works Covered:

- *Frankenstein* by Mary Shelly
- *I Am Legend* by Richard Matheson
- *The Martian Chronicles* by Ray Bradbury
- *Bride of Frankenstein* (film)

Test Format:

- Two open-ended questions, each with its own rubric. Both questions will assess your understanding of the science fiction genre.
- For one question, you may support your answer using one text covered in the course, and one personal/historical/contemporary connection. For the other question, you may support your answer using **either** two texts covered in the course, **or** one text and one film.

Study Tips:

- Do not confuse this test format with the major assessments taken in class during the semester. The in-class tests were scored holistically, with information and original ideas being the main points for assessment. This exam has a rubric that is specifically looking for both ideas and organization. Picture this exam as a mix between an in-class test and a major essay assignment. You have an entire exam period to answer both questions, which means you have more than 45 minutes for each question. There must be evidence of prewriting, organization and revision.
- When reviewing for the exam, reflect on the following elements of each work we have studied and discussed this semester:
 - Major themes, ideas and messages
 - The author's/director's tone and style
 - The content of the work in relation to the time in which the work was created
 - The reasons why this work is an example of the science fiction genre
 - How the work relates to personal/historical/contemporary situations in our own world and society
 - Knowledge of basic elements, such as major characters and events will strengthen your responses