

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, May 21, 2026
THS Conference Room, 10:00 AM

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval of the Minutes ~ 4/9/2026
- IV. New Business
 - a. Social Studies Curriculum Guide Updates—
 - 1. *US AP/UConn Government and Constitutional Studies/We the People, Gr.12*
 - 2. *US Government and Politics AP/UConn Gr. 11-12*
 - b. Office of Teaching & Learning: AI Committee—Approval of *Perspectives of AI Student Survey*
 - c. World Language Curriculum Guide Updates
 - 1. *Latin II ACP, Gr. 10-12*
 - 2. *Latin III ACP, Gr. 11-12*
 - 3. *Italian IV ACP, Gr. 12*
- V. Special June Meeting Date Discussion

TRUMBULL PUBLIC SCHOOLS

TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, April 9, 2026
Trumbull High School Conference Room

MINUTES

I. Call to Order/Introduction. The meeting was called to order at 10:05 a.m.

Members Present

M. Petitti, BOE Curriculum Committee Chair
L. Nuland, BOE Member
S. Iwanicki, Ed.D. administrative designee

Members Absent

J. McNamee, BOE member

Educators Present

E. Spark, House Principal
A. Rizza, English Department Chair
J. Spillane, English Teacher
J. Lobo, English Teacher
M. Bracksieck, English Teacher
K. Shupp, English Teacher
M. Columbo, English Teacher

II. Public Comment ~ No public comments were received.

III. Approve Minutes ~ Mrs. Nuland motioned to approve the 2/12/26 meeting minutes; Mrs. Petitti seconded. The motion passed unanimously.

IV. New Business

a. **Curriculum Guide Update – *Honors Dramaturgy, Grade 12***

English Department Chair, Anne Rizza was present to introduce the educators from her department and expand on any revisions made. English teacher, Mrs. Spillane, began by discussing additions/updates to the curriculum guide, including the incorporation of a libretto as a script and the text of “In the Heights”; she further discussed various skills learned in other English classes which help with critical thinking and analyzing a script. The class draws a diverse group of students from both the general population and those already involved in the theater. A discussion ensued. Mrs. Nuland motioned to approve the updated *Honors Dramaturgy* curriculum guide and bring it to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously. Mrs. Nuland also motioned to approve the addition of the *In the Heights* by Lin-Manuel Miranda, Quiara Alegría Hudes and Jeremy McCarter, and bring it to the full Board for approval, Mrs. Petitti seconded. The motion passed unanimously.

b. **Curriculum Guide Update – *Honors Shakespeare, Grade 12***

Former English teachers, Mr. Bracksieck, and English Teachers Dr. Lobos and Mrs. Spillane, discussed the updates to this curriculum guide, including the adjusted number of texts for students to read; the course is less tied to reading and more involved with how to make connections, contextualizing the text, understanding and demystifying the language and relating to human elements. The presenters outlined a shift in the curriculum's approach, moving away from being strictly bound to the text and instead focusing on the texts as live theatrical performances. The goal is to demystify Shakespeare's language and help students find universal human connections and performative space within the material. Dr. Iwanicki complimented the updates, Mrs. Spillane and Mr. Bracksieck thinks it is an empowering course and a total win for the students. A discussion ensued. Mrs. Nuland motioned to approve the updated *Honors Shakespeare* curriculum guide, and bring to the full BOE for approval, Mrs. Petitti seconded the motion. The motion passed unanimously.

c. **Curriculum Guide Update - *Honors World Literature, Grade 12***

English teacher Ms. Shupp presented the curriculum guide updates including the text changes; the team felt the current text *100 Years of Solitude* was too long and wanted a greater variety of reading available, allowing many more choices and more exposure for the students. Renaming of the units and feel the flow of the course is much better in that the final units really use the newly proposed texts (*Drive Your Plow Over the Bones of The Dead* and *The God of Small Things*). Additionally, the curriculum was updated to diversify the reading list, specifically incorporating more female authors and varied cultural perspectives. Mrs. Nuland and Dr. Iwanicki complimented the changes; a discussion over book titles ensued. Mrs. Nuland motioned to approve the updated *Honors World Literature* curriculum guide with the additional/updated essential questions and bring to the full BOE for approval, Mrs. Nuland seconded. The motion passed unanimously. Mrs. Nuland also motioned to approve the two new texts (*Drive Your Plow Over the Bones of The Dead* by Olga Tokarczuk, and *The God of Small Things* by Arundhati Roy), and bring to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously.

d. **Curriculum Guide Update – *Literature of Peace, Protest and Tolerance, Grade 12***

English teacher Ms. Columbo introduced the curriculum guide updates including the structure of the class/curriculum, the study of timely stories including the new proposed texts (*They Called Us Enemy* and *Don't Look Back*); incorporating a variety of civilian and soldiers' perspectives by having speakers visit the class, etc. Ms. Columbo also mentioned that she would love to start a book club to compliment the course; a discussion ensued. Mrs. Nuland motioned to approve the updated *Literature of Peace, Protest and Tolerance* curriculum guide with the additional/updated essential questions, and bring to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously. Mrs. Nuland also motioned to approve the two new texts *They Called Us Enemy* by George Takei, and *Don't Look Back* by Achut Deng and Keely Hutton, and bring to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously.

e. **Curriculum Guide Update – *Story of Self, Grade 12***

English teachers Mrs. Rizza and Dr. Lobo provided a brief overview of this introspective course which is structured around the "hero's journey," utilizing core texts such as *The Alchemist* and *The Last Lecture*. They described the class as introspective, contemplative and thoughtful, with a literal "Story of Self" written by the students as the culminating task. A discussion ensued. Mrs. Nuland motioned to approve the updated *Story of Self* curriculum guide and bring to the full BOE for approval; Mrs. Petitti seconded. The motion passed unanimously.

Dr. Iwanicki, Mrs. Nuland and Mrs. Petitti thanked the presenters for all of their hard work updating and making current the abovementioned guides.

The meeting adjourned at 11:21 a.m.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

AP/UConn US Government & Constitutional Studies (We the People) Grade 12

2026

Curriculum Writing Team

**Libbi Intemann
Katie Boland
Susan C. Iwanicki, Ed.D.**

**Social Studies Department Chair
Social Studies Teacher, Trumbull High School
Assistant Superintendent**

AP/UCONN US Government & Constitutional Studies

Grade 12

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

CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Advanced Placement/UCONN United States Government and Constitutional Studies gives students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret United States government and politics and the analysis of specific examples. It also develops familiarity with the various institutions, groups, beliefs, and ideas that constitute United States government and politics. Students will become acquainted with a variety of theoretical perspectives and explanations and various behaviors and outcomes. As part of this course, students will participate in the *We the People: The Citizen and the Constitution* program through the Center for Civic Education. *We the People* culminates with simulated congressional hearings where students testify before a panel of judges acting as members of Congress. Students will be required to participate in after school and evening practice sessions in preparation for the State Finals and the National Finals, if they make it to that level. Students are also encouraged to take the Advanced Placement United States Government and Politics Examination in May and to register for ECE credit through the University of Connecticut.

As part of the Trumbull High School political science program, Advanced Placement United States Government and Constitutional Studies aspires to produce informed and engaged citizens who understand and put into practice the principles which constitute our uniquely American brand of democracy. Civic education, valued so much by our Founding Fathers, has become only more vital in an age in which there is so much information at a citizen's disposal, and in which there are so many avenues for political participation. Students in this course will learn how to access the wealth of political information that is available, to filter out biases, and to make informed decisions regarding the important issues of the day. They will differentiate schools of political thought and recognize the philosophic differences which have shaped and continue to shape political debate in this country. Most importantly, as seniors in high school, they will be prepared not only for their first votes, but also to be active members of today's society.

Through the course, students will understand the doctrines and historic background of the United States Constitution. Through research and dialogue, students will develop an increased knowledge and appreciation of the institutions of our constitutional democracy. Students will comprehend the fundamental principles and values by which our government was founded and will develop skills needed to become effective, responsible citizens today.

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

This course is structured for the AP US Government and Politics course as well as the *We the People: The Citizen and the Constitution* program. The enduring understandings described below are intended to illustrate distinctive features and processes in U.S. government and politics as well as how political scientists study political behavior.

Enduring Understandings:

- Constitutionalism: The United States Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance of majority rule and minority rights.
- Liberty and Order: Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.
- Civic Participation in a Representative Democracy: Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.
- Competing Policy-Making Interests: Multiple actors and institutions interact to produce and implement possible policies.
- Methods of Political Analysis: Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

Students will understand...

- the philosophical foundations and documents of American democracy, including the Declaration of Independence, social contract theory, republicanism, types of democracy, and the tension between individual liberty and order/safety.
- how the Articles of Confederation failed to adequately balance individual liberty and public order/safety, and how the framers wrestled with these questions in drafting the Constitution.
- the compromises reached at the Constitutional Convention and the debate between the Federalists and Anti-Federalists during the ratification debate.
- the evolving relationship between the national and state governments, including the grant process, policy issues (ADA, Medicaid, marijuana), and the idea of devolution.
- the structure and powers of the three branches of government and how they influence public policy.
- the role that checks and balances plays within our system of government.

- how the bureaucracy operates and its place in the checks and balances system and the future of entitlement programs in the United States.
- the role of the courts, and the due process and equal protection clauses in the expansion of civil liberties and civil rights, including the idea of selective incorporation.
- the history of civil rights issues and how historically disadvantaged groups in American society have achieved greater equality and equitable treatment in society.
- the basic tenets of American political culture, the conservative and liberal political ideologies, and how these are acquired (political socialization).
- the evolution of voting rights and the current state of voter turnout.
- the media as a linkage institution, including changes in media, such as the growth of social media and partisan media sources.

COURSE ESSENTIAL QUESTIONS

- What Are the Philosophical and Historical Foundations of the American Political System?
- How Did the Framers Create the Constitution?
- How has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?
- How have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?
- What Rights Does the Bill of Rights Protect?
- What Challenges Might Face American Constitutional Democracy in the Twenty-first Century?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - the system of checks and balances among the three branches of government and how the Constitution allocates power between federal and state governments.
 - how laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.
 - understand how the government works to balance individual rights while maintaining public order.
 - the role in which citizens must be informed, engaged and active within a system of government that prioritizes republicanism, popular sovereignty, and individualism.
 - how to analyze data, charts, and graphs to show how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

- Students will be able to . . .
 - define and describe the six principles of our government including limited government, republicanism, checks and balances, federalism, separation of powers, and popular sovereignty.
 - identify ways in which citizens can get involved in their government and stay informed with special attention to media literacy.
 - understand the voter registration process in Connecticut and ways to connect with their government officials at the local, state and federal levels.

COURSE SYLLABUS

Course Name

Advanced Placement/UCONN United States Government and Constitutional Studies

Level

AP/ECE

Prerequisites

Completion of Global Civilizations, United States History and/or departmental approval

General Description of the Course

This full-year course provides a college-level experience and is an intensive study of the formal and informal structures of government. The year-long course is designed to prepare students for the AP exam as well as obtain the knowledge for effective citizenship. This course is also aligned with the *We the People...the Citizen and the Constitution* program sponsored by the Center for Civic Education. Students who take the course will fulfill their senior social science obligation and will also participate in the state finals of the “We the People” competition. Students will have the option to take the AP exam or apply for UCONN ECE credit. Students who take the AP Exam offered in the spring and score successfully may be awarded college credit and/or placed on the next level of coursework, depending on the college or university. Placement will be based on past performance, literacy profiles, and teacher recommendation. This course meets the state civics requirement. Students will be required to complete summer reading assignments prior to the course.

Assured Assessments

Formative Assessments:

- Various projects per unit
- Congressional Hearing Simulations

Summative Assessments:

- Various tests, papers and simulations

Texts

- Abernathy, Scott and Karen Waples. *American Government: Stories of a Nation*. 2019 edition.

- o Center for Civic Education, *We the People: The Citizen & the Constitution*, 4th Edition, 2016.

Supplemental Texts

- o Amar, Akhil, *The Words That Made Us: America's Constitutional Conversation, 1760-1840*, Basic Books, 2021
- o Berkin, Carol. *A Brilliant Solution: Inventing the American Constitution*. New York: First Mariner Books, 2003.
- o Collier, Christopher. *Decision in Philadelphia: The Constitutional Convention of 1787*. New York: Random House Group, 1986
- o Lutz, Donald S. *The Origins of American Constitutionalism*. New York: Louisiana State UP, 1988.
- o Hamilton, Alexander. Madison, James. Jay, John. *The Federalist Papers*.
- o Monk, Linda, *The Bill of Rights: A User's Guide*, Grand Central Publishing, 2018
- o Monk, Linda, *The Words We Live By: Your Annotated Guide to the Constitution*, Legacy Literature, 2004.
- o Tocqueville, de Alexis. *Democracy in America*. Signet Classics, 2001
- o Wood, Gordon. *Revolutionary Characters: What Made the Founders Different*. New York: Penguin Press, 2006

UNIT 1

What Are the Philosophical and Historical Foundations of the American Political System?

Unit Goals

At the completion of this unit, students will:

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

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

TPS Vision of the Graduate Skills and Dispositions:

- **Critical Thinking & Problem Solving**
Students analyze Enlightenment philosophy, British constitutional development, and colonial political experience to evaluate how competing ideas shaped the foundations of American government.
- **Communication**
Students construct and defend interpretations of foundational documents through structured discussion, argument writing, and simulated hearings using precise constitutional vocabulary.
- **Integrity**
Students examine the ethical foundations of natural rights theory, the justification for revolution, and the moral tensions between liberty, slavery, civic virtue, and the common good.
- **Growth Mindset**
Students refine their understanding of political philosophy through debate and revision, recognizing that constitutional interpretation develops through inquiry and dialogue.

Unit Essential Questions

- What did the Founders think about constitutional government?
- What ideas about civic life informed the founding generation?
- What historical developments influenced modern ideas of individual rights?
- What were the British origins of American constitutionalism?
- What basic ideas about rights and constitutional government did colonial Americans hold?
- Why did American colonists want to free themselves from Great Britain?
- What basic ideas about government and rights did the state constitutions include?

Unit Scope and Sequence

- Describe the diverse features of the early colonies and states and their populations.
- Explain what the Founders learned about government from history and their firsthand experiences of government and how this knowledge shaped their thinking.
- Explain the meanings of the terms *constitution* and *constitutional government* and describe Aristotle's ideas about forms of government.
- Evaluate, take, and defend positions on how constitutional governments should be organized to prevent abuses of power by people in government.

- Describe how and why natural rights philosophy differs from classical republicanism and how both systems of thought influenced the founding generation in America.
- Explain the kinds of challenges that a society faces when it strives to preserve the rights to life, liberty, property, and “the pursuit of happiness” while at the same time promoting the common good and civic virtue.
- Evaluate, take and defend positions on the importance of civic virtue today and the role of political philosophy in thinking about government.
- Explain the differences between classical republicanism and Judeo-Christian ideas about the importance of the individual.
- Explain how certain historical developments influenced modern ideas about government, constitutionalism, and individual rights.
- Evaluate, take and defend positions on approaches to theories of morality, the importance of the rise of capitalism, and how the Enlightenment inspired the Founders.
- Explain how rights and representative government evolved in England and how the evolution influenced the Founders
- Identify the origins of some of Americans’ most important constitutional rights.
- Evaluate, take and defend positions on the influence of the Magna Carta on the development of rights and the importance of habeas corpus and trial by jury.
- Describe the early development of America’s traditions of constitutional government.
- Explain why the American colonists attached special importance to such constitutional principles as written guarantees of basic rights and representative government.
- Evaluate, take and defend positions on the differences between life in colonial America and in England during the same period, the relationship between natural rights theory and slavery in America, and how natural rights philosophy and history help to explain the colonists’ views of the proper role of government.
- Describe the British policies that some American colonists believed violated basic principles of constitutional governments and their rights as Englishmen.
- Explain why Americans resisted those policies and how the resistance led to the Declaration of Independence.
- Evaluate the arguments that the colonists made to justify separation from Great Britain.
- Evaluate, take and defend positions on violations of colonists’ rights before the Revolution and important questions about the meaning and implications of the Declaration of Independence.
- Explain the basic ideas about government and rights that are included in state constitutions.
- Explain how the experiences of the states in developing their constitutions and bills of rights influenced the framing of the US Constitution and Bill of Rights.
- Evaluate, take and defend positions on the theory of legislative supremacy, the importance of the Virginia Declaration of Rights, and the role of declarations in early state constitutions.

Academic Vocabulary

- | | |
|-----------------------------|----------------------|
| ● Constitution | ● Limited government |
| ● Constitutional government | ● Mixed constitution |
| ● Democracy | ● Parliament |
| ● Forms of government | ● Republic |

- Unwritten constitution
- Written constitution
- Civic virtue
- Classical republicanism
- Common good
- Consent of the governed
- Divine right
- Inalienable rights
- Natural rights
- Political legitimacy
- Popular sovereignty
- Pursuit of happiness
- Right of revolution
- Social contract
- State of nature
- Capitalism
- City-state
- Feudalism
- Judeo-Christian
- Nation-state
- Private morality
- Public morality
- Common law
- Magna Carta
- Precedent
- Redress of grievances
- Rights of Englishmen
- Rule of law
- *Stare decisis*
- Writ of habeas corpus
- Charter
- Constituent
- Covenant
- Indentured servants
- Magistrate
- Mayflower Compact
- Suffrage
- Compact
- Law of nature
- Sovereignty
- Writs of assistance
- Checks and balances
- Legislative supremacy
- veto

Unit Assured Assessments

Formative Assessments:

- Mini projects to include oral presentations and creative one-pagers.
- Founding Generation Project and Presentation
- Practice simulated congressional hearings

Summative Assessments:

- Simulated congressional hearings

Resources

- Center for Civic Education, *We the People: The Citizen & the Constitution*, 4th Edition, 2016, Unit 1, Lessons 1-7.
- The Declaration of Independence
- The Articles of Confederation
- Hamilton, Alexander. Madison, James. Jay, John. *The Federalist Papers*.
- Virginia Declaration of Rights
- Selected writings from Aristotle, Socrates and other philosophers
- The Constitution of the United States

Time Allotment

- Approximately 8 Weeks

UNIT 2

How Did the Framers Create the Constitution?

Unit Goals

At the completion of this unit, students will:

- 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.
- **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.**
- 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.
- 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.
- 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.
- 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.
- 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.
- **RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.**
- 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.
- RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.”
- 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.
- 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.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.**
- **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).**

- 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.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

TPS Vision of the Graduate Skills and Dispositions:

- **Critical Thinking & Problem Solving**
Students evaluate the strengths and weaknesses of the Articles of Confederation, compare constitutional plans, and analyze how the Framers resolved conflicts over representation, federalism, and power distribution.
- **Collaboration**
Students engage in structured deliberation and simulation, examining competing Federalist and Anti-Federalist perspectives and practicing civil discourse around constitutional compromise.
- **Integrity**
Students evaluate the ethical implications of constitutional compromises—particularly regarding slavery, representation, and majority tyranny—and assess the moral arguments advanced during ratification.
- **Self-Efficacy**
Students build confidence in navigating complex primary sources and defending constitutional positions using evidence from multiple texts.

Unit Essential Questions

- What were the Articles of Confederation and why did some Founders want to change them?
- How was the Philadelphia Convention organized?
- Why was representation a major issue at the Philadelphia Convention?
- What questions did the framers consider in designing the three branches of the national government?
- How did the delegates distribute powers between national and state governments?
- What was the Anti-Federalist position in the debate about ratification?
- What was the Federalist position in the debate about ratification?

Unit Scope and Sequence

- Describe the United States' first national constitution, the Articles of Confederation.
- Explain why some people thought the government under the Articles of Confederation was not strong enough.
- Evaluate, take, and defend positions on the strengths and weaknesses of the Articles of Confederation, the significance of the Northwest Ordinance, and Americans' mistrust of a strong national government.
- Describe the organizing phase of the Philadelphia Convention.
- Explain the significance of rules and agendas for effective civil discussion.
- Evaluate, take, and defend positions on determining what interests should be represented in a constitutional convention and the advantages and disadvantages of secrecy in governmental deliberations.
- Explain the differences between the Virginia Plan and the New Jersey Plan and the importance of the Great Compromise.
- Explain how the Framers addressed regional issues with the Three-Fifths Compromise and the provision for a periodic census of the population.
- Evaluate, take, and defend positions on why major issues debated at the Philadelphia Convention are still on the national agenda.
- Explain the role of each of the three branches and describe how the Constitution organizes them.
- Explain how and why the system of checks and balances contributes to limited government.
- Evaluate, take, and defend positions on how the president of the United States should be elected and issues relating to the appointment and service of justices of the Supreme Court.
- Describe the major powers and limits on the national government, the powers that were specifically left to the states, and the prohibitions the Constitution placed on state governments.
- Explain how the Constitution did and did not address the issue of slavery, as well as other questions left unresolved in Philadelphia.
- Evaluate, take, and defend positions on how limited government in the United States protects individual rights and promotes the common good and on issues involving slavery at the Philadelphia Convention.
- Explain why the Anti-Federalists opposed ratifying the Constitution.
- Explain the role of the Anti-Federalists in proposing a bill of rights and identify other contributions their views have made toward interpreting the Constitution.
- Evaluate, take, and defend a position on the validity and relevance of the Anti-Federalists arguments.
- Explain the key arguments of the Federalists and the process by which the Constitution was finally ratified.
- Evaluate, take, and defend positions on the continuing relevance and validity of the Federalists arguments.

Academic Vocabulary

- Articles of Confederation
- Confederation
- Shay's Rebellion
- Civil discourse
- Federal system
- National government
- Proportional representation
- Great Compromise
- Three-Fifths Compromise
- Deliberative body
- Electoral College
- Enumerated powers
- Necessary and proper clause
- Separated powers
- Shared powers
- Bill of attainder
- *Ex post facto*
- Secede
- Supremacy Clause
- Tariff
- Anti-Federalist
- Bill of rights
- Ratification
- Faction
- *The Federalist*
- Federalists
- Majority tyranny
- "New science of politics"

Unit Assured Assessments

Formative Assessments:

- Mini projects to include oral presentations and creative one-pagers.
- Federalist versus Anti-Federalist Debates
- Practice simulated congressional hearings

Summative Assessments:

- Simulated congressional hearings

Resources

- Center for Civic Education, *We the People: The Citizen & the Constitution*, 4th Edition, 2016, Unit 2, Lessons 8-14.
- Articles of the Confederation
- Hamilton, Alexander. Madison, James. Jay, John. *The Federalist Papers*.
- Virginia Declaration of Rights
- Northwest Ordinance
- James Madison: Preface to Debates in the Convention of 1787 (1787)
- James Madison's Notes of the Constitutional Convention
- The Constitution of the United States

Time Allotment

- Approximately 8 Weeks

UNIT 3

How has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?

Unit Goals

At the completion of this unit, students will:

- **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.**
- **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.**
- 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.
- 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.
- RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 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.
- 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.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.**
- **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).**
- 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.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

TPS Vision of the Graduate Skills and Dispositions:

- **Critical Thinking & Problem Solving**

Students analyze how amendments, judicial review, and landmark constitutional conflicts (Civil War; Due Process and Equal Protection) have reshaped the Constitution over time, using evidence to evaluate competing interpretations.

- **Communication**

Students construct and critique constitutional arguments by corroborating sources, evaluating claims, and explaining how legal reasoning and historical context shape constitutional change.

- **Integrity**

Students examine how constitutional change connects to core democratic ideals—liberty, equality, and voting rights—while evaluating the moral and civic implications of secession, slavery, and expanding the franchise.

- **Collaboration**

Students work with others to investigate multiple viewpoints on controversial constitutional questions (e.g., incorporation, equal protection standards, suspension of habeas corpus) and to develop and defend positions using shared evidence.

Unit Essential Questions

- How have amendments and judicial review changed the Constitution?
- What is the role of political parties in the constitutional system?
- How did the Civil War test and transform the American constitutional system?
- How has the Due Process Clause of the Fourteenth Amendment changed the Constitution?
- How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- How has the right to vote been expanded since the adoption of the Constitution?

Unit Scope and Sequence

- Describe the two ways in which the Constitution can be amended.
- Identify the major categories of constitutional amendments.
- Explain why James Madison introduced the Bill of Rights.
- Evaluate, take and defend positions on the amendment process and judicial review.
- Explain why the framers opposed the idea of political parties.
- Describe the other ideas that helped political parties to gain acceptance.
- Explain the conflicting points of view that led to the development of parties and the roles that parties have played in the American constitutional system.
- Evaluate, take and defend positions on the importance of political parties today.
- Describe several important constitutional issues raised by President Lincoln's actions, including the suspension of habeas corpus and the Emancipation Proclamation.
- Explain the similarities and differences between the United States Constitution and the constitution of the Confederate States of America.
- Explain how the Civil War led to the creation of the Thirteenth, Fourteenth and Fifteenth Amendments.

- Evaluate, take and defend positions on the conditions under which the writ of habeas corpus might be suspended and the constitutionality of secession.
- Explain the historical origins of due process and the difference between procedural due process and substantive due process.
- Explain the concept of incorporation and describe its effects on the powers of the states.
- Evaluate, take and defend positions on historical and contemporary issues involving due process.
- Define equal protection of the laws.
- Explain why neither state governments nor the national government can deprive people of equal protection of the laws.
- Explain the “separate but equal” doctrine of racial segregation and why the Supreme Court abandoned it in *Brown vs. Board of Education*.
- Describe the categories that the Supreme Court now uses to decide cases challenging governmental actions that treat some people differently from others.
- Evaluate, take and defend positions on how conflicts between or among should be resolved.
- Describe the expansion of the franchise as a result of changes in voting laws in Congress and various states, amendments to the Constitution, and decisions of the Supreme Court.
- Evaluate, take and defend positions on how extending the right to vote is related to fundamental ideas and principles of American constitutional government.

Academic Vocabulary

- | | |
|--------------------|---------------------------|
| ● Amendment | ● Inquisitorial system |
| ● Judicial review | ● Due process of law |
| ● Delegated powers | ● Procedural due process |
| ● Party system | ● Substantive due process |
| ● Patronage | ● Fundamental rights |
| ● Platform | ● Incorporation |
| ● Political party | ● Equality of condition |
| ● Sedition | ● Equality of opportunity |
| ● Ticket | ● Rational basis |
| ● Abolitionists | ● Intermediate scrutiny |
| ● Literacy test | ● Strict scrutiny |
| ● Poll tax | ● Separate but equal |
| ● Secession | ● Enfranchisement |
| ● Adversary system | ● Franchise |

Unit Assured Assessments

Formative Assessments:

- Mini projects to include oral presentations and creative one-pagers.
- Practice simulated congressional hearings
- Historical Book Reviews

Summative Assessments:

- Simulated congressional hearings

Resources

- Center for Civic Education, *We the People: The Citizen & the Constitution*, 4th Edition, 2016, Unit 3, Lessons 15-20.
- Hamilton, Alexander. Madison, James. Jay, John. *The Federalist Papers*.
- Various landmark Supreme Court cases like *Marbury vs. Madison*, *Brown vs. Board of Education*, and others.
- James Madison's Notes of the Constitutional Convention
- The Constitution of the United States

Time Allotment

- Approximately 10 Weeks

UNIT 4

How have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?

Unit Goals

At the completion of this unit, students will:

- **RH.11-12.1–3, .6, .8 – Evaluating explanations of presidential powers, limits, and evolving authority through texts like Federalist 70, executive orders, and landmark Supreme Court rulings.**
- RH.11-12.1–3, .6, .8 – Assessing debates over administrative power, rulemaking vs. enforcement, and constitutional questions arising from administrative structures.
- **RH.11-12.1–3, .4, .6, .8, .9 – Evaluating judicial reasoning across multiple cases, analyzing key vocabulary (e.g., “judicial review,” “standing”), and integrating sources like Marbury v. Madison, Brown v. Board, and later Supreme Court decisions.**
- **RH.11-12.1–3, .6, .8, .9 – Deep analysis of federalism’s evolution via sources like McCulloch v. Maryland, Gibbons v. Ogden, and modern Supreme Court federalism jurisprudence, including evidentiary comparisons, critical evaluation, and integration of multimedia sources.**
- 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.
- 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.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.**
- **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).**
- 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.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

TPS Vision of the Graduate Skills and Dispositions:

- **Critical Thinking & Problem Solving**
Students analyze how constitutional principles such as separation of powers, federalism, and checks and balances structure Congress, the presidency, the bureaucracy, and the Supreme Court, evaluating evolving interpretations across landmark cases and institutional practice.
- **Communication**
Students construct and defend evidence-based arguments regarding congressional representation, presidential authority, administrative power, judicial interpretation, and federalism using multiple sources and precise constitutional reasoning.
- **Collaboration**
Students engage in structured deliberation and source analysis, working in teams to evaluate competing perspectives on institutional power and to assess contemporary constitutional controversies.
- **Self-Efficacy**
Students demonstrate confidence in interpreting complex legal reasoning and Supreme Court decisions, integrating textual and multimedia evidence to form informed conclusions about institutional roles.
- **Integrity**
Students evaluate the ethical responsibilities of public officials and institutions, examining how power should be exercised within constitutional limits and how democratic accountability is maintained.

Unit Essential Questions

- What is the role of Congress in American constitutional democracy?
- How does Congress perform its functions in the American constitutional system?
- What is the role of the President in American constitutional democracy?
- How are national laws administered in the American constitutional system?
- What is the role of the Supreme Court in American constitutional democracy?
- How does American federalism work?

Unit Scope and Sequence

- Explain the basic differences between Congress and British Parliament and how Congress reflects America's commitment to representative government and federalism.
- Identify several constitutional sources of congressional power and identify some of the challenges that members of Congress face in representing and serving their constituents.
- Evaluate, take, and defend positions on contemporary issues about congressional representation and organization.
- Describe the role of rules, committees, and political parties in the organization and operation of Congress.
- Describe the process through which proposed legislation becomes law.
- Identify the primary sources on which members of Congress rely for information in the lawmaking process and explain the importance of Congress's inherent power to investigate.
- Explain why compromise is required in the deliberative process.

- Evaluate, take, and defend positions on how Congress functions and whether it should streamline its procedures.
- Explain the president's constitutional responsibilities and how the office of the president has evolved.
- Identify various constitutional and political checks on the president.
- Explain fundamental differences between the office of the prime minister in a parliamentary system and the American presidency.
- Evaluate, take, and defend positions on issues involving the exercise of presidential power and the relationship between the president and the other branches of government.
- Explain why Congress creates administrative units, the circumstances that contribute to their creation, and the range of governmental functions that administrative units perform.
- Identify some of the checks on the exercise of administrative power.
- Evaluate, take, and defend positions on public administration in the United States.
- Explain the difference between the Supreme Court's original and appellate jurisdiction.
- Explain four methods of constitutional interpretation.
- Explain how America's system of checks and balances limits the power of the Supreme Court.
- Evaluate, take, and defend positions on issues relating to the role of the Supreme Court in the constitutional system.

Academic Vocabulary

- | | |
|-------------------------------------|--|
| ● Delegate theory of representation | ● Civil servant |
| ● Enforcement powers | ● Independent agencies |
| ● Federalism | ● Patronage |
| ● Gerrymandering | ● Quasi-judicial power |
| ● Implied powers | ● Quasi-legislative power |
| ● Inherent powers | ● Advisory opinion |
| ● Trustee theory of representation | ● Appeal |
| ● Bill | ● Appellate jurisdiction |
| ● Cloture | ● Jurisdiction |
| ● Filibuster | ● Landmark decision |
| ● Impeachment | ● Litigant |
| ● Lobbying | ● Methods of constitutional interpretation |
| ● Pocket veto | ● Original jurisdiction |
| ● Power to investigate | ● Writ of certiorari |
| ● Resolution | ● Initiative |
| ● Seniority | ● Local governments |
| ● Commander in chief | ● Police powers |
| ● Executive order | ● Recall |
| ● Executive power | ● Referendum |
| ● Bureaucracy | ● Reserve powers |
| ● Cabinet | |

Unit Assured Assessments

Formative Assessments:

- Mini projects to include oral presentations and creative one-pagers.
- Practice simulated congressional hearings
- Historical Book Reviews

Summative Assessments:

- Simulated congressional hearings

Resources

- Center for Civic Education, We the People: The Citizen & the Constitution, 4th Edition, 2016, Unit 4, Lessons 21-26.
- Hamilton, Alexander. Madison, James. Jay, John. The Federalist Papers.
- Various landmark laws, executive orders, and Supreme Court cases
- James Madison's Notes of the Constitutional Convention
- The Constitution of the United States

Time Allotment

- Approximately 8 Weeks

UNIT 5

What Rights Does the Bill of Rights Protect?

Unit Goals

At the completion of this unit, students will:

- 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.
- **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.**
- 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.
- **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).**
- 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.
- 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.
- 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.
- 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.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.**
- **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).**
- 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.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

TPS Vision of the Graduate Skills and Dispositions:

- **Critical Thinking & Problem Solving**
Students analyze Supreme Court interpretations of the Bill of Rights, evaluate conflicts among competing rights, and apply constitutional reasoning to contemporary issues involving speech, religion, search and seizure, and due process.
- **Communication**
Students construct and defend evidence-based arguments regarding the scope and limits of individual rights, using precise constitutional vocabulary and integrating multiple sources.
- **Integrity**
Students examine the ethical tensions between liberty and public order, majority rule and minority rights, and security and due process, evaluating how constitutional protections reflect core democratic values.
- **Emotional Intelligence**
Students engage respectfully with controversial and deeply personal issues—including religious liberty, free expression, criminal justice protections, and capital punishment—while considering diverse perspectives and lived experiences.
- **Collaboration**
Students work in structured discussions and case analyses to explore differing viewpoints on constitutional rights and to develop reasoned, balanced conclusions.

Unit Essential Questions

- What are bills of rights and what kinds of rights does the US Bill of Rights protect?
- How does the First Amendment affect the establishment and free exercise of religion?
- How does the First Amendment protect free expression?
- How does the First Amendment protect freedom to assemble, petition and associate?
- How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- How do the Fifth, Sixth, and Eighth Amendments protect rights within the judicial system?

Unit Scope and Sequence

- Explain what bills of rights are and how they have evolved.
- Examine the Constitution and its amendments and identify which of the rights they contain are (1) held by individuals, classes, or categories of individuals or institutions, (2) personal, economic or political rights, and (3) positive or negative rights.
- Identify possible conflicts among these rights.
- Describe various interpretations of the Second, Third, Ninth and Tenth Amendments.
- Evaluate, take, and defend positions on the kinds of rights protected by the US Constitution and Bill of Rights.
- Explain the importance of religious freedom in the United States and identify the primary differences between the establishment and free exercise clauses.

- Describe how the Supreme Court has interpreted the religion clauses, ongoing issues involving those clauses, and how conflicts can arise between the two clauses.
- Evaluate, take, and defend positions on issues arising from guarantees relating to the establishment and free exercise of religion clauses of the Constitution.
- Explain the importance of freedom of expression to both the individual and society and its historical significance.
- Explain considerations useful in deciding when the government should be able to place limits on freedom of speech and the press.
- Evaluate, take, and defend positions on issues involving the right to freedom of expression.
- Explain the importance of the rights to assemble, associate and petition and describe the history of these rights and when they can be limited.
- Explain the history and purpose of the Fourth Amendment and issues raised by its interpretation.
- Explain the importance of the Fifth Amendment provision against self-incrimination.
- Evaluate, take, and defend positions on contemporary issues relating to the Fourth and Fifth Amendments.
- Explain the Fifth and Sixth Amendments guarantees regarding indictments, double jeopardy, and due process of law.
- Identify the rights protected by the Sixth Amendment particularly the right to counsel.
- Describe the Eighth Amendment provisions about bail and punishment
- Evaluate, take, and defend positions on the death penalty and other issues relating to due process of law.

Academic Vocabulary

- | | |
|--|--------------------------------|
| ● Autonomy | ● Right to assemble |
| ● Classes or categories of individuals | ● Right to associate |
| ● Economic rights | ● Right to petition |
| ● Personal rights | ● Affidavit |
| ● Political rights | ● Exclusionary rule |
| ● Positive rights | ● Probable cause |
| ● Negative rights | ● Reasonableness |
| ● Rights | ● Search |
| ● Compelling state interest | ● Seizure |
| ● Established church | ● Self-incrimination |
| ● Establishment clause | ● Use immunity |
| ● Free exercise clause | ● Warrant |
| ● Separation of church and state | ● Bail |
| ● Libel | ● Capital punishment |
| ● Slander | ● Cruel and unusual punishment |
| ● Prior censorship | ● Grand jury |
| ● Seditious libel | ● Double jeopardy |
| ● Time, place, and manner restrictions | ● Indictment |
| ● Gag rule | ● Plea agreement |
| ● Public forum | ● Right to counsel |

Unit Assured Assessments

Formative Assessments:

- Mini projects to include oral presentations and creative one-pagers.
- Practice simulated congressional hearings
- Supreme Court Case deliberations

Summative Assessments:

- Simulated congressional hearings

Resources

- Center for Civic Education, We the People: The Citizen & the Constitution, 4th Edition, 2016, Unit 5, Lessons 27-32.
- Hamilton, Alexander. Madison, James. Jay, John. The Federalist Papers.
- Various landmark laws, executive orders, and Supreme Court cases
- James Madison's Notes of the Constitutional Convention
- The Constitution of the United States

Time Allotment

- Approximately 8 Weeks

UNIT 6

What Challenges Might Face American Constitutional Democracy in the Twenty-first Century?

Unit Goals

At the completion of this unit, students will:

- 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.
- **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.**
- RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.
- 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).
- **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.**
- RH.11-12.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **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.**
- 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.
- 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.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.**
- **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).**
- 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.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and

solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

TPS Vision of the Graduate Skills and Dispositions:

- **Critical Thinking & Problem Solving**
Students evaluate contemporary constitutional challenges—including citizenship, civic engagement, civil rights, globalization, and America’s role in world affairs—by integrating multiple sources and defending evidence-based positions.
- **Collaboration**
Students engage in civil discourse around divisive national and global issues, working with others to examine multiple perspectives on participation, diversity, and democratic reform.
- **Integrity**
Students examine the ethical responsibilities of citizenship, civil disobedience, and participation in democracy, evaluating how constitutional principles should guide responses to modern challenges.
- **Innovation**
Students generate thoughtful proposals and forward-looking arguments about constitutional adaptation, civic participation, and policy responses to emerging twenty-first-century issues.
- **Emotional Intelligence**
Students respectfully analyze issues involving identity, rights, diversity, and global engagement, demonstrating empathy and perspective-taking in discussions of controversial public policy questions.

Unit Essential Questions

- What does it mean to be a citizen?
- What is the importance of civic engagement to American constitutional democracy?
- How have Civil Rights movements resulted in fundamental political and social change in the United States?
- How have American political ideas and the American constitutional system influenced other nations?
- What key challenges does the United States face in the future?
- What are the challenges of the participation of the United States in world affairs?
- What does returning to fundamental principles mean?

Unit Scope and Sequence

- Explain the meaning of citizenship in the United States, the ways Americans become citizens, and why all American citizens are both citizens of their states and the nation.
- Identify essential rights and responsibilities of citizens and why citizenship is particularly complicated for Native Americans.
- Describe the process of naturalization, differences between citizens and resident aliens, and how citizenship can be lost.

- Evaluate, take, and defend positions on the legal and moral rights and obligations of citizens.
- Explain why Americans need to be engaged in civic affairs.
- Identify opportunities for civic engagement through voluntary associations and nongovernmental organizations and participation in local, state, and national politics.
- Evaluate, take, and defend positions on challenges associated with voting and other forms of participation in civic life in the United States.
- Explain why African Americans, women, and other groups found it necessary to concerted actions to ensure recognition of their civil rights.
- Describe some of the goals and tactics that the civil rights movements have used.
- Describe and explain the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.
- Identify some ongoing issues involving civil rights.
- Evaluate, take, and defend positions on landmark legislation involving civil rights and the role of civil disobedience in America's constitutional democracy.
- Identify which aspects of the American constitutional system have been influential elsewhere.
- Explain why some countries and international organizations have chosen to modify the American system or use other types of democratic systems.
- Explain how the Bill of Rights has influenced other countries and how some countries have adopted bills of rights that are considerably different.
- Evaluate, take, and defend positions on why some aspects of American constitutional democracy have been effective in the United States have not been used in other countries.
- Discuss the effects of diversity and technology on the lives of Americans.
- Explain the importance of civil discourse in debating divisive issues.
- Evaluate, take, and defend positions on the changing expectations of America's governments and potential constitutional amendments.
- Identify the constitutional responsibilities of the three branches of the national government in shaping the involvement of the United States in world affairs.
- Describe globalization and identify some of the challenges that globalization poses for citizenship and participation in world affairs.
- Evaluate, take, and defend positions on issues involving globalization and improving the image of the United States abroad.

Academic Vocabulary

- | | |
|---------------------------------|---|
| ● Alien | ● Voluntary associations |
| ● Citizen | ● Voter registration |
| ● Denaturalization | ● Civil disobedience |
| ● Dual national citizenship | ● Civil rights |
| ● Enlightened self-interest | ● <i>De facto</i> segregation |
| ● <i>E pluribus unum</i> | ● <i>De jure</i> segregation |
| ● <i>Jus sanguinis</i> | ● Civil disobedience |
| ● <i>Jus soli</i> | ● Human rights |
| ● Naturalization | ● Universal Declaration of Human Rights |
| ● Resident alien | ● Eminent domain |
| ● Nongovernmental organizations | |

- Immigration
- Collective security
- Globalization
- International law
- Isolationism
- Letter of marque and reprisal
- multinational corporations
- Treaty
- United Nations

Unit Assured Assessments

Formative Assessments:

- Mini projects to include oral presentations and creative one-pagers.
- Practice simulated congressional hearings

Summative Assessments:

- Simulated congressional hearings

Resources

- Center for Civic Education, We the People: The Citizen & the Constitution, 4th Edition, 2016, Unit 5, Lessons 33-38.
- Hamilton, Alexander. Madison, James. Jay, John. The Federalist Papers.
- Various landmark laws, executive orders, and Supreme Court cases
- James Madison's Notes of the Constitutional Convention
- The Constitution of the United States
- Universal Declaration of Human Rights

Time Allotment

- Approximately 8 Weeks

CREDIT

One credit in Social Studies
Civics Requirement

PREREQUISITES

Completion of Global Civilizations, United States History and/or departmental approval

CURRENT REFERENCES

- "Allsides | Balanced News Via Media Bias Ratings For An Unbiased News Perspective". *Allsides*, 2021, <https://www.allsides.com/unbiased-balanced-news>.
- Center for Civic Education "We the People" and "Project Citizen" resources <https://www.civiced.org/>
- National Constitution Center's Interactive Constitution: <https://constitutioncenter.org/the-constitution>
- National Constitution Center's Founders Library: <https://constitutioncenter.org/the-constitution/historic-document-library>
- "The Constitution Explained" video series sponsored by Center for Civic Education and iCivics: <https://www.civiced.org/constitution-explained>
- Retro Report, an independent nonprofit newsroom that creates trusted and balanced documentary videos and classroom resources: <https://retroreport.org/education/>

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Various AP US Government Rubrics found on AP Classroom
- Center for Civic Education Rubric on [Simulated Hearings](#)

OTHER RESOURCES

Trumbull High School School-Wide Reading Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: - 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/straight forward 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_____	Student is able to exceptionally interpret 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	Student is able 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	Student is able to interpret text by : - Guided reflection and/or revision of initial understanding - Summarizing some main ideas of text - Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : - 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_____	Insightfully evaluates the text by one or more of the following elements: - Critical analysis to create a conclusion supported by the text - Perceptive judgments about the quality of the text - Synthesis of text - Express a personal opinion.	Evaluates the text by one or more of the following elements: - critical analysis to form a conclusion from the text - thoughtful judgments about the quality of the text - Evaluation of text to express personal opinion(s)	A general evaluation of the text by one or more of the following elements: - Forms a superficial conclusion from the text - Assesses the quality of the text - Uses text to express personal opinion(s)	Struggles to evaluate the text by any of the following elements: - Forming a conclusion from the text - Assessing the quality of the text - Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	- 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

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	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 21st 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 21st 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 21st 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 21st Century Skills.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

US Government & Politics
Advanced Placement/UConn

Grade 11-12

Social Studies
2026

(Last revision date: 2016)

Curriculum Writing Team

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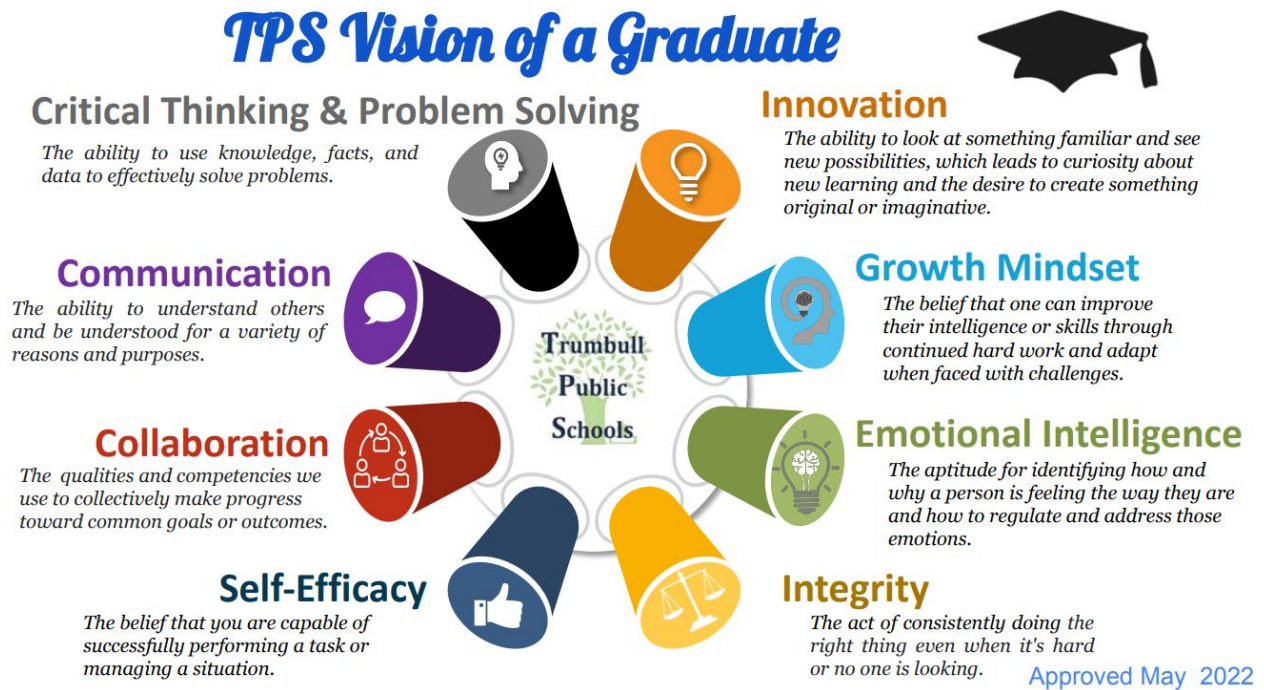
Grade 11-12

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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.

TRUMBULL PUBLIC SCHOOLS VISION OF THE GRADUATE



TRUMBULL HIGH SCHOOL CORE VALUES AND BELIEFS STATEMENT

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

Advanced Placement/UConn United States Government & Politics gives students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret United States government and politics and the analysis of specific examples. It also develops familiarity with the various institutions, groups, beliefs, and ideas that constitute United States government and politics. Students will become acquainted with a variety of theoretical perspectives and explanations and various behaviors and outcomes. Students are encouraged to take the Advanced Placement United States Government and Politics Examination in May and to register for ECE credit through the University of Connecticut.

As part of the Trumbull High School political science program, Advanced Placement United States Government and Politics aspires to produce informed and engaged citizens who understand and put into practice the principles which constitute our uniquely American brand of democracy.

Civic education, valued so much by our Founding Fathers, has become only more vital in an age in which there is so much information at a citizen's disposal, and in which there are so many avenues for political participation. Students in this course will learn how to access the wealth of political information that is available, to filter out biases, and to make informed decisions regarding the important issues of the day. They will differentiate schools of political thought and recognize the philosophic differences which have shaped and continue to shape political debate in this country. Most importantly, as seniors in high school, they will be prepared not only for their first votes, but also to be active members of today's society.

Through the course, students will understand the doctrines and historic background of the United States Constitution. Through research and dialogue, students will develop an increased knowledge and appreciation of the institutions of our constitutional democracy. Students will comprehend the fundamental principles and values by which our government was founded and will develop skills needed to become effective, responsible citizens today.

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

This course is structured for the AP US Government and Politics course. The enduring understandings described below are intended to illustrate distinctive features and processes in U.S. government and politics as well as how political scientists study political behavior.

Enduring Understandings:

- Constitutionalism: The United States Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments. This system is based on the rule of law and the balance of majority rule and minority rights.
- Liberty and Order: Governmental laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.
- Civic Participation in a Representative Democracy: Popular sovereignty, individualism, and republicanism are important considerations of U.S. laws and policy making and assume citizens will engage and participate.
- Competing Policy-Making Interests: Multiple actors and institutions interact to produce and implement possible policies.
- Methods of Political Analysis: Using various types of analyses, political scientists measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.

Students will understand...

- the philosophical foundations and documents of American democracy, including the Declaration of Independence, social contract theory, republicanism, types of democracy, and the tension between individual liberty and order/safety.
- how the Articles of Confederation failed to adequately balance individual liberty and public order/safety, and how the framers wrestled with these questions in drafting the Constitution.
- the compromises reached at the Constitutional Convention and the debate between the Federalists and Anti-Federalists during the ratification debate.
- the evolving relationship between the national and state governments, including the grant process, policy issues (ADA, Medicaid, marijuana), and the idea of devolution.
- the structure and powers of the three branches of government and how they influence public policy.
- the role that checks and balances plays within our system of government.

- how the bureaucracy operates and its place in the checks and balances system and the future of entitlement programs in the United States.
- the role of the courts, and the due process and equal protection clauses in the expansion of civil liberties and civil rights, including the idea of selective incorporation.
- the history of civil rights issues and how historically disadvantaged groups in American society have achieved greater equality and equitable treatment in society.
- the basic tenets of American political culture, the conservative and liberal political ideologies, and how these are acquired (political socialization).
- the evolution of voting rights and the current state of voter turnout.
- the media as a linkage institution, including changes in media, such as the growth of social media and partisan media sources.

COURSE ESSENTIAL QUESTIONS

- What are the historical and philosophical foundations of our American government?
- What are the structure, roles and responsibilities of the three branches of government and how do they interact with each other and the people?
- How have the values and principles embodied in the United States Constitution shaped American institutions and practices?
- What challenges might face American constitutional democracy in the 21st Century and what role does the citizen play in the government?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - the system of checks and balances among the three branches of government and how the Constitution allocates power between federal and state governments.
 - how laws and policies balancing order and liberty are based on the U.S. Constitution and have been interpreted differently over time.
 - understand how the government works to balance individual rights while maintaining public order.
 - the role in which citizens must be informed, engaged and active within a system of government that prioritizes republicanism, popular sovereignty, and individualism.
 - how to analyze data, charts, and graphs to show how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.
- Students will be able to . . .
 - define and describe the six principles of our government including limited government, republicanism, checks and balances, federalism, separation of powers, and popular sovereignty.

- identify ways in which citizens can get involved in their government and stay informed with special attention to media literacy.
- understand the voter registration process in Connecticut and ways to connect with their government officials at the local, state and federal levels.

COURSE SYLLABUS

Course Name

Advanced Placement/UCONN United States Government and Politics

Level

AP/ECE

Prerequisites

Completion of Global Civilizations and/or departmental approval

General Description of the Course

This course will provide an opportunity for students to pursue and receive credit for college-level coursework. Advanced Placement United States Government and Politics will introduce students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course will examine politically significant concepts and themes, through which students will learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students will explore general concepts used to interpret topics related to the U.S. government and will examine the various institutions, groups, beliefs, and ideas that comprise American politics. Additionally, they will develop their college-readiness skills in reading, writing, speaking, and listening. It is recommended that students take the Advanced Placement examination. This course meets the state civics requirements. Students enrolled in this course will not be permitted to also enroll in Advanced Placement United States Government and Politics / ECE Constitutional Studies (We the People).

Assured Assessments

Formative Assessments:

- Various projects per unit
- AP Classroom quizzes

Summative Assessments:

- Unit examinations aligned with AP Classroom

Texts

- Abernathy, Scott and Karen Waples. *American Government: Stories of a Nation*. 2019 edition.

Supplemental Texts

- Berkin, Carol. *A Brilliant Solution: Inventing the American Constitution*. New York: First Mariner Books, 2003.
- Collier, Christopher. *Decision in Philadelphia: The Constitutional Convention of 1787*. New York: Random House Group, 1986
- Lutz, Donald S. *The Origins of American Constitutionalism*. New York: Louisiana State UP, 1988.
- Hamilton, Alexander. Madison, James. Jay, John. *The Federalist Papers*.

- Tocqueville, de Alexis. *Democracy in America*. Signet Classics, 2001
- Wood, Gordon. *Revolutionary Characters: What Made the Founders Different*. New York: Penguin Press, 2006

UNIT 1

Foundations of American Democracy

Unit Goals

At the completion of this unit, students will:

- 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.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.d. Explain how federalism led to conflict between states and the federal government (e.g., healthcare, suffrage, taxation).**
- 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).
- 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).
- 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 1.7b: Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

TPS Vision of the Graduate Skills and Dispositions:

- **TPS VOG Critical Thinking & Problem Solving:**
Students analyze Enlightenment philosophy, founding documents, and constitutional debates to evaluate how ideas such as natural rights, popular sovereignty, and federalism shaped the foundations of American democracy.
- **TPS VOG Communication:**
Students explain constitutional principles and competing Federalist and Anti-Federalist arguments using evidence from primary sources and structured academic discussion.
- **TPS VOG Collaboration:**
Students engage in debate, simulations, and collaborative analysis of founding documents to evaluate multiple perspectives on constitutional design and governance.
- **TPS VOG Integrity:**
Students examine the ethical tensions present in the founding era—including liberty, representation, and compromise—and reflect on how constitutional principles influence democratic responsibility today.
- **TPS VOG Growth Mindset:**
Students refine their interpretations of complex historical texts and constitutional ideas through questioning, discussion, and revision of their arguments.

Unit Essential Questions

- How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
- How have theory, debate, and compromise influenced the U.S. constitutional system?
- How does development and interpretation of the Constitution influence policies that impact U.S. citizens?

Unit Scope and Sequence

- Describe the balance between governmental power and individual rights.
- Describe American political culture.
- Explain and compare models of representative democracy.
- Describe a constitutional republic.
- Explain how weaknesses of the Articles of Confederation led to the proposal for a new, stronger, national government.
- Describe how the Constitution was shaped by negotiation and compromise.
- Describe checks and balances, and explain the impact of checks and balances on the political system.
- Compare and contrast the arguments put forth by the Federalists and Antifederalists during the ratification debates.
- Explain the tension in American federalism between state and federal laws.

- Describe how the Constitution divides power between the national and state governments.
- Describe the development of American federalism over time.
- Explain how federalism changed in the twentieth and twenty-first centuries.
- Discuss the current status of American federalism and how it might continue to evolve.

Academic Vocabulary

- | | |
|------------------------------------|----------------------------------|
| ● Natural rights | ● Participatory democracy |
| ● Three-Fifths Compromise | ● Implied powers |
| ● Popular sovereignty | ● Pluralist democracy |
| ● Importation (slavery) compromise | ● Concurrent powers |
| ● Republicanism | ● Elite democracy |
| ● Separation of powers | ● Categorical grants |
| ● Social contract | ● Shays's Rebellion |
| ● Checks and balances | ● Block grants |
| ● Declaration of Independence | ● Great (Connecticut) Compromise |
| ● Federalism | ● Mandates (unfunded) |
| ● Philadelphia Convention | ● Electoral College |
| ● Exclusive powers | ● Commerce clause |

Unit Assured Assessments

Formative Assessments:

- AP Classroom quizzes
- Mini projects to include oral presentations and creative one-pagers.

Summative Assessments:

- AP Style Unit Examination (AP Classroom)

Resources

- Abernathy, Scott and Karen Waples. *American Government: Stories of a Nation*. 2019 edition. Chapters 1-3.
- The Declaration of Independence
- The Articles of Confederation
- Hamilton, Alexander. Madison, James. Jay, John. *The Federalist Papers*.
 - Federalist No. 10
 - Brutus No. 1
 - Federalist No. 51
- The Constitution of the United States
- McCulloch v. Maryland (1819)
- Lopez v. United States (1995)

Time Allotment

- Approximately 8-10 Weeks

UNIT 2

Interactions Among Branches of Government

Unit Goals

At the completion of this unit, students will:

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.

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

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.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.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.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.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.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).

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.

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.

TPS Vision of the Graduate Skills and Dispositions:

- **TPS VOG Critical Thinking & Problem Solving:**
Students analyze how the legislative, executive, and judicial branches interact through separation of powers and checks and balances to influence policymaking and governance.
- **TPS VOG Communication:**
Students explain the roles and powers of Congress, the presidency, the judiciary, and the federal bureaucracy using evidence from constitutional text, court cases, and contemporary political examples.
- **TPS VOG Collaboration:**
Students work with peers to analyze policy issues, legislative processes, and constitutional debates while evaluating multiple perspectives on governmental authority and accountability.
- **TPS VOG Integrity:**
Students evaluate how government institutions promote accountability, transparency, and the rule of law while examining the ethical responsibilities of elected officials and public institutions.
- **TPS VOG Self-Efficacy:**
Students build confidence in interpreting constitutional structures, analyzing political institutions, and constructing evidence-based arguments about the balance of power in American government.

Unit Essential Questions

- How do the branches of the national government compete and cooperate in order to govern?
- To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

Unit Scope and Sequence

- Describe the differences between the House of Representatives and the Senate, the function of each chamber, and how Congress operates within a system of checks and balances.
- Describe congressional elections.
- Compare the authority and rules affecting the policymaking process in the House of Representatives and the Senate.
- Explain the lawmaking process.
- Describe how Congress creates a budget that addresses discretionary spending and mandatory spending.
- Explain how constituency, partisanship, and divided government influence Congress.
- Explain how presidents have used their powers in the fight against terrorism.
- Describe the powers of the presidency and ways in which the president influences the bureaucracy.
- Describe the ways in which Congress and the Supreme Court may check presidential powers.
- Explain how modern presidents interact with the bureaucracy, Congress and the public.
- Explain why federal court justices are appointed, rather than elected.
- Describe how the Constitution structures the federal judiciary.
- Define judicial review and explain how it checks the power of Congress, the president, and the states.
- Explain how the life tenure of justices, coupled with the power of judicial review, leads to controversy over Supreme Court nominations.
- Describe the Supreme Court's role in policymaking and how Congress and the president may limit the powers of the Supreme Court.
- Explain how the federal bureaucracy carries out the responsibilities of the government and uses its authority to create and implement regulations.
- Explain the role of the bureaucracy in the policymaking process and how Congress, the president and the Supreme Court can hold the bureaucracy accountable.

Academic Vocabulary

- | | |
|-------------------------------|--------------------------------|
| ● Enumerated powers | ● Discretionary spending |
| ● Implied powers | ● Mandatory spending |
| ● Necessary and proper clause | ● Pork barrel legislation |
| ● Checks and balances | ● Logrolling |
| ● Bicameralism | ● Partisanship |
| ● Speaker of the House | ● Gridlock |
| ● President of the Senate | ● Gerrymandering |
| ● Senate Majority Leader | ● Divided government |
| ● Filibuster | ● Trustee |
| ● Cloture | ● Delegate |
| ● Holds | ● Politico |
| ● Rules Committee | ● Veto (including pocket veto) |
| ● Committee of the Whole | ● Commander in Chief |
| ● Discharge petitions | ● Executive order |

- Signing statements
- Nomination and confirmation
- Treaty negotiation and ratification
- 22nd Amendment
- Bully pulpit
- Judicial review
- Precedent/stare decisis
- Judicial activism
- Judicial restraint
- Patronage
- Civil service
- Iron triangles/issue networks
- Congressional oversight

Unit Assured Assessments

Formative Assessments:

- AP Classroom quizzes
- Mini projects per branch to include oral presentations and creative one-pagers.

Summative Assessments:

- AP Style Unit Examination (AP Classroom)

Resources

- Abernathy, Scott and Karen Waples. *American Government: Stories of a Nation*. 2019 edition. Chapters 4-7.
- The Declaration of Independence
- The Articles of Confederation
- Hamilton, Alexander. Madison, James. Jay, John. The Federalist Papers.
 - Federalist No. 70
 - Federalist No. 78
- The Constitution of the United States
- Baker v. Carr (1962)
- Shaw v. Reno (1993)
- Marbury v. Madison (1803)

Time Allotment

- Approximately 10-12 Weeks

UNIT 3

Civil Liberties and Civil Rights

Unit Goals

At the completion of this unit, students will:

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.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.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.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).

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.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.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).

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).

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

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

TPS Vision of the Graduate Skills and Dispositions:

- **TPS VOG Critical Thinking & Problem Solving:**
Students analyze how constitutional protections and Supreme Court decisions shape civil liberties and civil rights while evaluating how laws and policies can expand or restrict individual freedoms.
- **TPS VOG Communication:**
Students explain constitutional principles, landmark court cases, and civil rights movements using evidence from legal texts, historical documents, and contemporary issues.
- **TPS VOG Collaboration:**
Students work collaboratively in discussions, debates, and activities such as moot court to evaluate multiple perspectives on constitutional rights and government authority.
- **TPS VOG Integrity:**
Students examine issues of justice, equality, and constitutional protections while evaluating how laws and institutions address systemic inequalities and protect individual rights.
- **TPS VOG Emotional Intelligence:**
Students consider how civil rights struggles and constitutional protections affect diverse communities and individuals, developing empathy and awareness of multiple perspectives in democratic society.

Unit Essential Questions

- To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
- How have the U.S. Supreme Court rulings defined civil liberties and civil rights?

Unit Scope and Sequence

- Examine how the Constitution and the Bill of Rights protect individual liberties.
- Explain the doctrine of selective incorporation.
- Explain the impact of the free exercise and establishment clauses on the relationship between government and religion.

- Explain how the Supreme Court’s decisions regarding the First and Second Amendments balance individual liberties and freedoms with the need for public safety and order.
- Examine the protections placed within the Bill of Rights for those accused of, tried for, and convicted of crimes.
- Describe the Supreme Court’s affirmation of the right to privacy.
- Describe the struggle to secure civil rights for people with disabilities.
- Examine the fight against segregation, including the Supreme Court’s decision in *Brown v. Board of Education*.
- Describe the civil rights movement's fight for racial equality.
- Examine the struggle by the women’s rights movement for gender equality.

Academic Vocabulary

- | | |
|---------------------------|--|
| ● Civil liberties | ● Establishment clause |
| ● Miranda Rights | ● Civil Rights Act 1964 |
| ● Civil rights | ● Free exercise clause |
| ● Patriot Act | ● Voting Rights Act 1965 |
| ● Bill of Rights | ● Symbolic speech |
| ● Exclusionary rule | ● Title IX of the Education Amendments Act of 1972 |
| ● Judicial review | ● “Clear and present danger” |
| ● Equal protection clause | ● “Separate but equal” |
| ● Selective incorporation | ● Due process clause |
| ● NOW | |

Unit Assured Assessments

Formative Assessments:

- AP Classroom quizzes
- Mini projects per branch to include oral presentations and creative one-pagers.
- Moot Court

Summative Assessments:

- AP Style Unit Examination (AP Classroom)

Resources

- Abernathy, Scott and Karen Waples. *American Government: Stories of a Nation*. 2019 edition. Chapters 8-9.
- The Bill of Rights
- The 14th Amendment’s due process and equal protection clauses
- Engel v. Vitale (1962)
- Wisconsin v. Yoder (1972)
- Tinker v. Des Moines Independent Community School District (1969)
- Schenck v. United States (1919)
- New York Times Co. v. United States (1971)
- McDonald v. Chicago (2010)
- Gideon v. Wainwright (1963)

- Roe v. Wade (1973)
- Brown v. Board of Education, Topeka Kansas (1954)
- “Letter from Birmingham Jail” (Martin Luther King, Jr.)

Time Allotment

- Approximately 10-12 Weeks

UNIT 4

American Political Ideologies and Beliefs and Political Participation

Unit Goals

At the completion of this unit, students will:

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

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.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).

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).

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

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).

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.

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

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

TPS Vision of the Graduate Skills and Dispositions:

- **TPS VOG Critical Thinking & Problem Solving:**
Students analyze how political ideologies, party platforms, and demographic trends shape political behavior, voter participation, and policy preferences in the United States.
- **TPS VOG Communication:**
Students explain how political beliefs, media influence, and campaign strategies affect political participation and public opinion through discussion, analysis of data, and written arguments.
- **TPS VOG Collaboration:**
Students work collaboratively to investigate political participation, voting behavior, and advocacy strategies while evaluating multiple perspectives on civic engagement and public policy.
- **TPS VOG Emotional Intelligence:**
Students examine how identity, life experiences, and cultural influences shape political attitudes and participation, fostering awareness of diverse perspectives in a democratic society.
- **TPS VOG Self-Efficacy:**
Students develop confidence in analyzing political data, evaluating media sources, and understanding how citizens can influence political systems through participation and advocacy.

Unit Essential Questions

- How are American political beliefs formed and how do they evolve over time?
- How do political ideology and core values influence government policy making?
- How have changes in technology influenced political communication and behavior?
- Why do levels of participation and influence in politics vary?
- How effective are the various methods of political participation in shaping public policies?

Unit Scope and Sequence

- Describe Americans' core political values and how political socialization, cultural factors, and life experience shape an individual's attitudes and beliefs about government.
- Explain how individual choice as well as state and federal laws influence voter turnout in elections.
- Describe different models of voting behavior and campaigns.
- Describe the purpose and role of the Electoral College in our constitutional system.
- Describe the functions and impacts of political parties on the government and its citizens and how they have developed and adapted to new circumstances.
- Explain why it is difficult for third parties and independent candidates to win elections.
- Describe the tactics used by interest groups to achieve their goals and how they interact with bureaucratic agencies and members of Congress through iron triangles and issue networks.
- Explain how increased media choices, consumer-driven networks and new technologies have impacted the level of citizens' political knowledge.

- Explain the debate over the impact of bias in the news and how the media shape political understanding and behaviors.

Academic Vocabulary

- | | |
|----------------------------------|------------------------------------|
| ● Political ideology | ● Political party |
| ● Demographics | ● McCain-Feingold |
| ● Political culture | ● Interest group |
| ● Political socialization | ● Citizens United v. FEC (2010) |
| ● Scientific polling | ● Critical election |
| ● Party platform | ● PACs |
| ● Liberal ideology | ● Political realignment |
| ● Conservative ideology | ● Super PACs |
| ● Rational choice theory | ● Proportional electoral system |
| ● Primaries (open v. closed) | ● Independent expenditures |
| ● Retrospective voting | ● Winner-take-all electoral system |
| ● Caucuses | ● Media |
| ● Prospective voting | ● Iron triangles |
| ● Party convention | ● Social media |
| ● Party-line voting | ● Free rider problem |
| ● General election | ● Watchdog |
| ● Political efficacy | ● Single issue groups |
| ● Electoral College | ● Gatekeeper |
| ● Midterm election | ● Participatory democracy |
| ● Incumbency advantage | ● Horse race journalism |
| ● Demographics | ● Pluralist democracy |
| ● Federal Election Commission | ● “Fake news” |
| ● Linkage institution | ● Elite democracy |
| ● Federal Elections Campaign Act | |

Unit Assured Assessments

Formative Assessments:

- AP Classroom quizzes
- Mini projects to include oral presentations and creative one-pagers.

Summative Assessments:

- AP Style Unit Examination (AP Classroom)

Resources

- Abernathy, Scott and Karen Waples. *American Government: Stories of a Nation*. 2019 edition. Chapters 10, 13-16.
- Hamilton, Alexander. Madison, James. Jay, John. *The Federalist Papers*.
 - Federalist No. 10
 - Federalist No. 78
- The Constitution of the United States

- Citizens United v. FEC (2010)

Time Allotment

- Approximately 6-8 Weeks

CREDIT

One-half credit in Social Studies
Civics Requirement

PREREQUISITES

Completion of Global Civilizations and/or departmental approval

CURRENT REFERENCES

- "Allsides | Balanced News Via Media Bias Ratings For An Unbiased News Perspective". *Allsides*, 2021, <https://www.allsides.com/unbiased-balanced-news>.
- Center for Civic Education "We the People" and "Project Citizen" resources <https://www.civiced.org/>
- National Constitution Center's Interactive Constitution: <https://constitutioncenter.org/the-constitution>
- National Constitution Center's Founders Library: <https://constitutioncenter.org/the-constitution/historic-document-library>
- "The Constitution Explained" video series sponsored by Center for Civic Education and iCivics: <https://www.civiced.org/constitution-explained>
- Retro Report, an independent nonprofit newsroom that creates trusted and balanced documentary videos and classroom resources: <https://retroreport.org/education/>

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Various AP US Government Rubrics found on AP Classroom

OTHER RESOURCES

Trumbull High School School-Wide Reading Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: - 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/straight forward 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_____	Student is able to exceptionally interpret 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	Student is able 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	Student is able to interpret text by : - Guided reflection and/or revision of initial understanding - Summarizing some main ideas of text - Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : - 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_____	Insightfully evaluates the text by one or more of the following elements: - Critical analysis to create a conclusion supported by the text - Perceptive judgments about the quality of the text - Synthesis of text - Express a personal opinion.	Evaluates the text by one or more of the following elements: - critical analysis to form a conclusion from the text - thoughtful judgments about the quality of the text - Evaluation of text to express personal opinion(s)	A general evaluation of the text by one or more of the following elements: - Forms a superficial conclusion from the text - Assesses the quality of the text - Uses text to express personal opinion(s)	Struggles to evaluate the text by any of the following elements: - Forming a conclusion from the text - Assessing the quality of the text - Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	- 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

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	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 21st 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 21st 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 21st 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 21st Century Skills.

Perspectives on AI, Technology, and Human Skills - Student

We want to learn how students use technology and AI in school. To do this, we are asking you to take a survey.

The survey asks about:

- The technology and tools at your school
- How you and your teachers use AI
- How comfortable you feel using AI
- How AI helps with learning.

You can choose whether or not you want to take this survey. You will **not** get in trouble if you decide you do not want to take it. We hope you do take it because your thoughts and opinions are important.

You do not have to answer every question. You can skip any question you do not want to answer. There are **no right or wrong answers**.

Your answers are **private**. No one will know which answers belong to you. Your answers will be grouped with other students' answers and shared as a summary.

The survey should take around 10-15 minutes to complete.

Demographic Items

school. What is the name of your school?
[open text response]

grade. Please choose your grade level

- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- Other: _____

General Comfort and AI Use

This survey asks about Artificial Intelligence, or AI. AI is technology that has been trained on large amounts of information, like text, images, and data, so it can respond to questions, write things, explain ideas, solve problems, and create content. Unlike an internet search, AI will create new responses based on patterns it has learned. This means AI can be helpful, but it can also be wrong, incomplete, or unfair in ways that aren't always easy to spot.

AI tools show up in many places: apps or websites, built-in writing tools, tutoring or homework tools, or features built into programs you may already use.

When answering this survey, **think about how you use AI for school.**

1. How would you rate your overall ability to use AI?

- Beginner: I need *a lot* of help when using AI.
- Intermediate: I need *some* help when using AI.
- Advanced: I need *very little* help when using AI.
- Expert: I can use AI on my own *without* help.

2. Please select which of the following best describes technology use in your school.

- I use AI in *none* of my classes.
- I use AI in *a few* of my classes.
- I use AI in *some* of my classes.
- I use AI in *most* of my classes.
- I use AI in *all* of my classes.

3. On average, how much time per day do you spend using AI during the school day?

- No time
- Less than 15 minutes
- 15 to 30 minutes
- 30 to 60 minutes
- 60 to 90 minutes
- More than 90 minutes

4. How do you use AI tools for school work? Choose all that apply to you.

- ☐ Brainstorm
- ☐ Explain concepts
- ☐ Search for information or answers
- ☐ General advice
- ☐ Work on complex, real-life problems
- ☐ Summarize text
- ☐ Solve or check problems
- ☐ Draft or revise work
- ☐ Work on group projects
- ☐ Check grammar
- ☐ Study or prepare for tests
- ☐ Tutoring
- ☐ Create audio, video, or images
- ☐ Create slides
- ☐ Create final school assignments
- ☐ Learn coding

- ☐ Learn new languages
☐ I do not use this kind of technology for schoolwork
☐ Other: _____

5. What is the most important reason you use AI for school work?

- I'm stuck, and I don't know how to start.
- I want to finish the work faster.
- The assignment did not feel relevant to me.
- I'm afraid of failing or getting a bad grade.
- I wanted to understand the topic better on my own terms.
- I want to learn about the topic more deeply.
- Other: _____

student_preparedness. For each item, please choose how much you agree or disagree with each sentence. If you're not sure how you feel between agree and disagree, choose "neutral." If you don't have enough information to make an opinion, choose, "I don't know."

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	I don't know (6)
6. I am taught how to use new AI tools.						
7. I understand how AI tools work, how they find patterns and make predictions.						
8. I know how to fact-check an answer from AI using a reliable source.						
9. My school teaches me how to use AI safely.						
10. I can access websites and resources I need for class work without being blocked.						
11. My school keeps up-to-date with technology.						
12. My teachers keep up-to-date with technology.						

student_judgment. Please rate your level of agreement or disagreement with each statement.

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)	I don't know (6)
13. I think about whether using AI helps me learn.						
14. I avoid using AI because I want to do the work myself.						
15. I would still use AI even if an adult told me not to use it.						
16. I think using AI without checking its answers can lead to mistakes.						
17. I understand when to use an AI tool or not.						
18. I know the difference between using AI to help my learning and using AI to replace my thinking.						

19. What concerns do you have about AI? Choose up to three.

- ☐ Environmental impact
- ☐ Biased information
- ☐ Accuracy of information
- ☐ Effects on future employment
- ☐ Loss of creativity
- ☐ Privacy of your information
- ☐ The skills I'm learning now won't be useful later because of AI
- ☐ Other: _____

Impacts of AI

ai_impacts. For each item, please choose how much you agree or disagree with each sentence. If you're not sure how you feel between "agree" and "disagree," choose "neutral." If you don't have enough information to make an opinion, choose, "I don't know."

Using AI in school...

	Strongly agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagree (5)	Don't know (6)
20. Has changed my school experience for the better.						
21. Has made learning more interesting.						
22. Has improved the quality of my schoolwork.						
23. Has improved my grades on quizzes and/or tests.						
24. Has helped me think more deeply about what I'm learning.						
25. Has helped connect what I'm learning to my interests.						

ai_safety. Please rate how much you agree or disagree with each item.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't know
26. I can affirm my essays (work) are original when using AI.						
27. I know how to protect my personal information or data when using AI.						
28. I can explain to someone else how AI might produce a wrong or misleading answer.						
29. I feel comfortable using AI for learning.						

Teacher AI Use

teacher_use. For each item, check the box below the response that comes closest to indicating how often you do the described activity: "Very Often," "Often," and so on.

If you do not have enough information to form an opinion about an item, select "Don't Know."

Teachers at my school...

	Very Often (1)	Often (2)	Sometimes (3)	Rarely (4)	Never (5)	Don't know (6)
30. Use AI in their lessons.						
31. Assign work that uses AI.						
32. Use AI to grade my work.						
33. Use AI to give me feedback about my work.						
34. Taught me about identifying AI-generated content.						

35. How many of your teachers know how to use AI well?

- All
- Most
- Some
- Very few
- None
- Don't Know

36. Rules for AI use are clearly defined in my school.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know

37. My school's rules about AI feel fair to me.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know

43. Different teachers in my school have very different rules about AI.

- Strongly Agree
- Agree
- Neutral
- Disagree

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- Strongly Disagree
- Don't Know

38. My teachers trust students to use AI appropriately.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't Know

Durable Skill Development

pog_development. For each item, please choose how much you agree or disagree with each sentence. If you're not sure how you feel between "agree" and "disagree," choose "neutral." If you don't have enough information to make an opinion, choose, "I don't know."

Using AI in school has helped me get better at...

	Strongly agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagree (5)	Don't know (6)
39. Adaptability: Being flexible and solving problems in new ways.						
40. Collaboration: Working well with others and being respectful in a group.						
41. Communication: Sharing ideas clearly and listening to different points of view.						
42. Critical Thinking: Using facts or evidence to solve problems.						
43. Empathy: Understanding and caring about how other people feel.						
44. Learner's Mindset: Staying curious and wanting to learn new things.						
45. Personal responsibility: Making good choices and following through on my work.						

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

LATIN II ACP

Grades 10-12

World Languages Department

2026

Curriculum Writing Team

Susanna Lavorgna-Lye	Department Chair
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Susan C. Iwanicki, Ed.D.	Assistant Superintendent

Latin II ACP **Grades 10-12** **Table of Contents**

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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, which engages in an environment conducive to learning, believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that address problem-solving through critical thinking. Students will use technology as a tool in decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will encourage independent thinking and learning. We believe ethical conduct to be paramount in sustaining our welcoming school climate.

INTRODUCTION & PHILOSOPHY

Latin II course is a course that continues to develop students' proficiency as outlined in the ACTFL (American Council on the Teaching of Foreign Languages) Standards.

The emphasis of the course is to develop students' proficiency in reading Latin which reflects the understanding of new vocabulary and grammatical forms, as well as their understanding of Roman Culture and how it is represented in passages. The culture and grammar of Latin II will include but not be limited to the irregular verbs *volo*, *nolo*, and *possum*, relative clauses, the pluperfect tense, demonstrative pronouns, and participles.

This grammar is the foundation for the passages and reading and writing upcoming in Latin III and IV, and necessary for the introduction of authentic texts at that level. The grammar and Roman culture will be reinforced and enhanced through authentic texts, classroom projects and presentations, and comprehension activities.

COURSE GOALS

The following course goals derive from the 2024 Connecticut Core Standards.

CCS.ELA-Literacy.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.9-10.2

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

CCS.ELA-Literacy.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCS.ELA-Literacy.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCS.ELA-Literacy.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCS.ELA-Literacy.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCS.ELA-Literacy.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a

self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCS.ELA-Literacy.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

At the completion of this course, students will:

ISTE- S1: Empowered Learner	Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE S2: Digital Citizenship	Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE S3: Knowledge Constructor	Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifact and make meaningful learning experiences for themselves and others.
ISTE S4: Innovative Designer	Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
ISTE S6: Creative Communicator	Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE S7: Global Communicator	Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

The following course goals derive from the 2024 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages.

**ACTFL.1.2
(Interpretive Communication)**

Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

ACTFL.1.3
(Presentational Communication)

Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics.

**ACTFL.2.1
(Relating Cultural Practices
to Perspectives)**

Students use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

ACTFL.3.1
(Making Connections)

Students reinforce and further their knowledge of other disciplines through the foreign language.

ACTFL.3.2
(Acquiring Information and Diverse Perspectives)

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

ACTFL.4.1
(Cultural Comparisons)

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

**ACTFL.4.2
(Cultural Comparisons)**

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

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

ACTFL Standard 5.1:

Students use the language both within and beyond the school setting.

ACTFL Standard 5.2:

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- The reading of the Latin language is composed of many grammatical forms that are different from English, but yet have contributed greatly to our language.
- By understanding the structural patterns of a language, we discover the rules and principles of that language to respond to new or unanticipated situations and settings.
- The Roman Empire was a vast and varied area with cultural diversity, and many different ethnicities contributed to the culture, have greatly influenced our culture and history.
- Classical and modern languages provide a connection to the ancient world and other eras throughout history, linking the past to the present.
- Cultural perspectives are gained by both understanding the language and by experiencing its history, its practices, and its culture.

COURSE ESSENTIAL QUESTIONS

- How did the Roman Empire influence the city of Rome, and Western society?
- What are all the components of the Latin language that come together to read Latin and that help us understand English?
- What were the communities and relationships of the ancient Romans like?
- How did Roman foreign policy contribute to the expansion of their empire?
- What do Greco-Roman mythological stories reveal about the ancient and modern worlds?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- Latin vocabulary related to life in the provinces including: daily life, slavery, travel, funeral games, city-life, parades, hunts, medicine, and Roman colonies.
- the following Latin grammar: the irregular verbs *sum*, *volo*, *nolo*, and *possum*, the 4th and 5th declensions, adjectives, prepositions, the future, pluperfect and future perfect tenses, nouns, demonstratives, imperatives, and participles.
- the importance of studying Roman history, culture, and mythology in relation to our present day world.

Students will be able to . . .

- identify, interpret, and translate vocabulary in passages pertaining to daily life in the Roman Empire.
- use knowledge of the grammar learned to read Latin passages about Roman life.
- discuss topics related to Roman life in the provinces.

- read analytically and answer comprehension questions by finding evidence in Latin texts.
- use knowledge of Latin vocabulary to understand English vocabulary derived from Latin sources.
- make connections between our world and the ancient world.

Vision of the Graduate

The Latin II ACP course purposefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate. These competencies are not treated as abstract goals, but as real, observable behaviors and mindsets that students cultivate through language study, teamwork, analytical reading comprehension, and self-reflection.

Vision of the Graduate Competency	How It Is Embedded Throughout the Course
Communication	Students communicate through collaboration, oral presentations, skits, and digital presentations. They are expected to express ideas clearly and respond to peer feedback.
Self-Efficacy	Students are setting goals, taking on personal responsibility in skits and presentations. Students self-monitor progress and overcome setbacks, fostering belief in their own capabilities.
Critical Thinking & Problem Solving	Each unit presents the challenges of reading authentic, ancient works and understanding their meaning. Students engage in reading and grammar analysis, vocabulary meaning and root connections, and interpreting literature in relation to history and customs.
Collaborations	Assignments are group-based, requiring shared decision-making, respectful task division, and ongoing peer accountability. Students use group norms and peer evaluations to develop collaboration skills.
Growth Mindset	Students reflect on errors, identify areas of weakness, and set goals. Targeted feedback is framed around progress, learning, and personal improvement.
Integrity	Students are held to high and ethical standards in the exploration of their work and during collaborative assignments- even when unsupervised. The course addresses how to use appropriate and acceptable resources for language study.
Innovation	Students explore various interpretations of ancient texts and use the language and culture to create novel works, pushing personal boundaries and fostering experimentation.
Emotional Intelligence	Students build empathy and intercultural understanding through reflection, discussion, and exploration of perspectives relating to ancient cultures.

COURSE SYLLABUS

Course Name

Latin II ACP

Level

Grades 10-12

Prerequisites

Consistent with criteria for THS World Languages courses; students must have a passing grade in Latin I.

Materials Required

None

General Description of the Course

This course will follow ACTFL (American Council on the Teaching of Foreign Languages) Standards. Software and interactive materials will be available to students. The course is designed to help each student attain an acceptable degree of proficiency in: reading, writing and Roman culture. Latin II continues the study of grammatical forms through the narrative reading method and cultural stories. Students will build a wider knowledge of vocabulary and syntax by focusing on reading comprehension and writing. Roman life, customs and traditions will be explored through the study of ancient Rome using a variety of sources. History, legends, and mythology will continue to be studied in greater depth.

Assured Assessments

Formative Assessments:

- Vocabulary quizzes
- Vocabulary and comprehension questions
- Translations and summaries
- Short speech or “mini-skits”
- Storyboards or comic presentation of stories
- Vocabulary games, paper based and digital.
- Preposition poems (stage 14)
- Mosaics based on Roman art (stage 16)
- Comparison of Alexandria to a modern city (stage 17)
- Research and presentation on Rome’s leaders (stage 14)
- Creation of a poster with commands for classroom use (stage 19)
- Creation of will in Latin (stage 20)
- Level of Engagement Self Assessments (stages 14, 16, 18, 20)

Summative Assessments:

- Tests and Performance Based Assessments
- Research and Presentations (stages 14, 17, 19)
- Midterm/Final Exams

*stages refer to chapters in the Cambridge Latin Course textbook.

Core Text

- *Cambridge Latin Course, Unit 2*. 5th ed. Cambridge: Cambridge UP, 2015. Print.
- Cambridge Elevate Platform access for students and teachers

Supplemental Texts

- Carroll, Aileen M., and Aileen M. Carroll. *Mythology: A Teaching Unit*. J. Weston Walch, 1997.
- Catto, Bonnie A. *Latina Mythica*. Bolchazy-Carducci, 2006.
- Cloakis, Marianthe and Masello, Mary Joan, *Classical Mythology and More*. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course*. 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories*. 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- McCarthy, Thomas. *Nunc Loquamur: Guided Conversations for Latin*. Focus Publishing, R. Pullins Company, 2005.
- O'Halloran, Kate. *Hands-on Culture of Ancient Greece and Rome*. J. Weston Walch Publisher, 1997.
- The Latin Library. <https://www.thelatinlibrary.com/>. Web.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.

UNIT 1

Stage 13: *In Britannia* (In Britain)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RL.9-10.2	Determine central ideas of a text and analyze in detail its development and how it is shaped and refined by specific details; provide an objective summary of the text.
CCS.ELA-Literacy.RL.9-10.4	Determine the meaning of words and phrases as used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
ACTFL. 1.3 (Presentational Communication)	Collaborate to write and perform a skit about a Roman family and Roman life based on culture and grammar studied in the unit.
ACTFL.3.1 (Making Connections)	Understand how to identify word roots using unit vocabulary and grammar, and correctly use words that are derived from Latin.
ACTFL.3.2 (Acquiring Information and Diverse Perspectives)	Students acquire information and recognize the distinctive viewpoints of Roman culture.
ACTFL.4.2 (Cultural Comparison)	Read and discuss ancient Roman life using culture studied in the unit, and compare certain aspects of that life to their own culture.
ISTE S6: Creative Communicator	Communicate clearly and express themselves creatively in the skit using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unit Essential Questions

- How did slaves in Britannia, a part of the Roman empire, live?
- What was everyday life like for the Romans during the early empire?
- How does Roman life change as Rome expands outside of the Italian peninsula?

Scope and Sequence

- Instruction in and practice with *volo*, *nolo*, and *possum*
- Verb connections: color-coded irregular verb charts
- Activities to practice and improve translation and forming of the grammar studied
- Cambridge Elevate access for subtitled video reenactments of stories
- Reading and comprehension activities based on “*tres servi*,” “*coniuratio*,” and “*Bregans*”
- Instruction in and practice with adjectives, cases and agreement
- Instruction in and practice with principle parts and infinitives
- Geography of the Northern Roman Empire

Key Academic Vocabulary

Latin: *advenio*, *aedificium*, *canto*, *dico*, *fessus*, *interficio*, *nolo*, *volo*, *possum*, *traho*, *vulnero*, *novus*, *ceteri*, *numero*, *decido*, *advenio*

Cognates: advent, conjure, deciduous, edifice, nullify, adventure, vulnerable

Concepts: Irregular verbs, principle parts of verbs, infinitives, -que, Gaius Salvius Liberalis, Rufilla, Roman Britain, Celts

Assured Assessments

Formative Assessments:

- Students will take regular quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Vocabulary and comprehension activities will be completed for each story read.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self assess their progress. VOG collaboration innovation rubric.

Summative Assessment:

- *Vita in Villa Romana Skit*: graded using the World Languages Department Presentational Speaking Rubric; VOG collaboration skill and disposition innovation, assessed with VOG rubric
- Stage 13 reading and culture assessment (available through Cambridge Elevate Teacher Resources). The ACTFL Novice High Level Interpretative Proficiency Rubric will be used for reading level assessment.

Resources

Core

- *Cambridge Latin Course, Unit 2*. 5th ed. Cambridge: Cambridge UP, 2015. Print. Stage 13.
- *Cambridge Latin Course Workbook, Unit 2*. 5th ed. Cambridge: Cambridge UP, 2015. Print.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice

- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- McCarthy, Thomas. *Nunc Loquamur: Guided Conversations for Latin*. Focus Publishing, R. Pullins Company, 2005.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I and II, AMSCO School Publications, 2011.

Time Allotment

- Approximately 3 weeks

UNIT 2

Stage 14: *Apud Salvium* (At the House of Salvius)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1	Highlight key vocabulary and grammar in texts.
CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RL.9-10.4	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups.
CCS.ELA-Literacy.W.9-10.2 CCS.ELA-Literacy.W.9-10.4 CCS.ELA-Literacy.W.9-10.5 CCS.ELA-Literacy.W.9-10.9	Write an informative/explanatory prompt based on culture studied in the unit.
ACTFL.1.2 (Interpretive Communication)	Assess and critique each other's writing, and interpret and understand what is heard and read.
ACTFL.1.3 (Presentational Communication)	Present creative writing to class.
ACTFL.5.1 (Communities)	Locate and share Latin and Greco-Roman cultural influences they see in other classes and outside of school.
ACTFL Standard 5.2: (Communities)	Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
ISTE S3: Knowledge Constructor	Research and construct a presentation using a variety of digital tools for classroom delivery.

Unit Essential Questions

- What role did Julius Caesar and the other emperors have in the expansion of the Roman Empire?
- Who were the first five Emperors of Rome, and what kind of rulers were they?
- How did the colonization of Britain influence the empire?
- How are adjectives formed and translated in Latin?

Scope and Sequence

- Instruction in and practice with adjectives of first, second, and third declensions, and prepositions
- Activities to practice and improve translation and forming of the grammar studied
- Cambridge Elevate access for subtitled video reenactments of stories
- Vocabulary related to Britannia, family relations and life under Roman rule
- Themed mythology: Love and Relationships
- Reading and comprehension activities based on “*Rufilla*,” “*Domitilla cubiculum parat*,” “*in tablino*,” “*Quintus advenit*,” and “*tripodes argentei*”
- Presentation, review, and sharing of “Latin Moments” captured from outside of class

Key Academic Vocabulary

Latin Vocabulary: *deleo, diligenter, fidelis, decorus, lavo, maritus, rex, antiquus, cotidie, dues, dicto, domina, ipse, necesse, quam, quamquam, ubi, difficilis, familiaris, appropinquat*,

Cognates: delete, diligence, fidelity, indecorous, lavatory, marital, regal,

Culture: Cogidubnus, Boudica, Julius Caesar, Claudius.

Concepts: noun/adjective agreement, prepositions, Romana matrona, villa rustica, Roman Britain

Assured Assessments

Formative Assessments:

- Students will take regular quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Vocabulary and comprehension activities will be completed for each story read.
- *Dr. Seuss Versus Amat*: Dr. Seuss style poem, in Latin, focusing on irregular verbs plus infinitives, adjective agreement and prepositions, assessed with the Latin Writing and Presentational Rubrics. Communication growth mindset assessed by the VOG rubric.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self assess their progress.

Summative Assessment:

- Stage 14 reading and culture assessment (available through Cambridge Elevate Teacher Resources). The ACTFL Novice High Level Interpretative Proficiency Rubric will be used for reading level assessment.
- Emperor research and presentations graded with the World Languages Department Presentational Speaking Rubric, Trumbull High School School-Wide Writing Rubric.
- Level of Engagement Student Self Assessment (VoG Disposition: Emotional Intelligence: Using VoG Dispositions Feedback Rubric and Level of Engagement Rubric)

Resources

Core

- *Cambridge Latin Course, Unit 2*. 5th ed. Cambridge: Cambridge UP, 2015. Print. Stage 14.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Catto, Bonnie A. *Latina Mythica*. Bolchazy-Carducci, 2006.
- Cloakis, Marianthe and Masello, Mary Joan, *Classical Mythology and More*. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course*. 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories*. 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 4-5 weeks

UNIT 3

Stage 15: *Rex Cogidubnus* (King Cogidubnus)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1	Follow the life of a family of Romans using the stories from the unit, and be able to predict and recognize the behavior of typical Romans during the Classical Roman time period.
CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RL.9-10.4	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups, to determine and discuss themes related to funeral games and palace life.
CCS.ELA-Literacy.W.9-10.2 CCS.ELA-Literacy.W.9-10.4 CCS.ELA-Literacy.W.9-10.5 CCS.ELA-Literacy.W.9-10.9	Creatively write about the culture studied in the unit especially funeral practices and celebrations of death.
ACTFL.1.2 (Interpretive Communication)	Assess and critique each other's writing, analyzing text based on comprehension, interpret what is read in Latin stories.
ACTFL.1.3 (Presentational Communication)	Share and present writing samples.
ACTFL.3.2 (Acquiring Information and Diverse Perspectives)	Read, translate, and discuss Roman epitaphs with relative clauses.
ACTFL.4.1 (Cultural Comparisons)	Students will compare relative clauses in Latin and English language.
ISTE S1: Empowered Learner	Use technology to plan and visually represent events in a Latin Story.
ISTE S7: Global Communicator	Collaborate digitally to produce a creative project reflecting the contents of a Latin text.

Unit Essential Questions

- Who was King Cogidubnus, and how does he demonstrate Roman foreign policy during the Roman Empire?
- How did Romans honor and celebrate their dead?

- How does Latin use relative clauses, and how does it compare to English use?

Scope and Sequence

- Instruction in and practice with relative clauses
- Introduction of and practice with the irregular *possum*; review of *volo* and *nolo* in the imperfect tense
- Cambridge Elevate access for subtitled video reenactments of stories
- Research and discussion of funeral traditions, comparing Roman ones to contemporary ones
- Vocabulary and derivatives related to kings, empire, funerals, and contests
- Reading and comprehension activities based on “*ad aulam*,” “*caerimonia*,” and “*ludi funebres*”

Key Academic Vocabulary

Latin: *alius, aqua, debeo, equus, honoro, miser, nauta, princeps, prior, qui, teneo, redeo, unda, vinco, fractus, impedio, aedifico, derideo, effugio, faber, imperator, inter, ita, auxilium, navigo, pereio, pono, verto, consentio, summus, equitare*

Cognates: alien, debt, equine, fracture, impede, principal, undulate, inundate, auxiliary, consensus, delectable, deride, impunity, summit, revert.

Culture: Augustus, Tiberius, Caligula, Claudius, Nero, and Cogidubnus

Culture: personal and relative pronoun, Romans in Britain, funeral games/practices, Julio-Claudian and Flavian Emperors and Early Monarchs, Cupid and Psyche myth

Assured Assessments

Formative Assessments:

- Students will participate in digital review games like Kahoot, Blooket, Quizizz.
- Students will take regular quizzes to demonstrate a knowledge of both English derivatives and Latin vocabulary.
- Students will create a digital storyboard or visual representation of the events in *ludi funebres*. *Self efficacy assessed with VOG rubric*.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self assess their progress.
- Epitaph: Writing of an Epitaph using two relative clauses, assessed using the Latin Writing Rubric.

Summative Assessment:

- Stage 15 reading and culture assessment (available through Cambridge Elevate Teacher Resources). The ACTFL Novice High Level Interpretative Proficiency Rubric will be used for reading level assessment.

Resources

Core

- *Cambridge Latin Course, Unit 2*. 5th ed. Cambridge: Cambridge UP, 2015. Print. Stage 15.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.

Time Allotment

- Approximately 4 weeks

UNIT 4

Stage 16: *In Aula* (In the Palace)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1	Read and analyze stories from the unit, including grammar and culture, and draw inferences about life in a palace.
CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RL.9-10.4	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups.
ACTFL.2.1 (Relating Cultural Practices to Perspectives)	Investigate, create, and reflect on the ancient practice of mosaic making and connect to modern art practices.
ACTFL.5.1 (Communities)	locate and share Latin and Greco-Roman cultural influences they see in other classes and outside of school.
ACTFL Standard 5.2: (Communities)	Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Essential Questions

- How does life at the palace differ from life in the *villa rustica*?
- What does Quintus' journey tell us about life and travel in the ancient world?
- What does art, especially mosaics, tell us about the Roman empire?
- What is the pluperfect tense, and how is it different from the other past tenses?

Scope and Sequence

- Instruction in and practice with the pluperfect tense and principle parts of a verb
- Discussion of the differences between the past tenses in English and Latin
- Oral practice of the pluperfect and other tenses followed by written translation of passages containing these forms
- Vocabulary and derivatives related to palaces and the Roman empire in Britain
- Cambridge Elevate access for subtitled video reenactments of stories
- Making of mosaics to demonstrate understanding of this aspect of Roman art

- Tracing the journey and relationship of Quintus and supporting Cambridge characters
- Presentation, review, and sharing of “Latin Moments” captured from outside of class

Key Academic Vocabulary

Latin: *animus, ab, impetus, insula, mare, negotium, numquam, vita, quondam, itaque, pauci, benignus, bene, huc, graviter, pervenio, facilis, recipio, considerare, cognoscere*

Cognates: impetuous, facilitate, paucity, marine, recipient, vitality, inanimate, negotiation, benign, grave, insular, intervene

Culture: Alexander the Great, Pharos, Ptolemy, Cleopatra, The Great Library, Museon, Obelisk, Actium, Marcus Antonius, Julius Caesar, the palace at Fishbourne.

Concepts: pluperfect tense

Assured Assessments

Formative Assessments:

- Students will write literal translations and summaries of the texts read in the unit.
- Completion of vocabulary and comprehension activities for stories read.
- Students will make mosaics based on Roman art.
- Students will take regular quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self assess their progress.

Summative Assessment:

- A test based on the content of Stage 16 that will include reading comprehension and culture questions. The ACTFL Novice High Level Interpretative Proficiency Rubric will be used for reading level assessment.
- Level of Engagement Self Assessments. (VoG Disposition: Emotional Intelligence: Using VoG Dispositions Feedback Rubric and Level of Engagement Rubric)

Resources

Core

- *Cambridge Latin Course, Unit 2*. 5th ed. Cambridge: Cambridge UP, 2015. Print. Stage 16.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course*. 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories*. 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.

- *The Latin Library*. <https://www.thelatinlibrary.com/>. Web.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 4 weeks

UNIT 5

Stage 17: *Alexandria* (Alexandria, Egypt)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1	Locate and record Latin words to support comprehension answers about Latin texts.
CCS.ELA-Literacy.RL.9-10.2	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups.
CCS.ELA-Literacy.W.9-10.5 ISTE S3: Knowledge Constructor ISTE S4: Innovative Designer	Research, develop, plan, and execute a piece of informative and comparative writing.
CCS.ELA-Literacy.W.9-10.7	In English write an informative/explanatory travel guide for the city of Alexandria.
ACTFL.1.2 (Interpretive Communication)	Assess and critique each other's writing, analyzing and interpreting text based on comprehension of the culture studied in the unit.
ACTFL.1.3	(Presentational Communication) Narrate and present a travel guide for the city of Alexandria.
ACTFL.4.1 (Cultural Comparisons)	Students demonstrate understanding of the nature of language through comparisons of the language studied to their own.
ACTFL.4.2 (Cultural Comparisons)	Comprehend, reflect on, and discuss aspects of Alexandria.

Unit Essential Questions

- What are the most influential, distinctive, and important aspects of the city of Alexandria?
- What does the genitive case allow us to express in Latin, and how does that compare to English?

Scope and Sequence

- Instruction in and practice with the genitive case
- Finding examples of the genitive case in the stories read, translating them in context
- Cambridge Elevate access for subtitled video reenactments of stories
- Discussion of the differences between the uses of nouns in English and Latin
- Vocabulary and derivatives related to Alexandria, worship, and Isis

- Research and discussion of the city of Alexandria and the Seven Wonders of the Ancient World
- Reading and comprehension activities based on “*tumultus I & II*” and “*ad templum*”

Key Academic Vocabulary

Latin: *animus, ab, impetus, insula, mare, negotium, numquam, vita, quondam, itaque, pauci, appropinquo, benignus, bene, huc, graviter, pervenio, facilis, recipio*

Cognates: impetuous, facilitate, paucity, marine, recipient, vitality, inanimate, negotiation, benign, grave, insular

Culture: Alexander the Great, Pharos, Ptolemy, Cleopatra, The Great Library, Museon, Obelisk, Actium, Marcus Antonius, Julius Caesar, Seven Wonders of the Ancient World

Concepts: *the genitive case*

Assured Assessments

Formative Assessments:

- Students will write literal translations and summaries of the texts read in the unit.
- Students will answer comprehension questions and complete vocabulary activities focused on both English and Latin vocabulary.
- Students will collaboratively create a travel guide to the city of Alexandria.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self assess their progress.

Summative Assessment:

- A test based on Stage 17 of the text will include reading comprehension and culture questions. The ACTFL Novice High Level Interpretative Proficiency Rubric will be used for reading level assessment.
- Students will write a paper or create an infographic comparing the ancient city of Alexandria with a modern city or the Seven Wonders of the Ancient World and modern ones. These will be assessed with the World Languages Department Presentational Speaking Rubric. Trumbull High School School-Wide Writing Rubric. These will be assessed with the VOG rubric: critical thinking.

Resources

Core

- *Cambridge Latin Course, Unit 2.* 5th ed. Cambridge: Cambridge UP, 2015. Print. Stage 17.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice

- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 5 weeks

UNIT 6

Stage 18: *Eutychus et Clemens* (Eutychus and Clemens)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1	Cite text evidence, based on text passages and other supplemental materials, to support facts and analysis.
CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RL.9-10.4	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups.
ACTFL.1.2 (Interpretive Communication)	Understand, assess and critique each other's work, analyzing and interpreting text based on comprehension of the culture studied in the unit.
ACTFL.5.1 (Communities)	Locate and share Latin and Greco-Roman cultural influences they see in other classes and outside of school.
ACTFL Standard 5.2: (Communities)	Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Essential Questions

- Why was the Alexandrian economy so important to the Roman Empire?
- What was daily life like for shop owners and businessmen in Alexandria?
- How did the relationship between Romans and Alexandrians and slaves and freedmen affect society?
- How does Latin use gender for nouns and adjectives?

Scope and Sequence

- Instruction in and practice with the genders of nouns and adjectives
- Finding examples of genders of nouns and adjectives, and noun-adjective agreement in declensions
- Oral practice of declensions followed by written translation of passages containing these forms
- Cambridge Elevate access for subtitled video reenactments of stories
- Vocabulary and derivatives related to Egypt, Alexandria and business
- Reading and comprehension activities based on “*taberna*,” “*in officina Eutychi*,” “*Clemens tabernarius*,” and “*pro taberna Clementis*”
- Presentation, review, and sharing of “Latin Moments” captured from outside of class

Key Academic Vocabulary

Latin Vocabulary: *audeo, caput, cognosco, dea, demonstro, fortasse, fortuna, ibi, invitus, longus, manus, miles, nam, nemo, nox, sacer, peto,*

Cognates: decapitate, demonstrable, manually, militant, nocturnal, sacrilege, audacious, cognition, equinox

Culture: Roman temples, business in Alexandria

Concepts: Masculine, feminine and neuter endings for nouns, the 4th and 5th declension endings, adjective and noun agreement, verbs that take the dative as a direct object, operae, vitrum, Alexandrian glassmaking

Assured Assessments

Formative Assessments:

- Students will write literal translations and summaries of the texts read in the unit.
- Students will answer comprehension questions and complete vocabulary activities focused on both English and Latin vocabulary.
- Grammar games and activities on paper and digital
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.

Summative Assessment:

- A test based on Stage 18 of the text will include reading comprehension and grammar questions. The ACTFL Novice High Level Interpretative Proficiency Rubric will be used for reading level assessment.
- Level of Engagement Self Assessments. (VoG Disposition: Emotional Intelligence: Using VoG Dispositions Feedback Rubric and Level of Engagement Rubric)

Resources

Core

- *Cambridge Latin Course, Unit 2.* 5th ed. Cambridge: Cambridge UP, 2015. Print. Stage 18.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice

Time Allotment

- Approximately 4 weeks

UNIT 7

Stage 19: Isis (Isis)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1	Cite text evidence, based on text passages and other supplemental materials, to support facts and analysis.
CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RL.9-10.4	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups.
CCS.ELA-Literacy.W.9-10.5	Write Latin commands using the imperative mood and correct tenses. Research and develop a presentation about Isis.
CCS.ELA-Literacy.W.9-10.6	Collaborate to research and construct a presentation about Isis and other deities.
	CCS.ELA-Literacy.W.9-10.9 Research and write about personal relationship to the Zodiac.
ACTFL.1.2 (Interpretive Communication)	Assess and critique each other's writing, analyzing text based on comprehension of the imperatives and the personal portrait.
ACTFL.1.3	(Presentational Communication) Share portraits with the class.
ACTFL.4.2 (Cultural Comparisons)	Comprehend, reflect on, and discuss the influence of the goddess Isis.
ISTE S2 (Digital Citizenship)	Practice responsible, safe, and ethical sharing of personal information.

Unit Essential Questions

- Who was the goddess Isis, and why was she so important to both the Egyptians and the Romans?
- What was the role of superstition in Roman society?
- How do the vocative case and the imperative mood work together to indicate commands in Latin?
- How do words like *this* and *these* enhance meaning in Latin?

Scope and Sequence

- Instruction in and practice with the imperative mood, vocative case, and demonstrative pronouns
- Finding examples of the imperative verbs, vocative nouns, and demonstrative pronouns
- Vocabulary and derivatives related to Isis and worship
- Cambridge Elevate access for subtitled video reenactments of stories
- Oral practice of tense endings and imperatives followed by written translation of passages containing these forms
- Research and discussion of Roman mythology and Isis
- Reading and comprehension activities based on *Aristo*, *Dies Festus*, *Pompa*, and *Venatio*.

Key Academic Vocabulary

Latin Vocabulary: *amo*, *caedo*, *cogito*, *curo*, *conficio*, *defendo*, *filia*, *forte*, *locus*, *periculum*, *vexo*, *vivo*, *vox*, *forte*, *dulcis*,

Cognates: allocate, cogitation, curator, dulcet, fortuitous, itinerant, vex, filial, confection, perilous, vivacious, vociferous

Culture: Isis, Julius Caesar, Pompey Magnus, Mark Antony, Cleopatra, Octavian/Augustus, Gallic Wars, Pharsalus, Actium

Concepts: demonstrative pronouns/ adjectives *hic* and *ille*, vocative case with imperative verbs

Assured Assessments

Formative Assessments:

- Students will create a mini-poster based on research of a Zodiac sign and its characteristics in Latin.
- Students will compose and create a digital or paper personal description to accompany a personal portrait, similar to Roman mummy portraits.
- Students will write literal translations and summaries of the texts read in the unit.
- Students will answer comprehension questions and complete vocabulary activities focused on both English and Latin vocabulary.
- Students will create commands for one another to use in the classroom.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self assess their progress.

Summative Assessment:

- A test based on Stage 19 of the text will include reading comprehension, grammar, and culture sections. The ACTFL Novice High Level Interpretative Proficiency Rubric will be used for reading level assessment.

- Students will collaboratively research and present information related to the goddess Isis and the significance of other deities. Students will be assessed with the VOG rubric: collaboration and integrity.

Resources

Core

- *Cambridge Latin Course, Unit 2*. 5th ed. Cambridge: Cambridge UP, 2015. Print. Stage 19.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course*. 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 5-6 weeks

UNIT 8

Stage 20: *Medicus* (Doctor)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1	Cite text evidence, based on text passages and other supplemental materials, to support facts and analysis in texts.
CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RL.9-10.4	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups.
CCS.ELA-Literacy.W.9-10.2 CCS.ELA-Literacy.W.9-10.4 CCS.ELA-Literacy.W.9-10.5 CCS.ELA-Literacy.W.9-10.9	Write an informative/explanatory prompt based on culture studied in the unit, including as related to medicine, astronomy, and mathematics in Roman society.
ACTFL.1.2 (Interpretive Communication)	Assess and critique each other's writing, analyzing and interpreting text based on creation of a will in Latin.
ACTFL.4.2 (Cultural Comparisons)	Compare the practice of medicine in Roman times to practice medicine in contemporary times.
ACTFL.5.1 (Communities)	Locate and share Latin and Greco-Roman cultural influences they see in other classes and outside of school.
ACTFL Standard 5.2: (Communities)	Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Essential Questions

- What was the practice of medicine like in Alexandria and the Roman world in general?
- What scientific innovations occurred at the Library in Alexandria?
- What is the function and structure of a present participle?

Scope and Sequence

- Instruction in and practice with present participles
- Review of adjectives and noun-adjective agreement
- Recognize and use present participles to create more complex sentences
- Reading and comprehension activities based on “*remedium astrologi, Petro, Fortuna crudelis, Astrologus Victor*”

- Cambridge Elevate access for subtitled video reenactments of stories
- Vocabulary and derivatives related to medicine, doctors, and astronomy
- Oral practice of third-declension nouns, adjectives, and participles
- Presentation, review, and sharing of “Latin Moments” captured from outside of class
- Investigation of history, science, and learning in Alexandria
- Exploration of Latin in medical and scientific terminology

Key Academic Vocabulary

Latin: *adeo, arcesso, ars, auris, domus, doctus, hiems, infero, libero, luna, medicus, mors, pessimus, relinquo, tempto, vulnus, remedium, latus*

Cognates: aural, domesticate, remedy, latitude, pessimist, relinquish, lunar, medic, domicile, artisan, infer

Culture: Hippocrates, Euclid, Hippocratic Oath, Latin medical abbreviations, Latin body parts, medicine and the Ancient world

Concepts: Present Active Participles, personal pronouns

Assured Assessments

Formative Assessments:

- Students will write literal translations and summaries of the texts read in the unit.
- Students will answer comprehension questions and complete vocabulary activities focused on both English and Latin vocabulary.
- Students will use online resources to review vocabulary and derivatives.
- Students will create a will in Latin, using participles and other relevant grammar.
- Students will find Latin medical and scientific terms to define and share with the class.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self assess their progress.

Summative Assessment:

- A test based on Stage 20 of the text will include reading, writing, and comprehension sections. The ACTFL Novice High Level Interpretative Proficiency Rubric will be used for reading level assessment.
- Students will research and present information related to ancient science and medicine.
- Level of Engagement Self Assessments.(VoG Disposition: Emotional Intelligence: Using VoG Dispositions Feedback Rubric and Level of Engagement Rubric)

Resources

Core

- *Cambridge Latin Course, Unit 2.* 5th ed. Cambridge: Cambridge UP, 2015. Print. Stage 20.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.

- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 4-5 weeks

COURSE CREDIT

One credit in World Languages
One class period daily, per rotation, for a full year

PREREQUISITES

Consistent with criteria for THS World Languages courses, students must complete Latin I with a passing grade.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading & Writing Rubrics (attached)
- Trumbull High School World Languages Presentational Rubrics (attached)
- The ACTFL Novice Medium-High Level Interpretative Proficiency Rubric will be used for reading level assessment (attached)

Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
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 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 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)

Trumbull High School School-Wide Writing Rubric

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

Trumbull High School World Languages Presentational Speaking Rubric

	4 Exemplary	3 Goal	2 Working Towards Goal	1 / 0 Needs Support
Purpose concentrates on: task requirements	Establishes and maintains a clear purpose; Demonstrates an insightful understanding of audience and task	Establishes and maintains a purpose; Demonstrates an accurate awareness of audience and task	Establishes a purpose; Demonstrates an awareness of audience and task	Does not establish a clear purpose; Demonstrates limited/no awareness of audience and task
Topic Development concentrates on: thoroughness, organization, accuracy	Relevant, accurate, well developed, well organized, and richly detailed	Relevant, accurate, organized, and detailed	Somewhat irrelevant, limited accuracy, some organization, and limited details	Irrelevant, inaccurate, and lacks organization and details
Language Use and Structure concentrates on: target language, vocabulary, grammar	Highly effective use and control of level-appropriate structures	Effective use of level-appropriate structures	Some use of level-appropriate structures	Limited or no use of simple structures
Delivery concentrates on: comprehensibility and overall public speaking skills	Articulate expression, pronunciation, and intonation; Clear voice, engaging presence	Ease of expression; Mostly accurate pronunciation and intonation; Clear voice	Some hesitation; Some inaccurate pronunciation and intonation	Much hesitation; Little to no fluency
Other _____				

May add Visual Communication for the fifth category of evaluation for presentations.

The ACTFL Novice Medium-High Level Interpretative Proficiency Rubric will be used for reading level assessment.

Interpretive Rubric Novice M.H. Learner

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

Category	4 Exceeds Expectations	3 Meets Expectations	1 Does Not Meet Expectations	0 Does Not Demonstrate Novice-Level Knowledge
Literal Comprehension				
Word recognition		Recognizes key words or phrases.	Recognizes a few key words or phrases.	Recognizes two or three key words or phrases.
Main idea detection	Fully identifies the main idea(s) of the intermediate-level text.	Identifies the main idea(s) of the novice-level text.	Identifies part of the main idea(s) of the novice-level text.	Does not identify the main idea of the novice-level text.
Supporting detail detection	Correctly identifies supporting details.	Identifies most or significant important ideas expressed in words or phrases embedded in familiar contexts.	Identifies a few important ideas expressed in words or phrases embedded in familiar contexts.	Identifies two or three important ideas expressed in words or phrases embedded in familiar contexts.
Interpretive Comprehension				
Word inferences	Correctly infers meaning of unfamiliar words in new contexts.	Infers and interprets most of the author's intent.		
Concept inferences				
Author/cultural perspectives				
Organizational principles				

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

15 = 100%	12 = 89.0%	8 = 75.0%	4 = 65%
14 = 97.0%	11 = 85%	7 = 72%	3 = 62 %
13 = 93%	10 = 81%	6 = 70%	2 = 59%
	9 = 78%	5 = 68%	1 = 55.0%

Adapted from 2003 ACTFL
Integrated Performance Assessment Rubrics

Latin Level of Engagement Rubric

Topic	4	3	2	1
Interactive participation ● on task ● group work/pair work,/Teacher (T) ● listening ● raising hands	-Always on task -Always actively participates with partner(s)/T -Always listens attentively -Always attempts to respond to questions/class discussion	Usually on task -Usually actively participates with partner(s)/T -Usually listens attentively -Usually attempts to respond to questions/class discussion	-Occasionally on task -Occasionally actively participates with partner(s)/T - Occasionally listens attentively - Occasionally attempts to respond to questions/class discussion	-Rarely on task -Rarely actively participates with partner(s)/T - Rarely listens attentively - Rarely attempts to respond to questions/class discussion
Responsibility for learning ● class materials ● extra help ● outside reading etc.	-Always brings required materials to class -Always asks for assistance if needed -Always initiates independent learning	-Usually brings required materials to class -Usually asks for assistance if needed -Usually initiates independent learning	-Occasionally brings required materials to class -Occasionally asks for assistance if needed -Occasionally initiates independent learning	-Rarely brings required materials to class -Rarely asks for assistance if needed -Rarely initiates independent learning
Attendance/promptness	-Always arrives on time to class -Always ready to fulfill assigned opening task -All absences are excused	-Usually arrives on time to class -Usually ready to fulfill assigned opening task -All absences are excused	-Occasionally arrives on time to class -Occasionally ready to fulfill assigned opening task -Absences are generally excused	-Rarely arrives on time to class -Rarely ready to fulfill assigned opening task -Absences are rarely excused
Behavior/civility ● electronic devices ● following directions ● respectful of others ● obeys classroom and school rules	-Always displays positive behavior in the classroom -Always respectful of others -Always follows school and classroom rules	-Usually displays positive behavior in the classroom - Usually respectful of others - Usually follows school and classroom rules	- Occasionally displays positive behavior in the classroom - Occasionally respectful of others - Occasionally follows school and classroom rules	- Rarely displays positive behavior in the classroom - Rarely respectful of others - Rarely follows school and classroom rules

Vision of the Graduate (VoG) 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

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: - 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	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

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... - 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.	Areas of Growth
	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... - 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	Areas of Growth
	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... • 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.	Areas of Growth
	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 PUBLIC SCHOOLS

Trumbull, Connecticut

LATIN III ACP

Grades 11-12

World Languages Department

2026

Curriculum Writing Team

Susanna Lavorgna-Lye	Department Chair
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Latin III ACP **Grades 11-12** **Table of Contents**

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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, which engages in an environment conducive to learning, believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that address problem-solving through critical thinking. Students will use technology as a tool in decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will encourage independent thinking and learning. We believe ethical conduct to be paramount in sustaining our welcoming school climate.

INTRODUCTION & PHILOSOPHY

Latin III course is a course that continues to develop students' proficiency as outlined in the ACTFL (American Council on the Teaching of Foreign Languages) Standards.

The emphasis of the course is to develop students' proficiency in reading Latin which reflects the understanding of new vocabulary and grammatical forms, as well as their understanding of Roman Culture; superstition, the military, the city of Rome, Roman Judea and how it is represented in passages. The culture and grammar of Latin III will include but not be limited to: participles, comparison of adverbs, uses of the subjunctive, indirect questions, the passive voice, ablative absolute, deponent verbs, infinitives. This grammar is the foundation for the passages and reading and writing upcoming in Latin IV, and necessary for the introduction of authentic texts at that level. The grammar and Roman culture will be reinforced and enhanced through authentic texts, classroom projects and presentations, and comprehension activities.

COURSE GOALS

The following course goals derive from the 2024 Connecticut Core Standards.

CCS.ELA-Literacy.RL.11-12.1

Cite specific textual evidence to support analysis of texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account

CCS.ELA-Literacy.RL.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCS.ELA-Literacy.RL.11-12.4

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

CCS.ELA-Literacy.W.11-12.2

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided

CCS.ELA-Literacy.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCS.ELA-Literacy.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCS.ELA-Literacy.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or

broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCS.ELA-Literacy.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

At the completion of this course, students will:

ISTE- S1: Empowered Learner	Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE S2: Digital Citizenship	Recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE S3: Knowledge Constructor	Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
ISTE S4: Innovative Designer	Use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
ISTE S6: Creative Communicator	Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE S7: Global Communicator	Use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

The following course goals derive from the 2024 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages.

**ACTFL.1.2
(Interpretive Communication)**

Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

ACTFL.1.3
(Presentational Communication)

Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics.

**ACTFL.2.1
(Relating Cultural Practices
to Perspectives)**

**Students use the language to investigate, explain,
and reflect on the relationship between the
practices and perspectives of the cultures
studied.**

ACTFL.3.1
(Making Connections)

Students reinforce and further their knowledge of
other disciplines through the foreign language.

ACTFL.3.2
(Acquiring Information and Diverse
Perspectives)

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

ACTFL.4.1
(Cultural Comparisons)

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

ACTFL.4.2
(Cultural Comparisons)

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

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

ACTFL Standard 5.1:

Students use the language both within and beyond
the school setting.

ACTFL Standard 5.2:

Students show evidence of becoming life-long
learners by using the language for personal
enjoyment and enrichment.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- The reading of the Latin language is composed of many grammatical forms that are different from English, but yet have contributed greatly to our language.
- By understanding the structural patterns of a language, we discover the rules and principles of that language to respond to new or unanticipated situations and settings.
- The Roman Empire was a vast and varied area with cultural diversity, and many different ethnicities contributed to the culture, and has greatly influenced our culture and history.
- Classical and modern languages provide a connection to the ancient world and other eras throughout history, linking the past to the present.
- Cultural perspectives are gained by both understanding the language and by experiencing its history, its practices, and its culture.

COURSE ESSENTIAL QUESTIONS

- How does the grammar of the Latin language come together to help us read and understand nuances and complex thoughts in the language?
- How does the city of Rome represent the culture of the ancient world?
- What made the Roman military so successful and what were its long-lasting influences in the Western World?
- What are the long-lasting influences of the Roman Military?
- How are superstitions and mythology intertwined?
- How does Roman conquest build diversity in the Roman world?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- Latin vocabulary related to bathing, magic, curses and superstitions, religious practices, the Roman soldier, army and fortress, the city of Rome, Masada, Roman buildings and construction, and monuments.
- Grammar inclusive of participles, comparison of adverbs, uses of the subjunctive, indirect questions, the passive voice, ablative absolute, deponent verbs, and infinitives.
- The importance of studying and recognizing the influence of Roman history, culture, and mythology in relation to our present-day world.

Students will be able to . . .

- identify, interpret, and translate vocabulary in passages pertaining to Roman vocations.
- use knowledge of the grammar learned to read intermediate level Latin passages.
- discuss topics related to Roman superstition and religion, the army, the city of Rome and conquests.
- read analytically and answer comprehension questions by finding evidence in Latin texts.
- use knowledge of Latin vocabulary to understand English vocabulary derived from Latin sources.
- make connections between our world and the ancient world.

Vision of the Graduate

The Latin II ACP course purposefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate. These competencies are not treated as abstract goals, but as real, observable behaviors and mindsets that students cultivate through language study, teamwork, and analytical reading comprehension, and self-reflection.

Vision of the Graduate Competency	How It Is Embedded Throughout the Course
Communication	Students communicate through collaboration, oral presentations, skits, and digital presentations. They are expected to express ideas clearly and respond to peer feedback.
Self-Efficacy	Students are setting goals, taking on personal responsibility in skits and presentations. Students self-monitor progress and overcome setbacks, fostering belief in their own capabilities.
Critical Thinking & Problem Solving	Each unit presents the challenges of reading authentic, ancient works and understanding their meaning. Students engage in reading and grammar analysis, vocabulary meaning and root connections, and interpreting literature in relation to history and customs.
Collaborations	Assignments are group based, requiring shared decision making and respectful task division, and ongoing peer accountability. Students use group norms and peer evaluations to develop collaboration skills.
Growth Mindset	Students reflect on errors, identify areas of weakness, and set goals. Targeted feedback is framed around progress, learning, and personal improvement.
Integrity	Students are held to high and ethical standards in the exploration of their work and during collaborative assignments- even when unsupervised. The course

	addresses how to use appropriate and acceptable resources for language study.
Innovation	Students explore various interpretations of ancient texts and use the language and culture for novel creations, which pushes personal boundaries and experimentation.
Emotional Intelligence	Students build empathy and intercultural understanding through reflection, discussion, and exploration of perspectives relating to ancient cultures.

COURSE SYLLABUS

Course Name

Latin III ACP

Level

Grades 11-12

Prerequisites

Consistent with criteria for THS World Languages courses; students must have a passing grade in Latin II.

Materials Required

None

General Description of the Course

This course will follow ACTFL (American Council on the Teaching of Foreign Languages) Standards. Software and interactive materials will be available to students. The course is designed to help each student attain an acceptable degree of proficiency in reading and Roman culture. In the third year of study, the emphasis will be placed on the study of Latin grammar, history, and society, building the foundation necessary to interpret the language and understand historical themes of ancient Rome. It will expand upon the language and cultural learning that took place during the second-year course. Students will read selected classical materials, continue their study of mythology, history, and culture. Students will benefit from etymology and word studies, helping to improve their understanding of their own language.

Assured Assessments

Formative Assessments:

- Vocabulary quizzes
- Vocabulary and comprehension questions
- Translations and summaries
- Short speech or “mini-skit”
- Storyboards or comic presentation of stories
- Vocabulary games, paper based and digital create models, artifacts and dioramas
- authentic writing tasks
- informational presentations
- Level of Engagement Self Assessments

Summative Assessments:

- Tests and Performance Based Assessments
- Research and Presentations
- Midterm/Final Exams

*stages refer to chapters in the Cambridge Latin Course textbook.

Core Text

- *Cambridge Latin Course, Unit 3*. 5th ed. Cambridge: Cambridge UP, 2015. Print.
- Cambridge Elevate Platform access for students and teachers

Supplemental Texts

- Carroll, Aileen M., and Aileen M. Carroll. *Mythology: A Teaching Unit*. J. Weston Walch, 1997.
- Catto, Bonnie A. *Latina Mythica*. Bolchazy-Carducci, 2006.
- Cloakis, Marianthe and Masello, Mary Joan, *Classical Mythology and More*. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course*. 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories*. 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- The Latin Library. <https://www.thelatinlibrary.com/>. Web.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I, AMSCO School Publications, 2011.

UNIT 1

Stage 21: *Aqua Sulis*

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.11-12.1	Cite specific textual evidence to support analysis of Latin texts, attending to important distinctions the author makes.
CCS.ELA-Literacy.RL.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
ACTFL.1.2 (Interpretive Communication)	Understand and interpret what is read and heard about superstition and religion.
ACTFL. 1.3 (Presentational Communication)	Research and present information about Roman health, religion, and bathing practices.
ACTFL.3.1 (Making Connections)	Understand how to identify word roots using unit vocabulary and grammar, and correctly use words that are derived from Latin.
ACTFL.3.2 (Acquiring Information and Diverse Perspectives)	Read and discuss ancient Roman life using culture studied in the unit.
ISTE S3: Knowledge Constructor	Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
ISTE S6: Creative Communicator	Communicate clearly and express themselves creatively in the presentation using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unit Essential Questions

- How do Roman customs shape everyday life?

- How do describing words enhance language?
- What features make Aquae Sulis (Roman Bath) exceptional?

Scope and Sequence

- Instruction in and practice with *participles and adverbs*
- Activities to practice and improve translation and forming of the grammar studied
- Reading and comprehension activities based on “*fons sacer*,” “*Lucius Marcius Memor*,” and “*senator advenit*,” and “*Memor rem suscipit*”
- Myth of Perseus and Medusa
- Exploration of Aquae Sulis (Bath, England)
- Activities and practice with Latin vocabulary and derivatives

Key Academic Vocabulary

Nouns: haruspex, morbus, annus, caelum, hostis, modus, cura

Verbs: ascendere, celare, extrahere, incipere, eligere, incipere, scire, gerere

Adjectives: sapiens, infelix, gravis, molestus, potens, clarus

Cognates: annually, morbid, sapient, hostile, inception, dire, elocution, venial, depravity, regress, concede

Culture: Lucius Marcius Memor, defixiones, numina, augures, lares, penates, vota, genius, Pontifex Maximus, Aquae Sulis, Roman Time, perseus myth

Concepts: *present and perfect participles, positive and superlative adverbs, Ablative of Time, neuters*

Assured Assessments

Formative Assessments:

- Students will take regular quizzes to demonstrate a knowledge of both Latin and English vocabulary and derivatives.
- Students will complete comprehension activities for each story.
- Students will work on collaborative activities and assignments pertaining to grammatical concepts.
- Research and presentation on Aquae Sulis and Roman health and bathing practices.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self-assess their progress.

Summative Assessment:

- Stage 21 reading and culture assessment (available through Cambridge Elevate Teacher Resources). The ACTFL Intermediate Level Interpretative Proficiency Rubric will be used for reading level assessment.

Resources

Core

- *Cambridge Latin Course, Unit 3*. 5th ed. Cambridge: Cambridge UP, 2015. Stage 21.
- Cambridge Elevate Platform access for students and teachers
- *Cambridge Latin Course Workbook, Unit 3*. 5th ed. Cambridge: Cambridge UP, 2015. Print.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Traupman, John C., and Thomas A. Burgess. *Latin Is Fun. Lively Lessons for Beginners*. I and II, AMSCO School Publications, 2011.

Time Allotment

- Approximately 4 weeks

UNIT 2

Stage 22: *Defixio*(curse tablets)

Stage 23: *Haurespex* (soothsayer)

Unit Goals

At the completion of this unit, students will:

	CCS.ELA-Literacy.RL.11-12.1 Cite specific textual evidence to support analysis of Latin texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCS.ELA-Literacy.RL.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone).
	CCS.ELA-Literacy.W.11-12.2 Creatively write about the culture studied in the unit CCS.ELA-Literacy.W.11-12.4 especially superstition and curses. CCS.ELA-Literacy.W.11-12.5 CCS.ELA-Literacy.W.11-12.9
ACTFL.1.2 (Interpretive Communication)	Understand, interpret, and analyze what is heard and read.
ACTFL. 1.3	Collaborate to write and perform a skit at the baths;(Presentational Communication) write and present curse tablets
ACTFL.5.1 (Communities)	Locate and share Latin and Greco-Roman cultural influences they see in other classes and outside of school.
ACTFL Standard 5.2: (Communities)	Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
ISTE S6: Creative Communicator	Communicate clearly and express themselves creatively in the skit using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unit Essential Questions

- What role did religion and superstition have in ancient Rome?
- How are participles formed and translated in Latin?
- How does exploring the past increase cultural awareness and perspectives?

Scope and Sequence

- Instruction in and practice with participles
- Activities to practice and improve translation and forming of the participles and verbs
- Vocabulary related to Roman baths, superstitions, and religion
- Reading and comprehension activities based on “*Vilbia*,” “*Modestus*,” “*amor omnia vincit*,” “*in thermis, epistula Cephal*i and “*Britannia perdomita*”
- Skit: *amor omnia vincit*
- Curse tablet composition
- Research and presentation on superstition, Roman state religion, and divination

Key Academic Vocabulary

Nouns: haruspex, morbus, annus, caelum, hostis, modus, cura, tabula, alea

Verbs: ascendere, celare, extrahere, incipere, eligere, incipere, scire, gerere, ludunt

Adjectives: sapiens, infelix, gravis, molestus, potens, clarus, clemens, secretus

Cognates: annually, morbid, sapient, hostile, inception, dire, elocution, venial, depravity, regress, concede, odious, loquacious

Culture: Lucius Marcius Memor, defixiones, numina, augures, lares, penates, vota, Pontifex Maximus, defixio, superstitious and religious practices, divination, augury, games

Concepts: present, participle, perfect participles and deponent verbs the partitive genitive, adjectives and adverbs.

Assured Assessments

Formative Assessments:

- Students will take regular quizzes to demonstrate a knowledge of both Latin and English vocabulary and derivatives.
- Comprehension activities will be completed for each story read.
- Students will write a Latin Curse Tablet. VOG growth mindset dispositions rubric.
- Creation of a skit: *amor omnia vincit*, graded using the World Languages Department Presentational Speaking Rubric. VOG collaboration and self-efficacy rubric.

- Superstition, religion, and divination research and presentations, graded with the World Languages Department Presentational Rubric.VOG communication rubric.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self-assess their progress.
- Presentation, review, and sharing of “Latin Moments” captured from outside of class.

Summative Assessment:

- Stage 22/23 reading and culture assessment (available through Cambridge Elevate Teacher Resources). The ACTFL Intermediate Level Interpretative Proficiency Rubric will be used for reading level assessment.
- Level of Engagement Student Self-Assessment.(VoG Disposition: Emotional Intelligence: Using VoG Dispositions Feedback Rubric and Level of Engagement Rubric)

Resources

Core

- *Cambridge Latin Course, Unit 3.* 5th ed. Cambridge: Cambridge UP, 2015. Stage 22-23.
- Cambridge Elevate Platform access for students and teachers
- *Cambridge Latin Course Workbook, Unit 3.* 5th ed. Cambridge: Cambridge UP, 2015. Print.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Catto, Bonnie A. *Latina Mythica*. Bolchazy-Carducci, 2006.
- Cloakis, Marianthe and Masello, Mary Joan, *Classical Mythology and More*. Mundelein, IL: Bolchazy-Carducci Publishers, 2015. Print.
- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course*. 2nd ed. Detroit: Wayne State UP, 1982. Print.

Time Allotment

- Approximately 4 weeks

UNIT 3

Stage 24: *Fuga (escape)*

Unit Goals

At the completion of this unit, students will:

	CCS.ELA-Literacy.RL.11-12.1 Cite specific textual evidence to support analysis of Latin texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCS.ELA-Literacy.RL.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone).
ACTFL.1.2 (Interpretive Communication)	Understand and interpret what is read and heard about travel and communication.
ACTFL.4.2 (Cultural Comparisons)	Artistic representation of a Roman road or map.
ISTE S1: Empowered Learner	Use technology to plan and visually represent events in a Latin Story.

Unit Essential Questions

- How do roads and other public works ensure connection and communication throughout the empire?
- What does the subjunctive mood in Latin enable us to express?

Scope and Sequence

- Instruction in and practice with the subjunctive and cum clauses
- Artistic representation of a Roman road or map
- Vocabulary and derivatives related to travel and public works
- Reading and comprehension activities based on “*in itinere*,” “*Quintus consilium capit*,” and “*Salvius consilium cognoscit*”

Key Academic Vocabulary

Nouns: carcer, pons, ripa, flumen, colloquium, verum, potestas, fuga, fugitivos, corpus

Verbs: ascendere, descendere, transire, oppugnare, cadere,

Adjectives: audax, infestus, perfidus, tristis, semirutus, elapsus, omnino

Cognates: audacious, incarcerate, colloquy, perfidy, transition, fugitive, jugular

Cultural: agger, cursus publicus, jails, diploma, merchant ships Via Appia, travel and communication

Concepts: Latin moods: indicative, imperative and subjunctive mood. Present, imperfect and pluperfect subjunctive tenses, cum clauses, purpose clauses

Assured Assessments

Formative Assessments:

- Students will participate in digital review games like Kahoot, Blooket, Quizizz.
- Students will take regular quizzes to demonstrate a knowledge of both English derivatives and Latin vocabulary.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self-assess their progress.
- Artistic representation of a Roman road or map.
- Reading and comprehension activities based on “in itinere,” “Quintus consilium capit,” and “Salvius consilium cognoscit”.

Summative Assessment:

- Stage 24 reading and culture assessment (available through Cambridge Elevate Teacher Resources). The ACTFL Intermediate Level Interpretative Proficiency Rubric will be used for reading level assessment.

Resources

Core

- *Cambridge Latin Course, Unit 3*. 5th ed. Cambridge: Cambridge UP, 2015. Stage 24.
- Cambridge Elevate Platform access for students and teachers
- *Cambridge Latin Course Workbook, Unit 3*. 5th ed. Cambridge: Cambridge UP, 2015. Print.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.

Time Allotment

- Approximately 3 weeks

UNIT 4

Stage 25: *Milites (army)*

Unit Goals

At the completion of this unit, students will:

	CCS.ELA-Literacy.RL.11-12.1 Cite specific textual evidence to support analysis of Latin texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCS.ELA-Literacy.RL.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone)..
CCS.ELA-Literacy.W.11-12.2 CCS.ELA-Literacy.W.11-12.4 CCS.ELA-Literacy.W.11-12.5	Write a recruitment poster based on culture studied in the unit.
CCS.ELA-Literacy.W.11-12.9	Summarize, explain, and analyze text in story
CCS.ELA-Literacy.SL.11-12.1 CCS.ELA-Literacy.SL.11-12.4	Work in cooperative learning groups to develop projects and writing.
ACTFL.1.2 (Interpretive Communication)	Assess and critique each other's writing, analyzing and interpreting text based on comprehension of the culture of the military, and on proper understanding of grammar.
ACTFL. 1.3 (Presentational Communication)	Collaborate to write and present about the army.
ACTFL.4.2 (Cultural Comparisons)	Write reflections in English and/or Latin about various contemporary topics related to the Roman empire.
ACTFL.5.1 (Communities)	locate and share Latin and Greco-Roman cultural influences they see in other classes and outside of school.

ACTFL Standard 5.2:
(Communities)

Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

ISTE S3: Knowledge Constructor Create a digital recruitment poster and create a military game.

ISTE S4: Innovative Designer

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

ISTE S6: Creative Communicator

Communicate clearly and express themselves creatively in their work using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unit Essential Questions

- How was the Roman army essential for the expansion of Rome?
- What were the fundamental elements of the Roman army?
- How was the Roman army integrated into the legacy of Rome?
- What are the differences between Direct Statements, and Indirect Statements?
- How is the subjunctive mood expressed through clauses?

Scope and Sequence

- Instruction in and practice with the subjunctive mood, including indirect questions
- Vocabulary and derivatives related to the military
- Explore Roman soldiers and army
- Reading and comprehension activities based on “*Strythio*”, “*Modestus Custos*”, “*Modestus perfuga*”

Key Academic Vocabulary

Nouns: bellum, cohors, tribunus, castra, legio, testis, legatus, regnum, fides, adventus, osculum, praemium, manus, captivus, tectus, os

Verbs: aperire, deponere, explicare, latere, auferre, colligere, occupare, docere, gaudere, incendere, vincere

Adjectives: suavis, scelestus, furens, saevus, ultimus, tacitus, ignarus, lapsus, motus

Cognates: aperture, depose, latent, belligerent, doctor, infidel, provincial, ardent, insidious, apparition,

Cultural: equites, legion, cohort, century, Agricola, praetorian, Roman soldiers and Roman army, military weapons, military training.

Concepts: purpose clause, result clause, direct statement, indirect statement, indirect questions

Assured Assessments

Formative Assessments:

- Students will complete translations, summaries, and/or comprehension activities of Latin texts.
- Students will draw and label a legionnaire.
- Students will create a game about the Roman military.
- Students will compose and create a digital or paper Roman recruitment poster in Latin, graded using School Wide Writing Rubric.VOG communication rubric.
- Presentation, review, and sharing of “Latin Moments” captured from outside of class.
- Students will take regular quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self assess their progress.

Summative Assessment:

- Stage 25 reading and culture assessment. The ACTFL Intermediate Level Interpretative Proficiency Rubric will be used for reading level assessment.
- Level of Engagement Student Self Assessment.(VoG Disposition: Emotional Intelligence: Using VoG Dispositions Feedback Rubric and Level of Engagement Rubric)

Resources

Core

- *Cambridge Latin Course, Unit 3.* 5th ed. Cambridge: Cambridge UP, 2015. Stage 25.
- Cambridge Elevate Platform access for students and teachers
- *Cambridge Latin Course Workbook, Unit 3.* 5th ed. Cambridge: Cambridge UP, 2015. Print.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories.* 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- *The Latin Library.* <https://www.thelatinlibrary.com/>. Web.
- Snodgrass, Mary Ellen. *Auctores Latini.* Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History.* 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 5 weeks

UNIT 5
Stage 26: Agricola
Stage 27: in Castris

Unit Goals

At the completion of this unit, students will:

	CCS.ELA-Literacy.RL.11-12.1 Cite specific textual evidence to support analysis of Latin texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCS.ELA-Literacy.RL.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone).
ACTFL.1.2 (Interpretive Communication)	Understand and interpret Latin text that is heard and read on topics about the Roman military and Cambridge characters.
ACTFL. 1.3 (Presentational Communication)	Present and organize information about the uses of the subjunctive.
ACTFL.4.1 (Cultural Comparisons)	Demonstrate an understanding of the subjunctive uses in both Latin and English.
ISTE S4: Innovative Designer ISTE S7: Global Communicator	Share their subjunctive learning aids for others to peer review and use in their learning.

Unit Essential Questions

- How is the subjunctive mood expressed through clauses?
- How did the Roman army camp influence the legacy of Rome?
- What was the hierarchy of the Roman army?

Scope and Sequence

- Instruction in and practice with the subjunctive mood, including purpose and result clauses

- Vocabulary and derivatives related to the military
- Explore Roman army camps
- Reading and comprehension activities based on “*adventus Agricolae*”, “*in principiis*”, “*tribunus*”, and “*in horreo*”

Key Academic Vocabulary

Nouns: bellum, cohors, tribunus, castra, legio, testis, legatus, regnum, fides, adventus, osculum, praemium, manus, arma

Verbs: aperire, deponere, explicare, latere, auferre, colligere, occupare, docere, gaudere, incendere, purgare

Adjectives: suavis, scelestus, furens, saevus, ultimus, tacitus, ignarus, hortatus

Cognates: aperture, depose, latent, belligerent, doctor, infidel, provincial, ardent, insidious, apparition

Cultural: equites, senior officers, legion, cohort, century, Agricola, castris, Roman fortress, praetorian, Punic Wars

Concepts: the subjunctive mood: cum clauses, purpose clauses, gerundives, purpose clause, result clause, indirect statement, nouns and adjective agreement

Assured Assessments

Formative Assessments:

- Students will write literal translations, summaries, and/or complete comprehension activities of the texts read in the unit.
- Students will answer grammar and vocabulary activities focused on the Roman army and camp life.
- Students will create a digital learning aid (infographic, brochure, graphic organizer) for the uses of the subjunctive. These will be assessed with the World Languages Department Presentational Speaking Rubric.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self assess their progress.

Summative Assessment:

- Stage 26/27 Reading and culture assessment. The ACTFL Intermediate Level Interpretative Proficiency Rubric will be used for reading level assessment.

Resources

Core

- *Cambridge Latin Course, Unit 3*. 5th ed. Cambridge: Cambridge UP, 2015. Stage 26-27.
- Cambridge Elevate Platform access for students and teachers
- *Cambridge Latin Course Workbook, Unit 3*. 5th ed. Cambridge: Cambridge UP, 2015. Print.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 4 weeks

UNIT 6

Stage 28: *Imperium*

Unit Goals

At the completion of this unit, students will:

	CCS.ELA-Literacy.RL.11-12.1 Cite specific textual evidence to support analysis of Latin texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCS.ELA-Literacy.RL.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone).
ACTFL.1.2 (Interpretive Communication)	Analyze, interpret, and understand Latin text.
ACTFL. 1.3 (Presentational Communication) ACTFL.3.2 (Acquiring Information and Diverse Perspectives)	Research and present information about archaeology, inscriptions, or literary evidence.

Unit Essential Questions

- What does archaeological evidence tell us about Ancient Rome?
- How do the personal motivations of the Cambridge characters affect their fate?

Scope and Sequence

- Review of Latin reading strategies
- Oral and written practice for vocabulary acquisition?
- Reading and comprehension activities based on “*testamentum*,” “*in aula Salvii*,” “*cena Salvii*,” and “*Belimicus Rex*”
- Assess archaeological evidence that reveals customs in Rome.

Key Academic Vocabulary

nouns: lex, bellum, avaritia, lingua, amicitia, ira, spes, scelus, metus

Verbs: adducere, sepelire, signare, fallere, augere, damnare

Adjectives: malus, celer, blandus

Culture: knowledge of Ancient Rome by evidence (literary, archaeological, inscriptional) analyze writing, excavated objects and written inscriptions from tombstones, altars and other public buildings and monuments.

Concepts: the subjunctive mood, imperfect and pluperfect tense, cum clauses, purpose clauses, Indirect Command, Result Clauses, Prepositions, Uses of the accusative, uses of the ablative

Assured Assessments

Formative Assessments:

- Students will write literal translations and summaries of the texts read in the unit.
- Students will answer comprehension questions and complete vocabulary activities focused on both English and Latin vocabulary.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self assess their progress.
- Students will research and analyze archaeological evidence.

Summative Assessment:

- Stage 28 reading and culture assessment. The ACTFL Intermediate Level Interpretative Proficiency Rubric will be used for reading level assessment.
- Level of Engagement Student Self Assessment.(VoG Disposition: Emotional Intelligence: Using VoG Dispositions Feedback Rubric and Level of Engagement Rubric)

Resources

Core

- *Cambridge Latin Course, Unit 3.* 5th ed. Cambridge: Cambridge UP, 2015. Stage 28.
- Cambridge Elevate Platform access for students and teachers
- *Cambridge Latin Course Workbook, Unit 3.* 5th ed. Cambridge: Cambridge UP, 2015. Print.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 3-5 weeks

UNIT 7

Stage 29: *Roma*

Unit Goals

At the completion of this unit, students will:

	CCS.ELA-Literacy.RL.11-12.1 Cite specific textual evidence to support analysis of Latin texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCS.ELA-Literacy.RL.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone).
ACTFL.1.2 (Interpretive Communication)	Analyze, interpret, and understand Latin text based on comprehension of the culture studied in the unit.
ACTFL.2.1 (Relating Cultural Practices to Perspectives)	Investigate and reflect on the perspectives and experiences of different religious groups in Rome.
ACTFL.4.2	Comprehend, reflect on, and discuss the perspective (Cultural Comparisons) of other religions in the Roman Empire.
ACTFL.5.1 (Communities)	Locate and share Latin and Greco-Roman cultural influences they see in other classes and outside of school.
ACTFL Standard 5.2: (Communities)	Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Essential Questions

- How does Latin express the passive voice?
- What were relations like between the different religions in the Roman Empire?

- How can Latin students use the skills they acquire to gain knowledge in other disciplines and sensitivity to viewpoints in the many cultures affected by the spread of the Roman Empire?

Scope and Sequence

- Instruction in and oral and written practice in the passive voice
- Vocabulary and derivatives related to *Masada* and *arcus Titi*
- Reading and comprehension activities based on *Nox*, *Masada*, and *Arcus Titi*
- Culture readings and activities on Judaism, Judea, Masada, the Jerusalem War, and the Arch of Titus

Key Academic Vocabulary

Nouns: corpus, lingua, metus, opes, spes, ventus, testamentum, carmen, corona, cursus, ferrum, dolor, lux, ira, quies

Verbs: mandare, dolere, occidere, solvere, circumvenire, spernere,

Adjectives: malus, pallidus, vester, obscurus, vivus,

Prepositions: inter, circum, ante, prope, trans, contra

Cultural: Tacitus, Josephus, Titus, Masada, Judaism, Agricola, Arch of Titus, Dead Sea Scrolls, Jerusalem

Cognates: doleful, malice, opulent, corporeal, ventilate, audacious, coronation, obscurity

Concepts: ablative, accusative, prepositions, active and passive voice, personal agent.

Key Concepts: Passive voice, complete verb synopsis

Assured Assessments

Formative Assessments:

- Students will write literal translations, summaries, and/or comprehension activities of the texts read in the unit.
- Students will answer comprehension questions and complete vocabulary activities focused on both English and Latin vocabulary.
- Write an editorial/reflection on the story of Masada. VOG critical thinking rubric.
- Presentation, review, and sharing of “Latin Moments” captured from outside of class.
- Cambridge Elevate will be used for additional interactive vocabulary, grammar, and differentiated exploration of the stories where students can self assess their progress.

Summative Assessment:

- Stage 29 reading and culture assessment. The ACTFL Intermediate Level Interpretative Proficiency Rubric will be used for reading level assessment.

Resources

Core

- *Cambridge Latin Course, Unit 3*. 5th ed. Cambridge: Cambridge UP, 2015. Stage 29.
- Cambridge Elevate Platform access for students and teachers
- *Cambridge Latin Course Workbook, Unit 3*. 5th ed. Cambridge: Cambridge UP, 2015. Print.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 4 weeks

UNIT 8

Stage 30: Haterius

Unit Goals

At the completion of this unit, students will:

	CCS.ELA-Literacy.RL.11-12.1 Cite specific textual evidence to support analysis of Latin texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
CCS.ELA-Literacy.RL.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone).
ACTFL.1.2 (Interpretive Communication)	Analyze, interpret, and understand Latin texts.
	ACTFL.4.1 Demonstrate an understanding of the passive voice (Cultural Comparisons) systems in both Latin and English.
	ISTE S1: Empowered Learner Use digital tools and games to enhance learning of passive verbs.

Unit Essential Questions

- How does Latin express the passive voice in the perfect system?
- How do science and technology merge to innovate architecture?

Scope and Sequence

- Instruction in and practice with the perfect passive system
- vocabulary related to *dignitas* and *polyspaston*
- Finding examples of passive, translating them in context
- Reading and comprehension activities based on “ *dignitas*, and *polyspaston*.”
- Vocabulary and derivatives related to architecture and construction.

Key Academic Vocabulary

Nouns: dubium, iniuria, ludus, magister, sol, soror, tempestas, timor, opus, dux, patronus, tempus, fraus,

Verbs: volvere, neglegere, secare, sperare, orare, praestare, exstruere, demittere, creare, afficere

Adjectives: ambo, dives, idem, altus, serenus, publicus,

Cognates: indubitably, ludicrous, tempestuous, sororal, magisterial, altitude, extemporaneous, fraudulent, patronize, ubiquitous

Culture: patron, client, cloaca maximae, Roman engineering and architecture

Concepts: negative purpose clauses, Perfect and Pluperfect Passive Voices, complete synopsis, perfect passive, pluperfect passive, future perfect passive, ablative absolute

Assured Assessments

Formative Assessments:

- Students will participate in digital review games like Kahoot, Blooket, Quizizz, Verbix.com
- Students will write translations, summaries, and or complete comprehension activities of Latin texts.
- Students will complete vocabulary activities focused on both English derivatives and Latin vocabulary.
- Cambridge Elevate for additional interactive vocabulary, grammar, and differentiated exploration of the stories where they can self assess their progress.

Summative Assessment:

- Stage 30 reading and culture assessment. The ACTFL Intermediate Level Interpretative Proficiency Rubric will be used for reading level assessment.
- Level of Engagement Student Self Assessment. (VoG Disposition: Emotional Intelligence: Using VoG Dispositions Feedback Rubric and Level of Engagement Rubric)

Core

- *Cambridge Latin Course, Unit 3.* 5th ed. Cambridge: Cambridge UP, 2015. Stage 30.
- Cambridge Elevate Platform access for students and teachers
- *Cambridge Latin Course Workbook, Unit 3.* 5th ed. Cambridge: Cambridge UP, 2015. Print.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.
-

Time Allotment

- Approximately 4 weeks

UNIT 9

Stage 31: In Urbe

Unit Goals

At the completion of this unit, students will:

	CCS.ELA-Literacy.RL.11-12.1 Cite specific textual evidence to support analysis of Latin texts, attending to important distinctions the author makes.
CCS.ELA-Literacy.RL.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
ACTFL.1.2 heard (Interpretive Communication)	Understand and interpret what is read and about the Roman forum.
ACTFL. 1.3 (Presentational Communication)	Research and present information about Roman the buildings in the Roman forum and city.
ACTFL.3.1	Understand how to identify word roots using unit (Making Connections) vocabulary and grammar, and correctly use words that are derived from Latin.
ISTE S3: Knowledge Constructor	Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
ISTE S6: Creative Communicator	Communicate clearly and express themselves creatively in the presentation using the platforms, tools, styles, formats and digital media appropriate to their goals.

Essential Question

- What was the cultural importance of the Roman forum?
- How does the ablative absolute enhance sentence structure?
- What are the iconic buildings of Rome?

Scope and Sequence

- Instruction in and practice with the ablative absolute
- Vocabulary and derivatives related to “*adventus*” and “*salutatio*” and the Roman Forum.
- Reading and comprehension activities based on “*adventus*” and “*salutatio*”
- Culture research, construction, and presentation of topics on the forum and city of Rome.

Key Academic Vocabulary

Nouns: Tiberis, salutatio, philosopha, arbiter

Verbs: coepere, appellare, cedere

Adjectives: malignus, superbe

Culture: rostrum, insulae, basilica Julia, curia, temple of Vesta, the Roman Forum, seven hills of Rome

Concepts: negative purpose clauses, Perfect and Pluperfect Passive Voices, complete synopsis, perfect passive, pluperfect passive, future perfect passive, ablative absolute

Assured Assessments

Formative Assessments:

- Students will write translations, summaries, and or complete comprehension activities of Latin texts.
- Students will complete vocabulary activities focused on both English derivatives and Latin vocabulary.
- Students will research and construct a building from the Roman forum and/or city to present and use in a gallery walk self-guided tour of the forum/city. VOG innovation rubric.
- Presentation, review, and sharing of “Latin Moments” captured from outside of class.

Summative Assessment:

- Stage 31 reading and culture assessment. The ACTFL Intermediate Level Interpretative Proficiency Rubric will be used for reading level assessment.

Core

- *Cambridge Latin Course, Unit 3.* 5th ed. Cambridge: Cambridge UP, 2015. Stage 31.
- Cambridge Elevate Platform access for students and teachers
- *Cambridge Latin Course Workbook, Unit 3.* 5th ed. Cambridge: Cambridge UP, 2015. Print.

Supplemental

- teacher-developed vocabulary, grammar, and culture practice

- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 4 weeks

COURSE CREDIT

One credit in World Languages
One class period daily, per rotation, for a full year

PREREQUISITES

Consistent with criteria for THS World Languages courses, students must complete Latin II with a passing grade.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading & Writing Rubrics (attached)
- Trumbull High School World Languages Interpersonal & Presentational Speaking Rubrics (attached)
- The ACTFL Intermediate Level Interpretative Proficiency Rubric will be used for reading level assessment (attached)

Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
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 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 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)

Trumbull High School School-Wide Writing Rubric

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

Trumbull High School World Languages Interpersonal Speaking Rubric

	4 Exemplary	3 Goal	2 Working Towards Goal	1 / 0 Needs Support
Vocabulary concentrates on: chapter-related, situationally appropriate words, phrases, expressions	Broad range of topic-related vocabulary and expressions, showing advanced, highly effective use of vocabulary	Appropriate, accurate, and effective use of topic-related vocabulary and expressions	Some appropriate and competent use of topic-related vocabulary and expressions	Limited competency and use of topic- related vocabulary and expressions OR Interference from another language
Task concentrates on: fulfillment, elaboration, appropriate context	Insightfully fulfills the task with vivid details	Fulfills the task and performed what was asked	Fulfills tasks with fewer details than what was asked	Fulfills the task with few to no details
Delivery concentrates on: fluency, timing, pronunciation	Pronunciation and intonation are excellent. Student speaks clearly. Confident ease of expression throughout.	Pronunciation is effective. Student speaks clearly. Mostly confident ease of expression throughout.	Pronunciation is adequate. Student speaks with hesitation but with some clarity. Some confident ease of expression throughout.	Pronunciation is inadequate and/or incorrect. Limited ease of expression throughout.
Comprehensibility concentrates on: clarity of message	Can be easily understood by the listener; the message is clear	Can be understood by the listener; the message is mostly clear	Can be somewhat understood; the message is partially clear	Can be understood only with great effort; the message is not clear
Language Use and Structure concentrates on: grammar, accuracy, syntax	Demonstrates a highly effective use of standard speaking practices that enhances communication.	Demonstrates effective use of standard speaking practices. Errors do not detract from communicative meaning.	Demonstrates some appropriate use of standard speaking practices. Errors detract from communicative meaning.	Demonstrates limited use of standard speaking practices. Contains errors that make it very difficult to determine communicative meaning.
Other _____				

Trumbull High School World Languages Presentational Speaking Rubric

	4 Exemplary	3 Goal	2 Working Towards Goal	1 / 0 Needs Support
Purpose concentrates on: task requirements	Establishes and maintains a clear purpose; Demonstrates an insightful understanding of audience and task	Establishes and maintains a purpose; Demonstrates an accurate awareness of audience and task	Establishes a purpose; Demonstrates an awareness of audience and task	Does not establish a clear purpose; Demonstrates limited/no awareness of audience and task
Topic Development concentrates on: thoroughness, organization, accuracy	Relevant, accurate, well developed, well organized, and richly detailed	Relevant, accurate, organized, and detailed	Somewhat irrelevant, limited accuracy, some organization, and limited details	Irrelevant, inaccurate, and lacks organization and details
Language Use and Structure concentrates on: target language, vocabulary, grammar	Highly effective use and control of level-appropriate structures	Effective use of level-appropriate structures	Some use of level-appropriate structures	Limited or no use of simple structures
Delivery concentrates on: comprehensibility and overall public speaking skills	Articulate expression, pronunciation, and intonation; Clear voice, engaging presence	Ease of expression; Mostly accurate pronunciation and intonation; Clear voice	Some hesitation; Some inaccurate pronunciation and intonation	Much hesitation; Little to no fluency
Other _____				

May add Visual Communication for the fifth category of evaluation for presentations.

The ACTFL Intermediate Level Interpretative Proficiency Rubric will be used for reading level assessment.

Interpretive Rubric Intermediate Learner

Text types: longer, more detailed conversations and narratives, simple stories, correspondence and other contextualized print within familiar contexts.

Category	4 Exceeds Expectations	3 Meets Expectations	1 Does Not Meet Expectations	0 Does Not Demonstrate Int. Level Knowledge
Literal Comprehension Word recognition Main idea detection	Fully identifies the main idea(s) of the intermediate-level text.	Partially identifies the main idea(s) of the intermediate-level text.	Does not identify the main idea(s) of the intermediate-level text	Does not identify the main idea(s) of the intermediate-level text.
Supporting detail detection	Correctly identifies supporting details.	Partially identifies supporting details.	Identifies few supporting details.	Does not identify supporting details.
Interpretive Comprehension Word inferences	Correctly infers meaning of unfamiliar words in new contexts.	Infers meaning of most unfamiliar words in new contexts.	Infers meaning of some unfamiliar words in new contexts.	Does not infer or interpret the author's intent.
Concept inferences Author/cultural perspectives Organizational principles	Infers and interprets the author's intent.	Infers and interprets most of the author's intent.	Infers and interprets some of the author's intent.	Does not infer or interpret the author's intent.

*At the intermediate level, the learner exceeds expectations by performing both the literal and the interpretive comprehension criteria.

16 = 100 %	12 = 89.0%	8 = 79.0%	4 = 68.0%
15 = 97.5%	11 = 86.5%	7 = 76.5%	3 = 65.5%
14 = 95.0%	10 = 84.0%	6 = 74.0%	2 = 61.0%
13 = 92.5%	9 = 81.5%	5 = 71.5%	1 = 55.0%

Latin Level of Engagement Rubric

Topic	4	3	2	1
Interactive participation ● on task ● group work/pair work/Teacher (T) ● listening ● raising hands	-Always on task -Always actively participates with partner(s)/T -Always listens attentively -Always attempts to respond to questions/class discussion	Usually on task -Usually actively participates with partner(s)/T -Usually listens attentively -Usually attempts to respond to questions/class discussion	-Occasionally on task -Occasionally actively participates with partner(s)/T - Occasionally listens attentively - Occasionally attempts to respond to questions/class discussion	-Rarely on task -Rarely actively participates with partner(s)/T - Rarely listens attentively - Rarely attempts to respond to questions/class discussion
Responsibility for learning ● class materials ● extra help ● outside reading etc.	-Always brings required materials to class -Always asks for assistance if needed -Always initiates independent learning	-Usually brings required materials to class -Usually asks for assistance if needed -Usually initiates independent learning	-Occasionally brings required materials to class -Occasionally asks for assistance if needed -Occasionally initiates independent learning	-Rarely brings required materials to class -Rarely asks for assistance if needed -Rarely initiates independent learning
Attendance/promptness	-Always arrives on time to class -Always ready to fulfill assigned opening task -All absences are excused	-Usually arrives on time to class -Usually ready to fulfill assigned opening task -All absences are excused	-Occasionally arrives on time to class -Occasionally ready to fulfill assigned opening task -Absences are generally excused	-Rarely arrives on time to class -Rarely ready to fulfill assigned opening task -Absences are rarely excused
Behavior/civility ● electronic devices ● following directions ● respectful of others ● obeys classroom and school rules	-Always displays positive behavior in the classroom -Always respectful of others -Always follows school and classroom rules	-Usually displays positive behavior in the classroom - Usually respectful of others - Usually follows school and classroom rules	- Occasionally displays positive behavior in the classroom - Occasionally respectful of others - Occasionally follows school and classroom rules	- Rarely displays positive behavior in the classroom - Rarely respectful of others - Rarely follows school and classroom rules

Vision of the Graduate (VoG) 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

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: • 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	Areas of Growth
	Feedback to Students	
	Goals (growth areas) for Future Learning	

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... • 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.	Areas of Growth
	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... • 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	Areas of Growth
	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... • 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.	Areas of Growth
	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 PUBLIC SCHOOLS
Trumbull, Connecticut

Italian IV ACP
Grade 12

2026

Curriculum Writing Team

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**Italian IV ACP
Grade 12**

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

CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Course Overview: This course is geared toward an integrated approach to the study of the language with an emphasis placed on communicative skills based upon the 5 “C’s” of language learning. The conversational components will enhance speaking and listening strands as various activities will afford the students the opportunity to converse on topics presented in the text. Students will study Italian art, issues in Italy today, as well as Italian literature through authentic resources. Previously learned grammatical skills will be reviewed and new skills presented, in order to enable the student to converse, understand, read, and write with greater precision. The student will be able to compare and contrast the Italian cultures to each other and to his or her own. The language lab will give the student additional practice. Students will be guided in the use of the Internet as a tool to research chosen topics assigned in class. Prerequisite: Successful completion of Italian III with teacher recommendation.

Course Goals: In Italian IV ACP, students will:

- Expand their vocabulary and grasp of advanced grammar topics in Italian
- Improve their ability to speak with confidence and understand spoken Italian.
- Further develop their reading and writing skills
- Gain a deeper appreciation for the cultural richness of the Italian world.

Course Components:

1. Speaking:

- Participate in conversations on a variety of topics.
- Practice pronunciation and fluency through dialogues, presentations, and interactive activities.
- Incorporate a broad range of vocabulary and expressions, showing advanced, highly effective use of vocabulary
- Present original and researched content to the class in Italian on a variety of topics.

2. Listening:

- Improve listening comprehension through audio materials, songs, and videos.

- Engage in listening exercises featuring native speakers from different Italian-speaking regions.
- Understand authentic audio and video resources, such as interviews.
- 3. **Reading:**
 - Read and analyze authentic texts such as articles, short stories, and excerpts from novels.
 - Explore online resources, including Italian websites and magazines, to understand current events and cultural trends.
- 4. **Writing:**
 - Write short essays, journal entries, and creative pieces in Italian.
 - Practice writing for different purposes, including formal and informal communication.

Cultural Exploration:

- **Products:** Study the tangible aspects of culture, such as cuisine, fashion, art, and technology.
- **Practices:** Learn about daily life, traditions, holidays, and social norms in Italy and its different regions.
- **Perspectives:** Understand the values, attitudes, and viewpoints that shape the experiences of Italian speaking communities.

Assessment and Evaluation:

- **Class Participation:** Active involvement in class discussions and activities, group projects and collaborative tasks.
- **Homework:** Regular assignments to reinforce classroom learning such as grammar practice and guided writing assignments.
- **Quizzes and Tests:** Periodic assessments to evaluate progress in all four language skills including vocabulary, grammar, reading comprehension and cultural content.
- **Projects:** Individual and group projects that incorporate language use and cultural understanding, as well as synthesizing learning.

Resources:

- Textbook and supplementary materials provided in class.
- Online Language Learning Platforms for additional practice and enrichment:
 - Conjuguemos: Excellent for verb conjugations practice.
 - Quizlet/ Kahoot/ Quizizz/ Blooket/ Puzzle.org: For creating and practicing vocabulary.
- Access to Italian media, including films, music, and news outlets.

By the end of this course, students will be better equipped to read, respond to, and create authentic materials in Italian. This will prepare them for advanced study and provide a strong foundation for using Italian in real-world contexts.

COURSE GOALS

The following Course Goals derive from the 2024 Connecticut K-12 World Language Standards.

GOAL AREA 1: Communication

- **Interpersonal:** Exchange information, express opinions, and support viewpoints in spontaneous spoken and written conversations.
- **Interpretive:** Derive meaning from authentic and adapted texts, audiovisual resources, and cultural media, identifying tone, intent, and nuanced meanings.
- **Presentational:** Deliver well-organized oral and written presentations on cultural topics, incorporating multimedia and demonstrating control of language structures and style.

GOAL AREA 2: Cultures

- **Practices to Perspectives:** Explain culturally appropriate behavior and adjust language use in various social contexts; explore the links between daily practices and deeper cultural values.
- **Products to Perspectives:** Research and evaluate how literature, film, music, and media reflect and shape cultural perspectives; examine how cultural products evolve and what that reveals about society.

GOAL AREA 3: Connections

- **Making Connections:** Use Italian to explore and discuss topics from other disciplines—such as history, sociology, art, literature, and political science—enhancing understanding of both the subject matter and Italian language.
- **Acquiring Diverse Perspectives:** Access and analyze authentic Italian sources (e.g., articles, documentaries, interviews, podcasts) to gather information and viewpoints not available in English; evaluate how perspectives differ across languages and cultures.

GOAL AREA 4: Comparisons

- **Language Comparisons:** Analyze and reflect on differences and similarities between Italian and English in vocabulary, idiomatic expressions, grammatical structures, and stylistic choices to deepen understanding of how language shapes communication.
- **Cultural Comparisons:** Compare cultural beliefs, values, and traditions in Italian-speaking communities with those in the students' own culture. Use insights gained

through literature, film, current events, and personal reflection to broaden intercultural awareness.

GOAL AREA 5: Communities

- **School and Global Communities:** Use Italian to engage with local and global communities through interviews, collaborative projects, virtual exchanges, or participation in cultural events. Apply language skills beyond the classroom to explore real-world issues, traditions, and voices from the Italian-speaking world.
- **Lifelong Learning:** Reflect on personal growth in language proficiency and cultural understanding; explore opportunities for international travel, civic engagement, higher education, or careers where Italian can be used as a tool for global citizenship and meaningful connections.

The following Course Goals derive from the ISTE Standards for Students.

ISTE Standards for Students

1. **Empowered Learner**
 - 1.1 **Learning Goals**
 - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
 - 1.2 **Digital Age Learning**
 - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
 - 1.3 **Personalized Learning**
 - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
 - 2.1 **Digital Rights and Responsibilities**
 - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
 - 2.2 **Digital Health and Wellness**
 - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
 - 2.3 **Digital Security**
 - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
 - 3.1 **Information Literacy**
 - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- 3.2 **Knowledge Construction**
 - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
- 3.3 **Digital Tools**
 - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- 4. **Innovative Designer**
 - 4.1 **Creativity and Innovation**
 - Students create original works or responsibly repurpose or remix digital resources into new creations.
 - 4.2 **Communication and Collaboration**
 - Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- 5. **Computational Thinker**
 - 5.1 **Computational Thinking**
 - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
 - 5.2 **Data Analysis**
 - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
- 6. **Creative Communicator**
 - 6.1 **Creativity and Innovation**
 - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
 - 6.2 **Digital-Age Communication**
 - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
- 7. **Global Collaborator**
 - 7.1 **Digital Citizenship**
 - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
 - 7.2 **Global Awareness**
 - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
 - 7.3 **Ethical Responsibility**
 - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

COURSE ENDURING UNDERSTANDINGS

I. Language Acquisition & Communication:

- Proficient communication in Italian involves more than grammar and vocabulary; it requires the ability to interpret and use language appropriately in various cultural contexts, with sensitivity to tone, register, and audience.
- Deconstructing complex authentic texts (literary, journalistic, audiovisual) in Italian involves skills such as identifying point of view, making inferences, analyzing tone and rhetorical devices, and contextualizing meaning within cultural frameworks.
- The ability to express complex opinions, perspectives, and arguments in Italian—both orally and in writing—requires the strategic and creative use of advanced language structures, self-monitoring, and ongoing refinement.
- Effective intercultural communication in Italian demands openness to diverse perspectives, adaptability in language use, and an understanding of cultural norms to foster clarity and mutual respect.

II. Culture & Connections:

- The cultures of the Italian-speaking world are deeply rooted in regional histories, social dynamics, political developments, and artistic movements, creating diverse expressions of identity and values.
- Italian language is not only a means of communication but a key to understanding and engaging with the rich literary, cinematic, artistic, and culinary traditions that reflect and shape Italian cultural perspectives.
- Exploring contemporary global and social issues through Italian sources allows for a nuanced understanding of how those issues are experienced and interpreted within Italian society.
- Intercultural competence requires the ability to reflect critically on one's own cultural assumptions, engage empathetically with unfamiliar worldviews, and appreciate the complexity of cultural identity.

III. Comparisons & Communities:

- Comparing Italian and English (or other known languages) in terms of grammar, idioms, formal/informal usage, and rhetorical styles deepens metalinguistic awareness and highlights how language reflects cultural thinking.
- Meaningful engagement with Italian-speaking communities—whether in person, online, or through media—fosters authentic communication, cultural awareness, and a sense of global citizenship.
- Proficiency in Italian opens access to a wide array of educational paths, travel experiences, career opportunities, and intercultural relationships in an interconnected and multilingual world.

COURSE ESSENTIAL QUESTIONS

- How does an understanding of Italian social, historical, and cultural contexts enhance meaningful and appropriate communication in Italian?
- What strategies help learners interpret and analyze complex and authentic Italian texts (literary, journalistic, audio, and visual)?
- How can students move beyond basic expression to convey abstract, nuanced, and sophisticated ideas in Italian, both orally and in writing?
- How do historical, political, and regional factors shape the diversity and identity of communities in the Italian-speaking world?
- In what ways does the Italian language reflect cultural values, beliefs, and social dynamics?
- How are current global issues—such as migration, cultural identity, climate, or human rights—perceived and addressed in Italian society and media?
- How can studying Italian literature, film, music, and art promote a deeper understanding of Italy’s cultural complexity?
- What can be learned about one’s own culture by comparing and contrasting it with Italian customs, values, and perspectives?
- How does authentic engagement with Italian-speaking communities and materials enhance language proficiency and cultural literacy?
- How can proficiency in Italian support future academic, professional, and personal goals in a globalized world?

COURSE SKILLS

These skills align with the ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness standards for Language Learning

By completion of the Italian IV ACP course, students will be able to function in the four modes of communication: **speaking, writing, listening, and reading.**

- **Speaking**: Students will be able to...
 - Initiate and sustain conversations using connected discourse in multiple time frames.
 - Express and support personal opinions on social, literary, and cultural themes presented in *Immagina*.
 - Participate in discussions, debates, and role-plays that reflect real-life and culturally authentic situations.
 - Narrate past experiences, describe present conditions, and hypothesize about future or imagined scenarios.
- **Writing**: Students will be able to...
 - Compose coherent, organized texts in multiple genres (e.g., narratives, persuasive essays, letters, character reflections).
 - Incorporate transitional language and rich vocabulary to convey meaning clearly and fluidly.

- Develop arguments and analyses in response to literary texts, cultural themes, and societal issues.
- **Listening:** Students will be able to...
 - Comprehend the main ideas and supporting details of authentic audio and video materials (e.g., interviews, news reports, film excerpts) presented in *Immagina*.
 - Interpret tone, mood, and point of view in spoken texts.
 - Recognize regional accents and variations within Italian spoken in different contexts.
 - Use listening strategies such as predicting, note-taking, and paraphrasing to aid comprehension.
- **Reading:** Students will be able to...
 - Read and analyze a variety of authentic and adapted texts including articles, literary excerpts, biographies, and essays from *Immagina*
 - Identify main ideas, supporting details, and rhetorical structures in increasingly complex texts.
 - Interpret cultural and historical contexts embedded in the literature and informational texts.
 - Compare perspectives from different regions of the Italian-speaking world through thematic readings.

Vision of the Graduate Alignment

Italian 4 ACP carefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate through authentic communication, cultural exploration, collaboration, and reflection. Students develop communication skills, critical thinking, collaboration, and self-efficacy as they engage in meaningful language use and intercultural learning in real world contexts.

Vision of the Graduate Competency	How it is Embedded Throughout the Course
Communication	Students communicate in Italian through discussions, presentations, debates, cultural comparisons, and authentic writing tasks. They practice expressing opinions, active listening, and narrating in multiple time frames using advanced language functions.
Self-Efficacy	Students build confidence through independent speaking, research, and project-based tasks in real world contexts. Risk taking in the language, reflection and revision help students monitor growth and strengthen proficiency.
Critical Thinking & Problem Solving	Students analyze authentic texts, media, and cultural perspectives while interpreting meaning, comparing viewpoints, and supporting ideas with evidence. Students problem solve in real world communication scenarios and dialogues.
Collaboration	Pair and group activities are a crucial component in the classroom, encouraging teamwork, respectful discussion, peer feedback, and shared responsibility using the target language.
Growth Mindset	Students improve through consistent practice, revision, and reflection. Mistakes are viewed as part of the language-learning process and opportunities for growth.
Integrity	Students demonstrate academic honesty, respectful participation in class discussions, ethical technology use, and appreciation for diverse cultural perspectives.
Innovation	Creative projects such as multimedia presentations, podcasts, and digital storytelling encourage students to use language in original and meaningful ways.
Emotional Intelligence	Students build empathy and intercultural understanding through reflection, discussion, and exploration of perspectives across Italian-speaking communities.

COURSE SYLLABUS

Course Name

Italian IV

Level

Advanced College Prep

Prerequisites

Successful completion of Italian III

General Description of the Course

Italian IV is geared toward an integrated approach to the study of the language with an emphasis placed on communicative skills based upon the 5 “C’s” of language learning. The conversational components will enhance speaking and listening strands as various activities will afford the students the opportunity to converse on topics presented in the text. Students will study Italian art, issues in Italy today, as well as Italian literature through authentic resources. Previously learned grammatical skills will be reviewed and new skills presented, in order to enable the student to converse, understand, read, and write with greater precision. The student will be able to compare and contrast the Italian cultures to each other and to his or her own. The language lab will give the student additional practice. Students will be guided in the use of the Internet as a tool to research chosen topics assigned in class.

Assured Assessments for each Marking Period

Formative Assessments:

- In class written responses
- In class spoken responses
- Workbook practice assignments
- Online workbook practice quizzes
- Class Participation

Summative Assessments:

- Unit Tests: Vocabulary, grammar, and content
- Skills-based assessment: Reading, writing, listening, or speaking task
- Unit Project: Creative or analytical task tied to unit themes
- Formal presentations and spontaneous conversations

Supplemental Texts & Resources

- Core Text: Immagina 2nd Edition
- Online textbook resources: Immagina 3d Edition
- Teacher selected articles from Italian media
- Supplementary materials including news articles, and visual art analysis.
- Online Language Learning Platforms:

- Conjuguemos: Excellent for verb conjugations practice.
 - Edpuzzle/Quizlet/ Kahoot/ Quizizz/ Blooket/ Puzzle.org: For creating and practicing vocabulary.
- News & Media
 - EuroNews.com
- Cultural Resources:
 - Explore Italian music genres
 - Research Italian regional geography, history, and traditions.

Lezione 10

Prospettive Lavorative (Career Outlooks)

Unit Goals

At the completion of this unit, students will be able to:

- talk about different job occupations
- discuss searching for a job
- talk about people's roles in the workplace
- discuss finances
- discuss how to interview for a job
- talk about one's work experience
- read and respond to different job ads and opportunities

Standards

At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

GOAL AREA 1: Communication

- **Interpersonal: Engage in extended conversations about career goals, job experiences, and professional expectations; express and defend viewpoints on workplace culture and future employment trends; handle unexpected questions or complications in job interview scenarios.**
- **Interpretive: Analyze authentic texts such as job advertisements, professional emails, and employment regulations; interpret multiple perspectives on work-life balance, youth unemployment, and the evolving job market in Italy; identify and explain cultural attitudes toward professions and career preparation.**
- **Presentational: Deliver organized oral or written presentations on desired career paths, educational requirements, or the impact of technology on employment in Italian-speaking countries; write formal emails, resumés (CV), and cover letters in culturally appropriate formats; present comparative reflections on Italian and American workplace norms and expectations.**

GOAL AREA 2: Cultures

- **Practices to Perspectives:** Investigate culturally appropriate practices in the Italian workplace, including formal and informal language use, interview etiquette, and employee-employer interactions; explain how these behaviors reflect Italian societal values such as *la stabilità*, *il tempo libero*, and *il prestigio professionale*.

- **Products to Perspectives:** Explore and analyze Italian career-related products such as *il curriculum vitae*, employment contracts, job postings, and professional associations; evaluate how these products reveal underlying perspectives on work ethic, hierarchy, and professional identity in Italian culture.

GOAL AREA 3: Connections

- **Making Connections:** Access and analyze authentic resources related to careers and the job market in Italy—such as employment websites, professional interviews, job ads, and labor statistics—to enhance understanding of global career paths and economic trends.
- **Acquiring Diverse Perspectives:** Compare Italian and American attitudes toward work-life balance, youth employment, job security, and professional aspirations to gain insight into how cultural values influence workplace structures and expectations.

GOAL AREA 4: Comparisons

- **Language Comparisons:** Compare professional and formal language used in Italian résumés, job interviews, and workplace communication with equivalents in English, noting differences in structure, tone, and cultural expectations.
- **Cultural Comparisons:** Investigate and compare cultural attitudes about career planning, education-to-work transitions, and gender roles in the workplace between Italy and the U.S., reflecting on how these differences shape young adults' career paths and long-term goals.

GOAL AREA 5: Communities

- **School and Global Communities:** Connect with Italian-speaking professionals, organizations, or digital communities to discuss work-related topics. Reflect on how engaging with Italian-speaking communities broadens intercultural understanding and prepares students for future academic, career, or travel opportunities.
- **Lifelong Learning:** Apply knowledge of Italian workplace culture, job sectors, and professional etiquette to explore personal career interests and global job opportunities. Use Italian to research internships, volunteer opportunities, or academic programs in Italian-speaking regions.

The following Course Goals derive from the ISTE Standards for Students.

ISTE Standards for Students

1. **Empowered Learner**
 - 1.1 Learning Goals

- Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
- 1.2 **Digital Age Learning**
 - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- 1.3 **Personalized Learning**
 - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 2. **Digital Citizen**
 - 2.1 **Digital Rights and Responsibilities**
 - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
 - 2.2 **Digital Health and Wellness**
 - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
 - 2.3 **Digital Security**
 - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
- 3. **Knowledge Constructor**
 - 3.1 **Information Literacy**
 - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
 - 3.2 **Knowledge Construction**
 - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
 - 3.3 **Digital Tools**
 - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- 4. **Innovative Designer**
 - 4.1 **Creativity and Innovation**
 - Students create original works or responsibly repurpose or remix digital resources into new creations.
 - 4.2 **Communication and Collaboration**
 - Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- 5. **Computational Thinker**
 - 5.1 **Computational Thinking**
 - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
 - 5.2 **Data Analysis**

- Students analyze data to identify trends or patterns and use computational thinking to solve problems.
- 6. Creative Communicator**
 - **6.1 Creativity and Innovation**
 - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
 - **6.2 Digital-Age Communication**
 - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
- 7. Global Collaborator**
 - **7.1 Digital Citizenship**
 - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
 - **7.2 Global Awareness**
 - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
 - **7.3 Ethical Responsibility**
 - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

Unit Essential Questions - Lezione 10 - *Prospettive Lavorative* (Career Outlooks)

- What factors influence your career choices?
- How do you envision your professional life five or ten years from now?
- How might specific training or studying abroad change your career opportunities?
- What are the advantages and disadvantages of moving to another country for work?
- How can you plan or prepare to enter the workforce in your chosen field?

Unit Scope and Sequence – Lezione 10: *Prospettive lavorative* (Career Outlooks)

Key Grammar & Vocabulary:

- Italian vocabulary related to professions, education, and the workplace
- Discussing career goals and job preferences
- Understanding authentic readings about professional life and job markets
- Viewing and analyzing a short film (Cortometraggio) on the theme of work/careers
- Expressing future plans using the future tense
- Using modal verbs (dovere, potere, volere) with infinitives to express intentions and obligations
- Exploring cultural differences in the job application process (e.g., CV/resumé styles, internships, workplace norms)
- Debating the impact of emigration on Italian society
- Writing and speaking about hypothetical career paths and aspirations
- Reflecting on personal educational and professional development goal

- Incorporating the Cortometraggio entitled “Rischio D’Impresa” on the theme of work-life balance of working mothers in the modern world
- Use of the conditional tense to express career aspirations, polite requests, and hypothetical situations (e.g., *Vorrei fare il medico.*)
- Passato prossimo vs. imperfetto to describe past work experiences or job conditions (e.g., *Ho lavorato in un’azienda per due anni.* vs. *Lavoravo spesso fino a tardi.*)

Key Cultural and Historical concepts and knowledge:

- Work-Life Balance: Italian work culture often emphasizes quality of life, longer lunch breaks (*la pausa pranzo*), and generous vacation time (*ferie*), compared to the more fast-paced, productivity-driven model of the U.S.
- Youth Unemployment: Italy has historically struggled with high youth unemployment, particularly in the southern regions (*il Mezzogiorno*), leading many young Italians to emigrate in search of better opportunities.
- "Il posto fisso" vs. Flexible Work: The idea of *il posto fisso* (a stable, permanent job) has been culturally ingrained as a desirable goal, although modern economic changes are shifting perspectives toward more flexible or freelance employment.

Interpersonal Communication:

- Engage in spontaneous and extended conversations about career goals, personal job preferences, workplace dynamics, and future aspirations, using a range of verb tenses (present, future, conditional).
- Discuss social issues such as unemployment, gender roles in the workplace, and labor rights, expressing and supporting opinions with appropriate vocabulary.
- Role-play job interviews and networking scenarios using formal and informal registers in culturally appropriate ways.
- Ask and respond to open-ended questions about education, skill development, and professional opportunities across different regions of Italy and the world.

Presentational Communication:

- Write structured essays or journal entries analyzing challenges in the Italian labor market and comparing them to students' own experiences or countries.
- Create and deliver oral presentations on a dream career path, incorporating relevant vocabulary, idiomatic expressions, and complex sentence structures.
- Write a cover letter (*una lettera di presentazione*) or résumé (*un curriculum vitae*) tailored to a specific job posting in Italy.
- Present a researched comparison of traditional and modern Italian work values or economic sectors in northern vs. southern Italy.

Interpretive Communication:

- Interpret interviews, articles, job listings, or short films related to employment, training, or Italian economic trends, such as the Cortometraggio “Rischio d’Impresa”
- Analyze authentic media (videos, news clips, blogs) about workplace environments, labor protests, or youth perspectives on employment in Italy.
- Draw connections between historical labor trends (e.g., *il posto fisso*, migration for work) and today’s shifting job landscape in Italy and the European Union.
- Examine how cultural values such as family, regional identity, and education influence professional choices and expectations in Italian society.

Unit Assured Assessments:

Formative Assessments

Students will complete a variety of in-class and out-of-class formative assessments aligned with the language structures and thematic content of *Lezione 10 – Career Outlooks*. These assessments focus on vocabulary acquisition, grammatical mastery (future tense, modal verbs, etc.), and cultural analysis related to the world of work. These will include:

- **In-class written responses**
Students will respond to prompts such as describing their ideal job, future career plans, or the pros and cons of working abroad. They will also complete short written reflections on readings related to professional life, or incorporate short films such as the textbook series’ Cortometraggio (short film) entitled “*Rischio d’Impresa*” discussing the topics of work-life balance and the challenges of being a working mother in the modern world. Students will also write a response to the *cortometraggio*, analyzing the characters’ motivations and career choices.
- **In-class spoken responses**
Students will participate in pair or small group conversations on topics like job interviews, workplace environments, and long-term career goals. Structured dialogues will include the use of future and modal verbs to express hopes, intentions, and obligations (e.g., “Vorrò studiare medicina perché...”).
- **Online Supersite practice and quizzes**
Students will engage with the online textbook and complete listening, reading, and grammar practice through the Supersite platform. Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.
- **Edpuzzle/Quizlet Live / Kahoot vocabulary and grammar games**
Interactive, real-time vocabulary and grammar reviews using platforms like Quizlet Live and Kahoot will help students internalize key terms and structures in an engaging, low-pressure format.

These formative assessments will be graded as informal assessments, which count as 30% of their marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a content grade based on the work submitted reflecting the accuracy, effort, and use of target language. Students will complete approximately 10–15 formative assessments per marking period, all designed to reinforce communication skills, cultural understanding, and linguistic competence in Italian.

Summative Assessments

These summative assessments will count for 60% of the marking period grade.

The summative assessment will evaluate students' mastery of vocabulary, grammar, interpretive skills, and cultural understanding related to career outlooks. It integrates all three communicative modes: interpretive, interpersonal, and presentational.

Components of the Summative Assessment

Interpretive Task

- Students read an authentic or adapted Italian text about careers or work culture (e.g., a short article about internships abroad or job market trends).
- They answer comprehension questions, including multiple choice, short answer, and vocabulary-in-context.
- listening component: an audio clip and/or authentic media video about work or study abroad with accompanying questions.

Interpersonal Task

- Students participate in a structured oral interview or dialogue with the teacher or a peer.
- Prompts focus on discussing personal career goals, future plans, and training or education paths.
- Emphasis on correctly using future tense to express intentions, possibilities, and obligations.

Presentational Speaking Task

- Students prepare and deliver a 2–3 minute oral presentation and/or dialogue with a partner describing their envisioned career path.
- They must incorporate vocabulary from the unit and use the future tense with regular and irregular verbs accurately.
- The presentation/dialogue can be recorded or live, followed by brief Q&A.

Presentational Writing Task

- Students write a short essay, email or letter, outlining their professional aspirations and how they plan to achieve them.
- The writing should include unit vocabulary and grammatical structures covered in the lesson.
- Grammar, vocabulary, organization, and cultural content will be assessed.

Resources

Core

- Vista Higher Learning textbook **Immagina 2nd Edition**
- Vista Higher Learning Supersite **Immagina 3d edition**

Supplemental:

- *Italian Verb Drills, Premium Fifth Edition. Paola Nanni-Tate. McGraw Hill. Fifth Edition*
- *Conversational Italian Dialogues: Over 100 Italian Conversations and Short Stories. Lingo Mastery.*
- *Ace the AP Italian Language and Culture Exam, 4th Edition. Edizioni Farinelli 2017.*
- *ItalianPod101 (Website & YouTube)*
- www.conjuguemos.com (Italian section) Verb conjugation drills, vocabulary quizzes, and listening practice aligned with classroom content.
- *Museo Nazionale del Cinema – Torino* Website: <https://www.museocinema.it>

Time Allotment

Approximately 6-7 Weeks

Lezione 8

Le ricchezze culturali e storiche (Cultural and Historical Riches)

Unit Goals

At the completion of this unit, students will be able to:

- Analyze key characteristics of Italian Renaissance art, including artistic techniques and cultural significance.
- Express personal preferences and emotional reactions to various works of art and architecture.
- Compare different artistic styles and discuss their evolution and cultural context.
- Engage in formal and informal discussions about art using appropriate vocabulary and structures, including the present and past subjunctive.
- Demonstrate understanding of the role of art in Italian cultural heritage through interpretive and presentational tasks.

Standards

At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

GOAL AREA 1: Communication

- **Interpersonal: Engage in extended discussions about Renaissance art and architecture, expressing personal reactions and aesthetic preferences using appropriate cultural and historical context.**
- **Interpretive: Analyze texts and media related to Italian artistic heritage, including museum exhibits, artist biographies, and critical essays.**
- **Presentational: Deliver organized, insightful presentations on key figures, works of art, and historical themes of the Italian Renaissance, using the subjunctive mood where appropriate.**

GOAL AREA 2: Cultures

- **Practices to Perspectives: Examine the role of art and architecture in shaping Italian identity and everyday life, including how the Renaissance period continues to influence contemporary cultural values.**
- **Products to Perspectives: Explore the evolving significance of cultural products such as paintings, cathedrals, frescoes, and sculptures across historical periods and in present-day Italy.**

GOAL AREA 3: Connections

- **Making Connections:** Draw interdisciplinary connections between Italian Renaissance art and subjects such as history, literature, philosophy, and religion.
- **Acquiring Diverse Perspectives:** Use Italian-language sources to research key figures (e.g., Michelangelo, Brunelleschi, Leonardo da Vinci) and the societal values reflected in their work.

GOAL AREA 4: Comparisons

- **Language Comparisons:** Analyze the specific vocabulary and idiomatic expressions used in Italian to discuss art, history, and cultural heritage, noting differences from English.
- **Cultural Comparisons:** Compare Italian cultural attitudes toward preservation and celebration of historical monuments and artworks with those of the student's own culture.

GOAL AREA 5: Communities

- **School and Global Communities:** Participate in classroom or community projects that promote awareness of Italian Renaissance art and its global influence.
- **Lifelong Learning:** Use Italian to explore personal interests related to art, architecture, and history through travel, academic study, or digital resources.

The following Course Goals derive from the ISTE Standards for Students.

ISTE Standards for Students

1. Empowered Learner

- 1.1 Learning Goals
 - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
- 1.2 Digital Age Learning
 - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- 1.3 Personalized Learning
 - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2. Digital Citizen

- 2.1 Digital Rights and Responsibilities

- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
 - 2.2 **Digital Health and Wellness**
 - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
 - 2.3 **Digital Security**
 - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
- 3. **Knowledge Constructor**
 - 3.1 **Information Literacy**
 - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
 - 3.2 **Knowledge Construction**
 - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
 - 3.3 **Digital Tools**
 - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- 4. **Innovative Designer**
 - 4.1 **Creativity and Innovation**
 - Students create original works or responsibly repurpose or remix digital resources into new creations.
 - 4.2 **Communication and Collaboration**
 - Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- 5. **Computational Thinker**
 - 5.1 **Computational Thinking**
 - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
 - 5.2 **Data Analysis**
 - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
- 6. **Creative Communicator**
 - 6.1 **Creativity and Innovation**
 - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
 - 6.2 **Digital-Age Communication**
 - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
- 7. **Global Collaborator**
 - 7.1 **Digital Citizenship**

- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- 7.2 **Global Awareness**
 - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
- 7.3 **Ethical Responsibility**
 - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

Unit Essential Questions

- What are some of the great discoveries of the 15th century and how have they influenced our society?
- How do we know when society is undergoing a major transformation?
- How does art help us understand different cultures?
- What elements make a work of art impactful or memorable?
- What is the lasting legacy of an artist like Leonardo da Vinci and how does his artistic evolution represent cultural changes of his time?
- How can we use art to express our own perspectives and feelings?

Unit Scope and Sequence – Lezione 8: *Le ricchezze culturali e storiche* (Cultural and Historical riches)

Key Grammar & Vocabulary:

- Italian vocabulary related to history, literature, art and artists
- Discussing the origins and impact of the Italian Renaissance
- Understanding the historical time through which the Renaissance in Italy flourished
- Viewing and analyzing a paintings, architecture and sculptures of the Renaissance style
- Expressing one’s opinion about a masterpiece using the “Secondo me...” format
- Using passato prossimo and imperfetto to describe past historical events
- Comparatives and superlatives to compare styles, periods and artists

Key Cultural & Historical Knowledge:

- The Italian Renaissance was a transformative cultural movement that marked a revival of classical learning, art, and humanism in Italy.
- Italy was home to some of the most influential artists and thinkers, including Leonardo da Vinci, Michelangelo, Raphael, and Botticelli.
- Renaissance art is characterized by realism, perspective, anatomical accuracy, and a focus on human emotion and beauty.

- Italy boasts numerous UNESCO World Heritage Sites, including cities like Florence, Rome, Venice, and monuments like the Colosseum and the Leaning Tower of Pisa.
- Preservation of cultural heritage involves restoration efforts, museum curation, and balancing tourism with conservation.
- The Renaissance emerged in a period of political fragmentation in Italy but also of growing trade and wealth, which funded artistic patronage by families like the Medici.
- The period also saw the rise of humanism, which emphasized the potential and dignity of the individual, shifting focus from solely religious subjects to secular themes.

Interpersonal Communication:

- Engage in spontaneous and extended conversations about Renaissance art, artists, and architecture, comparing historical movements and personal aesthetic preferences.
- Express opinions, preferences, and emotions regarding famous works of Italian art and architecture using subjunctive constructions.
- Discuss the impact of cultural heritage on modern identity and the importance of preserving historical monuments.
- Ask and answer questions in discussions about the lasting legacy of artists such as Leonardo da Vinci, Michelangelo, and Raphael.
- Role-play as artists, art critics, or museum curators to simulate interviews, critiques, and panel discussions.
- Compare Renaissance artistic values with contemporary cultural expressions in Italy and in students' own cultures.

Presentational Communication:

- Deliver a well-organized presentation or recorded video on a Renaissance artist (e.g., Leonardo da Vinci, Botticelli, Michelangelo), highlighting their most famous works and their cultural significance.
- Write a detailed essay or blog post analyzing how a specific artwork reflects the values of the Italian Renaissance.
- Create and present a digital or physical exhibition (e.g., "Virtual Renaissance Museum") showcasing selected masterpieces and explaining their historical context.
- Compose and present an art critique using formal language, including expressions of opinion, doubt, and emotion, incorporating subjunctive mood structures.
- Write a comparative analysis of Renaissance art and a modern artistic movement, demonstrating understanding of cultural evolution and aesthetics.
- Present biographical information about major figures from the Renaissance and explain how their contributions still influence today's society.

Interpretive Communication:

- Analyze authentic texts (e.g., museum descriptions, artist biographies, historical essays) to extract key information about major Renaissance figures and their contributions.
- Interpret short documentary segments, interviews, or guided virtual museum tours in Italian, identifying main ideas and supporting details.
- Recognize authorial tone and cultural perspectives in articles about the preservation of cultural heritage in Italy.
- Compare visual elements (color, composition, symbolism) across multiple works of art using descriptive and critical vocabulary.
- Identify historical references and cultural values embedded in Italian Renaissance artworks and architectural styles.
- Demonstrate understanding of how Italians present and discuss their cultural heritage by analyzing tourist brochures, museum websites, and educational media in Italian.
- Draw connections between Renaissance ideals and the content of literary or informational texts, highlighting their relevance to modern Italian identity.

Unit Assured Assessments

Formative Assessments *Lezione 8: Le Ricchezze culturali e storiche*

Students will complete a variety of in-class and out-of-class formative assessments aligned with the language structures and thematic content of *Lezione 8 – Cultural and Historical riches*. These assessments focus on vocabulary acquisition, grammatical mastery and cultural analysis related to the world of art and include:

- **In-class written responses**
Students will respond to prompts such as describing their favorite piece of art and favorite book. They will also complete short written reflections on readings and videos (EdPuzzle; Florence - the heart of the Renaissance) related to Italian Renaissance masterpieces. Students will also write a response to the *cortometraggio*, analyzing the characters' motivations and career choices.
- **In-class spoken responses**
Students will participate in pair or small group conversations on topics like favorite works of art, favorite books, favorite pieces of architecture. Structured dialogues will include the use of future and modal verbs to express hopes, intentions, and obligations (e.g., “Vorrò visitare la Galleria degli Uffizzi perché...”).
- **Online Supersite practice and quizzes**
Students will engage with the online textbook and complete listening, reading, and grammar practice through the Supersite platform. Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.
- **EdPuzzle / Quizlet Live / Kahoot vocabulary and grammar games**
Interactive, real-time vocabulary and grammar reviews using platforms like Quizlet Live

and Kahoot will help students internalize key terms and structures in an engaging, low-pressure format.

These formative assessments will be graded as informal assessments, which count for 30% of the marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a content grade based on the work submitted reflecting the accuracy, effort, and use of target language. Students will complete approximately 10-15 formative assessments per marking period, all designed to reinforce communicative skills, cultural understanding, and linguistic competence in Italian.

Summative Assessment Plan – Lezione 8: *Le Ricchezze Culturali e Storiche*

The summative assessment will evaluate students' mastery of vocabulary, grammar, interpretive skills, and cultural understanding related to career outlooks. It integrates all three communicative modes: interpretive, interpersonal, and presentational.

Components of the Summative Assessment

Interpretive Task

- Students read an authentic or adapted Italian text about the Italian Renaissance or an Italian Renaissance masterpiece (e.g., *La mano che ubbidisce all'intelletto* - reading from *Immagina* textbook about the statue David).
- They answer comprehension questions, including multiple choice, short answer, and vocabulary-in-context.
- listening component: an audio clip and/or authentic media video about Italian Renaissance, masterpieces or the history of the city of Florence with accompanying questions.

Interpersonal Task

- Students participate in a structured oral interview or dialogue with the teacher or a peer including a discussion on one's favorite Renaissance masterpiece.
- Prompts focus on discussing personal connections to art and literature.
- Emphasis on correctly using subjunctive and modal verbs to express opinions regarding art and literature.

Presentational Speaking Task

- Students prepare and deliver an oral presentation and/or dialogue describing an Italian Renaissance work of art or artist that they connect with and why.
- They must incorporate vocabulary from the unit and use infinitives and verbs followed by prepositions accurately.
- The presentation/dialogue can be recorded or live, followed by brief Q&A.

Presentational Writing Task

- Students write a short essay associated with an Italian masterpiece describing how the work of art connects with themselves.
- The writing should include unit vocabulary and grammatical structures covered in the lesson.
- Grammar, vocabulary, organization, and cultural content will be assessed.

Resources

Core

- Vista Higher Learning textbook **Immagina 2nd Edition**
- Vista Higher Learning Supersite **Immagina 3d edition**

Supplemental:

- *Italian Verb Drills, Premium Fifth Edition. Paola Nanni-Tate. McGraw Hill. Fifth Edition*
- *Conversational Italian Dialogues: Over 100 Italian Conversations and Short Stories. Lingo Mastery.*
- *Ace the AP Italian Language and Culture Exam, 4th Edition. Edizioni Farinelli 2017.*
- Musei Vaticani - Virtual Tours; museivaticani.va
- RAI Cultura - Rinascimento

Time Allotment

- Approximately 6-7 Weeks

Lezione 4

Il Valore delle idee (The Value of Ideas)

Unit Goals

At the completion of this unit, students will be able to:

- Interpret and analyze authentic texts and media about justice, politics, and the power of ideas.
- Use the present subjunctive to express opinions, doubts, emotions, and recommendations.
- Engage in conversations about personal beliefs, civic values, and ethical dilemmas using thematic vocabulary.
- Compare Italian and global perspectives on freedom, activism, and political systems, drawing on cultural and historical contexts.
- Present oral and written reflections on the social impact of ideas, demonstrating cultural understanding and grammatical accuracy.
- Interpret and analyze authentic texts and media about justice, politics, and the power of ideas.

Standards:

At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

GOAL AREA 1: Communication

- **Interpersonal: Engage in extended conversations about civic values, ethics, justice, and activism; express and support opinions using the present subjunctive; ask and answer questions to clarify beliefs and negotiate meaning.**
- **Interpretive:** Analyze authentic texts (e.g., articles, speeches, films) on political movements and social change; interpret tone, intent, and cultural perspectives.
- **Presentational: Deliver formal oral and written presentations expressing personal beliefs and social critiques; support claims with textual and cultural evidence.**

GOAL AREA 2: Cultures

- **Practices to Perspectives:** Investigate how Italians express civic identity through protest, political engagement, and public discourse.
- **Products to Perspectives:** Examine how Italian literature, film, and art reflect attitudes toward justice, freedom, and activism.

GOAL AREA 3: Connections

- **Making Connections:** Deepen understanding of political theory, social movements, and civil rights by engaging with Italian-language sources.
- **Acquiring Diverse Perspectives: Compare different cultural and ideological viewpoints regarding civil liberties and the role of government.**

GOAL AREA 4: Comparisons

- **Language Comparisons:** Analyze how Italian uses the subjunctive mood and compare to students' native language structures.
- **Cultural Comparisons: Explore similarities and differences between Italian and American values related to law, justice, and activism.**

GOAL AREA 5: Communities

- **School and Global Communities:** Apply understanding of Italian civic and political perspectives to real-world issues and current events.
- **Lifelong Learning:** Develop intercultural insights and global awareness through the exploration of political expression and ethical beliefs in Italy.

The following Course Goals derive from the ISTE Standards for Students.

ISTE Standards for Students

1. Empowered Learner

- 1.1 **Learning Goals**
 - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
- 1.2 **Digital Age Learning**
 - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- 1.3 **Personalized Learning**
 - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2. Digital Citizen

- 2.1 **Digital Rights and Responsibilities**
 - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- 2.2 **Digital Health and Wellness**
 - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2.3 **Digital Security**
 - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
- 3. Knowledge Constructor**
 - 3.1 **Information Literacy**
 - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
 - 3.2 **Knowledge Construction**
 - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
 - 3.3 **Digital Tools**
 - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- 4. Innovative Designer**
 - 4.1 **Creativity and Innovation**
 - Students create original works or responsibly repurpose or remix digital resources into new creations.
 - 4.2 **Communication and Collaboration**
 - Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- 5. Computational Thinker**
 - 5.1 **Computational Thinking**
 - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
 - 5.2 **Data Analysis**
 - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
- 6. Creative Communicator**
 - 6.1 **Creativity and Innovation**
 - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
 - 6.2 **Digital-Age Communication**
 - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
- 7. Global Collaborator**
 - 7.1 **Digital Citizenship**
 - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- 7.2 **Global Awareness**
 - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
- 7.3 **Ethical Responsibility**
 - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

Unit Essential Questions

Essential Questions – Lezione 4 - *Il Valore delle Idee*

- What role do personal beliefs and values play in shaping political and social actions?
- How do societies define and defend justice, freedom, and human rights?
- In what ways can individuals influence change through activism and civic engagement?
- How do historical and contemporary political movements reflect cultural values and national identity?
- How does the use of language (e.g., rhetoric, persuasive speech) impact the power and spread of ideas?

Unit Scope and Sequence – Lezione 4: *Il Valore delle Idee* (The Value of Ideas)

Key Grammar & Vocabulary:

- Politics and government
- Laws and justice
- Civil liberties and human rights
- Activism and social movements
- Vocabulary related to politics, justice, civil rights, and activism
- Expressions of opinion, doubt, emotion, and necessity using the “*secondo me...*” construction
- Exploring the role of political systems and civic institutions in Italy and beyond
- Analysis of the short film (cortometraggio) *Mare Nostro* exploring justice, conflict, and/or social activism

Key Cultural and Historical concepts and knowledge:

- La Resistenza italiana: Understand the historical significance of the Italian Resistance during World War II and its impact on Italy’s identity, politics, and collective memory.
- The role of Italian politics: Examine how postwar political structures and ideologies (e.g., democracy, fascism, socialism) have shaped modern Italian society.
- Civil rights and personal freedoms: Explore the development of civil rights in Italy and how legal and political systems protect (or limit) individual freedoms.

- Activism and civic engagement: Analyze the role of activism, protests, and political engagement in effecting societal change in Italy and globally.

Interpersonal Communication:

- Engage in spontaneous and extended conversations about political opinions, social justice, and civil rights, expressing agreement, disagreement, and personal beliefs using appropriate vocabulary and present/past tense structures.
- Conduct formal and informal interviews discussing values such as freedom, equality, and justice, asking and responding to questions about political systems, influential leaders, and civic responsibilities.

Presentational Communication:

- Write well-structured opinion essays or argumentative pieces on social or political issues (e.g., voting rights, justice reform), using present and past tense verbs and relevant terminology from the lesson.
- Deliver oral presentations/audio recordings that describe personal viewpoints or summarize historical political events or figures (e.g., *i diritti umani*, *i dittatori*, *la giustizia*), using varied sentence structures, chapter specific vocabulary and persuasive language.
- Create written or spoken narratives that reflect personal experiences or imagined scenarios related to standing up for a cause or witnessing injustice

Interpretive Communication:

- Interpret informational texts and dialogues that explore political structures, civic engagement, and civil rights movements, identifying the main idea, supporting details, and cultural perspectives conveyed in the text.
- Interpret the short film “Mare Nostro”, analyzing the themes of immigration, fear, compassion, and moral responsibility through the visual and emotional language of the cortometraggio. Identify the central conflict and message conveyed by the director, interpreting character reactions, visual symbolism, and setting as tools for social commentary.
- Understand and interpret authentic materials such as political speeches, protest posters, or articles about Italian and global activism, using context clues and cultural knowledge to deepen comprehension.

Unit Assured Assessments: Lezione 4 - il Valore delle Idee

Formative Assessments: Lezione 4 - il Valore delle Idee

Students will have a variety of in-class and out-of-class formative assessments aligned with the themes of justice, freedom, civic responsibility. These activities reinforce vocabulary, grammar, and cultural analysis through multiple communication modes.

- **In-class written responses**
Based on the lesson's core themes and grammar structures, students will complete writing prompts such as responding to ethical scenarios (e.g., "What should a citizen do if their

rights are violated?"). Expressing personal beliefs about justice and civic duty using phrases such as “Secondo me...”, or “Nella mia opinione...” Writing a reflection after watching the cortometraggio *Mare Nostro*, analyzing the impact of greed and exploitation.

- **In-class spoken responses**

Students will debate civic topics using expressions of doubt, necessity, or opinion (e.g., *È importante...*, *È necessario...*) Students will role-play interviews as political candidates or social activists. Students will participate in class discussions about justice and fairness in both Italian and U.S. society.

- **Online Supersite practice and quizzes**

Through the Supersite or online platform, students will complete practice activities with embedded feedback. These quizzes focus on vocabulary, grammar use, cultural content, and interpretive reading. Students will engage with the online textbook and complete listening, reading, and grammar practice through the Supersite platform. Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.

- **EdPuzzle / Quizlet Live / Kahoot games** – Interactive games will allow students to practice new vocabulary (e.g., *la libertà*, *l'ingiustizia*, *i diritti umani*) and grammatical structures with real-time feedback.

These formative assessments will be graded as informal assessments, which count for 30% of the marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a content grade based on the work submitted reflecting the accuracy, effort, and use of target language. Students will complete approximately 10-15 formative assessments per marking period, all designed to reinforce communicative skills, cultural understanding, and linguistic competence in Italian.

Summative Assessments: Lezione 4 - il Valore delle Idee (The Value of Ideas)

Components in the Summative Assessment

Interpretive Task

- Students analyze an authentic or adapted Italian text on a theme such as activism, justice, or political thought (e.g., news articles, excerpts from *Mare Nostro*, or historical documents).
- Students listen to authentic or semi-authentic media (e.g., interviews with political figures, short news reports, or civic campaign videos), then answer comprehension and inference-based questions.
- Include multiple choice, short answer, and vocabulary-in-context questions assessing both literal and interpretive understanding.

Interpersonal Task

- Students participate in peer dialogue or one-on-one interviews with teachers on the topic of civic values, current social or political issues, personal views on justice and activism.
- Students will support ideas and respond to opposing views on lesson topics.

Presentational Speaking Task

- Students prepare and deliver a 2–3 minute oral presentation (individual or pair) on a political or civic issue students care about, using advanced grammar and political vocabulary.

Presentational Writing Task

- Students write an essay responding to a cultural prompt such as: *"What is the role of justice in a democratic society?"* or *"How can young people bring about political change?"*
- Students will record an oral version of their written response in the Language Lab, demonstrating both written and spoken presentational skills.
- Students will write and present a persuasive speech (in groups or individually) on a civic issue they care about. The speech must include advanced grammatical structures, political vocabulary, and cultural references from class (e.g., from *Mare Nostro* or other relevant readings). Presentations may be recorded in the Language Lab or performed live in class in small groups.

Resources

Core

- Vista Higher Learning textbook **Immagina 2nd Edition**
- Vista Higher Learning Supersite **Immagina 3d edition**

Supplemental:

- *Italian Verb Drills, Premium Fifth Edition.* Paola Nanni-Tate. McGraw Hill. Fifth Edition
- *Conversational Italian Dialogues: Over 100 Italian Conversations and Short Stories.* Lingo Mastery.
- *Ace the AP Italian Language and Culture Exam, 4th Edition.* Edizioni Farinelli 2017.
- *RAI Cultura / RAI Scuola Website:* raicultura.it. Videos, interviews, and programs on Italian society, politics, and migration.

Time Allotment

- Approximately 6-7 Weeks

Lezione 7

Le scienze e la tecnologia (Science & Technology)

Unit Goals

At the completion of this unit, students will be able to:

- Talk about scientific innovations and technological advances
- Express and support opinions about the impact of science and technology on society
- Use the future tense to describe upcoming developments or personal plans
- Use the conditional tense to hypothesize about scientific discoveries or ideal innovations
- Understand and interpret written and spoken texts related to scientific ethics, inventions, and digital culture
- Use vocabulary related to computers, communication, research, and the digital world
- Engage in discussions about ethical dilemmas in science and technology using appropriate expressions and grammar

Standards:

At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

GOAL AREA 1: Communication

- **Interpersonal: Engage in conversations about scientific and technological innovations and their impact on daily life and society; ask and respond to questions about ethical issues in science and technology; express opinions, agree/disagree, and justify positions using subjunctive and conditional tenses.**
- **Interpretive:** Interpret articles, infographics, and videos related to science, health, space exploration, and digital culture; analyze authentic texts and media to identify the purpose, perspective, and cultural implications of technological advancements.
- **Presentational: Deliver oral and written presentations on topics such as medical innovations, artificial intelligence, or the ethics of technology; use formal structures and vocabulary to present hypotheses, express uncertainty, and cite evidence.**

GOAL AREA 2: Cultures

- **Practices to Perspectives:** Investigate how Italians interact with science and technology in daily life (e.g., digital habits, medical systems, space research), and explain how these practices reflect deeper values such as innovation, caution, and the preservation of human connection in an increasingly digital world.
- **Products to Perspectives:** Analyze how Italian literature, film, journalism, and media portray scientific and technological progress, and evaluate how these products reflect

societal attitudes toward ethics, change, and the balance between tradition and innovation.

GOAL AREA 3: Connections

- **Making Connections:** Integrate Italian into STEM-related learning by exploring scientific advancements, ethical debates in medicine, and the role of technology in education and communication; produce interdisciplinary projects that connect science, culture, and language.
- **Acquiring Diverse Perspectives:** Investigate global issues such as digital privacy, artificial intelligence, or medical innovation using authentic Italian sources; compare how Italian and international media, scientists, and the public respond to technological progress and its impact on society.

GOAL AREA 4: Comparisons

- **Language Comparisons:** Reflect on how Italian expresses technological and scientific concepts compared to English; examine the use of formal vs. informal registers in scientific discourse, and compare grammatical structures such as the passive voice, the subjunctive in hypotheses, and specialized vocabulary.
- **Cultural Comparisons:** Analyze Italian and American attitudes toward innovation, scientific research, and ethical dilemmas in technology; evaluate how societal values shape public discourse around medical advances, environmental responsibility, and the use of digital tools in daily life.

GOAL AREA 5: Communities

- **School and Global Communities:** Use Italian to investigate and discuss technological advances and scientific developments through virtual collaborations, interviews with professionals, or community outreach projects; connect with STEM-related guest speakers or participate in science-focused cultural events.
- **Lifelong Learning:** Reflect on the role of science and technology in everyday life; explore how Italian proficiency can support future careers in STEM fields, study abroad programs, or international research opportunities.

The following Course Goals derive from the ISTE Standards for Students.

ISTE Standards for Students

1. Empowered Learner

- 1.1 **Learning Goals**
 - **Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.**
- 1.2 **Digital Age Learning**
 - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- 1.3 **Personalized Learning**
 - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 2. Digital Citizen**
 - 2.1 **Digital Rights and Responsibilities**
 - **Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.**
 - 2.2 **Digital Health and Wellness**
 - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
 - 2.3 **Digital Security**
 - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
- 3. Knowledge Constructor**
 - 3.1 **Information Literacy**
 - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
 - 3.2 **Knowledge Construction**
 - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
 - 3.3 **Digital Tools**
 - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
- 4. Innovative Designer**
 - 4.1 **Creativity and Innovation**
 - Students create original works or responsibly repurpose or remix digital resources into new creations.
 - 4.2 **Communication and Collaboration**
 - **Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.**
- 5. Computational Thinker**
 - 5.1 **Computational Thinking**

- **Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**
 - **5.2 Data Analysis**
 - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
- 6. Creative Communicator**
 - **6.1 Creativity and Innovation**
 - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
 - **6.2 Digital-Age Communication**
 - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
- 7. Global Collaborator**
 - **7.1 Digital Citizenship**
 - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
 - **7.2 Global Awareness**
 - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.**
 - **7.3 Ethical Responsibility**
 - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

Unit Essential Questions - Lezione 7: *Le scienze e la tecnologia* (Science & Technology)

1. How do science and technology shape our future?
2. What ethical responsibilities come with these advances?

Unit Scope and Sequence - Lezione 7: *Le scienze e la tecnologia* (Science & Technology)

Key Grammar & Vocabulary:

- Vocabulary related to science, technology, inventions, computers, and digital communication
- Use of the future tense to describe upcoming scientific discoveries and personal plans
- Use of the conditional tense to express hypothetical situations and possibilities in science and technology
- Discussing the ethical implications of scientific advancements and technology in society
- Reading and interpreting authentic texts on topics such as innovation, research, and digital culture

- Listening comprehension activities and authentic media involving discussions or interviews about technology's impact
- Engaging in spoken dialogues and debates about the benefits and challenges of new technologies
- Writing exercises focused on expressing opinions about scientific progress and ethical responsibilities
- Cultural exploration of Italy's contributions to science and technology and comparisons to other countries

Key Cultural and Historical concepts and knowledge:

- Contemporary Scientific Advancements in Italy: Explore modern research and technological developments in Italy, including advances in robotics (e.g., *Istituto Italiano di Tecnologia*), biomedical research, and environmental sustainability.
- The Ethical Debate Surrounding Technology: Analyze cultural attitudes in Italy regarding ethical questions tied to artificial intelligence, genetic modification, and data privacy. Compare Italian perspectives with those of other countries.
- Technology in Italian Daily Life: Investigate how Italians use technology in education, communication, and transportation.
- Discuss generational differences in technology use and the influence of regional disparities (urban vs. rural access).
- Media and Innovation in Italy: Explore the evolution of digital media, film production, and the role of Italian innovation in communications
- Globalization and the Italian Tech Industry: Evaluate Italy's role in the European tech market, its participation in EU-funded science initiatives, and the global impact of Italian-designed technologies and inventions.

Interpersonal Communication:

- Participate in discussions about current technological advances and their impact on daily life, education, health, and society in both Italy and the United States.
- Engage in debates or partner conversations about ethical issues in science and technology (e.g., artificial intelligence, genetic research, privacy, surveillance).
- Interview classmates about their use of technology and attitudes toward digital innovation in education, communication, and health care.
- Collaborate on problem-solving tasks such as proposing sustainable tech solutions for societal or environmental issues, using targeted vocabulary and grammar
- Express and support personal opinions about the role of science and innovation in modern life, using appropriate discourse strategies, transitional phrases, and thematic vocabulary.
- Role-play scenarios such as speaking at a science expo, defending a controversial scientific project, or working as a journalist interviewing a scientist about their discoveries.

Presentational Communication:

- Deliver structured oral presentations or speeches on a scientific breakthrough, emerging technology, or environmental innovation, using specialized vocabulary and advanced grammar.
- Create and present multimedia projects or slideshows comparing Italian and global advancements in science and technology, incorporating authentic images, articles, or video clips.
- Write a well-organized article, report, email or blog post that explains the societal impact of a scientific discovery, expressing cause and effect and offering personal opinions or evaluations.
- Compose persuasive or argumentative essays on ethical issues related to science and technology (e.g., AI, genetic engineering, sustainability), citing cultural examples from Italian sources or media.

Interpretive Communication:

- Analyze authentic Italian texts, articles, and reports on scientific topics such as renewable energy, medical advances, or digital innovation, identifying main ideas, supporting details, and cultural perspectives.
- Interpret multimedia materials including interviews, documentary clips, or news segments about technological developments and their societal implications.
- Evaluate diverse viewpoints presented in Italian media regarding ethical issues like privacy, artificial intelligence, and environmental responsibility.
- Use contextual clues and prior knowledge to infer meaning of specialized vocabulary and complex grammatical structures (e.g., subjunctive, passive voice) in authentic materials.
- Summarize and synthesize information from multiple Italian sources to understand broader themes related to science, technology, and culture.

Unit Assured Assessments

Formative Assessments:

Students will have a variety of in-class and out-of-class formative assessments aligned with the language structures and thematic content of Lezione 7 - le scienze e la tecnologia. These assessments focus on vocabulary acquisition, grammatical mastery, and cultural analysis related to the field of work. These will include:

- **In-class written responses**
Students will be given writing prompts such as describing a scientific invention, explaining how technology impacts daily life, or hypothesizing about future scientific discoveries using the future and conditional tenses.
- **In-class spoken responses**
Students will participate in pair or small group discussions about their opinions on ethical issues in technology, role-play interviews about their ideal invention, or debate the pros and cons of technological advances.

- **Online Supersite practice and quizzes**
Students will access additional practice and study materials via the online textbook's Supersite platform to deepen their understanding of vocabulary, grammatical structures like the future and conditional tenses, and cultural content. Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.
- **Quizlet Live / Kahoot/Edpuzzle**
Interactive in-class games will allow students to practice new vocabulary and grammatical structures in real-time with immediate feedback, enhancing retention and engagement.

These formative assessments will be graded as informal assessments, which count as 30% of their marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a content grade based on the work submitted reflecting the accuracy, effort, and use of target language. Students will complete approximately 10–15 formative assessments per marking period, all designed to reinforce communication skills, cultural understanding, and linguistic competence in Italian.

Summative Assessments

These summative assessments will count for 60% of the marking period grade.

The summative will evaluate students' mastery of vocabulary, grammar, interpretive skills, and cultural understanding related to science and technology. It integrates all three communicative modes: interpretive, interpersonal, and presentational.

Components of Summative Assessment

Interpretive Task

- Students will analyze authentic Italian texts, multimedia, and the *Lezione 7* cortometraggio "*L'età del fuoco*" along with clips from the film *Big Hero 6*.
- Comprehension questions will assess understanding of main ideas, vocabulary, cultural context, and ethical issues related to science and technology.

Interpersonal Task

- Students engage in dialogues or interviews discussing technological innovations, ethical dilemmas, and their imagined inventions.
- Emphasis on using future and conditional tenses to speculate and hypothesize.

Presentational Speaking Task

- Students prepare and deliver a 3–5 minute multimedia presentation proposing a new invention or technological solution to a current societal problem.
- Presentations must include ethical considerations and use unit vocabulary and grammar structures accurately.

Presentational Writing Task

- Students write a formal essay or report discussing the impact of a scientific breakthrough or technology, integrating cultural insights and grammatical accuracy.
- Writing will reflect on advantages, disadvantages, and ethical implications.

Vocabulary Quiz Lesson A

A vocabulary based assessment, which assesses students' ability to use newly learned vocabulary related to scientific fields, inventions, and technology.

Grammar Quiz Lesson

A vocabulary based assessment, which assesses students' ability to correctly use the future tense and expressions of time related to science and technology.

Vocabulary Quiz Lesson B

A vocabulary based assessment, which assesses students' mastery of vocabulary associated with digital communication, research, and ethical issues in technology as it relates to the Lezione 7 cortometraggio entitled “*L'eta' del fuoco*”.

Grammar Quiz Lesson B

A grammar based assessment, which assesses students' understanding of the conditional tense and its use with chapter themed vocabulary which assesses theoretical statements about scientific discoveries and technological possibilities.

Unit Project

For this unit project, students will design a multimedia presentation imagining a new invention or technological innovation that addresses a current societal problem. They will prepare both a written proposal and an oral presentation explaining the invention's benefits and ethical considerations.

Skills-Based Exam

Presentational writing exam where students will compose an essay or report discussing the impact of a specific technology or scientific breakthrough, outlining its advantages and potential ethical challenges. This skills-based exam will incorporate knowledge of the Lezione 7 Cortometraggio *L'eta' del fuoco* and the film *Big Hero 6*.

Resources

Core

- Vista Higher Learning textbook **Immagina 2nd Edition**
- Vista Higher Learning Supersite **Immagina 3d edition**

Supplemental:

- *Italian Verb Drills, Premium Fifth Edition. Paola Nanni-Tate. McGraw Hill. Fifth Edition*
- *Conversational Italian Dialogues: Over 100 Italian Conversations and Short Stories. Lingo Mastery.*
- *Ace the AP Italian Language and Culture Exam, 4th Edition. Edizioni Farinelli 2017.*
- Film: *Big Hero 6*. Conli, R. (Producer), Hall, D. & Williams, C. 2014 Walt Disney Animation Studios

Time Allotment

- Approximately 6-7 Weeks

CREDIT

One credit in World Language
One class period for a full school year - one drop per 8 drop 2 cycle.

PREREQUISITES

Successful completion of Italian III

CURRENT REFERENCES

- Vista Higher Learning textbook **Immagina 2nd Edition**
- Vista Higher Learning Supersite **Immagina 3rd edition**

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- World Language Presentational Speaking Rubric
- World Language Interpersonal Speaking Rubric
- World Language Level of Engagement Rubric
- TPS Vision of the Graduate Rubric Skill Rubric: Communication Gr 9-12
- TPS Vision of the Graduate Rubric Skill Rubric: Collaboration Gr 9-12
- TPS Vision of the Graduate Rubric Skill Rubric: Critical Thinking/Problem Solving Gr 9-12

Reading Rubric Trumbull High School School-Wide

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/straight forward 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_____	Student is able to exceptionally interpret 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	Student is able 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	Student is able to interpret text by : - Guided reflection and/or revision of initial understanding - Summarizing some main ideas of text - Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : - 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_____	Insightfully evaluates the text by one or more of the following elements: - Critical analysis to create a conclusion supported by the text - Perceptive judgments about the quality of the text - Synthesis of text - Express a personal opinion.	Evaluates the text by one or more of the following elements: - critical analysis to form a conclusion from the text - thoughtful judgments about the quality of the text - Evaluation of text to express personal opinion(s)	A general evaluation of the text by one or more of the following elements: - Forms a superficial conclusion from the text - Assesses the quality of the text - Uses text to express personal opinion(s)	Struggles to evaluate the text by any of the following elements: - Forming a conclusion from the text - Assessing the quality of the text - Using text to express personal opinion(s)

Writing Rubric Trumbull High School School-Wide

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	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

Presentation Speaking Rubric
World Language Department Specific

	4 Exemplary	3 Goal	2 Working Towards Goal	1/0 Needs Support
Purpose concentrates on: task requirements	Establishes and maintains a clear purpose. Demonstrates an insightful understanding of audience and task	Establishes and maintains a purpose. Demonstrates an accurate awareness of audience and task	Establishes a purpose. Demonstrates an awareness of audience and task	Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Topic Development concentrates on: thoroughness, organization, accuracy	Relevant, accurate, well developed, well organized, and richly detailed	Relevant , accurate, organized, and detailed	Somewhat irrelevant, limited accuracy, some organization, and limited details	Irrelevant , inaccurate, and lacks organization and details
Language Use and Structure concentrates on: target language, vocabulary, grammar	Highly effective use and control of level appropriate structures	Effective use of level appropriate structures	Some use of level appropriate structures	Limited or no use of simple structures
Delivery concentrates on: comprehensibility and overall public speaking skills	Articulate expression, pronunciation, and intonation. Clear voice, engaging presence	Ease of expression. Mostly accurate pronunciation and intonation. Clear voice	Some hesitation. Some inaccurate pronunciation and intonation	Much hesitation. Little to no fluency
Other _____				

Interpersonal Speaking Rubric
World Language Department Specific

	4 Exemplary	3 Goal	2 Working Toward Goal	1/0 Needs Support
Vocabulary concentrates on: chapter-related, situationally appropriate words, phrases, expressions	Broad range of topic related vocabulary and expressions, showing advanced, highly effective use of vocabulary	Appropriate, accurate and effective use of topic related vocabulary and expressions	Some appropriate and competent use of topic related vocabulary and expressions	Limited competency and use of topic related vocabulary and expressions Interference from another language.
Task concentrates on: fulfillment, elaboration, context appropriate	Insightfully fulfills the task with vivid details	Fulfills the task and performed what was asked.	Fulfills tasks with fewer details than what was asked	Fulfills the task with little to no details
Delivery concentrates on: fluency, timing, pronunciation	Pronunciation and intonation are excellent . Student speaks clearly. Confident ease of expression throughout.	Pronunciation is effective . Student speaks clearly. Mostly confident ease of expression throughout.	Pronunciation is adequate . Student speaks with hesitation but with some clarity. Some confident ease of expression throughout.	Pronunciation is inadequate and/or incorrect. Limited ease of expression throughout
Comprehensibility concentrates on: clarity of message	Can be easily understood by the listener, the message is clear	Can be understood by the listener, the message is mostly clear	Can be somewhat understood , the message is partially clear	Can be understood only with great effort , the message is not clear
Language Use and Structure concentrates on: grammar, accuracy, syntax	Demonstrates a highly effective use of standard speaking practices that enhances communication.	Demonstrates effective use of standard speaking practices. Errors do not detract from communicative meaning.	Demonstrates some appropriate use of standard speaking practices. Errors detract from communicative meaning.	Demonstrates limited use of standard speaking practices. Contains errors that make it very difficult to determine communicative meaning.
Other: _____				

**Level of Engagement Rubric
World Language Department Specific**

Topic	4	3	2	1
Use of target language (TL)	Always attempts to express oneself in TL before using English	Usually attempts to express oneself in TL before using English	Occasionally attempts to express oneself in TL before using English	Rarely attempts to express oneself in TL before using English
Interactive participation - on task - group work/pair work,/Teacher (T) - listening - raising hands	Always on task - Always actively participates with partner(s)/T - Always listens attentively - Always attempts to respond to questions/class discussion	Usually on task - Usually actively participates with partner(s)/T - Usually listens attentively - Usually attempts to respond to questions/class discussion	- Occasionally on task - Occasionally actively participates with partner(s)/T - Occasionally listens attentively - Occasionally attempts to respond to questions/class discussion	- Rarely on task - Rarely actively participates with partner(s)/T - Rarely listens attentively - Rarely attempts to respond to questions/class discussion
Responsibility for learning - class materials - extra help - outside reading etc.	- Always brings required materials to class - Always asks for assistance if needed - Always initiates independent learning	- Usually brings required materials to class - Usually asks for assistance if needed - Usually initiates independent learning	- Occasionally brings required materials to class - Occasionally asks for assistance if needed - Occasionally initiates independent learning	- Rarely brings required materials to class - Rarely asks for assistance if needed - Rarely initiates independent learning
Attendance/promptness	- Always arrives on time to class - Always ready to fulfill assigned opening task - All absences are excused	- Usually arrives on time to class - Usually ready to fulfill assigned opening task - All absences are excused	- Occasionally arrives on time to class - Occasionally ready to fulfill assigned opening task -Absences are generally excused	- Rarely arrives on time to class - Rarely ready to fulfill assigned opening task -Absences are rarely excused
Behavior/civility - electronic devices - following directions - respectful of others - obeys classroom and school rules	- Always displays positive behavior in the classroom - Always respectful of others - Always follows school and classroom rules	- Usually displays positive behavior in the classroom - Usually respectful of others - Usually follows school and classroom rules	- Occasionally displays positive behavior in the classroom - Occasionally respectful of others - Occasionally follows school and classroom rules	- Rarely displays positive behavior in the classroom - Rarely respectful of others - Rarely follows school and classroom rules

TPS Vision of the Graduate Rubrics

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

(Note: VOG Rubrics may be 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