

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, September 19th, 2024, 8:30 a.m.
Trumbull High School – Main Office Conference Room

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval/Minutes – Regular Meeting May 16, 2024
- IV. New Business
 - a. New Text Proposal: *Chemins 2023 Levels 1, 2, and 3* French 1, 2, and 3
 - b. Curriculum Guide Update- United States Political Systems (CP, ACP, Honors,) Grades 11-12
 - c. Curriculum Guide Update- Advanced Placement English Literature and Composition, Grades 11-12
 - d. Assistant Superintendent's Curriculum Writing Update

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

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Regular Meeting

Thursday, May 16th, 2024, 8:30 a.m.
Trumbull High School – **Room M116**

Minutes

- I. Call to Order/Introduction. The meeting was called to order by the Chair, Mrs. Petitti at 8:31am.

Members Present

M. Petitti, BOE Curriculum Committee Chair

J.McNamee, BOE Member

L.Nuland, BOE Member

S.Iwanicki, Ed.D, administrative designee

- II. Public Comment. No public comment has been received.

- III. Approval/Minutes – Regular Meeting Mrs. Nuland motioned to approved 3-28-24 meeting minutes. Ms. McNamee seconded. The motion passed unanimously.

- IV. New Business

- a. New Course Proposal: Grade 11-12 Self-Contained Core Concepts of Geometry-Algebra 2- Trumbull High School Supervisor of Special Education, Jen Wolyniec, was joined by special education teachers Carrie Tomasiewicz and Eleni Grafos to present the overview of the proposed course. Current self-contained math course structure results in students taking the same course more than once. This creation of this additional course might help to add additional content, increase mastery of skills, as well as student scores on the SAT. This course would be a fourth section of math to allow students more opportunity to master skills. Ms. McNamee noted that the course should focus on the standards as opposed to the SAT. It was clarified that this course does focus on skills and standards, preparation for the SAT is just a small component that this course. Ms. Tomasiewicz clarified that this course would teach the same standards, but at a pace the students can master and with real life concepts such as the circumference of a pizza. Mrs. Nuland shared that having son who participated in the program in the past, she sees this additional curriculum as a positive change. Mrs. Petitti added that as an experienced math educator, she knows that students can master skills with the right support. A course like this is needed for those students. Ms. McNamee motioned to approve the Core Concept Geometry-Algebra 2 course proposal and move it forward to the full Board for approval. Mrs. Nuland seconded. The motion passed unanimously.
- b. Ms. McNamee motioned to add a revised ACP Statistics Curriculum Guide to the agenda. Mrs. Nuland seconded. The motion passed unanimously.
- c. Grade 12 ACP Statistics Curriculum Revisions- Department Chair Dr. Sroka shared that Trumbull High School has the newly approved Statistics text which provided the rationale for updating the

curriculum guide. She was joined by mathematics teacher, Mr. Scerbo, who relayed that the first major goal for students is to have a sense of a measure of central tendency and dispersion. The second goal is to be able to look at a complicated formula and understand that the variable stands for something. A rich discussion of statistics and a need for student understanding of the concepts ensured. Mr. Scerbo expanded that the teachers introduce the vocabulary and then jump into variables. Mrs. Petitti asked about the order of the concepts within the course and was pleased with the order that was shared. Ms. McNamee moved that we accept the updated Grade 12 ACP Statistics Curriculum as revised and bring it to the full Board for approval. Mrs. Nuland seconded. The motion passed unanimously.

- d. Assistant Superintendent's Elementary Reading Update- Dr. Iwanicki presented an overview of the changes being considered for the K-5 ELA Assessment Calendar, the survey results regarding our current ELA materials completed recently by K-5 teachers, as well as the highlights of the state approved materials being explored to meet the target areas identified by the Connecticut State Department of Education as needing more support within the current K-3 curriculum. The district will be piloting new materials next year and will be periodically updating the Curriculum Committee. Ms. McNamee expressed a concern about abandoning the Teachers College work that has been vetted and successful within Trumbull. Dr. Iwanicki shared that teachers will be able to consider the Teachers College materials in comparison to the materials being are piloted, but that the change is needed and being asked for by teachers. Mrs. Nuland correctly noted that these changes are also necessary to meet the state legislation. Mrs. Petitti shared that she hopes that Trumbull Public Schools will be careful in our approach to not overwhelm teachers with too much change as so much good work has been done in the area of literacy. Dr. Iwanicki communicated that the intent of the pilot is to involve teachers in the evaluation of materials so that the best decisions can be made based on the standards as well as best teaching practices. She is hopeful that the teamwork that has been taking place and with high-level of involvement from our experienced elementary teachers [most have more than 15 years of teaching experience,] we will be able to make an informed and educated recommendation to the Board about next steps.

The meeting adjourned at 9:53am.

TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: 7/2/24

Title of Texts: *Chemins 2023 Levels 1, 2, and 3 Student Editions* (all three textbooks)

Authors: José A. Blanco

Publisher: Vista Higher Learning

Year Published: 2023

ISBN Number: 978-1-54336-229-9

Core¹ or Supplemental: Core

Course: French I, II, and III (ACP & Honors)

Grade Level: 9 and 10 (depending on student ability level)

(If applicable) Replaces text: *Bien Dit! Level 1, 2, and 3* (all three texts)

Rationale for adopting new text: The current textbook is out of print and outdated.

Text Description: Chemins is a comprehensive textbook series that follows a logical progression of grammar concepts and vocabulary. The scaffolded language program builds communicative proficiency through a cohesive cultural approach within each unit and is well-aligned with world language standards.

Strengths: Strong and user friendly online textbook; updated readings; follows standards; (is aligned with the Vista series themes, model, and online resources that are used in other world language courses)

Weaknesses: The pace of the sequencing may be challenging to complete in one school year.

Submitted by: Susanna Lavorgna Lye

¹"Core" refers to a resource that must be used by all students for attainment of course goals.

Revised 7/2016

Reviewed by: _____	_____
Principal/Designee	Date
_____	_____
Assistant Superintendent	Date
_____	_____
Board of Education Curriculum Committee Member	Date
_____	_____
Board of Education Curriculum Committee Member	Date
_____	_____
Board of Education Curriculum Committee Member	Date

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

**United States Political Systems
College Prep
Advanced College Prep
Honors
Grades 11-12**

2024

(Last revision date: 2015)

Curriculum Writing Team

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Assistant Superintendent

United States Political Systems

Grades 11-12

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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

According to Section 10-221a of the Connecticut General Statutes “no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed...at least a one-half credit course on civics and American government.” In high school Civics and Government courses, students study the United States government as they investigate the rights and responsibilities of citizens in a democracy. Students will explore foundational documents, structure and function of government, political participation, and civic engagement. Studying the United States government is important because it equips citizens with the knowledge and understanding necessary to effectively participate in and influence the democratic processes that shape their society.

United States Political Systems and United States History are deeply interconnected, as the principles, structures, and functions of American government have been shaped by historical events and decisions. Understanding the historical context in which key policies were developed, constitutional amendments were made, and landmark Supreme Court decisions were issued provides essential insights into the evolution of the country's political system. This integrated approach illuminates how past events and societal changes have influenced the current workings of the U.S. government, enabling a more comprehensive understanding of its complexities and guiding principles.

COURSE GOALS

The following course goals are derived from the Connecticut Social Studies Standards for Civics and Government (2023)

Inquiry Standards

Dimension 1: Develop Questions and Plan Inquiries

CG. Inq.1.a. Explain how a question reflects an enduring issue in the United States Government.

CG. Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

CG. Inq.1.c. Explain points of agreement and disagreement experts have about interpretations and applications of civic concepts and ideas associated with both compelling and supporting questions.

Dimension 2: Apply Disciplinary Concepts and Tools

CG. Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of civics and government content.

Dimension 3: Evaluate Sources and Use Evidence

CG. Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

CG. Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

CG. Inq.3.c. Refine claims and counterclaims by pointing out strengths and limitations of arguments and explanations (e.g., precision, significance, knowledge conveyed).

Dimension 4: Communicate Conclusions and Take Informed Action

CG.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

CG.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

CG.Inq.4.c. Critique political arguments and explanations while acknowledging the strengths and weaknesses given the purpose and audience (credibility, bias, reasoning, sequencing, details).

CG.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about political issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.

CG.Inq.4.e. Analyze the characteristics and causation of local, regional, and global problems issues using a multidisciplinary lens.

CG.Inq.4.f. Evaluate and implement strategies for individual and collective action to address local, regional, and global problems in classrooms, schools, and out-of school civic contexts.

Civics and Government Content Standards

Foundations of American Democracy

CG.His.5.a. Analyze how interpretations of the social contract theory of government influenced the founding of the United States government (e.g., Thomas Hobbes, Jean-Jacques Rousseau, John Locke).

CG.Civ.4.a. Explain how the Declaration of Independence and United States Constitution contributed to the establishment of a federal democratic republic (e.g., popular sovereignty, federalism).

CG.Civ.4.b. Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government (e.g., separation of powers, checks and balances, necessary and proper clause, supremacy clause, 10th Amendment).

CG.Civ.4.c. Explain how the United States Constitution has been adapted and interpreted in response to societal changes in both historical and contemporary contexts (e.g., amendments, Marbury v. Madison, Brown v. Board of Education, Tinker v. Des Moines, Obergefell v. Hodges).

CG.Civ.4.d. Explain how federalism led to conflict between states and the federal government (e.g., healthcare, suffrage, taxation).

CG.Civ.8.a. Identify how the structure of state and local governments promote democratic principles and public participation (e.g., boards of education, Connecticut General Assembly, municipal government).

CG.Civ.8.b. Evaluate how different levels of government work to promote civic virtue and enact democratic principles (e.g., municipal, state, and federal).

CG.Civ.14.a. Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, Constitutional amendments, Supreme Court decisions, exercising Constitutional rights).

CG.Civ.14.b. Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical sources (e.g., youth activism, journalism, social media, whistleblowers, protestors, strikes, boycotts, petitions, resistance).

Structure and Function of Government

CG.Civ.1.a. Distinguish between the functions of local, state, tribal, and national governments in response to challenges (e.g., court decisions, executive orders, legislation, sovereignty, states rights).

CG.Civ.1.b. Distinguish between the powers and responsibilities of local, state, and federal election officials in facilitating free and fair election processes.

CG.Civ.2.a. Analyze how the structures of the United States state and local governments represent different models of democracy (e.g., direct democracy, representative government).

CG.Civ.2.b. Analyze the role and effectiveness of the legislative branch in addressing constituent and societal needs (e.g., Article I, Section 8 of the United States Constitution, elections, political polling, representation, constituent services).

CG.Civ.3.a. Analyze how elections and the electoral process are executed and maintained by constitutions and laws in the United States (e.g., voter registration, transfer of power, Electoral College, federalism).

CG.Civ.3.b. Analyze how federal and state court systems are articulated and maintained by constitutions and laws in the United States (e.g., District Courts, Circuit Courts, Appellate Court, Supreme Court).

CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).

CG.Civ.6.a. Critique geopolitical relationships and their impact on governments, civil societies, and/or economic markets (e.g., North Atlantic Treaty Organization, United States–Mexico–Canada Agreement, Joint Comprehensive Plan of Action, Paris Agreement, World Health Organization).

CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).

CG.Civ.14.c. Analyze the impact of United States policy decisions on other nations (e.g., immigration, trade, arms support, sanctions).

CG.His.5.b. Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).

Political Participation and Engagement

CG.Civ.2.c. Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States (e.g., interest groups, media bias, political parties).

CG.Civ.10.a. Determine the extent to which elected officials represent constituent interests and perspectives (e.g., personal and professional experiences, policy positions, party affiliation, voting record).

CG.Civ.2.d. Analyze trends in access to voting, voter turnout, and voter representation over time (e.g., gerrymandering, reapportionment, redistricting, voter socialization).

CG.Civ.2.e. Analyze the rights and responsibilities of individuals in the United States (e.g., 4th Amendment, trial by jury, jury service, interacting with law enforcement, voting).

CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the vote campaigns, conscious consumerism).

CG.Civ.5.c. Evaluate the role of the media in addressing social and political problems or influencing elections (e.g., fourth estate, media bias, concentration of media ownership).

CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.

The following course goals are derived from the Common Core Grades 6-12 Literacy in History/Social Studies.

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

The following course goals are derived from the ISTE Technology Standards.

ISTE 1.2c: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE 1.3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

ISTE 1.3c: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE 1.3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE 1.4d: Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open ended problems.

ISTE 1.6c: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

ISTE 1.6d: Students publish or present content that customizes the message and medium for their intended audiences.

ISTE 1.7a: Students use digital tools to connect with learners from a variety of cultures, engaging with them in ways that broaden mutual understanding and learning.

ISTE 1.7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ISTE 1.7c: Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

ISTE 1.7d: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

COURSE ENDURING UNDERSTANDINGS

Themes

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.

- Democratic Principles
- Civic and Political Institutions
- Processes, Rules and Laws
- Participation and Deliberation
- Rights and Responsibilities of Citizens

Students will understand...

- what it means to be a citizen.
- how power and responsibility are distributed, shared, and limited in a government to meet the needs of its people.
- how a government works to balance the rights of the individual with the overall wellbeing of the society.
- the obligations and responsibilities of citizens in a democracy.
- the ways in which the American political system provides for choice and opportunities for participation.
- the role of political parties and factions in the U.S. political system.
- how the media and public interest groups both shape and reflect political and social interests.
- the role of new technologies in broadening the influence of public interest groups and in influencing elections and voting behavior.

COURSE ESSENTIAL QUESTIONS

- What are the structures and functions of the United States government?
- How is the political system in the United States dependent upon the participation and civic engagement of its citizens?

COURSE KNOWLEDGE & SKILLS

Students will know...

- what it means to be a citizen
- how the role of the citizen has changed over time.
- the rights and responsibilities of citizens.
- how citizens influence solutions to both social and political problems.
- the different ways citizens can interact with their government and its institutions.
- how the American political system provides for choice and opportunities for participation.
- how power and responsibility are distributed, shared, and limited in a government to meet the needs of its people.
- how a government works to balance the rights of the individual with the overall wellbeing of the society.
- the role of political parties and factions in the American political system.

Students will be able to...

- define democracy and its principles.
- identify the three branches of the federal government and their functions.
- understand the voter registration process in the State of Connecticut.
- craft thoughtful responses to questions on social and political issues using evidence to support ideas and arguments.
- utilize a number of ways to interact with their community.

COURSE SYLLABUS

Course Name

United States Political Systems

Level

Honors

Prerequisites

Required by the State of Connecticut

Completion of 9th/10th grade Social Studies

General Description of the Course

According to Section 10-221a of the Connecticut General Statutes “no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed...at least a one-half credit course on civics and American government.” In high school Civics and Government courses, students study the United States government as they investigate the rights and responsibilities of citizens in a democracy.

Students will explore foundational documents, structure and function of government, political participation, and civic engagement. Studying the United States government is important because it equips citizens with the knowledge and understanding necessary to effectively participate in and influence the democratic processes that shape their society.

United States Political Systems and United States History are deeply interconnected, as the principles, structures, and functions of American government have been shaped by historical events and decisions. Understanding the historical context in which key policies were developed, constitutional amendments were made, and landmark Supreme Court decisions were issued provides essential insights into the evolution of the country's political system. This integrated approach illuminates how past events and societal changes have influenced the current workings of the U.S. government, enabling a more comprehensive understanding of its complexities and guiding principles.

Assured Assessments

Throughout the course, students will have the opportunity to complete several assured assessments that will focus on improving literacy, writing, technology and critical thinking skills. These will vary based upon the current political landscape. There will also be a final exam that will measure student competency and understanding of the course content, concepts and skills.

Supplemental Texts

McClenaghan, William A. Magruder’s American Government. Prentice Hall, 2013.

The United States Constitution

COURSE SYLLABUS

Course Name

United States Political Systems

Level

Advanced College Prep

Prerequisites

Required by the State of Connecticut
Completion of 9th/10th grade Social Studies

General Description of the Course

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Supplemental Texts

Remy, Richard C., et al. *United States Government: Our Democracy*. McGraw Hill Education, 2016.

The United States Constitution

COURSE SYLLABUS

Course Name

United States Political Systems

Level

College Prep

Prerequisites

Required by the State of Connecticut

Completion of 9th/10th grade Social Studies

General Description of the Course

According to Section 10-221a of the Connecticut General Statutes “no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed...at least a one-half credit course on civics and American government.” In high school Civics and Government courses, students study the United States government as they investigate the rights and responsibilities of citizens in a democracy.

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Supplemental Texts

Remy, Richard C., John J. Patrick, et al. *Building Citizenship: Civics and Economics*. McGraw-Hill Education, 2014.

The United States Constitution

UNIT 1

Foundations of American Democracy

Unit Goals

Throughout the course of this unit students will:

CG.His.5.a. Analyze how interpretations of the social contract theory of government influenced the founding of the United States government (e.g., Thomas Hobbes, Jean-Jacques Rousseau, John Locke).

CG.Civ.4.a. Explain how the Declaration of Independence and United States Constitution contributed to the establishment of a federal democratic republic (e.g., popular sovereignty, federalism).

CG.Civ.4.b. Describe how the United States Constitution organizes, enumerates, and divides power to create a limited government (e.g., separation of powers, checks and balances, necessary and proper clause, supremacy clause, 10th Amendment).

CG.Civ.4.c. Explain how the United States Constitution has been adapted and interpreted in response to societal changes in both historical and contemporary contexts (e.g., amendments, *Marbury v. Madison*, *Brown v. Board of Education*, *Tinker v. Des Moines*, *Obergefell v. Hodges*).

CG.Civ.4.d. Explain how federalism led to conflict between states and the federal government (e.g., healthcare, suffrage, taxation).

CG.Civ.8.a. Identify how the structure of state and local governments promote democratic principles and public participation (e.g., boards of education, Connecticut General Assembly, municipal government).

CG.Civ.8.b. Evaluate how different levels of government work to promote civic virtue and enact democratic principles (e.g., municipal, state, and federal).

CG.Civ.14.a. Analyze historical, contemporary, and emerging means of protecting, defending, and promoting constitutional rights in the United States (e.g., law-making, federal court system, Constitutional amendments, Supreme Court decisions, exercising Constitutional rights).

CG.Civ.14.b. Analyze advocacy and activism in the United States related to a contemporary human rights issue using the United States Constitution and other historical sources (e.g., youth activism, journalism, social media, whistleblowers, protestors, strikes, boycotts, petitions, resistance).

Unit Identifications

- article
- amendment
- authoritarian
- bicameral
- confederacy
- consent of the governed
- constitution
- democracy
- dictatorship
- divine right
- federalism
- federal system
- government
- judicial review
- limited government
- monarchy
- natural rights
- oligarchy
- representative democracy
- republic
- social contract
- sovereignty
- state of nature
- supremacy clause
- unicameral
- unitary system

Unit Essential Questions

- What are the purposes of government?
- What principles guide different types of governments?
- What influence did English tradition and Enlightenment philosophers have on the development of the United States and its government?
- How did the structure and function of colonial governments contribute to the evolving notion of American democracy and eventually lead to revolution against the British?
- What principles found in the Declaration of Independence will be integral to the creation of the American government?
- Why was America's first government, the Articles of Confederation, eventually replaced with the Constitution?
- How did the Constitutional Convention reflect compromises between the states' competing interests?

- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- How does the U.S. Constitution structure the government and divide power between the national and state governments in order to promote democracy and civic participation?
- How does the amendments process in the United States Constitution make it a “living document”?

Unit Scope and Sequence

- Foundations of Government
- Types of Government
- Principles of Government
- Origins of American Government
- The Declaration of Independence
- The Articles of Confederation
- The Constitutional Convention
- The United States Constitution
- The Amendment Process
- The Bill of Rights
- Federalism
- Roles and Responsibilities of Citizenship
- Modern Applications of the Constitution

Unit Assured Assessments

Unit assured assessments will include one or more of the following strategies:

Document Analysis, Comprehension Questions, Case Studies, Debates, Discussion Groups , Peer Editing and Revising, Essays, Group Projects, Reflections, Persuasive Writing, Question & Answer Sessions, Research using Technology, Role Playing Scenarios, Student Presentations, Study Groups

Examples of Possible Activities

- Students will create a multimedia presentation on the influences of Enlightenment thinkers on the creation of the United States Constitution.
- Students will work in groups and are assigned the role of either “federalist” or “antifederalist”. Each individual/group will work to prepare for a class debate where they will be asked to defend their position on various constitutional topics.
- Students will construct a political cartoon about the weaknesses of the Articles of Confederation and the need for a new government.

Resources

Core

- The Declaration of Independence
- The Articles of Confederation
- The United States Constitution
- The Bill of Rights
- Textbook

Supplemental

- Excerpts from the Magna Carta
- Excerpts from the English Bill of Rights
- Excerpts from the English Petition of Rights
- Excerpts from John Locke's Two Treatises on Government
- Excerpts from Thomas Hobbes' Leviathan
- Excerpts from Rousseau's Social Contract
- Excerpts from the Thomas Paine's Common Sense
- Excerpts from American colonial constitutions
- Excerpts from The Federalist Papers
- Excerpts from Constitutional delegates
- KHAN Academy

Time Allotment

~7 weeks

UNIT 2

Structure and Function of Government

Unit Goals

Throughout the course of this unit students will:

CG.Civ.1.a. Distinguish between the functions of local, state, tribal, and national governments in response to challenges (e.g., court decisions, executive orders, legislation, sovereignty, states rights).

CG.Civ.1.b. Distinguish between the powers and responsibilities of local, state, and federal election officials in facilitating free and fair election processes.

CG.Civ.2.a. Analyze how the structures of the United States state and local governments represent different models of democracy (e.g., direct democracy, representative government).

CG.Civ.2.b. Analyze the role and effectiveness of the legislative branch in addressing constituent and societal needs (e.g., Article I, Section 8 of the United States Constitution, elections, political polling, representation, constituent services).

CG.Civ.3.a. Analyze how elections and the electoral process are executed and maintained by constitutions and laws in the United States (e.g., voter registration, transfer of power, Electoral College, federalism).

CG.Civ.3.b. Analyze how federal and state court systems are articulated and maintained by constitutions and laws in the United States (e.g., District Courts, Circuit Courts, Appellate Court, Supreme Court).

CG.Civ.5.a. Evaluate the relationship between law-making, enforcement, and interpretation in balancing the rights of the individual with the well being of society (e.g., Bill of Rights, Supreme Court cases).

CG.Civ.13.a. Evaluate how a regulation or law can create or eliminate systemic inequalities involving race, gender and sexuality, ability, socio-economic status, belief systems, or access to resources (e.g., gerrymandering, 14th Amendment, Plessy v. Ferguson, poll taxes, Sheff v. O'Neill, Voting Rights Act of 1965, Rehabilitation Act).

CG.Civ.14.c. Analyze the impact of United States policy decisions on other nations (e.g., immigration, trade, arms support, sanctions).

CG.His.5.b. Analyze how historical contexts have shaped and continue to shape the ideologies and platforms of political parties in the United States (e.g., factions, partisanship).

Unit Identifications

- appeal
- at large
- bicameral legislature
- bill
- brief
- bureaucrat
- cabinet
- caucus
- censure
- census
- cloture
- committee
- concurrent powers
- constituent
- convention
- delegated powers
- elector

- electoral college
- executive agreement
- executive order
- executive privilege
- expressed powers
- federalism
- filibuster
- gerrymandering
- impeachment
- implied powers
- incumbent
- inherent powers
- judicial activism
- judicial restraint
- judicial review
- necessary and proper
- pardon
- patronage
- president pro tempore
- primary
- reapportionment
- redistrict
- reserved powers
- speaker of the house
- succession
- unconstitutional
- veto

Unit Essential Questions

- How does the U.S. Constitution structure the government and divide power between the national and state governments in order to promote democracy and civic participation?
- What is the structure and function of each of the three branches of the federal government?
- What are the powers, roles and responsibilities of the Legislative Branch and how have they evolved?
- What are the powers, roles and responsibilities of the Executive Branch and how have they evolved?
- Why and how has the process for nominating and electing presidents changed over time?
- What are the powers, roles and responsibilities of the Judicial Branch and how have they evolved?

- How do the three branches of government share, check and balance power?
- Why are the freedoms in the Bill of Rights and later amendments essential to our democracy and limited government?
- How can a regulation or law create or eliminate systemic inequalities involving race, gender, sexuality, ability, socio-economic status, belief systems and/or access to resources?
- How does the two party system influence American democracy?

Unit Scope and Sequence

- Federalism
- Division of National Power
- The Legislative Branch (Structure, Function, Powers)
- The Executive Branch (Structure, Function, Powers)
- The Electoral Process
- Impeachment Process
- Judicial Branch (Structure, Function, Powers)
- Supreme Court
- Constitutional Freedoms
- The Amendment Process
- The Amendments
- Political Parties
- Modern Applications of the Constitution

Unit Assured Assessments

Unit assured assessments will include one or more of the following strategies:

Document Analysis, Comprehension Questions, Case Studies, Debates, Discussion Groups , Peer Editing and Revising, Essays, Group Projects, Reflections, Persuasive Writing, Question & Answer Sessions, Research using Technology, Role Playing Scenarios, Student Presentations, Study Groups

Examples of Possible Activities

- “ Day in the Life of a Senator:” Students will select a U.S. Senator and create a multimedia presentation in which the student researches the chosen senator's background, committee work, bill sponsorship, and stand on current issues.
- Students will research a current bill dealing with a social issue of their choice and track it through the legislative process, updating the class regularly on its progress.
- “What Makes a Good President?”: Students will be assigned a president and create a multimedia presentation detailing the president's background, accomplishments/failures and life post presidency. Students will then give their president a letter grade (A, B, C, D, F), rating their presidency along with a reflection on their reasoning for their grade.

- Students will create a SCOTUS movie poster depicting the key players, background and decision of a landmark case heard by the Supreme Court of the United States.

Resources

Core

- The United States Constitution
- The Bill of Rights
- Textbook

Supplemental

- The Federalist Papers
- Excerpts from Washington's Farewell Address
- *Marbury v. Madison*
- Other Landmark Supreme Court Cases
- Democratic Party website
- Republican Party website
- KHAN Academy

Time Allotment

~10 weeks

UNIT 3

Political Participation and Engagement

Unit Goals

Throughout the course of the unit students will:

CG.Civ.2.c. Analyze the role of individuals, groups, and the media in shaping political participation over time in the United States (e.g., interest groups, media bias, political parties).

CG.Civ.10.a. Determine the extent to which elected officials represent constituent interests and perspectives (e.g., personal and professional experiences, policy positions, party affiliation, voting record).

CG.Civ.2.d. Analyze trends in access to voting, voter turnout, and voter representation over time (e.g., gerrymandering, reapportionment, redistricting, voter socialization).

CG.Civ.2.e. Analyze the rights and responsibilities of individuals in the United States (e.g., 4th Amendment, trial by jury, jury service, interacting with law enforcement, voting).

CG.Civ.5.b. Evaluate the effectiveness of strategies used by an individual, group or institution in addressing a social problem at the local, state, tribal, national, and/or international level (e.g., social protest movements, get-out-the vote campaigns, conscious consumerism).

CG.Civ.5.c. Evaluate the role of the media in addressing social and political problems or influencing elections (e.g., fourth estate, media bias, concentration of media ownership).

CG.His.5.c. Analyze how social contexts shape personal political beliefs and voting behavior.

Unit Identifications

- absentee ballot
- ballot
- censorship
- civil liberty
- closed primary
- conservative
- Democrat
- direct primary
- due process
- equal protection clause
- establishment clause
- exit polls
- free exercise clause
- Freedom of Information Act (FOIA)
- gerrymandering
- incorporation doctrine
- independent
- interest groups
- libel
- liberal
- lobbyists
- mass media
- midterm election
- moderate
- open primary
- party platform
- political action committee (PAC)
- political party
- precinct
- press
- prior restraint
- public opinion
- reapportionment
- referendum
- Republican

- responsibilities
- rights
- self incrimination
- slander
- speech
- suffrage

Unit Essential Questions

- How do American citizens influence government policies and contribute to solutions to domestic and foreign issues?
- What role does the mass media, internet and social media play in the U.S. political system?
- What factors influence voters, voter turnout and voter representation and how have these changed over time?
- What are the roles, rights and responsibilities of American citizens and how have they changed over time?

Unit Scope and Sequence

- Federalism
- Political Parties
- Voters and Voter Behavior
- Mass Media and Public Opinion
- Constitutional Freedoms
- Civil Rights
- Roles and Responsibilities of Citizenship
- Social and Political Movements
- Modern Day Application of the Constitution

Unit Assured Assessments

Unit assured assessments will include one or more of the following strategies:

Document Analysis, Comprehension Questions, Case Studies, Debates, Discussion Groups , Peer Editing and Revising, Essays, Group Projects, Reflections, Persuasive Writing, Question & Answer Sessions, Research using Technology, Role Playing Scenarios, Student Presentations, Study Group

Examples of Possible Activities

- Students will act as a lobbyist and write a persuasive speech that advocates their stance on a political/social issue of their choice.

- Students will design an effective video advertisement targeting one group that historically has had low voter participation encouraging them to vote in the upcoming election.
- Students will trace the evolution of civil rights for various marginalized groups throughout United States history and will create a historic timeline depicting the achievements and setbacks in policy and goals of each movement.
- Students will design a social media page creating an original political party. The page will include a party name, political platform and reflection, as well as a connection to the two major political parties in the United States.

Resources

Core

- The United States Constitution
- Textbook
- Pew Research Center

Supplemental

- Democratic/Republican Party sites/pages
- BBC
- CNN
- FOX
- MSNBC

Time Allotment

~3 weeks

CREDIT

One-half credit in Social Studies

PREREQUISITES

Required by the State of Connecticut
Completion of 9th/10th grade Social Studies

CURRENT REFERENCES

Bill of Rights Institute, billofrightsinstitute.org/. Accessed 17 July 2024.

“Constitution 101 .” *National Constitution Center – Constitutioncenter.Org*, constitutioncenter.org/the-constitution/constitution-101-course. Accessed 17 July 2024.

McClenaghan, William A. Magruder’s American Government. Prentice Hall, 2013.

Remy, Richard C., et al. *United States Government: Our Democracy*. McGraw Hill Education, 2016.

ASSURED STUDENT PERFORMANCE RUBRICS

- THS Vision of the Graduate Communication Rubric
- THS Vision of the Graduate Collaboration Rubric
- THS Vision of the Graduate Critical Thinking/Problem Solving Rubric
- THS Vision of the Graduate Self Efficacy Reflection
- THS Vision of the Graduate Growth Mindset Reflection
- THS Vision of the Graduate Innovation Reflection
- THS Vision of the Graduate Emotional Intelligence Reflection
- THS Vision of the Graduate Integrity Reflection
- TPS Equity and Reflection Rubric for Instructional Planning

OTHER RESOURCES

Annenberg Classroom: <http://www.annenbergclassroom.org/page/best-civics-sites-for-teachers>

Avalon Project www.yale.edu/lawweb/avalon/avalon.htm

Biography Channel: <http://www.biography.com>

Center for Civic Education: <http://www.civiced.org/>

Civics Renewal Resource: <http://civicsrenewalnetwork.org/>

Connecticut General Assembly: <http://cga.ct.gov/default.asp>

Connecticut General Assembly - Find Your Legislator: <http://cga.ct.gov/asp/menu/cgafindleg.asp>

Fordham University Sourcebook: <http://www.fordham.edu/halsall/mod/modsbook.html>

Government Track (Legislation): <https://www.govtrack.us/congress/bills/>

History Channel: <http://www.history.com/>

iCivics: <https://www.icivics.org/>

Info Please: <http://www.infoplease.com/>

Justices In Their Own Words: <http://supremecourt.c-span.org/Video/JusticeOwnWords.aspx>

National Archives: <http://www.archives.gov/>

Teaching American History: <http://teachingamericanhistory.org/convention/>

United Nations: www.un.org

USCIS: <https://www.uscis.gov/citizenship/learn-about-citizenship/citizenship-and-naturalization>

U.S. House of Representatives www.house.gov

U.S. Senate: www.senate.gov

U.S. Supreme Court: <http://www.supremecourt.gov/>

White House: www.whitehouse.gov

Current Events

BBC: <https://www.bbc.com/>

CNN: <https://www.cnn.com/cnn10>

FOX News: <http://www.foxnews.com/>

MSNBC: <http://www.msnbc.com/>

National Public Radio (NPR): <http://www.npr.org/>

New York Times: <http://www.nytimes.com/>

Pew Research Center: <https://www.pewresearch.org/>

Washington Post: <http://www.washingtonpost.com/>

Trumbull Public Schools Vision of the Graduate Rubrics

TPS Vision of the Graduate Rubric				
Skill Rubric: Communication Gr 9-12 (rev. 2024)			(Note: VOG Rubrics may revised by the district committee as needed)	
Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	
SCORING	Beginning: 4 - 6	Meets: 7 - 9 GOAL	Exceeds: 10 - 12	___ / 12

TPS Vision of the Graduate Rubric

Skill Rubric: **Collaboration Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	
SCORING	Beginning: 4 - 6	Meets: 7 - 9 GOAL	Exceeds: 10 - 12	___ / 12

TPS Vision of the Graduate Rubric

Skill Rubric: **Critical Thinking/Problem Solving Gr 9-12** (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	
SCORING	Beginning: 4 - 6	Meets: 7 - 9 GOAL	Exceeds: 10 - 12	___ / 12

Trumbull Public Schools Vision of the Graduate Reflections

TPS Self-Efficacy Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE - GRADES 9-12

Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.

Reflective Opportunities	A secondary student may demonstrate self-efficacy by:	Areas of Growth
	- Asking for extra help to clarify a concept in math class so he/she can complete the homework with success. - Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. - Participating in class discourse despite being unsure of the answer - Tackling new challenges with a positive attitude - Using positive self talk while playing sports even when losing - Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. - Setting personal goals and celebrating successes - Confidently participating in class discussions - Willingly accepting feedback from students and peers - Standing up for yourself or a peer after observing name calling	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

TPS Growth Mindset Grades 9-12 (rev 2024)

(Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE - GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	A secondary school student may demonstrate a growth mindset by...	Areas of Growth
	- Analyzing errors on assessments with the intent to expand their learning - Exhibiting grit in task completion regardless of obstacles - Setting, adapting, and completing short term and long term goals - Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies - Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task - Taking breaks when needed in order accomplish small components towards the larger goal - Identify the leverage aspects of a task that will move completion forward - Exhibiting flexibility and adaptability while going through the process of goal setting - Develop a path to succeed by evaluating one's own abilities - Shows drive and motivation with an end goal in mind. - Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

VISION OF A GRADUATE - GRADES 9-12

Definition: Innovation is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	Behavioral Examples: A secondary school student may demonstrate innovation/creativity/curiosity by...	Areas of Growth
	- Giving a presentation that has a high degree of creativity. - Trying a unique, different method to solve a problem instead of the one shown by the teacher - Incorporating new technology, such as creating a podcast, to enhance their final project in class. - Independently researching a topic from class that was of particular interest - Expressing excitement about the opportunity to do/try something new - Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response - Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry - Asking questions to intellectually challenge teachers and peers - Designing or improving new processes or approaches - Generating ideas for how to approach the group project	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

VISION OF A GRADUATE - GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	A secondary school student may demonstrate emotional intelligence by...	Areas of Growth
	- Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. - Working with classmates cooperatively despite differences. - Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. - Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) - Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) - Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions - Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). - Building relationships despite differences (has friends with different abilities and backgrounds) - Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) - Accepting responsibility for actions after making a mistake - Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. - Handling setbacks and adapting when things don't go according to plan. - Following through with commitments showing reliability and trustworthiness with peers and adults. - Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

VISION OF A GRADUATE GRADES 9-12

Definition: Integrity is doing the right thing even when it's hard or when no one is looking.

Reflective Opportunities	A secondary school student may demonstrate integrity by... • Showing up on time to class and doing homework in a timely manner • Noticing when another student drops her/his books in the hallway, and helps to pick them up • Returning a wallet that is found in the parking lot with the content intact • Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning) • Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal. • Respecting her peer who is wearing a sari • Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak • Advocating for a peer after observing another student calling someone names • Volunteering to help at practice for the Unified basketball team. • Taking pride in their work and behaviors • Using school resources such as WeVideo appropriately; when asked to use it for school assignments and not personal video making, the students only created the science video to document learning. • Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity • Modeling appropriate behavior and ignoring negative/bad? behavior when provoked by others	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

**TRUMBULL HIGH SCHOOL
ENGLISH DEPARTMENT
Trumbull, Connecticut**

**ADVANCED PLACEMENT ENGLISH
LITERATURE AND COMPOSITION
GRADES 11/12**

2024

(last revision 2003)

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Advanced Placement Literature and Composition

Grades 11/12

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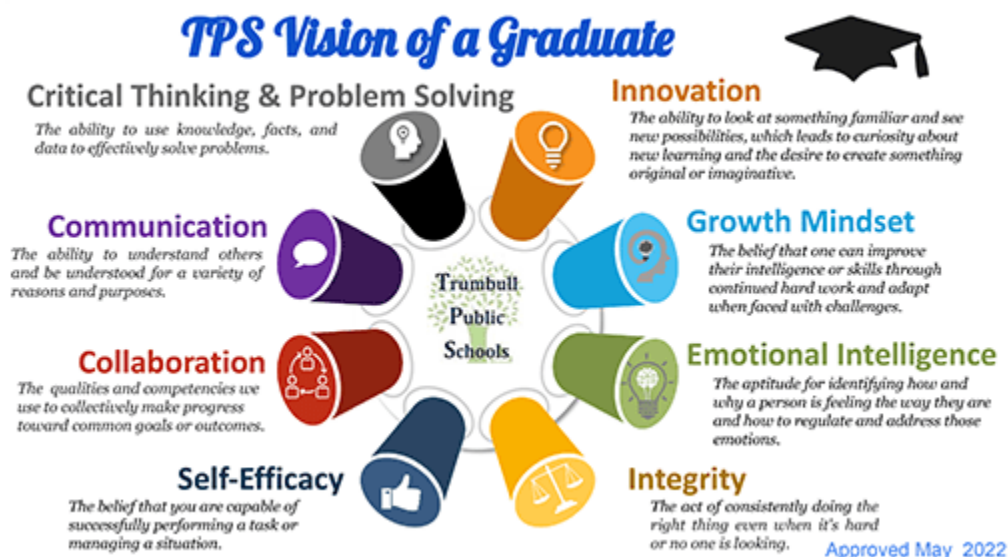
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES & 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.

VISION OF THE GRADUATE



INTRODUCTION & PHILOSOPHY

Advanced Placement English Literature & Composition is a college level course designed by the College Board and offered at the high school level in accordance with College Board requirements described in the AP English Literature and Composition Course Description. It is designed to prepare students to successfully complete the AP English Literature and Composition examination and receive college level credit at participating colleges and universities.

As a study of literature, the AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative works. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's diction, structure, style, and themes, as well as literary devices such as the use of figurative language, imagery, symbolism, and tone. The course begins with an intensive study

of how to effectively analyze fiction through a deeper understanding of the literary tools authors use.

Writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language; a study of the elements of style; and attention to precision and correctness as necessary. Throughout the course, emphasis will be placed on helping students develop stylistic maturity, which, for AP English Literature and Composition, is characterized by the following:

- a balance of generalization with specific illustrative detail;
- a logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis;
- a variety of sentence structures, including appropriate use of subordinate and coordinate constructions;
- a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness;
- effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis.

Throughout the course students will engage with timed writing and will craft and workshop longer, formal essays. Through constructive feedback from both the instructor and peers, students will revise some of their pieces into polished final drafts. Most imperative to success in AP English Literature and Composition is hard work on the part of each individual student as evidenced by the careful reading of texts, engagement in class discussions, timely completion of all work, and constantly seeking to improve as an accurate reader and effective writer.

COURSE GOALS

First time teachers of AP Literature might consider following College Board's prescribed unit by unit approach. However, the College Board encourages using a thematic approach that more experienced educators would be comfortable with and prefer. Thus, units for Trumbull High School's Advanced Placement Literature and Composition course are structured thematically for optimal depth of study and understanding. Instead of approaching literature as a series of stand-alone texts, students will study poetry, shorter fiction and longer fiction under cohesive thematic umbrellas. This will allow students to examine the myriad ways in which authors address a topic and establish meaning by identifying and analyzing techniques and writer's craft. The skills addressed in each thematic unit correspond with the College Board CED. Educators are encouraged to generate their own themes in accordance with their own interests and knowledge, as well as the interests and knowledge of the students. In the Course Syllabus, we have offered examples of such thematic units - *Motherhood, Sacrifice and Power: Women in Literature*, *Madness and Sanity*, *The Human Response to Suffering and Death*, and *Societal*

Constraints: Literature in Context of time, Place, and Society - that cover the skills from the College Board CED. The instructor is at liberty to use the themes covered below, or to choose themes of their own. Possible alternate themes could include but are not limited to: Of Monsters and Men; Solitude and Society; Love, Work, and Other Passions; Others: The Impact of Outsiders and Introverts; and The Nature of Time.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms.
- Setting, and the details associated with it, not only depict a time and place, but also convey values associated with that setting.
- The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
- A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
- Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

COURSE ESSENTIAL QUESTIONS

1. How do authors' intentional choices impact meaning?
2. What is the role of the reader in contemporary texts?
3. In what ways is the past prologue to the present?
4. How and why do archetypal symbols resonate across time and literature? In what ways do archetypal frameworks provide security and a sense of purpose?
5. How are personal and societal boundaries paradoxical, in that they offer both freedom and limits?
6. What makes great literature? What makes a work a piece of art? How does any formal school of criticism engender greater understanding of literature?

COURSE KNOWLEDGE & SKILLS

By the end of AP English Literature and Composition, students will be able to:

Explain the function of character.

- 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. Units 2, 7
- 1.B Explain the function of a character changing or remaining unchanged. Units 3, 5, 7
- 1.C Explain the function of contrasting characters. Units 2, 7
- 1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another. Units 3, 5, 7
- 1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. Units 2, 3, 5, 7

Explain the function of setting.

- 2.A Identify and describe specific textual details that convey or reveal a setting. Units 2, 7
- 2.B Explain the function of setting in a narrative. Units 2, 3, 7
- 2.C Describe the relationship between a character and a setting. Units 2, 3, 7

Explain the function of plot and structure.

- 3.A Identify and describe how plot orders events in a narrative. Units 2, 7
- 3.B Explain the function of a particular sequence of events in a plot. Units 2, 5, 7
- 3.C Explain the function of structure in a text. Units 2, 7
- 3.D Explain the function of contrasts within a text. Units 2, 7
- 3.E Explain the function of a significant event or related set of significant events in a plot. Units 2, 5, 7
- 3.F Explain the function of conflict in a text. Units 2, 3, 7

Explain the function of the narrator or speaker.

- 4.A Identify and describe the narrator or speaker of a text. Units 2, 7
- 4.B Identify and explain the function of point of view in a narrative. Units 2, 3, 4, 7
- 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. Units 2, 3, 4, 5, 7
- 4.D Explain how a narrator's reliability affects a narrative. Units 3, 7

Explain the function of word choice, imagery, and symbols.

- 5.A Distinguish between the literal and figurative meanings of words and phrases. Units 1, 4, 7
- 5.B Explain the function of specific words and phrases in a text. Units 1, 3, 4, 7
- 5.C Identify and explain the function of a symbol. Units 1, 3, 4, 7
- 5.D Identify and explain the function of an image or imagery. Units 1, 3, 4, 7

Explain the function of comparison.

- 6.A Identify and explain the function of a simile. Units 1, 7
- 6.B Identify and explain the function of a metaphor. Units 1, 7
- 6.C Identify and explain the function of personification. Units 1, 7
- 6.D Identify and explain the function of an allusion. Units 1, 7

Develop textually substantiated arguments about interpretations of part or all of a text.

- 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. Units 1, 5, 6, 7
- 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. Units 1, 5, 6, 7
- 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. Units 1, 5, 6, 7
- 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning. Units 1, 5, 6, 7
- 7.E Demonstrate control over the elements of composition to communicate clearly. Units 1, 5, 6, 7

COURSE SYLLABUS

Course Name

Advanced Placement Literature and Composition

Level

Advanced Placement

General Description of the Course

[Taken from the College Board CED:](#) “The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum.” AP English Literature and Composition has a workload consistent with those of undergraduate English courses. In this course students will study novels, drama, poetry, and nonfiction pieces that offer varying views of the human experience. Through close reading of literary texts from different genres and time periods,

students will come to their own determinations about what makes great literature, what makes a work a piece of art.

Assured Assessments

Formative Assessments:

- o Free response questions (FRQ) and Multiple Choice Question (MCQ) practice
- o Class Participation
- o Short writing assignments including thesis practice

Summative Assessments:

- o FRQ and MCQ
- o Literary Analysis essays
- o Midterm Examination
- o Final Examination for students who do not take the AP Exam in May

Supplemental Texts

- o Student-selected and teacher-selected poems and short fiction that correspond to the thematic unit and align with the course requirements as outlined on the AP Literature Course and Exam Description (CED).

Unit 1

Course Introduction & Analyzing Fiction

Unit 1 Goals

At the completion of this unit, students will:

- **5.A Distinguish between the literal and figurative meanings of words and phrases.**
- **5.B Explain the function of specific words and phrases in a text.**
 - o 5.C Identify and explain the function of a symbol.
 - o 5.D Identify and explain the function of an image or imagery.
 - o 6.A Identify and explain the function of a simile.
 - o 6.B Identify and explain the function of a metaphor.
 - o 6.C Identify and explain the function of personification.
 - o 6.D Identify and explain the function of an allusion.
- **7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.**
 - o 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
 - o 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
 - o 7.D Select and use relevant and sufficient evidence to both develop and support

- a line of reasoning.
- 7.E Demonstrate control over the elements of composition to communicate clearly.

Unit 1 Essential questions

1. How do authors' intentional choices impact meaning?
2. What is the role of the reader in contemporary texts?
3. What makes great literature? What makes a work a piece of art?

Unit Scope and Sequence: After a formative assessment where students will respond to a simulated AP Literature Question #1, the focus will turn to an intense study and review of the key poetic terms/elements that provide the foundation for effective close-reading analysis. For poetry, the focus turns more to diction, imagery, figurative language, voice, form, sound, allusion, and archetypes, **the instructor providing essential vocabulary as it arises in the study of the works.** This unit establishes the building blocks of skill necessary as we move on to prose - where students will study how an author uses such elements as plot, structure, point of view, characterization, setting, ethos, mood, tone, symbolism, and allegory to convey meaning - and drama, when the focus turns to Aristotle's elements of tragedy and the tragic hero along with other elements of staging such as setting, blocking, lighting, etc.

Assured assessments

- Students will perform close readings to become familiar with various literary and poetic elements in order to be able to analyze how the author's craft establishes meaning and purpose.
- Students will compose a timed essay that mimics AP FRQ#1 in which they are asked to identify the figurative language in a poem and explicate how and why the poet uses these devices to convey meaning or create tone. This will be assessed according to the corresponding AP Literature FRQ rubric.
- Teachers may select additional formative or summative assessments based on student skills or other creative and critical thinking activities as suggested by the NCTE or College Board.

Resources

- *Call Us What We Carry* by Amanda Gorman
- various excerpts from *How to Read Literature Like a Professor*
- [“White Lies,” “Spider Dream,” and “Sleeping” by Tara Betts](#)
- [“The Passionate Shepherd To His Love”](#) by Christopher Marlow, [“The Nymph’s Reply”](#) by Sir Walter Raleigh, and [“If You Are Reading This”](#) by Nicole Caruso Garcia
- [“Getting Ready to Say I Love You to My Dad, It Rains”](#) by José Olivarez and [“Teaching My Mother English Over the Phone”](#) by Eloisa Amezcua

- Ada Limón [“Instructions on Not Giving Up”](#)
- Clint Smith [“Counting Descent”](#) and Jericho Brown [“Foreday in the Morning”](#)
- Vocabulary

Time allotment - Approximately 2 weeks

Unit 2

Motherhood, Sacrifice and Power: Women in Literature

Unit 2 Goals

At the completion of this unit, students will:

- **1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.**
 - 1.C Explain the function of contrasting characters.
 - 1.E Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
- **2.A Identify and describe specific textual details that convey or reveal a setting.**
 - 2.B Explain the function of setting in a narrative.
 - 2.C Describe the relationship between a character and a setting.
- **3.A Identify and describe how plot orders events in a narrative.**
 - 3.B Explain the function of a particular sequence of events in a plot.
 - 3.C Explain the function of structure in a text.
 - 3.D Explain the function of contrasts within a text.
 - 3.E Explain the function of a significant event or related set of significant events in a plot.
 - 3.F Explain the function of conflict in a text.

Unit 2 Essential questions

1. How do authors’ intentional choices impact meaning?
2. What is the role of the reader in contemporary texts?
3. In what ways is the past prologue to the present?
4. How and why do archetypal symbols resonate across time and literature? In what ways do archetypal frameworks provide security and a sense of purpose?
5. How are personal and societal boundaries paradoxical, in that they offer both freedom and limits?

6. What makes great literature? What makes a work a piece of art? How does any formal school of criticism engender greater understanding of literature?

Unit 2 Scope and Sequence

Using poetry to facilitate the transition to short stories and then full-length novels, we will begin to explore the role of mother and the concept of motherhood in literature and society across eras. Students will engage with longer texts and explore the paramount role of women in society and its reflection in literature, comparing and contrasting representations and expectations of mothers. Students may use *Beloved*, *As I Lay Dying*, and other texts as springboards to grapple with the following thematic questions:

- What is a mother?
- What does the word “mother” embody?
- What is a mother’s obligation to her children?
- To what lengths would or should a person go to protect someone they love? How does Sethe and Addie fit into this framework?
- Who is telling the story of mothers? How are the stories told? In other words, what is the impact of genre (say, magical realism) on the overall content and message? What is the impact of narration and point of view on content and message?

Assured Assessments

- Students will perform close readings of select works, analyzing how authors use literary elements to accentuate the role of women in literature.
- Students will compose a written literary analysis that will undergo the writing and revision process.
- Students will compose a timed essay that mimics FRQ 2 or 3 in which they respond to the prompt with a defensible claim, provide evidence to support their line of reasoning, explain how the chosen evidence supports their reasoning, and use appropriate grammar and punctuation to communicate their argument. This will be assessed according to the corresponding AP Literature FRQ rubric.
- Teachers may select additional formative or summative activities based on student skills or other creative and critical thinking activities as suggested by the NCTE or College Board.

Resources

- *Beloved* by Toni Morrison
- *As I Lay Dying* by William Faulkner
- *A Doll’s House* - Henrik Ibsen

- *Demon Copperhead* by Barbara Kingsolver
- *The Handmaid's Tale* by Margaret Atwood
- *Great Expectations* by Charles Dickens
- various excerpts from *How to Read Literature Like a Professor*
- Shorter fiction and poetry:
 - “Mother to Son” - Langston Hughes
 - “Mother and Daughter” by Anne Sexton
 - “The Surrogate” by Nancy Moir
 - “Good Bones” by Maggie Smith
 - “Mothers Arrange Their Aches at Night” by Maya Abu Al-Hayyat
 - “Trifles” by Susan Glaspell

Time allotment - Approximately 8 weeks

Unit 3

Madness and Sanity

Unit 3 Goals

At the completion of this unit, students will:

- **1.B Explain the function of a character changing or remaining unchanged.**
- **1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.**
- **1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.**
- **4.A Identify and describe the narrator or speaker of a text.**
 - 4.B Identify and explain the function of point of view in a narrative.
 - 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
 - 4.D Explain how a narrator's reliability affects a narrative.

Unit 3 Essential questions

1. How do authors' intentional choices impact meaning?
2. What is the role of the reader in contemporary texts?
3. In what ways is the past prologue to the present?

4. How and why do archetypal symbols resonate across time and literature? In what ways do archetypal frameworks provide security and a sense of purpose?
5. How are personal and societal boundaries paradoxical, in that they offer both freedom and limits?
6. What makes great literature? What makes a work a piece of art? How does any formal school of criticism engender greater understanding of literature?

Unit 3 Scope and Sequence:

One of the central motifs in life and literature centers around how reality is experienced. Students will look at cultural and historic concepts of mental illness and insanity, the intersection of gender and psychology/psychiatry, and the extent to which society and the individual are able to dictate behavioral norms. Students will explore characters' perceptions of their surroundings and of their life events and experiences, and how cultural, physical, or geographical surroundings shape the psychological or moral traits in characters. They will grapple with the following thematic questions:

- What do we know, and how do we know it?
- What if perceived madness is a sane reaction to an insane world?
- What do we know about our own minds, and what if it isn't true?

Assured Assessments

- Students will perform close readings of select works, analyzing how authors use literary elements to accentuate the theme of madness and sanity.
- Students will compose a written literary analysis that will undergo the writing and revision process.
- Students will compose a timed essay that mimics FRQ #2 or #3 in which they respond to the prompt with a defensible claim, provide evidence to support their line of reasoning, explain how the chosen evidence supports their reasoning, and use appropriate grammar and punctuation to communicate their argument. This will be assessed according to the corresponding AP Literature FRQ rubric.
- Teachers may select additional formative or summative activities based on student skills or other creative and critical thinking activities as suggested by the NCTE or College Board.

Resources

- *Heart of Darkness* by Joseph Conrad
- *Hamlet* by Shakespeare
- *The Stranger* by Albert Camus
- *One Flew Over the Cuckoo's Nest* by Ken Kesey
- various excerpts from *How to Read Literature Like a Professor*

- Shorter fiction and poetry:
 - [“The Yellow Wallpaper”](#) by Charlotte Perkins Gilman
 - [“Much Madness is Divinest Sense”](#) by Emily Dickison
 - [“Insanity”](#) by Calvin Thomas Jr.
 - [“Sanity”](#) by Caroline Bird
 - [“The Raven”](#) by Edgar Allan Poe
 - [“Mad Girl’s Love Song”](#) by Sylvia Plath
 - [“Howl”](#) by Allen Ginsberg
 - [“Porphyria’s Lover”](#) by Robert Browning
 - [“The Cask of Amontillado”](#) or other stories by Edgar Allan Poe

Time allotment - Approximately 7 weeks

Unit 4

The Human Response to Suffering and Death

Unit 4 Goals

At the completion of this unit, students will:

- 4.B Identify and explain the function of point of view in a narrative.
- **4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.**
- 5.A Distinguish between the literal and figurative meanings of words and phrases.
- 5.B Explain the function of specific words and phrases in a text.
- **5.C Identify and explain the function of a symbol.**
- **5.D Identify and explain the function of an image or imagery.**

Unit 4 Essential questions

1. Why do authors make the choices they do?
2. What is the role of the reader in contemporary texts?
3. How and why do archetypal symbols resonate across time and literature? In what ways do archetypal frameworks provide security and a sense of purpose?
4. How are personal and societal boundaries paradoxical, in that they offer both freedom and limits?
5. What makes great literature? What makes a work a piece of art? How does any formal school of criticism engender greater understanding of literature?

Unit 4 Scope and Sequence:

This unit focuses on how we as humans respond to and deal with suffering and death. The unit should center around a full length work of the instructor's choice and, coupled with shorter texts, explore the impact of the modern world on human grief. Ultimately, the unit should raise our awareness of human suffering, evoke empathy, and counteract our modern tendencies to be individualistic and self-centered. Students can grapple with the following thematic questions:

- Are there productive or ineffective ways to respond to suffering and death?
- Is grief isolating or a collective experience?
- Are there times where suffering does not elicit empathy? If so, why?

Assured Assessments

- Students will perform close readings of select works, analyzing how authors use literary elements to accentuate the theme of the human response to suffering and death.
- Students will compose a written literary analysis that will undergo the writing and revision process.
- Students will compose a timed essay that mimics FRQ #3 in which they respond to the prompt with a defensible claim, provide evidence to support their line of reasoning, explain how the chosen evidence supports their reasoning, and use appropriate grammar and punctuation to communicate their argument. This will be assessed according to the corresponding AP Literature FRQ rubric.
- Teachers may select additional formative or summative activities based on student skills or other creative and critical thinking activities as suggested by the NCTE or College Board.

Resources

- *Ironweed* by William Kennedy
- *As I Lay Dying* - William Faulkner
- *Waiting For Godot* - Samuel Beckett
- *A Prayer for Owen Meany* by John Irving
- *The Things They Carried* by Tim O'Brien
- *All the King's Men* by Robert Penn Warren
- Shorter fiction and poetry:
 - "A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez
 - Excerpts from *The Things They Carried*: "The Man I Killed" and "The Man He Killed" by Thomas Hardy
 - "Rape Fantasies" by Margaret Atwood
 - "Capacity" by Nicole Caruso Garcia
 - "Annabel Lee" by Edgar Allan Poe
 - "Seventeen Funerals" by Richard Blanco

- “Sorrow Song With Optimus Prime” by Chen Chen
- “We Lived Happily During the War” by Ilya Kaminsky
- “Metamorphosis” by Franz Kafka

Time allotment - Approximately 5 weeks

Unit 5

Societal Constraints: Literature in Context of Time, Place, and Society

Unit 5 Goals

At the completion of this unit, students will:

- **1.B Explain the function of a character changing or remaining unchanged.**
 - 1.D Describe how textual details reveal nuances and complexities in characters’ relationships with one another.
 - 1.E Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
- **3.B Explain the function of a particular sequence of events in a plot.**
 - 3.E Explain the function of a significant event or related set of significant events in a plot.
- **4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.**
- **7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.**
 - 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
 - 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
 - 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
 - 7.E Demonstrate control over the elements of composition to communicate clearly.

Unit 5 Essential questions

1. Why do authors make the choices they do?
2. What is the role of the reader in contemporary texts?
3. In what ways is the past prologue to the present?
4. How and why do archetypal symbols resonate across time and literature? In what ways do archetypal frameworks provide security and a sense of purpose?

5. How are personal and societal boundaries paradoxical, in that they offer both freedom and limits?
6. What makes great literature? What makes a work a piece of art? How does any formal school of criticism engender greater understanding of literature?

Unit 5 Scope and Sequence:

Our final unit of study turns to the home and society, exploring how human relationships within and outside of the family define us as individuals. Communities have always tried to dictate what an individual can or cannot do, and this unit will allow for a close study of the impact of those societal constructions and constraints. Analysis of how this theme is developed by various authors continues through comparing and contrasting a variety of poems, short stories, and novels. Ideally, this study will enable us to better navigate our ever-changing lives and the relationships we will develop along the way. Thematic questions can include:

- What is meant by social class?
- In what ways can social class be constraining and liberating?
- What are the social constraints or rules we live by?
- What are the morals of a society? What are our own?

Assured assessments

- Students will perform close readings of select works analyzing how authors use literary elements to accentuate roles and hierarchies in family and society.
- Students will plan, draft, and revise an essay that explores how one of the following works reflects the larger social, cultural, or historical context in which it was created.
 - Sample Book Bento Assignment
- Students will interpret a work through a critical lens.
- Teachers may select additional formative or summative activities based on student skills or other creative and critical thinking activities as suggested by the NCTE or College Board.

Resources

- *The Age of Innocence* by Edith Wharton
- *Less* by Andrew Sean Greer
- *The Importance of Being Earnest* by Oscar Wilde
- *Trust* by Hernan Diaz
- *The Great Gatsby* by F. Scott Fitzgerald
- Short fiction and poetry:
 - Morrison, “Recitatif”

- Glaspell, “Jury of her Peers”
- Hurston, “Sweat”
- Chopin, “The Story of an Hour”
- Joyce, “Eveline”
- Browning, “My Last Duchess”
- Bishop “One Art”
- Welty, “A Worn Path”
- O’Connor “A Good Man is Hard to Find”
- Lahiri, “The Interpreter of Maladies”
- Walker, “Everyday Use”
- O’Connor, “The Drunkard”
- Heaney, “Digging”
- Roethke “My Papa’s Waltz”

Time allotment - Approximately 8 weeks

Unit 6

AP Exam Preparations

Unit 6 Goals

At the completion of this unit, students will:

- **7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.**
 - 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
 - 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
 - 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
 - 7.E Demonstrate control over the elements of composition to communicate clearly.

Unit 6 Essential questions

1. Why do authors make the choices they do?

Unit Scope and Sequence:

Over the length of the course, students will engage in practice with the various types of thinking and writing that is assessed on the AP Exam. Instructors will utilize the resources on AP Classroom including past prompts and released materials, rubrics and scoring guides, and progress checks. Students will be offered opportunities to practice responding to the three prompts: poetry, prose, and the FRQ.

Assured assessments

FRQ and MCQ practice

Resources

AP Classroom - Each student must sign in to AP Classroom so that they are able access the various Progress Checks, MCQs and FRQs that will be assigned for practice throughout the year.

Time allotment - ongoing over the course of the year

Unit 7

Critical Viewing: Ongoing, Culminating in a Post-AP Exam Unit

Unit 7 Goals -

Culmination of all AP Literature CB goals - students apply all skills as appropriate to the visual text and task.

- **7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.**
 - 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
 - 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
 - 7.E Demonstrate control over the elements of composition to communicate clearly.

Unit 7 Essential questions

- 1. Why do authors make the choices they do?**
- 2. What is the role of the reader in contemporary texts?**
3. In what ways is the past prologue to the present?
4. How and why do archetypal symbols resonate across time and literature? In what ways do archetypal frameworks provide security and a sense of purpose?
5. How are personal and societal boundaries paradoxical, in that they offer both freedom and limits?

6. **What makes great literature? What makes a work a piece of art?** How does any formal school of criticism engender greater understanding of literature?

Unit Scope and Sequence:

Students will receive guided instruction on the format, structure and vocabulary for viewing print, film and/or television media. The instructor has autonomy as to the thematic approach to both the shorter and longer visual texts, and should take into consideration contemporary works as well as the strengths and interests of their students. The focus can be on situational comedies, animated works, or even a certain style, genre, writer, or director.

Assured assessments

- Graded discussion and/or presentation of analysis on the shorter works
- Graded discussion and/or presentation of analysis on the longer work

Resources

- Met Gala photo galleries and theme
 - 2024 [“The Garden of Time”](#)
- Short films or TV/series episodes
 - “Vincent”
 - Episodes from *Abbot Elementary*, *The Big Bang Theory*, *Seinfeld*, *Parks and Recreation*,
- Full-length film to critique
 - *Almost Famous*
 - *Little Miss Sunshine*

Time allotment - Approximately 2 weeks

ACADEMIC LANGUAGE

Academic Language: English/literary study requires students to be proficient in literary language, most of which students learn throughout their high school experience. The CED for AP English Literature and Composition removed the terminology section in its last update; however, AP English teachers continue to have students identify and explain significant examples of terms, further deepening student understanding of how these devices and concepts operate to convey meaning in a given text. As students encounter other devices and concepts in their studies, they will expand their repertoire. Literary language is text-dependent and therefore all the terms potentially covered cannot be listed here in their entirety.

- | | |
|----------------|--------------|
| ● alliteration | ● anaphora |
| ● allusion | ● antagonist |

- archetype
- assonance
- blank verse
- characterization
- commentary
- conflict (external and internal)
- dialogue
- diction
- enjambment
- evidence
- foil
- foreshadowing
- flashback
- imagery
- irony (dramatic, situational, verbal)
- juxtaposition
- metaphor
- meter
- mood
- motif
- narrator
- paradox
- personification
- plot
- point of view
- protagonist
- repetition
- rhyme scheme
- setting
- simile
- sophistication
- symbolism
- tense
- theme
- tone

CREDIT

One full credit in English

PREREQUISITES

- For rising 11th graders: successful completion of English 10 Honors plus teacher recommendation.
- For rising 12th graders: successful completion of 11ACP or AP Language and Composition plus teacher recommendation.

CURRENT REFERENCES

AP Literature College Board Website

- [AP Literature CED](#)
- [AP Literature Scoring Guidelines and Rubrics](#)
- [AP Stance on the use of Artificial Intelligence](#)
- [AP Stance on Censorship](#)
- [What AP Stands for](#)

Supporting students from day one to Exam Day. Supporting Students from Day One to Exam Day – AP Central | College Board. (n.d.). <https://apcentral.collegeboard.org/>

Advanced placement English. (n.d.). <https://mseffie.com/AP/ap.html>

AP literature and composition. Facebook. (n.d.).

<https://www.facebook.com/groups/186856038378257/>

ASSURED STUDENT PERFORMANCE RUBRICS

[The following PDF from College Board outlines the scoring guidelines for FRQ, FRQ2, and FRQ3](#) (not sure if we should have the PDF pages printed in, or if this should remain a live link)

OTHER RESOURCES

- Sample FRQ 3 Prompt for *Hamlet*
- Sample FRQ 1 for *Call Us What We Carry*
- Sample Thesis Statement Revision Assignment FRQ 1
- Sample Effective Thesis Statement FRQ 1

AP Literature & Composition

AP FRQ3

Use the back of this sheet for planning your essay. CIRCLE THE NUMBER OF THE RELEASED PROMPT YOU CHOOSE.

1. Jose Marti (1853-1895) once said, “Man has to suffer. When he has no real affliction, he invents some.” In light of this statement, consider how Hamlet contributes to his own suffering and whether or not he comes to realize that he is responsible, in some way, for his own suffering. Then, in a well-written essay, analyze how the complex nature of Hamlet’s suffering contributes to an interpretation of the work as a whole. Do not merely summarize the plot.
 2. It has been said that “The beginning of a play is also an end; and the end, also a beginning.” Consider this comment in relation to *Hamlet*. Then, in a well-written essay, analyze how the complex nature of the beginning and end of the play contributes to an interpretation of the work as a whole. Do not merely summarize the plot.
 3. In a literary work, a minor character, often known as a foil, possesses traits that emphasize, by contrast, or comparison, the distinctive characteristics and qualities of the main character. For example, the ideas or behavior of the minor character might be used to highlight the weakness or strengths of the main character. Choose a novel or play (*Hamlet*) in which a minor character (Laertes, Ophelia, or Fortinbras) serves as a foil to the main character. Then write an essay in which you analyze how the relation between the minor character and the major character (Hamlet) illuminates the meaning of the work.
-
1. Circle the number of the response you choose.
 2. In your response you should do the following:
 - Respond to the prompt with a thesis that presents a defensible interpretation.
 - Provide evidence to support your line of reasoning.
 - Explain how the evidence supports your line of reasoning.
 - Use appropriate grammar and punctuation in communicating your argument.

Theses for “Cut” and “Good Grief”

In Amanda Gorman’s poem “Cut” (26) or “Good Grief” (28) written in 2021, the speaker writes about pain. Read the poem carefully. Then, in a well-written essay, analyze how Gorman uses literary elements and techniques to convey the speaker’s complex response to trauma.

Name	Thesis	Revision
Student 1	In her poem “Good Grief,” Amanda Gorman uses word choice, metaphors, and imagery to convey her interpretation of trauma as ultimately healing and grounding.	In her poem “Good Grief,” Amanda Gorman uses diction, similes, and imagery to convey the beauty of trauma as an entity that we survive and surpass.
Student 2	In her poem “Good Grief”, Gorman uses personification to effectively communicate the effect of grief on the human mind.	In her poem, “Good Grief,” Amanda Gorman uses repetition and alliteration to allude to the idea that overcoming grief can lead to positive outcomes.
Student 3	In Amanda Gorman's poem “Good Grief”, to illustrate her sentiments on grief, she uses specific text structures, metaphors, as well as italics to effectively convey her claim.	Diction, italics, metaphors, and text structure hammer Amanda Gorman's views of grief in her poem “Good Grief” to the reader, elaborately allowing them to understand her views and reflect within themselves while viewing into her world.
Student 4	In Gorman's poem “Cut”, she uses alliteration to emphasize words expressing shared pain and separates stanzas by personal experience to convey how she views trauma as both forceful and persistent.	In Gorman's poem “Cut”, she uses alliteration to emphasize words that express pain and makes visual cuts in the structure of her poem to show that trauma is both forceful and persistent.
Student 5	In Amanda Gorman's poem “Cut”, she uses literary language such as using similes to demonstrate her complex response to trauma.	In Gorman's poem “Cut”, her choice in literary language, such as using similes, metaphors and play on words, demonstrates her understanding and complex response to what trauma is which is a temporary blockade in life that only pushes us further
Student 6	In Amanda Gorman's poem “Good Grief,” she utilizes imagery and metaphors to convey her complex response to personal and collective trauma.	In Amanda Gorman's poem, “Good Grief,” she utilizes the play-on-words given by the title and imagery to convey her complex response to trauma and how we as a collective move through and with it.
Student 7	In her poem “Good Grief”, Gorman uses intense diction and repetition to demonstrate	In her poem “Good Grief,” while continuing to establish the beauty in trauma, Gorman

	that even though trauma is wounding, it has the ability to make us better.	utilizes both puns and alliteration to convey the unifying power of shared grief.
Student 8	In Gorman's poem "Good Grief", her use of strong imagery and word choice in her adjectives conveys her response to trauma, and how she is able to describe its complexities.	In Gorman's poem "Good Grief" her use of puns and differential meanings convey her response to trauma, as her application of these meanings affect the reader's analysis of the poem.
Student 9	In Amanda Gorman's poem, "Cut" the speaker utilizes both collective and metaphorical language along with hyperboles to convey how trauma must be shared and released.	In Amanda Gorman's poem, "Cut", the author utilizes pronouns and puns along with heavy metaphorical language to convey the speaker's understanding that trauma is something that is both shared and released through outlets, whether it be through writing or others.
Student 10	In Amanda Gorman's poem, "Cut" the author uses metaphors and parallel structure to convey the speaker's complex response to trauma.	
Student 11	While highlighting the persistence and power of trauma, Gorman uses parallel structure [&], idioms, and repetition of key words [survive] to convey the healing power of collective grief.	[Good Grief] - I would now focus more on the parallel structure of the ending rather than just the use of & and I would talk about the repetition of "survive" in a different context in relation to the /s. While still highlighting the persistence and power of trauma, Gorman uses parallel structure, the multiple meanings of homophones, and repetition of key words to convey the healing power of collective grief.
Student 12	In the poem "Cut" by Amanda Gorman, she uses alliteration and metaphors to convey her idea that poetry is a viable way to share traumas.	In the poem "Good Grief" by Amanda Gorman, she uses alliteration and puns to convey her idea that trauma, and feelings closely associated with it like grief, can actually serve to help and benefit you.

AP Literature - Fall 2022
Successful Thesis Statements - *Call Us What We Carry*

Prompt	Effective Thesis Statements
In Amanda Gorman's poem "Augury or the Birds" written in 2021, the speaker writes about the future. Read the poem carefully. Then, in a well-written essay, analyze how Gorman uses literary elements and techniques to convey the speaker's complex response to beginnings .	• "Augury of the birds" conveys Amanda's understanding of anguish, through connections to history, and portrayal of language, she comes to the understanding that without pain we cannot move forward. • Although Gorman recognizes the inevitable apprehension and pain that is synonymous with new beginnings, she utilizes historical allusions, hopeful diction, and symbolism to remind us of the beauty in renewal. • Utilizing iambic pentameter and historical allusions, Gorman thoughtfully conveys her understanding that while the inevitable pain and apprehension surrounding new beginnings can seem daunting, anguish is necessary to fully appreciate them. • In "Augury or the Birds" by Amanda Gorman, the author utilizes both puns and allusions to convey the speaker's belief that all beginnings should be welcomed rather than feared, despite the hardships they inevitably bring.
In Amanda Gorman's poem "What We Carry" written in 2021, the speaker writes about survival. Read the poem carefully. Then, in a well-written essay, analyze how Gorman uses literary elements and techniques to convey the speaker's complex relationship with words and salvation .	• By utilizing alliteration and repetition in "What We Carry," Gorman conveys how language and words are lifeboats preserving ourselves and our stories. • Within the poem "What We Carry" by Amanda Gorman, the author utilizes repetition, puns, and imagery to convey the speaker's belief that words are a sacred outlet, ridding us of negativity and bringing us to the speaker's interpretation of salvation.
In Amanda Gorman's poem "Cut" (26) or "Good Grief" (28) written in 2021, the speaker writes about pain. Read the poem carefully. Then, in a well-written essay, analyze how Gorman uses literary elements and techniques to convey the speaker's complex response to trauma .	• While still highlighting the persistence and power of trauma, in "Good Grief," Gorman uses parallel structure, the multiple meanings of homophones, and repetition of key words to convey the healing power of collective grief.

Call Us What We Carry - FRQ 1

A. In Amanda Gorman’s poem “Pre-Memory” written in 2021, the speaker writes about memory. Read the poem carefully. Then, in a well-written essay, analyze how Gorman uses literary elements and techniques to convey the speaker’s complex understanding of storytelling.

In your response, you should do the following:

- Respond to the prompt with a thesis that presents a defensible interpretation.
- Select and use evidence to support your line of reasoning.
- Explain how the evidence supports your line of reasoning.
- Use appropriate grammar and punctuation in communicating your argument.

Skill Rubric: Critical Thinking/Problem Solving 9-12 (rev. 2024)

(Note: VOG Rubrics may revised as the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	

SCORING

Beginning: 4 - 6

Meets: 7 - 8 GOAL

Exceeds: 10 - 12

___ / 12

SCHOOL-WIDE RUBRICS

Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: - Clearly identifying the purpose of the text - Providing initial reaction richly supported by text ☐ Providing a perceptive interpretation	Demonstrates understanding of text by: - Identifying the fundamental purpose of the text - Providing initial reaction supported by text - Providing a clear/straightforward interpretation of the text	Demonstrates general understanding of text by: - 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: - Not identifying the purpose of the text ☐ - Providing initial reaction not supported by text - Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: - 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	Demonstrates ability to interpret text by: - 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	Demonstrates general ability to interpret text by: - Guided reflection and/or revision of initial understanding - Summarizing some of the main ideas of text - Guided interpretation of text by locating answers to given questions in text	Demonstrates limited ability to interpret text as evidenced by: - 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 • text-to-text • text-to-self • text-to-world	Demonstrates specific connections □ - text-to-text • text-to-self • text-to-world	Demonstrates general connections • text-to-text • text-to-self • text-to-world	Struggles to make connections □ - text-to-text • text-to-self • text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: • Critical analysis to create a conclusion supported by the text □ - Perceptive judgments about the quality of the text • Synthesis of text • Expression of a personal opinion	Demonstrates an evaluation of text by one or more of the following: • 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)	Demonstrates a general evaluation of text by one or more of the following: • Formulation of a superficial conclusion from the text • Assessment of the quality of the text • Use of text to express personal opinion(s)	Demonstrates a struggle to evaluate the text by one or more of the following: • Formulation of a conclusion from the text • Assessment of the quality of the text • Use of text to express personal opinion(s)

Rubric 2: Write Effectively

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	- 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
Organization X_____	- Reflects sophisticated organization throughout - Demonstrates logical progression of ideas - Maintains a clear focus - Utilizes effective transitions	- Reflects organization throughout - Demonstrates logical progression of ideas - Maintains a focus - Utilizes transitions	- Reflects some organization throughout - Demonstrates logical progression of ideas at times - Maintains a vague focus - May utilize some ineffective transitions	- Reflects little/no organization ☐ Lacks logical progression of ideas ☐ Maintains little/no focus - Utilizes ineffective or no transitions
Content X_____	- Is accurate, explicit, and vivid - Exhibits ideas that are highly developed and enhanced by specific details and examples	- Is accurate and relevant - Exhibits ideas that are developed and supported by details and examples	- May contain some inaccuracies - Exhibits ideas that are partially supported by details and examples	- Is inaccurate and unclear - Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	- 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	- Demonstrates competent use of language - Demonstrates effective use of standard writing conventions - Contains few errors. Most errors do not detract from meaning	- Demonstrates use of language - Demonstrates use of standard writing conventions - Contains errors that detract from meaning	- Demonstrates limited competency in use of language - Demonstrates limited use of standard writing conventions - Contains errors that make it difficult to determine meaning

Rubric 5: Independent Learners And Thinkers

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_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 st Century Skills.