TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Regular Meeting – Tuesday, June 2, 2026, 7:00 p.m./*6:00 Executive Session
Long Hill Administration Building
Agenda

https://us06web.zoom.us/j/82133355600?pwd=wzmN16Nzah28uaXMvHijo2Ip35KmOi.1
Webinar ID: 821 3335 5600 Password: 687230

Join by telephone: (301) 715-8592 / Webinar ID: 821 3335 5600

OR Follow the live meeting on TCTV Trumbull YouTube Page:
https://www.youtube.com/@TCTVTrumbull/streams

I. CALL TO ORDER
***Executive Session**

II. PRELIMINARY BUSINESS
A. Pledge of Allegiance
B. Recognition -CHSCA Basketball Coach of the Year – Buddy Bray
C. Recognition – Board of Education Student Representatives – Danielle Lyon, Naomi Mickens
D. Recognition - Connecticut Association of Boards of Education (CABE) Leadership Awards
E. Recognition – THS National Merit Scholarship Winner – Mitchell Haynes
F. Recognition - We The People Team – Ms. Katie Boland
G. Recognition – Retirements
H. Correspondence – Mrs. Lisa Nuland - Correspondence may be sent to BoardofEd@trumbullps.org
I. Public Comment – The Trumbull Public Schools Board of Education will be allowing Public Comment at the upcoming Board Meeting. If you are interested in speaking during the Public Comment portion of the meeting, please use this form to sign up. We will limit participants to the first **15** individuals that submit the form. Public Comment will be limited to 2 minutes.
J. Superintendent Report
K. Board Chairman Report
L. Teacher Board Representative Report

III. REPORTS/ACTION ITEMS
A. Approval/Minutes
- BOE Regular Meeting of May 19, 2026

B. Personnel Report
C. Approval/Superintendent & Non-Affiliates' Increases – Dr. Semmel, Berchem Moses PC, Mr. Chella
D. Facilities Update – Mrs. Nuland, Mr. Dion
E. Curriculum Committee Update - Mrs. Petitti
Curriculum - Dr. Iwanicki
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

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

F. Policy Committee Update – Mrs. Squiccimarro
Policies – Second Reading – Dr. Iwanicki
a. Policy 1180: Memorials for Deceased Students or Staff: A New Policy
b. Policy 5125: Confidentiality and Maintenance of Student Records: Revisions Needed

G. Finance Committee Update – Ms. McNamee
- Approvals/Financials as of April 30, 2026 - Mrs. Pierce

IV. RECEIVE AND FILE
- Negotiations

V. OTHER

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – June 2, 2026

Agenda Item II-B

Recognition:
CHSCA Basketball Coach of the Year – Buddy Bray

Trumbull High's Boys Basketball Coach, Buddy Bray, was awarded the Connecticut High School Coaches' Association Coach of the Year award at this year's Boys Basketball All State Banquet.

Recommendation: Recognize and commend

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – June 2, 2026

Dr. Semmel

Agenda Item – II-C

Recognition/2025-2026 Board of Education Student Representatives

Trumbull High School seniors Danielle Lyon and Naomi Mickens are commended for their contributions to the Board of Education and the community as Board of Education student representatives throughout the 2025-2026 school year.

Danielle and Naomi have provided significant reports on the many student activities and achievements that are sources of pride for the Trumbull Public Schools. We wish them well in all of their post-high school endeavors.

Recommendation:

Recognize and commend.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – June 2, 2026

Dr. Semmel, Mrs. Timpanelli

Agenda Item – II-D

Recognition – Connecticut Association of Boards of Education (CABE) Leadership Awards

The Connecticut Association of Boards of Education (CABE) Student Leadership Awards program was developed to give local Boards of Education the opportunity to recognize student achievement and potential.

Two Trumbull High School, two Hillcrest Middle School, and two Madison Middle School students were selected for this award as a result of their leadership qualities as defined by the following criteria established by CABE:

- Willingness to take on challenges
- Capability to make difficult decisions
- Concern for others
- Ability to work with others
- Willingness to commit to a project
- Diplomacy
- Ability to understand issues clearly
- Ability to honor a commitment

Administrative Recommendation:

Recognize and commend the following CABE Student Leadership Award winners:

- ❖ Danielle Lyon – Trumbull High School
- ❖ Naomi Mickens – Trumbull High School
- ❖ Vera Nguyen - Hillcrest Middle School
- ❖ Andrew Sulzycki - Hillcrest Middle School
- ❖ Mia Lorant - Madison Middle School
- ❖ Uzair Shaik - Madison Middle School

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – June 2, 2026

Agenda Item II-E

Recognition:

Trumbull High School National Merit Scholarship Winner – Mitchell Haynes

Trumbull High School Senior, Mitchell Haynes, has been named a Winner of one of the scholarships through the National Merit Scholarship program. The National Merit Scholarship Corporation will be awarding Mitchell a $2,500 scholarship. This is based upon academic record, including difficulty level of subjects studied and grades earned; scores from the Preliminary SAT/National Merit Scholarship Qualifying Test; contributions and leadership in school and community activities; an essay written by the Finalist.

By the conclusion of the National Merit Scholarship 2026 program, Trumbull High School had one student who earned the title of "Merit Scholar". Please join us in congratulating Mitchell Haynes.

Recommendation: Recognize and commend

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – June 2, 2026

Agenda Item II-F

Recognition:

THS - We The People Team

On January 24, 2026, Trumbull High School's We the People: The Citizen and the Constitution team claimed its 30th State Championship at the Old State House in Hartford, the program's 14th title under the direction of coach Katie Boland. The team subsequently traveled to Washington, D.C., for the National Finals, held April 16 - 20, where they advanced to the elite Top Ten round and finished 8th in the nation, a distinction earned by only a handful of teams in the entire country. It is the kind of result that speaks to the students' dedication, their intellectual depth, and their genuine passion for the Constitution and what it means.

In addition to this team recognition, coach Katie Boland received the 2026 Street Law Classroom Champion Award on May 6th in Washington, D.C., a national honor recognizing outstanding educators who make law and civic engagement meaningful and accessible for students. It is a distinction that reflects the same dedication she brings to the We the People program every day.

Recommendation: Recognize and commend

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, June 2, 2026 Dr. Semmel

Agenda Item II-G Recognition – Retirements

The Administration and Board of Education would like to honor this year's retirees and wish them well:

Booth Hill Elementary School	Rhonda Anderson
Booth Hill Elementary School	Robin Redgate
Frenchtown Elementary School	Anna Marie Caiola
Frenchtown Elementary School	Olga Caruso
Frenchtown Elementary School	Anne McMenamey
Hillcrest Middle School	Ann Marie Casey
Hillcrest Middle School	Zbigniew Jusiak
Hillcrest Middle School	Adam Watsky
Jane Ryan Elementary School	Cheryl Ragonese
Jane Ryan Elementary School	Anthony Roma
Jane Ryan Elementary School	Mark Smith
Long Hill - Curriculum	Cathy Bostley
Long Hill - Superintendent's Office	Lauren Butler
Long Hill - Maintenance	Albert Dancho
Madison Middle School	Laura Cadavid
Madison Middle School	Maura Curtis
Madison Middle School	Anna Lage
Madison Middle School	David Parise
Middlebrook Elementary School	Deirdre Cerulli
Middlebrook Elementary School	Debbie Golfis
Middlebrook Elementary School	Freda Katsetos-Stanton
Middlebrook Elementary School	Kimberly Moore
Middlebrook Elementary School	Silvia Toth
Tashua Elementary School	Ann Eisdorfer
Tashua Elementary School	Elaine Farr
Tashua Elementary School	Karen Smith
TECEC	Christine Austin
TECEC	Ellen Miller
TECEC	Sandra Schneider
Trumbull High School	Doreen Shevlin
Trumbull High School	Alice Skelton
Trumbull High School	Michael Margonis

Recommendation: Recognize and commend.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – June 2, 2026

Dr. Semmel

Agenda Item – III-A

Approval/Minutes

- BOE Regular Meeting of May 19, 2026

Recommendation:

Approve the minutes of the above noted meeting.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT
Long Hill Administration Building
Regular Meeting – May 19, 2026, 7:00 p.m.
Minutes

The Trumbull Board of Education met for a Regular Meeting at the Long Hill Administration Building.

Members present:
L. Timpanelli - Chairman
M. Petitti – Vice Chair
L. Nuland - Secretary
C. Bandecchi - arrived at 7:15 p.m.
S. Hepburn-James
J. McNamee
A. Squiccimarro

Members absent:
T. McGee

Agenda Item I—Call to Order
The meeting was called to order at 7:00 p.m.

Agenda Item II—Preliminary Business

A. Salute to the Flag - The Public Session began with a salute to the Flag.

B. Correspondence – Mrs. Nuland reported: Tina Facey shared her disappointment that three-tiered busing system did not pass. Lisa-Marie Lohse thanked us for leaving the two-tier bus system. Catherine Mulvihill had an issue with the busing survey. Cat Ko inquired about late school start times. Nicholas Banks, TEA President, voiced concerns and reminded all of the harm of online harassment. Katie Boland, advisor to We The People, advocated for maintaining program funding. Mai Malkawi-Alali wrote to request earlier elementary stepping forth ceremonies.

C. Public Comment
The following people spoke: Students Jude Magnotti and Elias Eid spoke about the valuable life lessons gleaned from participating on the We The People team. Jonathan Dizney expressed his disappointment that the three-tiered busing proposal did not pass. Rachelle Giordano spoke about the adverse impacts on not fully funding the budget. Sarah Broas said that we need to pass a budget that keeps our students as the top priority. Leyla Fayyaz and Electra Ferriello stressed that Trumbull parents want smaller class sizes.

D. Superintendent Report - Dr. Semmel
- Dr. Semmel worked with the Board of Education to identify budget reductions designed to minimize the impact on teaching and learning. However, it is important for the public to understand that addressing a $2.9 million budget gap necessitated the implementation of a number of difficult cost savings reductions.
- Recently, Dr. Semmel attended the 20th anniversary celebration at TECEC, as well as the K–12 Art Show, which showcased and celebrated the talents of TPS artists and musicians.

- We are looking forward to honoring the We the People team at the June 2, 2026, BOE meeting, the team recently placed 8th at the national competition. We commend these students for their dedication and outstanding achievement.

E. Board Chairman Report – Mrs. Timpanelli yielded the floor to Nedda Carrano, who offered farewell remarks as she concluded her time serving as the BOE's teacher representative and thanked the Board for the opportunity to serve. John Congdon will resume the role of TEA Board Representative.

F. Student Board Representatives Report - Danielle Lyon and Naomi Mickens reported: **TECEC:** TECEC turns 20, Preschool Olympics on May 21, Communication Disorders Awareness Month. **Frenchtown:** Month of Kindness with activities including sidewalk chalk art, thank-you notes, and a schoolwide kindness chain. Fifth graders attended a bowling night, "One School, One Story" reading program, Smarter Balanced testing, NGSS exams for fifth graders, music concerts on May 20, Memorial Day Parade on May 25, and Field Day on May 29. **Middlebrook:** recognizes Mrs. Russo as Teacher of the Year and Mrs. Ray as Paraeducator of the Year. Smarter Balanced assessments, staff appreciation week. **Tashua:** "One School, One Read" program, Kindergarten students celebrated the hatching of classroom chicks, "Supplies to Please" fundraiser. **Daniels Farm:** Final Mile Event, Celebration of the Arts on May 15th. **Jane Ryan:** TuTu Day, Grade 2 Change Makers Presentation, field day, the town's Memorial Day Parade, Spring Concert on May 27. **Booth Hill:** District Battle of the Books, in-school field trip with the Trumbull Nature Center. **Madison:** 8th Grade "Lock In", performances from the band, jazz band, chorus, and Madison Singers. Mental Health Awareness Month and celebrating student achievements, including 7th grader Amela Huang. **Hillcrest:** District Art Show held at THS on May 14 and recognized Arna Kalidini for receiving an Award of Excellence in the National PTA Reflections contest, lock-in event at the Shelton Sports Center. **THS:** AP testing, Freshman Social, Awards Ceremony on May 26, Scholarship Night on May 27, and graduation on June 12, BICEN placed 8th in the National We the People competition, annual talent show - the proceeds went to Trumbull LivFree and My Friend Abby, Advisory Day, food truck wars, cap and gown distribution, Senior trip to Six Flags on May 28 and Senior Prom is Friday, May 29.

<u>Agenda Item III—Reports/Action Items</u>

A. Approval/Field Trips

1. Mr. Eric August presented the trip to the Empire Atlanta Mock Trial Competition on October 1, 2026 - October 6, 2026. Funding for this trip is provided through parents, student fund raising, grants from ACE ($2,500.00) and potentially B.E.I.

It was moved (McNamee) and seconded (Hepburn) to approve the Empire Atlanta Mock Trial Competition trip from October 1-6, 2026, as presented. Vote: Unanimous in favor.

2. Mr. Joshua Murphy presented the THS Marching Band trip to Universal Studios in Orlando, FL on February 18, 2027, to February 22, 2027. Funding for this trip is provided through parents and student fundraising

It was moved (Petitti) and seconded (Hepburn) to approve the THS Marching Band trip to Universal Studios in Orlando, FL from February 18-22, 2027, as presented. Vote: Unanimous in favor.

B. Approval/Minutes
- BOE Regular Meeting of May 5, 2026

It was moved (Squiccimarro) and seconded (Nuland) to approve the minutes of the BOE Regular Meeting of May 5, 2026, as presented. Vote: Unanimous in favor.

C. Personnel
Dr. Semmel reported two certified resignations:

Marone, Charlotte; grade 5 teacher at Jane Ryan Elementary School since August 2016, resigning effective June 30, 2026.

Margonis, Michael; social studies teacher at Trumbull High School since August 2005, retiring effective June 30, 2026.

It was moved (Petitti) and seconded (Hepburn) to accept the certified resignations as presented. Vote Unanimous in favor.

Dr. Semmel reported one request for Leave of Absence:

Marsillio, Megan, grade 2 teacher at Tashua Elementary School since August 2012, is requesting a personal leave of absence without pay for the 2026-27 school year. This request complies with the Trumbull Board of Education Leave of Absence Policy, 4150.

It was moved (Nuland) and seconded (McNamee) to approve the Leave of Absence for Megan Marsillio without pay for the 2026-27 school year as presented. Vote Unanimous in favor.

D. Approval/Interschool Food Services Agreement - Aspire
Mr. Christopher Molyneux and Mrs. Alison Pierce presented a proposed agreement with Aspire to provide lunches. This does not increase district FTEs or cost to the Food Service Department. The agreement will result in increased profit for TPS.

It was moved (McNamee) and seconded (Petitti) to approve the Interschool Food Services Agreement (Aspire) as presented. Vote: Unanimous in favor.

E. TECEC Tuition Increase
Dr. Wheeler and Mrs. Pierce presented TECEC tuition in comparison with surrounding towns and facilities. The recommendation is to increase the 2026-2027 TECEC annual tuition from $4500 to $4800.

It was moved (Hepburn) and seconded (Squiccimarro) to approve the tuition increase for TECEC for the 2026-2027 school year from $4500 to $4800 as presented. Vote: Unanimous in favor.

F. Tashua Playground Donation
Mrs. Jen Neumeyer and Mr. Kevin Dion presented the request for the acceptance of the Tashua Elementary School PTA donation of $43,965 to purchase and install a Miracle 6-meter Aquarius net webscape to the Tashua playground.

It was moved (Squiccimarro) and seconded (Bandecchi) to approve the Tashua PTA donation of $43,965 to purchase and install a Miracle 6-meter Aquarius net webscape to the Tashua playground as presented. Vote: Unanimous in favor.

G. 2026-2027 Budget Finalization – Dr. Semmel
Dr. Semmel reviewed the list of proposed reductions to the Board of Education budget totaling $2,928,368, resulting in an approved 2026-2027 budget of $134,844,746.

In summary:

- 6 current teaching positions eliminated
- 2 current support positions at Long Hill eliminated
- Significant reduction to technology budget
- Significant reliance on non-lapsing account

It was moved (Squiccimarro) and seconded (Bandecchi) to approve a net reduction of $2,928,368 to the Board of Education approved 2026-2027 budget as presented. Vote: Unanimous in favor.

H. Policy Committee Update – Mrs. Squiccimarro
Policies – First Reading – Dr. Iwanicki
   a. Policy 1180: Memorials for Deceased Students or Staff: A New Policy
   b. Policy 5125: Confidentiality and Maintenance of Student Records: Revisions Needed

Adjournment
Board Members gave unanimous consent to adjourn the Public Session at 8:45 p.m.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting, June 2, 2026 — Dr. Semmel

Agenda Item III-B — Personnel

Resignations - Certified

Katsetos-Stanton, Freda; grade 1 teacher at Middlebrook Elementary School since August 2003, retiring effective June 30, 2026.

Recommendation: Accept.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – June 2, 2026 Dr. Semmel, Atty. Dugas, Mr. Chella

Agenda Item – III-C Approval/Non-Affiliate Salaries

At this time of the year, the Board of Education reviews and approves the non-affiliated salary increases and/or adjustments for those employees not in a bargaining unit.

The non-affiliated positions are listed with an alignment to corresponding bargaining unit positions. Although each position is unique and has its own distinctive responsibilities, the alignment provides for an appropriate comparison.

Please note the following:

- It has been the intent of both the Administration and the Board to provide these employees with fair and reasonable compensation.

- The designations and recommended percentage increases for those non-bargaining unit employees are predicated on numerous factors as outlined below:

  — The present economic conditions;

  — The current cost of living rate;

  — A review of past salary history of the respective positions, particularly as they compare to other bargaining units;

  — Significant changes in the duties and responsibilities of an existing position;

  — Analysis of the increases and salaries given to other comparable positions and bargaining units;

  — Retaining of staff by remaining competitive with salaries given to comparable positions in other districts, particularly that of an administrative nature; and

  — Maintaining the distinction between members of separate bargaining groups to signify the difference in the level of responsibility and work duties.

The following increases are recommended with the corresponding bargaining unit (**in red**):

Non-Central Office

a. OT/PT (Therapists) (teachers)
Grant these positions an increase of 2.75% (five of these seven positions an increase from $77.43 to $79.56 per hour; one position an increase from $78.70 to $80.86 per hour; and one position an increase from $64.22 to $65.99 per hour).

b. Behavior Analyst (teachers)
Grant these positions an increase of 2.75%; (two of these four positions an increase from $72.14 to $74.12 per hour; and two from $71.07 to $73.02 per hour).

c. Cafeteria Aides (paras)
Grant these positions an increase of 1.50% from $16.94 per hour to $17.19 per hour.

d. Parking Lot Attendant (paras)
Grant this position an increase of 1.50% from $20.34 per hour to $20.65 per hour.

e. Trumbull Public Schools Webmaster (teachers)
Grant this position an increase of 2.75% from $8,926.85 to $9,172.34.

Central Office

a. Payroll & Insurance Manager (UE Supervisors)
Grant this position an increase of 2.75% from $100,150.64 to $102,904.78 per year.

b. Grant the Executive Assistant to the Superintendent (TASS)
an increase of 2.75% from $42.81 to $43.99 per hour.

c. Secretary to the Superintendent (TASS)
an increase of 2.75% from $38.00 to $39.05 per hour.

d. Superintendent of Schools – Grant this position an increase (to be determined from Executive Session).

e. Assistant Superintendent – Grant this position an increase (to be determined from Executive Session).

f. Business Administrator – Grant this position an increase (to be determined from Executive Session).

g. Director of Human Capital & Talent Development – Grant this position an increase (to be determined from Executive Session).

h. Director of PPS – Grant this position an increase (to be determined from Executive Session).

i. Director of Operations – Grant this position an increase (to be determined from Executive Session).

Recommendation: Review, discuss and approve the increases or salaries for the positions identified.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – June 2, 2026 Mrs. Lisa Nuland, Mr. Kevin Dion

Agenda Item III-D Facilities Update:

Update of Facilities walk through and summer projects.

Recommendation: Review and discuss

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting – June 2, 2026

Agenda Item –III-E

Mrs. Petitti
Curriculum Committee Report
Curriculum Committee Meeting – 5.21.26

Recommendation:

Review and Approve

Dr. Iwanicki

Approval/ Curriculum Texts and Guides

Based on the Curriculum Committee's meeting on May 21, 2026, the Board of Education will be asked to review and adopt the following curriculum guide, as noted below:

a. Curriculum Guide Update – *US AP/UCONN Government and Constitutional Studies/ We The People, Gr.12*
b. Curriculum Guide Update – *US Government and Politics AP/UCONN Gr. 11-12*
c. Curriculum Guide Update – *Latin ll ACP, Gr. 10-12*
d. Curriculum Guide Update – *Latin lll ACP, Gr. 11-12*
e. Curriculum Guide Update – *Italian lV ACP, Gr. 12*

Recommended Motions:

- *Motion to approve the updates to the US AP/UCONN Government and Constitutional Studies/ We The People, Gr.12 Curriculum Guide*
- *Motion to approve the updates to the US Government and Politics AP/UCONN Gr. 11-12 Curriculum Guide*
- *Motion to approve the updates to the Latin ll ACP, Gr. 10-12 Curriculum Guide*
- *Motion to approve the updates to the Latin lll ACP, Gr. 11-12 Curriculum Guide*
- *Motion to approve the updates to the Italian lV ACP, Gr. 12 Curriculum Guide*

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, May 21, 2026
Trumbull High School Conference Room

MINUTES

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

Members Present
L. Timpanelli, BOE Chair
J. McNamee, BOE member
L. Nuland, BOE Member
S. Iwanicki, Ed.D. administrative designee

Members Absent
M. Petitti, Curriculum Committee Chair

Attending Presenters
K. Boland, Social Studies Teacher
L. Intemann, Social Studies Department Chair
S. Lavogna-Lye, World Language Department Chair
A. Harkenreader, World Language Teacher
M. Kopstein, World Language Teacher

II. Public Comment ~ No public comments were received.

III. Approve Minutes ~ Mrs. Nuland motioned to table approval of the 4/9/26 curriculum meeting minutes until the next Curriculum Committee meeting, Julia McNamee seconded. The motion passed unanimously.

IV. New Business

A. Curriculum Guide Update – *US AP/UConn Government and Constitutional Studies/ We the People, Grade 12* Social Studies Chair Libbi Intemann and Social Studies teacher Katie Boland presented the additions/updates to the curriculum guide, including the incorporation of "We the People" and "Vision of the Graduate" throughout the updated guide. Ms. McNamee asked about the text books they used (*We the People* and *Center for Civic Education* text books). Ms. Boland also has a small library of books in her classroom. Ms. McNamee also inquired how they handle the last unit (#6) – both Ms. Boland and Ms. Intemann responded by saying that well-balanced opinions are required with no political leanings; students use historical documents and resources to look at the multiple sides of an issue. Dr. Iwanicki

thanked them both for their hard work. Mrs. Timpanelli congratulated Ms. Boland on all of her success with *We the People*. At the end of the meeting, Ms. McNamee motioned to approve the updated *US AP/UConn Government and Constitutional Studies/We the People, Grade 12* curriculum guide and bring it to the full Board for approval, Mrs. Nuland seconded. The motion passed unanimously.

B. Curriculum Guide Update – *US Government and Politics AP/UConn, Gr. 11-12*

Ms. Intemann and Ms. Boland reviewed the revisions which reflect the change in the AP exam since 2019, together with the addition of the *Vision of the Graduate* throughout. Mrs. Timpanelli asked which parts were UConn; Ms. Boland said that UConn is very flexible and they love Trumbull Public Schools! UConn only requests a syllabus. A discussion ensued, including whether or not the course should be full year or remain at one semester. Dr. Iwanicki inquired about the fostering of other teachers who could teacher this course. Ms. Boland said that at least one maybe two other teachers were ECE certified. At the end of the meeting, Ms. McNamee motioned to approve the updated *US Government and Politics AP/UConn, Gr. 11-12* curriculum guide, and bring to the full Board for approval, Mrs. Nuland seconded the motion. The motion passed unanimously.

C. Office of Teaching and Learning: AI committee – Approval of *Perspective of AI Student Survey*

Dr. Iwanicki indicated that more information was needed and asked to have this item tabled. Mrs. Nuland moved to table this item until a future date, Ms. McNamee seconded. The Motion passed unanimously.

D. Latin II ACP (Grades 10-12) and Latin III ACP (Grades 11-12)

World Language Department Chair, Susanna, Lavorgna-Lye, Amy Champagne (Latin Teacher), and Maria Kopstein (Latin Teacher) presented the revisions they made to both Latin II and Latin III ACP courses. The Latin curriculum guides were updated primarily to seamlessly embed the Vision of the Graduate requirements. It was noted that Latin III ACP places slightly less emphasis on reading comprehension compared to the honors level in order to best support student proficiency. A motion was made by Mrs. Nuland to approve the curriculum guide updates for Latin II ACP and Latin III ACP, and bring them to the full Board for approval. The motion was seconded by Ms. McNamee; the motion passed unanimously.

E. Italian IV ACP (Grade 12)

Department Chair, Mrs. Lavorgna-Lye presented the work completed by the department, led by Maria Colón. This course guide provides updated comprehensive cultural and grammatical instruction utilizing the *Immagina* textbook and language lab resources. It is currently run as a combined class with Italian IV Honors due to enrollment distribution, a model that has successfully fostered record numbers of students advancing to AP Italian. After thoughtful discussion, Mrs. Nuland motioned to bring the updated curriculum guide for Italian IV ACP to full Board for approval. The motion was seconded by Ms. McNamee; the motion passed unanimously.

F. Special June Meeting Date Discussion

The committee needs to schedule future meeting dates to review an extensive amount of upcoming wellness curriculum updates. Mrs. Nuland motioned to table the discussion of the June meetings. Ms. McNamee seconded motion was seconded. The motion passed unanimously.

The meeting adjourned at 10:46 a.m.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

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

2026

Curriculum Writing Team

Libbi Intemann	**Social Studies Department Chair**
Katie Boland	**Social Studies Teacher, Trumbull High School**
Susan C. Iwanicki, Ed.D.	**Assistant Superintendent**

AP/UCONN US Government & Constitutional Studies
Grade 12

Table of Contents

Core Values and Beliefs 3

Introduction & Philosophy 3

Course Goals 4

Course Enduring Understandings 9

Course Essential Questions 10

Course Knowledge & Skills 10

Course Syllabus 11

Unit 1: What Are the Philosophical and Historical Foundations of the American Political System?.....13

Unit 2: How Did the Framers Create the Constitution?..... 17

Unit 3: How has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?..... 21

Unit 4: How have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?..... 25

Unit 5: What Rights Does the Bill of Rights Protect?..... 29

Unit 6: What Challenges Might Face American Constitutional Democracy Today?..33

Course Credit 37

Prerequisites 37

Current References 37

Assured Student Performance Rubrics 37

Other Resources 38

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. DesMoines, 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.

- Center for Civic Education, *We the People: The Citizen & the Constitution*, 5th Edition, 2026.

Supplemental Texts

- Amar, Akhil, *The Words That Made Us: America's Constitutional Conversation, 1760-1840*, Basic Books, 2021
- 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*.
- Monk, Linda, *The Bill of Rights: A User's Guide*, Grand Central Publishing, 2018
- Monk, Linda, *The Words We Live By: Your Annotated Guide to the Constitution*, Legacy Literature, 2004.
- 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
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
- Constitutional government
- Democracy
- Forms of government
- Limited government
- Mixed constitution
- Parliament
- 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
- Judicial review
- Delegated powers
- Party system
- Patronage
- Platform
- Political party
- Sedition
- Ticket
- Abolitionists
- Literacy test
- Poll tax
- Secession
- Adversary system
- Inquisitorial system
- Due process of law
- Procedural due process
- Substantive due process
- Fundamental rights
- Incorporation
- Equality of condition
- Equality of opportunity
- Rational basis
- Intermediate scrutiny
- Strict scrutiny
- Separate but equal
- Enfranchisement
- 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
- Enforcement powers
- Federalism
- Gerrymandering
- Implied powers
- Inherent powers
- Trustee theory of representation
- Bill
- Cloture
- Filibuster
- Impeachment
- Lobbying
- Pocket veto
- Power to investigate
- Resolution
- Seniority
- Commander in chief
- Executive order
- Executive power
- Bureaucracy
- Cabinet
- Civil servant
- Independent agencies
- Patronage
- Quasi-judicial power
- Quasi-legislative power
- Advisory opinion
- Appeal
- Appellate jurisdiction
- Jurisdiction
- Landmark decision
- Litigant
- Methods of constitutional interpretation
- Original jurisdiction
- Writ of certiorari
- Initiative
- Local governments
- Police powers
- Recall
- Referendum
- Reserve powers

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
- Classes or categories of individuals
- Economic rights
- Personal rights
- Political rights
- Positive rights
- Negative rights
- Rights
- Compelling state interest
- Established church
- Establishment clause
- Free exercise clause
- Separation of church and state
- Libel
- Slander
- Prior censorship
- Seditious libel
- Time, place, and manner restrictions
- Gag rule
- Public forum
- Right to assemble
- Right to associate
- Right to petition
- Affidavit
- Exclusionary rule
- Probable cause
- Reasonableness
- Search
- Seizure
- Self-incrimination
- Use immunity
- Warrant
- Bail
- Capital punishment
- Cruel and unusual punishment
- Grand jury
- Double jeopardy
- Indictment
- Plea agreement
- 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
- Citizen
- Denaturalization
- Dual national citizenship
- Enlightened self-interest
- *E pluribus unum*
- *Jus sanguinis*
- *Jus soli*
- Naturalization
- Resident alien
- Nongovernmental organizations
- Voluntary associations
- Voter registration
- Civil disobedience
- Civil rights
- *De facto* segregation
- *De jure* segregation
- Civil disobedience
- Human rights
- Universal Declaration of Human Rights
- Eminent domain

- 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 **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 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

Libbi Intemann	**Social Studies Department Chair**
Katie Boland	**Social Studies Teacher, Trumbull High School**
Susan C. Iwanicki, Ed.D.	**Assistant Superintendent**

AP/UCONN US Government & Politics

Grade 11-12

Table of Contents

Core Values and Beliefs 3

Introduction & Philosophy 3

Course Goals 5

Course Enduring Understandings 10

Course Essential Questions 11

Course Knowledge & Skills 11

Course Syllabus 13

Unit 1: Foundations of American Democracy 15

Unit 2: Interactions Among Branches of Government 18

Unit 3: Civil Liberties and Civil Rights 22

Unit 4: American Political Ideologies and Beliefs and Political Participation ……. 26

Course Credit 30

Prerequisites 30

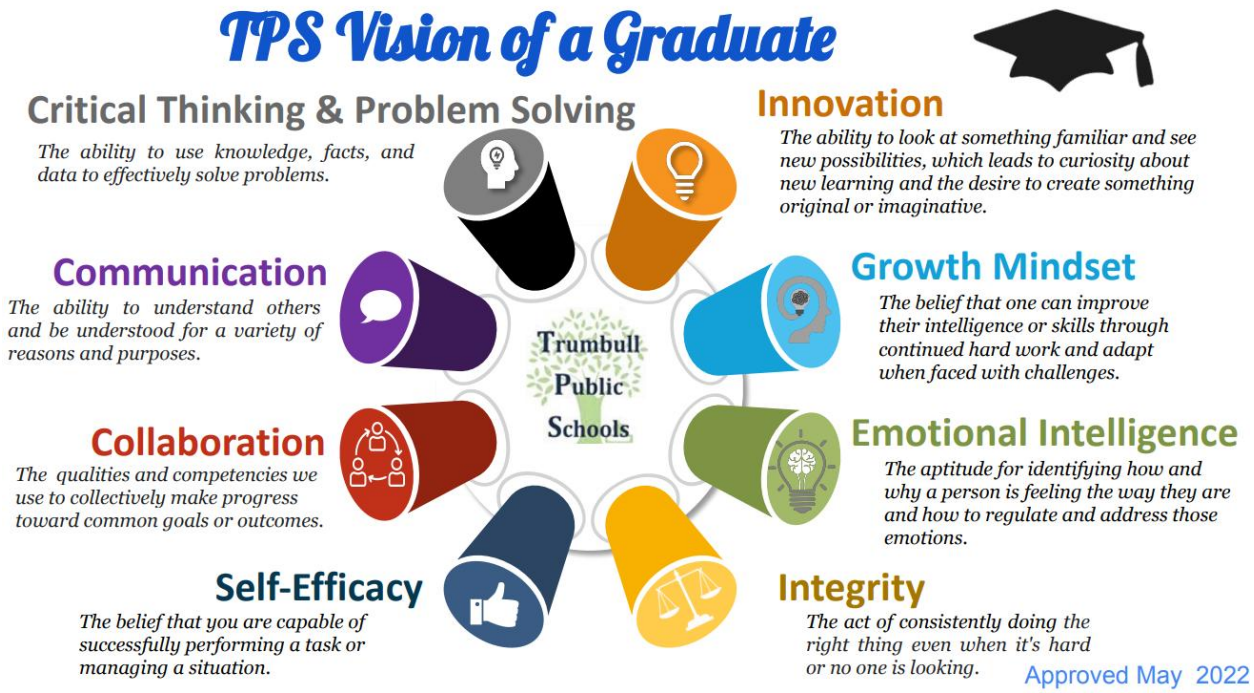
Current References 30

Assured Student Performance Rubrics 30

Other Resources 31

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. DesMoines, 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
- Three-Fifths Compromise
- Popular sovereignty
- Importation (slavery) compromise
- Republicanism
- Separation of powers
- Social contract
- Checks and balances
- Declaration of Independence
- Federalism
- Philadelphia Convention
- Exclusive powers
- Participatory democracy
- Implied powers
- Pluralist democracy
- Concurrent powers
- Elite democracy
- Categorical grants
- Shays's Rebellion
- Block grants
- Great (Connecticut) Compromise
- Mandates (unfunded)
- Electoral College
- 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. DesMoines, 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
- Implied powers
- Necessary and proper clause
- Checks and balances
- Bicameralism
- Speaker of the House
- President of the Senate
- Senate Majority Leader
- Filibuster
- Cloture
- Holds
- Rules Committee
- Committee of the Whole
- Discharge petitions
- Discretionary spending
- Mandatory spending
- Pork barrel legislation
- Logrolling
- Partisanship
- Gridlock
- Gerrymandering
- Divided government
- Trustee
- Delegate
- Politico
- Veto (including pocket veto)
- Commander in Chief
- 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. DesMoines, 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
- Miranda Rights
- Civil rights
- Patriot Act
- Bill of Rights
- Exclusionary rule
- Judicial review
- Equal protection clause
- Selective incorporation
- NOW
- Establishment clause
- Civil Rights Act 1964
- Free exercise clause
- Voting Rights Act 1965
- Symbolic speech
- Title IX of the Education Amendments Act of 1972
- "Clear and present danger"
- "Separate but equal"
- Due process clause

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

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 **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 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

LATIN II ACP
Grades 10-12
World Languages Department

2026

Curriculum Writing Team

Susanna Lavorgna-Lye	**Department Chair**
Maria Kopstein	**World Languages Teacher**
Amy Harkenreader	**World Languages Teacher**
Susan C. Iwanicki, Ed.D.	**Assistant Superintendent**

Latin II ACP
Grades 10-12
Table of Contents

Core Values & Beliefs	2
Introduction & Philosophy	2
Course Goals	2
Course Enduring Understanding	6
Course Essential Questions	6
Course Knowledge & Skills	6
Course Syllabus	8
Unit 1: Stage 13: *In Britannia* (In Britain)	10
Unit 2: Stage 14: *Apud Salvium* (Near Salvium)	12
Unit 3: Stage 15: *Rex Cogidubnus* (King Cogidubnus)	15
Unit 4: Stage 16: *In Aula* (In the Palace)	18
Unit 5: Stage 17: *Alexandria* (Alexandria, Egypt)	21
Unit 6: Stage 18: *Eutychus et Clemens* (Eutychus and Clemens)	24
Unit 7: Stage 19: *Isis* (Isis)	26
Unit 8: Stage 20: *Medicus* (Doctor)	29
Course Credit	32
Prerequisites	32
Assured Student Performance Rubrics	32

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-skit"
- 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

<u>Core</u>

- *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.

<u>Supplemental</u>

- 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, fielis, 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, pereo, 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,considere,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

<u>Core</u>

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

<u>Supplemental</u>

- 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.W9-10.6	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) ACTFL.1.3	Assess and critique each other's writing, analyzing text based on comprehension of the imperatives and the personal portrait. (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

<u>Core</u>

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

<u>Supplemental</u>

- 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.

1.5 8/24

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 Concept inferences Author/cultural perspectives Organizational principles	Correctly Infers meaning of unfamiliar words in new contexts.	Infers and interprets most of the author's intent.		

*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.

	12 = 89.0%	**8 = 75.0%**	**4 = 65%**
15 = 100%	**11 = 85%**	**7 = 72%**	**3 = 62 %**
14 = 97.0%	**10 = 81%**	**6 = 70%**	**2 = 59%**
13 = 93%	**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

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	

TPS Growth Mindset Grades 9-12 (rev 2024) (Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE
- GRADES 9-12

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

Reflective Opportunities	**A secondary school student may demonstrate a growth mindset by...** • 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	

TPS Innovation 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: 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	

TPS Emotional Intelligence 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: 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	

TPS Integrity 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: 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**
Maria Kopstein	**World Languages Teacher**
Amy Harkenreader	**World Languages Teacher**
Susan C. Iwanicki, Ed.D.	**Assistant Superintendent**

Latin III ACP
Grades 11-12
Table of Contents

Core Values & Beliefs 2

Introduction & Philosophy 2

Course Goals 2

Course Enduring Understanding 6

Course Essential Questions 6

Course Knowledge & Skills 6

Course Syllabus 8

Unit 1: Stage 21: *Aquae Sulis* (town) 10

Unit 2: Stage 22 : *Defixio (curse tablets)* and 23 *Haruspex (soothsayer)* 13

Unit 3: Stage 24: *Fuga (escape)* 16

Unit 4: Stage 25: *Milites(military)* 18

Unit 5: Stage 26: *Agricola (governor in Britannia)and*

Stage 27: *In Castris (military camps)* 21

Unit 6: Stage 28: *Imperium (empire)* 24

Unit 7: Stage 29: *Roma (Rome)* 26

Unit 8: Stage 30: *Haterius (politician and orator)* 29

Unit 9: Stage 31: *In Urbe (in the city* 31

Course Credit 33

Prerequisites 33

Assured Student Performance Rubrics 33

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.R**L.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.R**L.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 Cephali 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,vincire
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,avarita,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, Jospehus, 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

<u>Core</u>

- *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 (Making Connections)	Understand how to identify word roots using unit 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.

<u>Core</u>

- *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.

<u>Supplemental</u>

- 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

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	

TPS Growth Mindset Grades 9-12 (rev 2024) (Note: VOG Feedback Forms may revised as the district committee as needed)

VISION OF A GRADUATE
- GRADES 9-12

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

Reflective Opportunities	**A secondary school student may demonstrate a growth mindset by…** • 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	

TPS Innovation 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: 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	

TPS Emotional Intelligence 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: 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	

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

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

Susanna Lavogna-Lye	**World Language Department Chair**
Maria Colón	**Italian Teacher**
Susan C. Iwanicki, Ed.D.	**Assistant Superintendent**

Italian IV ACP
Grade 12

Table of Contents

Core Values and Beliefs	3
Introduction & Philosophy	3
Course Goals	5
Course Enduring Understandings	8
Course Essential Questions	9
Course Knowledge & Skills	9
TPS Vision of the Graduate	11
Course Syllabus	12
Lezione 10: *Prospettive Lavorative*	14
Lezione 8: *Le ricchezze culturali e storiche*	22
Lezione 4: *il valore delle idee*	30
Lezione 7: *Le scienze e la tecnologia*	37
Course Credit	46
Prerequisites	46
Current References	46
Assured Student Performance Rubrics	46

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* – TorinoWebsite: 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 2rd 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

- **Interpersona**l: **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 2rd 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.

<u>Unit Assured Assessments</u>

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 2rd 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 **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

Presentational 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 revised by the district committee as needed)

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

TPS Vision of the Graduate Rubric
Skill Rubric: Collaboration Gr 9-12 (rev. 2024) **(Note: VOG Rubrics may revised by the district committee as needed)**

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

TPS Vision of the Graduate Rubric

Skill Rubric: Critical Thinking/Problem Solving Gr 9-12 (rev. 2024) **(Note: VOG Rubrics may revised by the district committee as needed)**

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

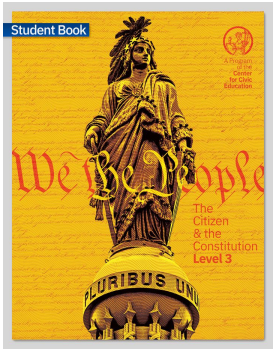
TRUMBULL PUBLIC SCHOOLS

Curriculum Committee Review & Approval

June 2, 2026
Susan Iwanicki, Ed.D
Assistant Superintendent

Trumbull Public Schools
Committed to Excellence

Curriculum Guide Update
US AP, UConn Government and Constitutional Studies, We the People, Gr. 12



- Social Studies Department Chair Libbi Intemann and Social Studies teacher Katie Boland
- First update in 10 years
- Incorporation of We the People updated text and the TPS Vision of the Graduate throughout
- Includes up-to-date, and impactful court cases, and exploration of issues in the news that make the Constitution relevant to today's learners
- Full year course

Curriculum Guide Update
US Government and Politics AP/UConn, Gr. 11-12

- Social Studies Department Chair Libbi Intemann and Social Studies teacher Katie Boland
- 6-unit structure, centered on constitutional democracy and civic participation.
- Expanded use of primary sources, Supreme Court cases, and constitutional analysis.
- Maintained alignment with the We the People program and AP expectations.
- Included authentic learning experiences such as congressional hearings and debates; Semester Course



Curriculum Guide Updates
Latin II ACP (Grades 10-12) & Latin III ACP (Grades 11-12)

- Under the direction of World Language Department Chair Susanna Lavorgna-Lye, Latin teachers Amy Harkenreader and Maria Kopstein updated both guides to seamlessly embed the Vision of the Graduate requirements.
- Last revised in 2001 and 2008.
- This course builds upon foundational grammar and vocabulary, using the *Cambridge Latin Course* to explore Roman life in the provinces, including topics like daily life, slavery, travel, medicine, and the city of Alexandria.
- Students focus on new grammatical forms like irregular verbs, relative clauses, and participles to improve their analytical reading comprehension
- In Latin III, continuing with the *Cambridge Latin Course*, students transition to learning about the Roman military, the city of Rome, superstitions, and Roman Judea



Curriculum Guide Update
Italian IV ACP

- World Language Department Chair, Susanna Lavorgna-Lye, and Italian teacher, Maria Colón, last updated in 2016
- Integrated approach to language acquisition, heavily emphasizing the "5 C's" of language learning (Communication, Cultures, Connections, Comparisons, and Communities).
- Designed to prepare students for real-world interactions, advanced study
- Uses the *Immagina* textbook and authentic media, the course is built around highly relevant, conversational units.
- These include exploring **career outlooks** and the modern job market, Italian **cultural and historical riches** (like Renaissance art), the **value of ideas** (civic responsibility and activism), and **science and technology**

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education

Regular Meeting – June 2, 2026

Dr. Susan C. Iwanicki

Agenda Item – III-F

Second Reading
Policy for Review and Approval

Dr. Iwanicki will review with the Board the following policies for review:

a. Policy 1180 Memorials for Deceased Students or Staff – A New Policy
b. Policy 5125 Confidentiality and Maintenance of Student Records: Revisions
    a. Changes to Section V: Challenging Contents of Records
    b. SEE PAGE 17-19 for changes

Recommended Motions:

- Motion to approve *Policy 1180 Memorials for Deceased Students or Staff.*
- Motion to approve the proposed revisions to *Policy 5125 Confidentiality and Maintenance of Student Records* as presented.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Policy Committee of the
Trumbull Board of Education
Regular Meeting
Ellie's Conference Room- Long Hill Administration Building

Tuesday, May 12th-- 5:30p.m.

Minutes

I. Call to Order/Introduction- The meeting was brought to order at 5:30 p.m

Members Present

- A. Squiccimarro, Committee Chair
- M. Petitti, Board of Education
- S. Hepburn-James, Board of Education
- M. Ward, Trumbull Community Member
- N. Banks, Trumbull Educator Association
- G. Prisco, Trumbull Administrator Association
- G. Mathew, Parent Representative – Elementary School
- M. Wycoff, Trumbull Community Member
- A. Quiles, Student Representative – THS
- S. Iwanicki- Assistant Superintendent, Facilitator

Members Absent

- Hall, Parent Representative – High School Parent
- Parthasarathy, Student Representative – THS

II. Correspondence/Public Comment. No public comment was received.

III. Approval of Minutes 3/10/2026. The committee reviewed the minutes of the March 10, 2026. S. Hepburn-James made the motion to approve the minutes. A. Squiccimarro seconded. M. Petitti abstained. The motion passed unanimously

IV. New Business

A. Policy 1180: Memorials for Deceased Students or Staff: A New Policy. The committee reviewed a new policy to establish boundaries and procedures for memorializing students or staff members who have passed away, ensuring that decisions are handled empathetically and do not overwhelm the district.The committee discussed several adjustments:

1. Eligibility: Refined the language to state that memorials apply to students or staff who have "recently passed away" or "recently died," deliberately avoiding strict time limits (like two, five, or ten years) to allow for reasonable discretion and sensitivity.
2. Permissible Memorials: Clarified that memorials could include plaques, benches, chairs, tables, or yearbook acknowledgments, provided they blend with existing architecture and are approved by the Superintendent and building Principal.
3. Family Permission: Confirmed that written permission from the family must be obtained before any final arrangements for a memorial or dedication are made.
4. Committees: The Principal and Superintendent may convene a district or school-based crisis response team or a committee with PTA and student representatives to review requests if deemed necessary.

Motion: S. Hepburn-James made the motion to move Policy 1180: Memorials for Deceased Students or Staff, with the suggested revisions, to the full Board for review and approval. M. Petitti seconded. The motion passed unanimously

B. Policy 5125: Confidentiality and Maintenance of Student Records: Revisions Needed. Dr. Iwanicki explained that the revisions to this policy were prompted by advice from the district's legal team regarding the section five, *Challenging Contents of Records,* which begins on page 17 of the policy. The committee focused on the following changes within that section of the policy:

    1. Administrative Review: The primary change removes the Board of Education from the review process. Instead, written requests to correct or remove information will go directly to the Assistant Superintendent of Teaching and Learning.
    2. Appeals: If the Assistant Superintendent denies the request, the parent may appeal to the Superintendent, whose decision is final. As in the past versions of the policy, a hearing can also be arranged to assist in making the decision at the discretion of the Superintendent.
    3. Written Statements: Parents, guardians, and students retain the federally protected right to add a written statement of disagreement or response to the file if a removal request is denied or in response to disciplinary actions.

Motion: S. Hepburn-James made the motion to move Policy 5125: Confidentiality and Maintenance of Student Records, with the suggested revisions, to the full Board for review and approval. M. Petitti seconded. The motion passed unanimously

The meeting adjourned at 6:42p.m.

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: **1000**
CATEGORY: **Community Relations**
POLICY CODE: **1180/Memorials for Deceased Students or Staff**

MEMORIALS FOR DECEASED STUDENTS OR STAFF

Policy Statement

The Trumbull Board of Education ("Board") recognizes that the loss of a student or staff member within the Board's schools has a profound impact on the entire school community, including students, staff, and families. In response, this policy addresses the manner in which the Board may, upon request and in accordance with this policy, memorialize and honor a student or staff member who has recently passed away (hereinafter, a "Memorial").

The Board believes that requests for Memorials should be considered in a manner that is consistent; considerate of the grief process of family, friends, and colleagues; and in accordance with Board policy. The Board believes that decisions about Memorials shall be made after an appropriate period of time and with full consideration of their potential impact on the community. For this reason, the Board is committed to making these decisions with careful thought, recognizing the complexities involved in memorializing someone within the school setting. In all cases, the Board will strive to maintain clear and compassionate communication with those affected regarding any Memorial.

Adopted: 6/##/2026

Regulations

The following regulations shall be used in establishing Memorials and conducting dedications within District schools

1. Requests for Memorials

   Any member(s) of the school community who wish to establish a Memorial in honor of a deceased student or staff member, hereinafter, "Memorialized Individual" shall submit a request for a proposed Memorial to the school principal and Superintendent and/or his designee. Such request shall include information about the Memorialized Individual, a proposal for the Memorial, and whether the individual(s) wish to donate funds to support the establishment of the Memorial and, if so, the amount of such donation.

2. Types of Permissible Memorials

   The following is a non-exhaustive list of permissible Memorials:

   A. *Memorials Inside or Outside Schools*: Memorials such as: plaques, dedication plates, benches, chairs, and tables may be permissible to the extent that there is a suitable location and the style complements Trumbull Public Schools ("District") buildings and grounds. Such Memorials may contain a plaque engraved with the Memorialized Individual's name, dates of birth and death, and the words, "In Memory Of." Maintenance, replacement, removal, and other long-term considerations must be identified and reviewed prior to approval of any such Memorial.

   B. *Yearbook Recognition*: A Memorialized Individual may be acknowledged in the yearbook, after consultation with the administration and the district (or school-based,) Crisis Response Team, as appropriate. Information included in such acknowledgment generally shall be limited to the Memorialized Individual's name, photograph, and contributions to the school community.

   C. *Living Memorials*: Endowments, scholarships, or items with educational significance, that are intended to be maintained over time, may be permissible, if made in accordance with Board policy and applicable law. Scholarship and endowment memorials may be established one time, or in the form of a perpetual award, with a description of the purpose of the endowment or scholarship.

   D. *Naming of Buildings and Sites*: The Board is responsible for naming all schools and facilities. Personal prejudice, favoritism, political pressure, or temporary popularity should not be an influence in choosing a name. As such, any naming of facilities must follow and be in accordance with Board Policy 7551/Naming of Buildings and Sites.

3. Conditions

A memorial plaque and/or dedication plate may be placed in a particular room or area within a District school, in an individual's honor, under the following conditions:

A. Memorials or dedications in recognition of a person's contribution to public education in the District may only be made after the death of the person who is being considered for recognition.

B. Students who attended a District school may be recognized through a Memorial or dedication.

C. Written permission from family members shall be obtained prior to making final arrangement for a Memorial or dedication.

D. The District reserves the right to establish design parameters so that a Memorial blends with the architecture or setting of the facility, and/or blends with existing memorials.

4. Prohibited Memorials and Related Activities

The following is a non-exhaustive list of prohibited Memorials and related activities:

A. Use of District funds to: purchase, develop, support, fundraise, and/or maintain Memorials. However, District resources may be utilized as required for purposes of installing a Memorial.

B. Memorials which include the retirement, alteration, and/or discontinued use of school property.

C. Selling and/or fundraising of Memorial items during the school day.

D. Memorials that may alter student instruction and/or school-sponsored activities.

E. Memorials determined by the district, and//or school-based, Crisis Response Team and/or the administration, as appropriate, to be contrary to the best interests of students, and/or current or future operations of the District.

5. Consideration of Proposed Memorials

The school principal and Superintendent (or his/her designee) shall:

A. Review requests for proposed Memorials to determine compliance with this policy, and all other applicable Board policies, laws, rules, and regulations.

B. Consult with the individual(s) who submit such a request, as appropriate, to determine whether there should be any revisions to the proposed Memorial and/or what the proposed Memorial shall entail. If deemed necessary and appropriate, the school principal and Superintendent (and/or his designee,) may request that a committee be formed with representatives from the PTA, the teaching staff, the administrative staff and two student representatives to develop the Memorial proposal collaboratively before approval.

C. Obtain documented prior written consent of the Memorialized Individual's family member(s) and/or other authorized person(s) prior to consideration of the proposed Memorial by the Board and implementation of the Memorial, if approved.

D. Ensure Memorials that include any bequest or gift of money or property to the Board shall comply with Board Policy 3210/Gift to the School District.

6. Board Approval

The Superintendent shall determine whether the proposed Memorial should be recommended to the Board for review and consideration in accordance with Board policies. If presented, the Board shall vote on whether to approve the recommended Memorial. No Memorials shall be implemented without approval of the Board.

5125/Confidentiality and Maintenance of Student Records

TRUMBULL PUBLIC BOARD OF EDUCATI POLICY MANUAL	SECTION: **5000** CATEGORY: **Students** POLICY CODE: **5125/Confidentiality and Maintenance of Student Records**

CONFIDENTIALITY AND MAINTENANCE OF STUDENT RECORDS

Policy Statement

Educational records, defined as records directly related to a student, will be kept for each student and will reflect the physical, emotional, social, and academic aspects of a student's development in the educational process.

The Board of Education recognizes the need to comply with the legal state and federal requirements regarding the confidentiality, access to, and amendment of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, and its implementing and revised regulations, The No Child Left Behind Act of 2001, and the Connecticut General Statutes.

Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto. Access to inspect or review a student's educational record or any part thereof may include the right to receive copies under limited circumstances.

For the purposes of this policy and its accompanying regulations:

"Parent" means a natural parent, an adopted or a legal guardian, or an individual acting as a parent in the absence of a parent or guardian. If parents are divorced or legally separated, the parent granted custody and the parent not granted custody of a minor child both have the right of access to the academic, medical, hospital, or other health records of the child, unless a court order prohibits access. Whenever a student has attained the age of 18 years or is attending an institution of postsecondary education, the permission or consent required of, and the rights accorded to, the parents or guardians of the student shall thereafter only be required of, and accorded to, the student, unless the student 18 years of age or older is a dependent as defined in Section 152 of the Internal Revenue Code of 1956. A parent who is incarcerated is also entitled to knowledge of and access to all educational, medical, or similar records maintained in the cumulative file of any minor student of such incarcerated parent except in situations (1) where such information is considered privileged as defined in Connecticut General Statutes 10-154a, (2) such incarcerated parent has been convicted of sexual assault, or aggravated sexual assault, or
(3) such incarcerated parent is prohibited pursuant to a court order.

"Student" means an individual who is or has been "in attendance" in person at an educational agency or institution for whom education records are maintained. It also includes those situations

5125/Confidentiality and Maintenance of Student Records

in which students "attend" classes but are not physically present, including attendance by videoconference, satellite, Internet, or other electronic information and telecommunication technologies.

"Student record" means any item of information directly related to an identifiable student, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his/her duties, whether recorded in handwriting, print, computer media, video or audio tape, film, microfilm, or microfiche. Student records include information relative to an individual student gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained. Any information maintained for the purpose of review by a second party is considered a student record. Records that pertain to an individual's previous attendance as a student are "education records" under FERPA regardless of when they were created or received within the school system. "Student record" shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute for the maker of the record. Employment records used only in relation to a student's employment by the District are not considered "student records." In addition, "student record" shall not include alumni records that contain information about the student after the student is no longer in attendance, records that are maintained by a law enforcement unit of the District or any of its schools and that were created by that unit for the purpose of law enforcement, or records of an eligible student that are maintained by a physician, psychologist, professional, or paraprofessional made in connection with the treatment of the student and disclosed only to individuals providing such treatment.

"Law enforcement unit" means an individual office, department, division, or other component of an education agency or institution that is officially authorized or designated by that agency or institution to: (1) enforce laws or refer matters of law enforcement to appropriate authorities; or (2) maintain the physical security and safety of the agency or institution.

"Substitute" means a person who performs the duties of the individual who made the notes on a temporary basis, and does not refer to a person who permanently succeeds the maker of the notes in his or her position.

"School official" means a person employed by the District as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel, a person serving on the Board of Education, a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

"Authorized representative" means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in §99.31(a)(3) to conduct, with respect to Federal or State-supported education programs, any audit or evaluation, or any compliance or enforcement activity in connection with Federal legal requirements that relate to these programs.

"Education program" means any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by an educational agency or institution.

"Early childhood education program" means a Head Start program, a state-licensed or stateregulated child care program, or a program that serves children from birth through age six that addresses the children's cognitive, social, emotional, and physical development and is: (i) a state prekindergarten program; (ii) a program authorized under the Individuals with Disabilities Education Act; or (iii) a program operated by a local educational agency.

"Directory information" means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, one or more of the following items: parent's name and/or e-mail address, student's name, address, telephone number, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.

A student's Social Security number or student ID number is prohibited from designation as directory information. However, student ID numbers and other electronic personal identifiers used to access or communicate in electronic systems may be disclosed only if the identifier is not used by itself to authenticate identity and cannot be used to gain access to education records. A student's ID number or other unique personal identifier that is displayed on a student ID badge is considered directory information, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

The Superintendent shall be responsible for ensuring that all requirements under federal and state statutes shall be carried out by the District. The Superintendent will develop regulations providing for the following:

1. Annually informing parents of their rights.
2. Permitting parents to inspect and review educational records, including, at least, a statement of the procedure to be followed by a parent or eligible student who requests to inspect and review educational records, with an understanding that the procedure may not deny access to educational records; a description of the circumstances in which the

district feels it has a legitimate cause to deny a request for a copy of such records; a schedule of fees for copies; and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.

3. Not disclosing personally identifiable information from a student's education records without the prior written consent of the student's parent, except as otherwise permitted by administrative regulations; including a statement of whether the school will disclose personally identifiable information from the records to other school officials within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of the criteria for determining which parties are "school officials" and what the school considers to be a "legitimate educational interest"; and a specification of the personally identifiable information to be designated as directory information.
4. Maintaining the record of disclosures of personally identifiable information from a student's education records and permitting a parent to inspect that record.
5. Providing a parent with an opportunity to seek the correction of the student's education records through a request to amend the records or a hearing, and permitting the parent or an eligible student to place a statement in the education records of the student.
6. Guaranteeing access to student records to authorized persons within five days following the date of request.
7. Assuring security of student records.
8. Enumerating and describing the student records maintained by the school system.
9. Annually informing parents under what conditions that their prior consent is not required to disclose information.
10. Ensuring the orderly retention and disposition, per applicable state statutes, of the District's student records.
11. Notifying parents of secondary school students that it is required to release the student's name, address, and telephone listing to military recruiters and institutions of higher learning upon request. Parents or eligible students may request that the District not release this information, and the District will comply with the request.
12. Notifying parents annually of the District's policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure, or use.

Adopted: 6/15/1976
Revised: 2/23/1993, 5/1993, 6/1993,

7/1995, 12/1997, 2/26/2002,
11/15/2016, 9/12/2017

References

- The Federal Family Educational Rights and Privacy Act of 1974 (FERPA)
- The USA Patriot Act of 2001, Public Law 107-56
- 20 U.S.C. §6777 The No Child Left Behind Act

- Connecticut General Statutes §§ 1-19, 1-210, 7-109, 10-15b, 10-94i, 10-154a, 10-221b, 10-233d, 11-8a, 11-8b, 46b-56

- Trumbull Board of Education Policy Code 3520.13: Student Data Protection

Regulations

I. Types of Records

The school district shall maintain only the following three categories of records:

1. "Mandatory Permanent Student Records" are those records which are maintained in perpetuity (at least 50 years) and which schools have been directed to compile by statute, regulation, or authorized administrative directive. Such records shall include the following:

   A. Legal name of student, address, gender of student

   B. Date of birth, place of birth

   C. Method of verification of birth date

   D. Name and address of parent of minor student

      (1) Address of minor student if different than the above

      (2) An annual verification of the name and address of the parent and the residence of the student

   E. Entering and leaving date of each school year and for any summer session or other extra session

   F. Subjects taken during each year, semester, trimester, quarter, or summer session

   G. Academic achievement (grades, transcripts)

   H. Level of academic achievement (class standing/academic level)

   I. If marks or credit are given, the mark or number of credits toward graduation allowed for work taken

   J. Verification or exemption from required immunizations

   K. Date of high school graduation or equivalent

   L. Student activities and significant awards

2. "Mandatory Interim Student Records" are those records which the schools are directed to compile and maintain for stipulated periods of time and are then destroyed as per statute, regulations (6 years following the student's graduation, or the graduation of the class to which he/she belonged, after appropriate notification to parents and/or eligible students via media and an opportunity provided to copy said records), or authorized administrative directive. Such records shall include the following:

A. A log or record shall be maintained for each student's record which lists all persons, agencies or organizations requesting or receiving information from the record, and the legitimate interests therefor. See "Access Log," VI.2, for exceptions.)

B. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver. (Comprehensive Health Record)

C. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.

D. Language training records.

E. Progress slips and/or notices.

F. Parental restrictions regarding access to directory information or related stipulations.

G. Parent or adult student rejoinders to challenged records and to disciplinary action.

H. Parental authorizations or prohibitions of student participation in specific programs.

I. Results of standardized tests administered within the preceding three years.

Note: Disciplinary records of suspension and expulsion are subject to being expunged according to state and federal statutes.

3. "Permitted Records" are those records having clear importance only to the current educational process of the student. Such records may be destroyed after 6 years following the student's graduation, or the graduation of the class to which he/she belonged, after appropriate notification to parents and/or eligible students via media and an opportunity provided to copy said records. Such records may include the following:

   A. Objective counselor and/or teacher ratings

   B. Standardized test results older than three years

   C. Routine discipline data

   D. Verified reports of relevant behavioral patterns

   E. All disciplinary notices

II. Maintenance and Security of Student Records

1. Custodian of Records

A. The Assistant Superintendent of Schools is hereby designated as custodian of student records. The address of the custodian is Assistant Superintendent of Schools, Long Hill Administration Building, 6254 Main Street, Trumbull, CT, 06611.

(1) The custodian is charged with District-wide responsibility for implementing Board of Education policies and administrative regulations relating to student records.

(2) The custodian shall be responsible for security of student records and shall devise procedures for assuring that access to such records is limited to authorized persons.

(3) The custodian of records or a designated certified employee shall be responsible during the inspection for interpretation of the records where necessary and for prevention of their alteration, damage or loss.

B. In each school, the principal, or a certified employee designated by the principal, is responsible for implementation of Board of Education policies and administrative regulations relating to student records maintained in that school.

2. Files

A. A record for each individual student shall be maintained in a central file at the school attended by the student, or when records are maintained in different locations, a notation shall be placed in the central file indicating where such records may be found.

B. Student records shall be stored in locked containers (files) or rooms.

3. Information

A. All anecdotal information and assessment reports maintained as student records must be dated and signed by the individual who originated the record. Each school principal shall keep on file a record of enrollment and scholarship for each student currently enrolled in that school.

III. Access to Student Records

1. School Officials

A. School officials, as defined, have access to students' educational records without consent, if the official has been determined to have a legitimate educational interest in the records. A school official has a legitimate educational interest if the

official needs to review an education record in order to fulfill his/her professional responsibility.

B. Contractors, consultants, volunteers, and other parties to whom a school has outsourced services or functions are considered "school officials" who may have access to student records, without parental consent, if the following conditions are met:

- The party is under the direct control of the school.
- The party is subject to the same conditions governing the use and redisclosure of education records applicable to other school officials.
- The contractor must ensure that only individuals with legitimate educational interests, as determined by the district or school, obtain access to the education records. The contractor may not redisclosure personally identifiable information without consent unless the district or school has authorized the redisclosure under a FERPA exception and the district or school records the subsequent disclosure.

C. The district or school may not disclose education records to an outside service provider unless it has specified in its annual FERPA notification to parents/students that it uses contractors, consultants, volunteers, as "school officials" to provide certain institutional services and functions.

D. In controlling access to education records by school officials and outside service providers, schools must:

(1) Use "reasonable methods" to ensure an official is given access to only those education records, paper or electronic, in which the official has a legitimate educational interest.

(2) Schools may use such methods as:

- Physical controls such as locked filing cabinets;
- Technological controls such as role-based access controls for electronic records;
- Administrative policies, in lieu of physical or technological controls. Such policies must be effective in controlling access.

2. Parents

A. Parents of currently enrolled or former students shall have an absolute right during regular business hours to access any and all student records related to their children which are maintained by the district. Neither the student record, nor any part thereof, shall be withheld or edited. If the student records contain information

on more than one student, the parent may inspect and review or be informed of only the specific information which pertains to that student.

B. A parent or guardian's request for access to student records shall be made in writing to the custodian of student records. Access shall be granted no later than forty-five (45) days following the date of the request.

C. A requesting parent shall be notified of the location of all student records, if not centrally located.

D. When a parent's dominant language is not English, the district shall make an effort to

(1) provide interpretation of the student record in the dominant language of the parent; or

(2) assist the parent in securing an interpreter.

3. With Parental Consent

A. The custodian of student records may permit access to student records during regular school hours (a) to any person for whom a student's parent has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released; or (b) to the student if he/she is an eligible student, or has entered a post-secondary educational institution.

B. The recipient must be notified that the transmission of the information to others without the written consent of the parent is prohibited.

C. The consent notices shall be kept permanently with the student record.

D. Upon request, the district shall provide the parent/eligible student with a copy of the record which is disclosed.

4. Without Parental Consent

A. No person or agent shall be permitted access to student records without written parental consent or under judicial order, except that access to those particular

records relevant to the legitimate educational interests of the requester shall be permitted to the following:

(1) Officials and employees of other public schools or school districts, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, where the student intends to or is directed to enroll. The authority of the district or school to transfer

education records to a student's new school continues after actual enrollment so long as the disclosure is in connection with the student's enrollment. This ensures that a school may supplement, update, or correct records sent during the student's application or transfer period. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(2) Authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, State Education Officials, or their respective designees, or the United States Office for Civil Rights where such information is necessary to audit or evaluate a state or federally supported education program or pursuant to a federal or state law; provided that, except when collection of personally identifiable information is specifically authorized by federal law, any data collected by such officials shall be protected in a manner which will not permit the personal identification of students or their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of federal legal requirements.

(3) The U.S. Attorney General or his/her designee in response to a court-issued ex parte order, under the USA Patriot Act, in connection with the investigation or persecution of an offense listed in U.S.C. 2332b(g)5(B) or an act of domestic or international terrorism crimes. The District, in response to such an order, is not required to record a disclosure of information, nor acquire consent or notice to the parent or student.

(4) Other state and local officials to the extent that such information is specifically required to be reported pursuant to state law.

(5) Parents of a student eighteen (18) years of age or older who is a dependent as defined in Section 152 of the Internal Revenue Code of 1954.

(6) Schools may disclose information received under a community notification program concerning a student who is required to register as a sex offender in the State.

(7) Child welfare agencies that are legally responsible for the care and protection of students, including the educational stability of children in foster care. B. Information from student records may be released to the following:

(1) Appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of other persons. The factors to be considered in determining whether information may be disclosed include the seriousness of the threat to the health or safety of the student or other individuals, the need for the information to meet the emergency, whether the parties to whom the information is disclosed are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency.

(2) Agencies or organizations in connection with a student's application form or receipt of financial aid, provided that information permitting the personal identification of students or their parents may be disclosed only as may be necessary for such purposes as to determine the amount of the financial aid, to determine the conditions which will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid.

(3) Accrediting organizations in order to carry out their accrediting functions.

(4) Organizations conducting studies for or on behalf of state educational agencies and state higher education authorities, educational agencies, or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students or their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted. Such disclosure is subject to the following FERPA requirements:

- The school does not have to initiate the research request or agree with or endorse the conclusion or results of the study.

- The school must agree with the purposes of the study and retain control over information from the education records it discloses.

- The school must have a written agreement with the receiving organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use the information from education records only to meet the purpose or purposes of the study stated in the agreement; (c) requires the organization to conduct the study in a manner that does not permit personal

identification of parents and students by anyone other than representatives of the organization with legitimate interests; (d) requires the organization to destroy or return all personally identifiable information when no longer needed for purposes of the study; and (e) specifies the time period in which the information must be returned or destroyed.

(5) Officials and employees of private schools or school districts where the student is enrolled or intends to enroll subject to the rights of parents by law.

(6) An agency caseworker or other representative of a State or local child welfare agency, or tribal organization who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the education needs of the students and authorized by such agency or organization to receive such disclosure.

C. No person, persons, agency, or organization permitted access to student records pursuant to this regulation shall permit access to any information obtained from such records by any other person, persons, agency or organization without the written consent of the student's parent; provided, however, that this paragraph shall not be construed to require prior parental consent when information obtained pursuant to this regulation is shared with other persons within the district so long as such persons have an equal legitimate interest in the information.

D. Education records may be released without consent if all personally identifiable information has been removed. The district must reach a "reasonable determination" that a student's identity is not personally identifiable because of unique patterns of information about that student, whether through single or multiple releases, taking into account other reasonably available information. Also, de-identified student level data may be released for the purpose of educational research by attaching a code to each record. It may be necessary to look to local news, events, and media coverage in the "school community" in determining, in a highly publicized incident, whether other information would make a particular record personally identifiable even if all direct identifiers have been removed.

5. Court Order

A. Information concerning a student shall be furnished in compliance with a court order.

(1) Unless otherwise judicially instructed, the custodian shall, prior to the disclosure of any student's records pursuant to a court order, give the parent and the student three days notice, if lawfully possible, within the requirements of the judicial order, of the name of the requesting agency and the specific records requested. Such notice shall be in writing if possible.

(2) Only those records related to the specific purpose of the court order shall be disclosed.

(3) When a parent is a party to a court proceeding involving child abuse or neglect, or dependency matters, and a judicial order is issued in the context of

that proceeding, or pursuant to a lawfully issued subpoena, additional notice to the parent by the educational agency or institution is not required pertaining to the disclosure of the records.

B. The service of a subpoena upon a district employee or official solely for the purpose of causing the employee to produce a school record pertaining to any student may be complied with by such employee, in lieu of personal appearance as witness in the proceeding, by submitting to the court, or other agency issuing the subpoena, at the time and place required by the subpoena, a copy of such record, accompanied by an affidavit certifying that such copy is a true copy of the original record on file in the school or school office. The copy of the record shall be in the form of a photograph, microfilm, micro card, or miniature photograph or other photographic copy or reproduction or an enlargement thereof.

6. Disclosure to Parents of "Eligible Students" and Rights of Students

A. Rights of parents under FERPA transfer to students once the student has reached 18 years of age or is attending a post-secondary institution and thereby becomes an "eligible student."

B. Disclosure to parents without student consent after FERPA rights have transferred to students is permitted under the following circumstances:

(1) The student is a dependent for Federal income tax purposes; or

(2) The disclosure is in connection with a health or safety emergency; i.e. knowledge of the information is necessary to protect the health or safety of other individuals; or

(3) The student has violated a law or the District's rules or policies governing alcohol or substance abuse.

7. Disclosure of Information in Health and Safety Emergencies

A. The district may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.

B. Such appropriate information concerning disciplinary action may be disclosed to teachers and school officials in the district who have been determined to have legitimate educational interests in the behavior of the student. This must be strictly construed.

C. Such appropriate information, concerning disciplinary action, may be disclosed to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student.

D. In making a determination, the district or school must take into account the totality of the circumstances pertaining to a threat to the safety or health of the student or other individuals. If a school determines that there is an articulable and significant threat to the safety or health of a student or other individuals, it may disclose information from education records to appropriate parties whose knowledge of the information is necessary to protect the health and safety of the student or other individuals.

E. The district or school is required to record the articulable and significant threat that formed the basis for the disclosure and the parties to whom the information was disclosed. "Appropriate parties" include the parents of an eligible student.

F. Pursuant to C.G.S. 19a-581 through 19a-585, confidential information concerning HIV status may not be released to anyone except a health care provider with a written release from the parents.

8. Redisclosure of Educational Records

A. Federal and State officials that receive education records for audits, evaluation, and compliance and enforcement purposes may redisclose such records under the same conditions that apply to other recipients of education records.

B. A state educational agency that received records for audit, evaluation or compliance or enforcement purposes may redisclose records for other qualifying purposes, such as:

(1) Forwarding records to a student's new school district;

(2) Forwarding records to another listed official, including the Education Secretary or a post-secondary authority;

(3) Forwarding to an accrediting agency; or

(4) In connection with a health or safety emergency.

9. Criteria

A. "School officials and employees" as used in this regulation means District employees and elected District officers, and other parties as defined in this regulation.

B. The following criteria shall be used in determining whether a "school official or employee" has a "legitimate educational interest":

(1) The employee has an instructional or supervisory responsibility toward the student that, in order to be fulfilled, requires knowledge of the contents of the student's records.

(2) The employee has an administrative duty that requires information contained in the student's records.

(3) The school official is engaged in a disciplinary proceeding that requires disclosure of all or part of the student's records in order to come to a just conclusion.

C. The district and/or school shall use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom they disclose education records. The district and its schools may use PINS, passwords, personal security questions, "smart cards" and tokens, biometric indicators, or other factors known or possessed only by the user, as appropriate. Identification means determining who is the intended or authorized recipient of the information. Authentication means ensuring that the recipient is who he/she claims to be.

10. Nothing in these regulations shall preclude the district from providing in its discretion statistical data from which no student may be identified to any public agency or entity or private nonprofit college, university, or educational research and development organization when such actions would be in the best educational interests of students.

11. If it is determined, per the federal regulations, that a third party improperly redisclosed personally identifiable information from education records in violation of 599.33(a), the district may not allow that third party access to personally identifiable information from education records for at least five years.

IV. Challenging Contents of Records

1. Request to Amend Records

Following an inspection and review of a student's records the parent or guardian of the student or former student may challenge the content of any student record.

A. The parent or eligible student may file a written request with the **Assistant** Superintendent of Schools to correct or remove any information recorded in the written records concerning the parent's child which the parent alleges to be:

(1) Inaccurate, misleading or in violation of the student's rights of privacy.

(2) An unsubstantiated personal conclusion or inference.

(3) A conclusion or inference outside of the observer's area of competence.

(4) Not based on the personal observation of a named person with the time and place of the observation noted.

2. Initial Administrative Review

B. Within ~~30 days~~ **thirty (30) school** days of receipt of such request, the **Assistant** Superintendent or designee shall meet with the parent or guardian and the certified employee who recorded the information in question, if any, if such employee is presently employed by the District.

C. The information shall be corrected or removed if the **Assistant** Superintendent sustains any or all of the allegations.

3. Appeal to the Superintendent of Schools

If the **Assistant** Superintendent denies any or all of the allegations and refuses to order the correction or the removal of the information, the parent or guardian may, within 30 days of the refusal, appeal the decision in writing to the **Superintendent of Schools** ~~Board of Education~~.

(1) ~~Within 30 days of receipt of such an appeal, the Board of Education shall, in closed session with the parent or guardian and the certified employee who recorded the information in question, if any, if such employee is presently employed by the District, determine whether or not to sustain or deny the allegations. The decision of the Board of Education shall be final.~~

(2) ~~If the Board of Education sustains any or all of the allegations, it shall order the Superintendent to immediately correct or remove and destroy the information from the student's written records.~~

(3) ~~Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the Board of Education unless the parent or guardian initiates legal proceedings relative to the disputed information within the prescribed period.~~

4. Statement of Disagreement

D. If the final decision of the **Superintendent of Schools** ~~Board of Education~~ is unfavorable to the parent or guardian, ~~or if the parent or guardian accepts an unfavorable decision by the Superintendent~~, the parent or guardian shall have the right to submit a written statement of his/her objections to the information. This statement shall become a part of the student's school record until such time as the information objected to is corrected or removed.

5. Hearing Panel

A. ~~Either t~~The Superintendent of Schools ~~or the Board of Education~~ may convene a hearing panel composed of the following persons, provided the parent has given written consent to release information from the relevant student's records to the members of the panel so convened, to assist in making determinations:

(1) The principal of a public school in the District other than the one at which the record is on file;

(2) A certified employee appointed by the parent or guardian; and

(3) A parent appointed by the Superintendent ~~or by the Board of Education~~, depending upon who convenes the panel.

B. The persons appointed pursuant to the above paragraph, if possible, shall not be acquainted with the student, his/her parent or guardian, or the certified employee who recorded the information, except when the parent or guardian appoints the person pursuant to paragraph IV.2.A.(2) above.

C. The Principal appointed to the hearing panel shall serve as Chairperson.

D. The hearing panel shall, in closed session, hear the objections to the information of the parent and the testimony of the certified employee who recorded the information in question, if any, if such employee is currently employed by the District.

(1) The hearing panel shall be provided with verbatim copies of the information which is the subject of the controversy.

(2) Written findings shall be made setting forth the facts and decisions of the panel, and such findings shall be forwarded to the Superintendent ~~or the Board of Education~~, ~~depending upon who convened the panel~~.

E. The proceedings of the hearing shall not be disclosed or discussed by panel members except in their official capacities.

6. Written Statement or Response

Whenever there is included in any student record information concerning any disciplinary action taken by school system personnel in connection with the student, the student's parent or guardian may include in such student's record a written statement or response concerning the disciplinary action.

V. Directory Information

1. The following student information is declared to be directory information:

A. Name

B. Address

C. Telephone number

D. Date and place of birth

E. Major field of study

F. Participation in officially recognized activities and sports

G. Photograph

H. Weight and height of members of athletic teams

I. Dates of attendance

J. Grade levels

K. E-mail address

L. Parent's name/e-mail address

M. Degrees and awards received, including honor roll publication

N. Most recent previous public or private school attended by the student

2. Directory information may be released to the following without prior written consent of parent/guardian or eligible student unless the District has been advised to the contrary:

   A. Federal, state, and local governmental agencies

   B. Representatives of the news media, including but not limited to newspapers, magazines, and radio and television stations

   C. Employers or prospective employers

   D. Nonprofit youth organizations

   E. Non-political civic organizations such as the Rotary Club or Lions Club

   F. Military recruiters or institutions of higher learning that have requested the names, addresses, and telephone numbers of secondary school students unless parental consent is denied.

3. Directory information may be released for purposes of publication of school-based media such as playbills, music programs, honor roll or other recognition lists, graduation programs, sports activity sheets and athletic programs, and yearbooks, with the express exclusion of student and parent e-mail addresses, which will not be released for these purposes.

4. Subject to the provisions of federal and state law, high schools shall provide the same directory information and on-campus recruiting opportunities to military recruiters as are offered to nonmilitary recruiters or commercial concerns.

5. The names, addresses, telephone numbers, and grade levels of secondary school students may be released to the company(ies) contracted by the District to manufacture class rings, and the company(ies) contracted by the District to publish yearbooks. Other than these examples, no information may be released to private profit-making entities other than employers, prospective employers, and representatives of the news media.

6. The names and addresses of students enrolled in grade 12 or who have terminated enrollment prior to graduation may be provided, in accordance with the terms of the law, to a private school or college cooperating under state law.

7. The custodian of records will normally limit or deny the release of specific categories of directory information unless he determines that such release is required by law or is in the best interests of students.

8. Notice shall be given annually of the categories of information which the school district plans to release and of the recipients.

   A. The school shall allow a reasonable period of time after such notice has been given for a parent or guardian to inform the custodian of student records that any or all of the information designated should not be released without the parent's or guardian's prior consent.

   B. No directory information shall be released regarding any student when a parent or guardian has notified the school that such information shall not be released.

9. Disclosure of directory information on former students is permitted without providing notice or additional opt-out opportunities. A former student's opt-out provided while he/she was a student in the District must continue to be honored unless specifically rescinded by the former student.

10. Opt-out from directory information does not prevent a school from identifying a student by name or from disclosing an electronic identifier or instructional e-mail address in the classroom. A student does not have the right to remain anonymous in class and an opt-out may not be used to impede routine classroom communications and interactions, whether the class is held in a specified physical location or online through electronic communications.

11. Notwithstanding any prior provision of Section V, if the District determines that a request for directory information is not related to school purposes, the District shall not disclose such directory information. "School purposes" means purposes that customarily take place at the direction of a teacher school, or, a the District or aid in

    the administration of school/District activities, including, but not limited to, instruction in the classroom, administrative activities, and collaboration among students, school personnel, or parents/legal guardians.

VI. Access Log

1. A log or record shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interests.

2. Such listing need not include the following:

   A. Parents or students to whom access is granted.

   B. Parties to whom directory information is released.

   C. Parties for whom written consent has been executed by the parent or guardian.

D. School officials or employees having a legitimate educational interest.

3. The log or record shall be open to inspection only by a parent or guardian and the custodian of student records, or the custodian's designee, and to other school officials with legitimate interests in the records, and to the Comptroller General of the United States, the Secretary of the Office of Education, an administrative head of an education agency as defined in 20 U.S.C. 1232g, and state educational authorities as a means of auditing the school system's operations.

VII. Fee for Reproducing Records

1. A fee based upon the actual cost of reproduction, handling, and postage (if any) shall be charged for furnishing copies of any student record.

2. The custodian of student records annually shall recommend a fee schedule for approval by the Board of Education.

3. No fee shall:

   A. effectively prevent the parents or guardians from exercising their right to inspect and review student records; or

   B. be charged for searching or retrieving a student's record.

4. The fee for a copy of the student high school transcript will be $5.00 per transcript, payable by check, if the request is made by an alumnus of Trumbull High School. There will be no fee charged for a copy of the high school transcript for a current student of Trumbull High School.

VIII. Transfer of Student Records

1. Whenever a student transfers to another Connecticut public school district or to a charter school, the following student records shall be forwarded upon written notification of the student's enrollment from the other district:

   A. The student's Mandatory Permanent Student Record or a copy thereof. The original or a copy shall be retained by the Trumbull Public Schools. B. The student's entire Mandatory Interim Student Record.

2. The student's records shall be transferred to the new school district or charter school no later than 10 days after receipt of such notification.

3. Whenever a student transfers to a school district in another state or to a private school, the district shall transfer the student's Mandatory Permanent Student Record upon receipt of a written request.

4. Permitted student records may be forwarded.

5. Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or the student's parents or guardian.

6. All student records shall be updated prior to transfer.

7. Parent Notification

   A. If a student's parent or guardian did not give authorization for the transfer of such records, the District shall send notification of the transfer to the parent/guardian at the same time it transfers the records.

   B. If the transfer is a within-state transfer, the receiving school shall notify the parents of the record transfer.

   C. If the student transfers out of state, the custodian of student records shall notify the parents or guardian at their last known address of the rights accorded them. (34 C.F.R. 99.34 disclosure to other agencies or institutions)

   D. The notification shall include a statement of the parent's or guardian's right to review, challenge, and receive a copy of the student record, if desired.

IX. Retention and Destruction of Student Records

1. No additions, except routine updating, shall be made to a student's record after high school graduation or permanent departure without the parent's or guardian's prior consent for those students who have not reached the age of eighteen years. Adult students may give consent for themselves.

2. Disposal of municipal records in Connecticut is governed by the Connecticut General Statutes.

3. The method of destruction shall assure that records are not available to possible public inspection during the destruction process.

X. Subpoenaed Records

If the school is served with a subpoena issued by competent authority directing the production of school or student records in connection with any court proceeding, the school upon which such subpoena is served may deliver such record, or at its option a copy thereof, to the clerk of such court. Such clerk shall give a receipt for the same and shall be responsible for the safekeeping of such records, not permitting the removal of such records from the premises of the court. The clerk shall notify the school to call for the subpoenaed record when it is no longer needed for use in court. Any such record so

delivered to the clerk of the court shall be sealed in an envelope which shall indicate the name of the school or student, the name of the attorney subpoenaing the same, and the title of the case referred to in the subpoena.

No such record or copy shall be open to inspection by any person except upon the order of a judge of the court concerned, and any such record or copy shall at all times be subject to the order of such judge.

Any and all parts of any such record or copy, if not otherwise inadmissible, shall be admitted in evidence without any preliminary testimony, if there is attached thereto the certification in affidavit form of the person in charge of such record indicating that such record or copy is the original record or copy thereof, made in the regular course of such business to make such record and that it was the regular course of such business to make such record at the time of the transactions, occurrences, or events recorded therein or within a reasonable time thereafter.

A subpoena directing production of such school or student records shall be served not less than eighteen (18) hours before the time for production, provided such subpoena shall be valid if served less than eighteen (18) hours before the time of production if written notice of intent to serve such subpoena has been delivered to the person in charge of such records not less than eighteen hours (18) nor more than two weeks before such time for production.

XI. Notification of Parents

1. Parents shall be notified in writing of their rights under this policy upon the date of the student's initial enrollment, and annually thereafter of the student's current attendance. The notice shall be in a form which reasonably notifies parents of the availability of the following specific information:

   A. The type of student records and information contained therein which are directly related to students and maintained by the school system.

   B. The position of the person responsible for the maintenance of each type of record.

   C. The location of the log or record required to be maintained.

   D. The criteria to be used by the school district in defining "school officials and employees" and in determining "legitimate educational interest."

   E. The policies of the school district for reviewing and expunging student records, including the right to inspect and review the student's education records within 45 days of the day the school district receives a request. If circumstances effectively present the parent or eligible student from exercising the right to inspect and review the student's education records, the district shall provide a copy of the

records requested or make other arrangements for the inspection or review of the requested records.

F. The right of the parent or guardian to access (inspect and review) to student records.

G. The right to request the amendment of student education records that the parent or eligible student believes are inaccurate or misleading.

H. The procedures for challenging the content of student records.

I. The policy that no fee will be charged for up to two copies of a record.

J. The categories of information which the school district has designated as directory information and that, pursuant to federal law, military recruiters and institutions of higher learning may request and receive names, addresses, and telephone numbers of all high school students, unless their parents/guardians notify the school, in writing, not to release this information.

K. The right of the parent to file a complaint with the United States Department of Education concerning an alleged failure by the school system to comply with the provisions of Section 438 of the General Education Provisions Act.

L. The right of a parent or eligible student to a hearing regarding the request for amendment of the record if denied by the District.

M. The right to consent to disclosures of personally identifiable information contained in the student education record, except to the extent that FERPA authorizes disclosure without consent.

TRUMBULL PUBLIC SCHOOLS

Policy Committee Review & Approval

June 2, 2026
Susan Iwanicki, Ed.D
Assistant Superintendent

Trumbull Public Schools
Committed to Excellence

Policy 1180 Memorials for Deceased Students or Staff

Second READING

A New Policy:	Designed to address the profound impact of losing a student or staff member by providing compassionate, consistent administrative boundaries.
Preventing Resource Strain:	Ensures the district can support grieving families without overwhelming school resources or establishing unmaintainable precedents during times of crisis.
Eligibility:	Applies to requests honoring individuals who have "recently passed away." Deliberately avoids strict time limits (e.g., 2 or 5 years) to allow for sensitivity and reasonable administrative discretion.
Community Impact:	Ensures decisions are made after an appropriate period of time, with full consideration of the memorial's potential impact on the broader school environment.

NotebookLM

Policy 1180 / Memorials for Deceased Students or Staff

Second READING

Permitted Memorials: Includes plaques, benches, chairs, tables, and yearbook acknowledgments. Physical items must blend with existing school architecture and locations.

Prohibited Actions: Altering or retiring existing school property, using district funds for purchase/maintenance, or conducting fundraising/selling during the school day.

Mandatory Consent: Written permission from the family must be obtained before any final arrangements are initiated.

Approval Workflow: Requests must be approved by the building Principal and the Superintendent.

Review Committees: If deemed necessary, the Principal/Superintendent may convene a district/school-based Crisis Response Team or a specialized committee (including PTA and student representatives) to review the request.

NotebookLM

Policy 5125 / Confidentiality and Maintenance of Student Records

Second READING

Targeted Revision:	This is an update to an existing policy, specifically focused on Section V: "Challenging Contents of Records."
Legal Guidance:	Revisions were prompted by direct advice from the district's legal counsel to modernize the appeals process for parents requesting changes to a student's cumulative file.
Streamlining Bureaucracy:	The previous policy required an overly complex, multi-step hearing process that unnecessarily elevated individual student record disputes to the full Board of Education.
Goal:	To establish a more efficient, legally compliant administrative review chain while fiercely protecting federal parent and student rights.

NotebookLM

Policy 5125 / Confidentiality and Maintenance of Student Records

Second READING

Removal of the BOE:

The primary change permanently removes the Board of Education from the initial review and hearing process for individual record challenges.

New Administrative Review:

Written requests from parents/guardians to correct or remove information will now go directly to the Assistant Superintendent of Teaching and Learning.

The Appeals Chain:

If the Assistant Superintendent denies the removal request, the parent may appeal directly to the Superintendent. The

Superintendent's decision is final.

Federal Protections Retained:

Parents, guardians, and eligible students retain the federally protected right to add a written statement of disagreement or response to the file if a removal request is denied.

NotebookLM

Board Discussion and Questions

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting - June 2, 2026

Ms. Pierce

Agenda Item - III-G

Approval of Financial Reports for the months ending April 30, 2026.

The Finance Committee of the Board of Education met on June 2, 2026, which included the review of the April 30th financial reports.

Recommendation:

To approve the Financial Reports for the month ending April 30, 2026.

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Date:	June 2, 2026
Memorandum to:	Trumbull Board of Education
From:	Alison Pierce, Business Administrator
Re:	April 2026 Financial Reports

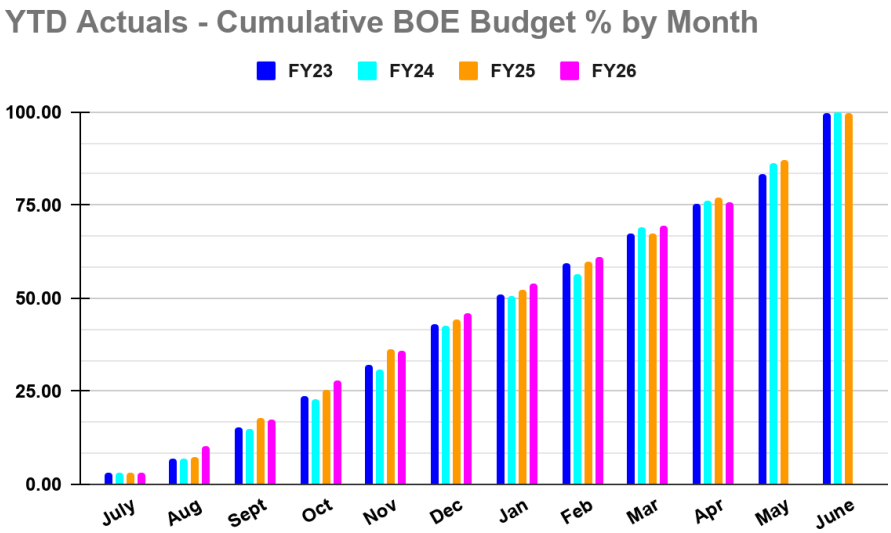
Attached for your review is the April 2026 Financial Reports, as presented to the Board of Education Finance Committee on June 2, 2026.

This report includes the April financial statements of all funds administered by the Board of Education.

Board of Education Finance Committee Report

Financial Report - **ending April 30, 2026**

**The package is presented by both Object and Location.*



001 Fund - General Fund

Period 10 of 12

83.33% through FY26

Budget	$129,177,640
YTD	$97,737,336.17
Encumbrances	$31,599,796.15
Available	($159,492.05)
% Used	100.1%

As of Period 10 (83.33%) of FY26, the General Fund budget of $129,177,640 is overcommitted, with expenditures and encumbrances exceeding the total appropriation and resulting in a negative remaining balance of $159,492.05. This reflects a decrease of $552,516.29 compared to the prior month. The significant decline in available balance is primarily attributable to projected facilities and special education-related costs.

With the close of the April financial period, the district enters Q4 in a financially challenging position, as every object code experienced a decline in available balance. The district must continue to maximize all available funding sources to help offset pressure on the General Fund. This will include a detailed review of all eligible funding opportunities to ensure expenditures are charged appropriately, where allowable.

In addition, the Business Office will continue closely monitoring expenditures, reviewing open encumbrances, and implementing prudent fiscal controls through year-end in an effort to minimize the projected deficit position and maintain overall financial stability.

Should current expenditure trends continue through fiscal year-end, the district may need to utilize available non-lapsing account funds to offset the projected shortfall. The current non-lapsing account balance is $345,453.12, of which $260,000 has been appropriated as part of the FY27 adopted budget. This would leave a projected remaining balance of approximately $85,453.12 available to help cover any FY26 year-end shortfalls.

KEY TAKEAWAYS

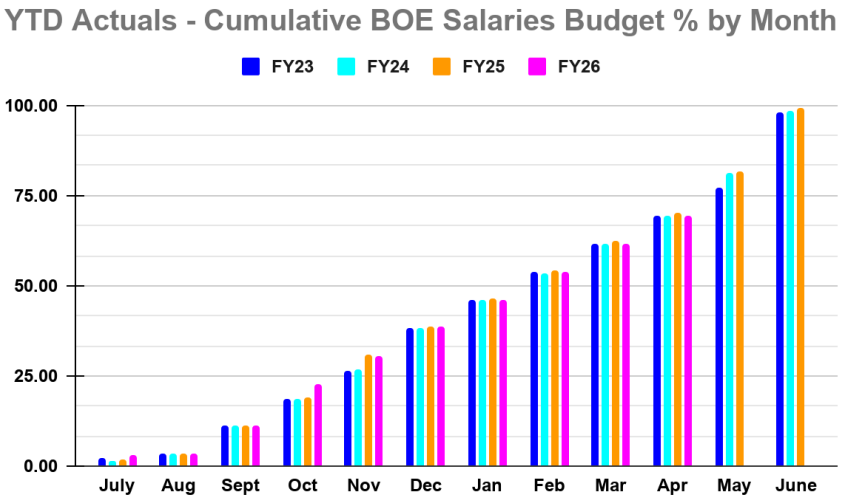
1. The FY26 General Fund is currently operating in a deficit position. As of Period 10, expenditures and encumbrances exceed the approved budget by $159,492.05, reflecting a significant month-over-month decline of more than $552,000.

2. Rising utility and special education costs are the primary driver of the financial deterioration. Increased expenditures substantially reduced the district's remaining available balance and intensified budget pressures entering Q4.
3. Aggressive year-end financial management will be required. The district is actively pursuing all eligible funding offsets, closely monitoring spending and encumbrances, and may ultimately need to utilize non-lapsing account funds if current spending trends continue through year-end.

REVIEW BY OBJECT

51XX - Salaries

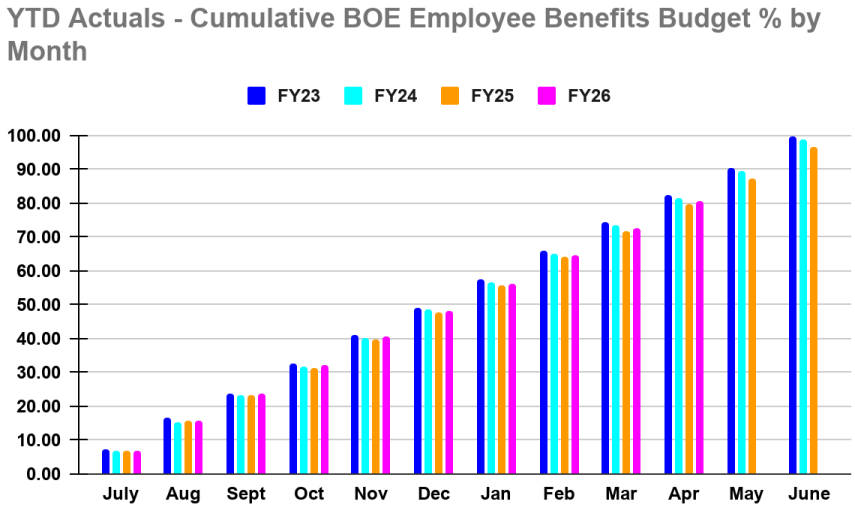
Budget	$82,097,667
YTD	$57,036,879.88
Encumbrances	$24,479,979.69
Available	$580,807.46
% Used	99.3%



The available balance reflects a decrease of $121,005.32 compared to the prior month, primarily due to the encumbrance of retroactive wage payments associated with the CMS Union contract.

52XX - Employee Benefits

Budget	$24,075,741
YTD	$19,357,432.27
Encumbrances	$4,315,789.33
Available	$402,519.12
% Used	98.3%



The available balance reflects a decrease of $4,185.00 compared to the prior month, primarily due to increased unemployment insurance costs resulting from claims filed with the State by former employees.

53XX - Purchased Professional & Technical Services

Budget	$2,920,856
YTD	$2,436,346.62
Encumbrances	$975,651.58
Available	($491,142.20)
% Used	116.8%

The available balance reflects a decrease of $32,131.41 compared to the prior month, primarily attributable to increased expenditures in Account 01011200-53230 – Consultants PPS for high-cost staffing coverage, including several consultants at a rate of $125 per hour utilized during employee paid leave, as well as an additional $10,000 required in Account 01712400-53301 – Police Service.

54XX - Purchased Property Services

Budget	$2,257,703
YTD	$1,896,737.12
Encumbrances	$732,234.25
Available	($371,268.37)
% Used	116.4%

The available balance reflects a decrease of $260,142.00 compared to the prior month, primarily due to an additional $250,000 required for Account 01842611-54101 – Electricity.

55XX - Purchased Other Services

Budget	$13,587,912
YTD	$13,784,818.99
Encumbrances	$396,454.54
Available	($593,362.01)
% Used	104.4%

The available balance reflects a decrease of $70,697.87 compared to the prior month, with the majority of the increase attributable to expenditures in Accounts 01396110-55600 – Tuition-SpEd and 01882701-55105 – SpEd Out-of-District Transportation.

56XX - Supplies

Budget	$3,326,113
YTD	$2,576,837.46
Encumbrances	$419,005.23
Available	$330,270.31
% Used	90.1%

The available budget reflects a decrease of $34,824.65 compared to the prior month, primarily attributable to expenditures in Account 01842610-56130 – Custodial Supplies.

57XX - Property & Equipment

Budget	$650,128
YTD	$512,513.77
Encumbrances	$50,208.25
Available	$87,405.98
% Used	86.6%

The available balance reflects a decrease of $24,357.72 compared to the prior month, primarily due to additional required purchases in Account 01711013-57301 – THS Home Economics Equipment and Account 01842610-57301 – Custodial Equipment.

58XX - Debt Service & Miscellaneous

Budget	$574,376
YTD	$372,458.81
Encumbrances	$230,473.28
Available	($28,556.09)
% Used	105.0%

The available budget reflects a decrease of $5,172.32 compared to the prior month, primarily due to the timing of annual membership fees in Account 01802130-58900 – HR Dues & Fees.

OTHER ACCOUNTS

TOWN SUPPORT FOR EDUCATION FUND
FUND 009

Budget	$1,347,569
YTD	$1,126,820.17
Encumbrances	$75,849.74
Available	$144,899.09
% Used	89.2%

The available budget reflects a decrease of $5,543.40 compared to the prior month, primarily due to account 09007001-51125 – NP Admin, which funds a portion of the Transportation Manager's salary.

STUDENT ACTIVITIES FUND
FUND 100

Student activities recorded monthly transactions totaling $230,623.86, with the majority of activity related to Hillcrest Middle School, THS Class of 2026, THS Bookstore/DECA, THS We The People, THS Thespian Society, THS Gymnastics, and THS HOSA Future Health Professionals.

GRANT FUND
FUND 200

Grant funds are requested after all related expenditures are incurred, with supporting documentation submitted to the grant management agency for reimbursement. Cumulative YTD actuals are $25,407.33, with an additional $898,088.61 encumbered.

SPECIAL REVENUE FUND
FUND 205

The 205 Fund contains revenue accounts used to offset General Fund expenditures. While all accounts within this fund are managed, the Finance Committee specifically reviews the following 205 accounts: Athletics, Continuing Education, Strings & Band, ELITE, Summer Explorations, and THS Parking.

Athletics	2051121
PY Balance	$216,173
YTD Revenue	$431,817 (increase of $113,848 compared to last month)
YTD Expenses	$391,390
Available Balance	$256,599.48

Continuing Education	2051650
PY Balance	($66,112)
YTD Revenue	$76,322 (increase of $1,204 compared to last month)
YTD Expenses	$74,736
Encumbrances	$19,812
Available Balance	($84,337.58)

Strings & Band	2051717
PY Balance	$11,190
YTD Revenue	$236,460 (no change compared to last month)
YTD Expenses	$179,289
Encumbrances	$92,609
Available Balance	($24,248.76)

ELITE Business Program	2051713
PY Balance	($63,570)
YTD Revenue	$94,736 (increase of $3,114 compared to last month)
YTD Expenditures	$143,568
Encumbrances	$25,678
Available Balance	($138,080.19)

Summer Explorations	2051600
PY Balance	$204,498
YTD Revenue	$290,413 (increase of $151,545 compared to last month)
YTD Expenditures	$217,620
Encumbrances	$11,814
Available Budget	$265,476.37

THS Student Parking	2051709
PY Balance	$15,275
YTD Revenue	$29,595 (increase of $255 compared to last month)
YTD Expenditures	$15,870
Encumbrances	$2,929
Available Budget	$26,070.90

SCHOLARSHIP FUND
FUND 300

PY Balance	$170,854.84
PY Bal (Restricted)	$39,575
PY Bal (Unrestricted)	$131,279.84
Monthly Revenue	$13,353.18 (increase of $200 compared to last month)
Monthly Rev (Restricted)	$0
Monthly Rev (Unrestricted)	$13,353.18 (increase of $200 compared to last month)
YTD Expenses	$0
YTD Exp (Restricted)	$0
YTD Exp (Unrestricted)	$0
Balance	$188,506.14 (increase of $621.87 compared to last month)
Balance (Restricted)	$39,575 (no change compared to last month)
Balance (Unrestricted)	$148,931.14 (increase of $621.87 compared to last month)

YTD transactions in the amount of $17,651.30 were deposited to the Chelsea Cunha, Peter Horton, Middlebrook Wings, and Karen Mraz scholarship accounts, which increased the unrestricted balance to $148,309.27, bringing the total fund balance to $187,884.27.

CAFETERIA / FOOD SERVICES FUND
FUND 210

Food Sales

Monthly Food Sales (Aspire)	$480 (decrease of $475 compared to last month)
YTD Food Sales (Aspire)	$5,816
Monthly Food Sales	$231,114 (decrease of $44,568 compared to last month)
YTD Food Sales	$1,959,974
YOY Comparison	Food Sales 0.42% higher than April 2025

P&L

Revenue:

Monthly Revenue	$333,315 (decrease of $103,372 compared to last month)
YTD Revenue	$2,898,455
YOY Comparison	Total Revenue 3.33% higher than April 2025

Expenses:

Monthly Expenses	$254,410
YTD Expenses	$2,822,298
YOY Comparison	Total expenses 26.0% higher than April 2025

Monthly Profit/(Loss)	$78,905
YOY Comparison	Profit for Month 5.36% higher than April 2025

Fund Balance

PY Fund Balance	$1,657,393
Ending Fund Balance	$1,733,561
YOY Comparison	End of Period Fund Balance 10.42% lower than April 2025

FOOD SERVICES
FUND 210

PLAN TO REDUCT EXCESS OPERATING BUDGETRESOLUTION OF FUND BALANCE

The Food Service Fund (School Nutrition Program) is required to operate as a nonprofit enterprise fund under federal regulations. In accordance with 7 CFR § 210.14(b), net cash resources must be maintained at a level not to exceed three months of average operating expenditures.

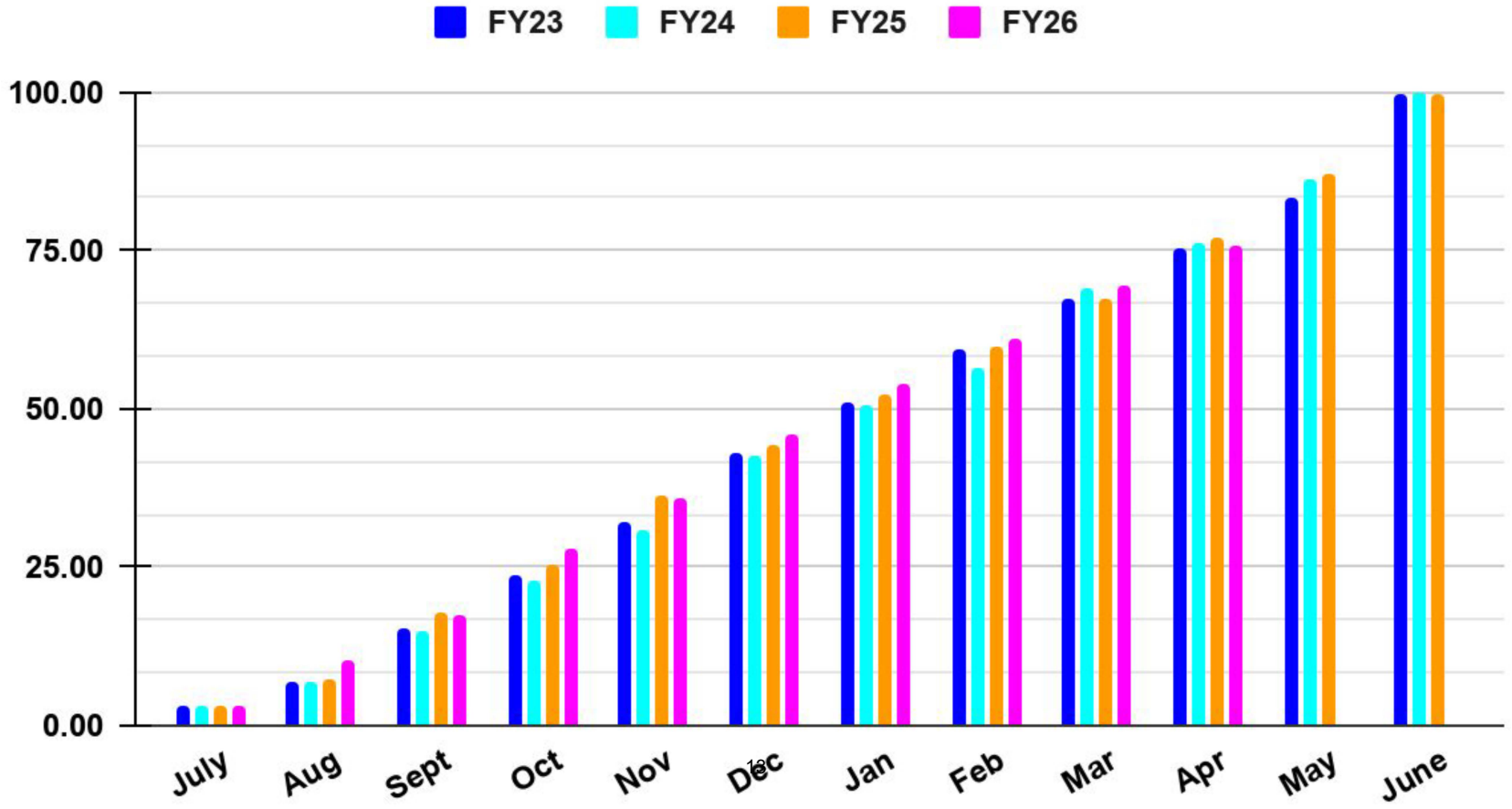
When fund balances exceed this threshold, the Connecticut State Department of Education (CSDE) requires the district to submit a Plan to Reduce Excess Operating Balance. This plan must be reviewed and approved by CSDE and outlines the reinvestment of excess funds back into the food service program.

Allowable expenditures under an approved plan are limited to items that directly support and improve the School Nutrition Program, including kitchen and cafeteria equipment, food quality enhancements, serving line improvements, and food service-related technology or staffing. Funds may not be used for general fund purposes or non-food service expenditures.

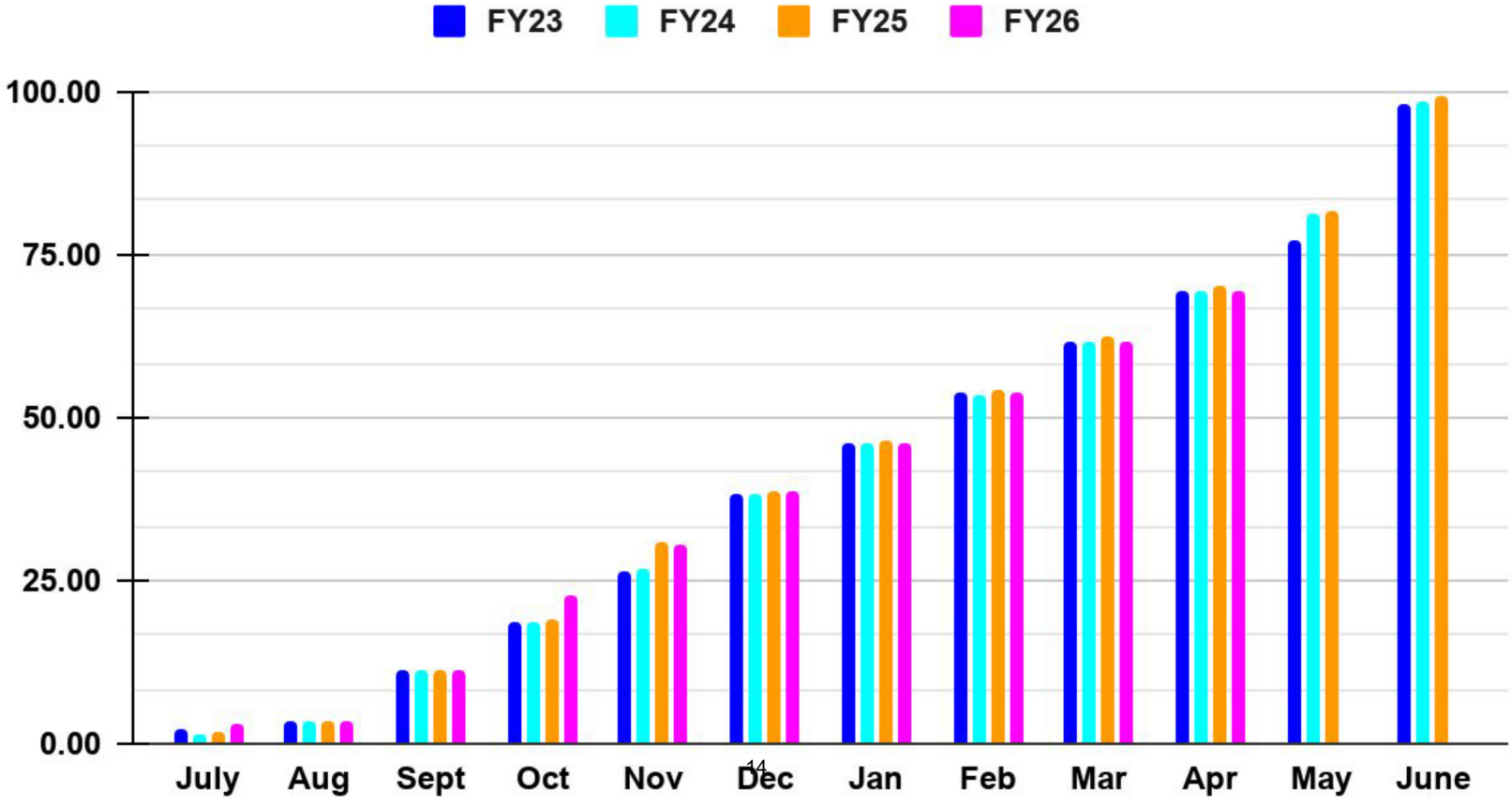
This requirement ensures that food service revenues remain dedicated to student nutrition and program enhancement. Any excess balances will be strategically reinvested in accordance with CSDE-approved guidelines to improve meal service operations and student experience.

The FY26 “Plan to Reduce Excess Operating Balance” was submitted to the Connecticut State Department of Education (CSDE) on September 17, 2025, and approved on February 23, 2026. Director Molyneux has begun obtaining quotes and making purchases in accordance with the approved plan.

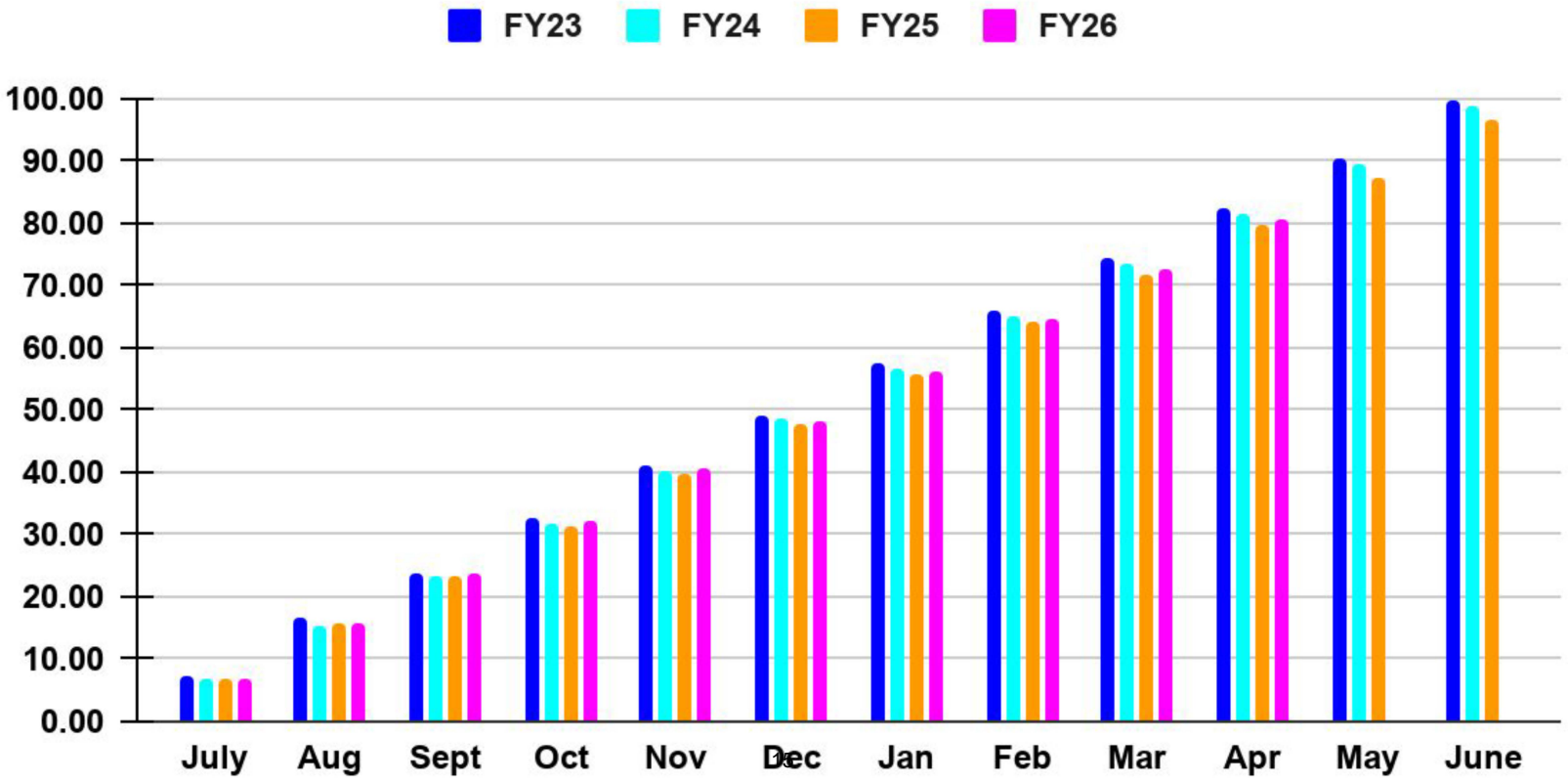
YTD Actuals - Cumulative BOE Budget % by Month



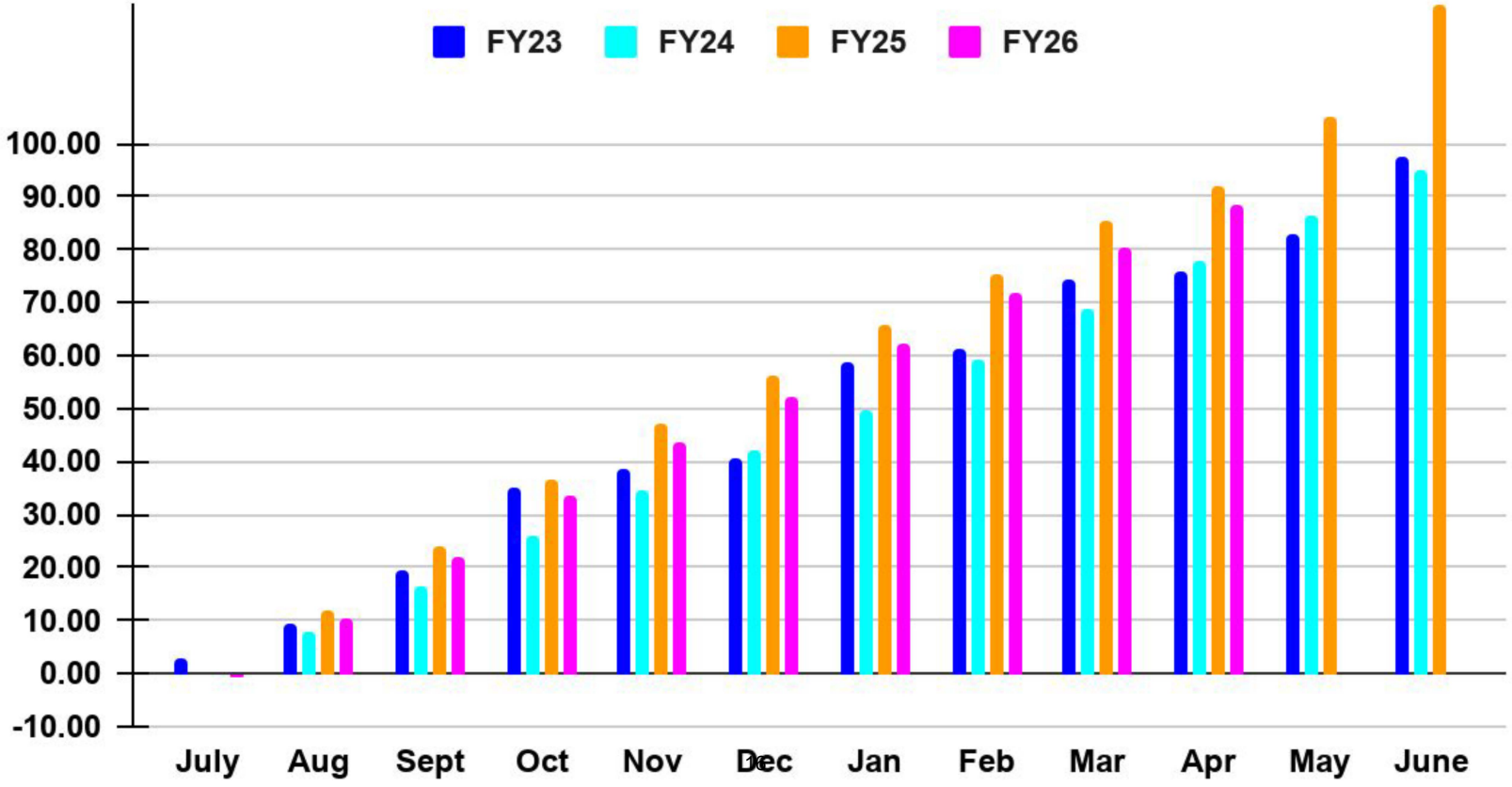
YTD Actuals - Cumulative BOE Salaries Budget % by Month



YTD Actuals - Cumulative BOE Employee Benefits Budget % by Month



YTD Actuals - Cumulative BOE Utilities Budget % by Month



FOR 2026 10

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
001 BOE GENERAL FUND		129,177,640	0	129,177,640	97,737,336.17	31,599,796.15	-159,492.05	100.1%
	TOTAL EXPENSES	129,177,640	0	129,177,640	97,737,336.17	31,599,796.15	-159,492.05	
009 TOWN ACCOUNTS FUND		0	748,907	748,907	546,345.18	75,849.74	126,712.08	83.1%
	TOTAL REVENUES	0	-598,662	-598,662	-580,474.99	.00	-18,187.01	
	TOTAL EXPENSES	0	1,347,569	1,347,569	1,126,820.17	75,849.74	144,899.09	
200 GRANTS FUND		0	660,143	660,143	49,198.18	898,116.41	-287,171.31	143.5%
	TOTAL REVENUES	0	-3,103,405	-3,103,405	-2,246,110.07	.00	-857,295.06	
	TOTAL EXPENSES	0	3,763,548	3,763,548	2,295,308.25	898,116.41	570,123.75	
205 SPECIAL REVENUE FUND		0	1,236,919	1,236,919	-400,399.22	428,413.13	1,208,905.34	2.3%
	TOTAL REVENUES	0	0	0	-1,973,059.83	486.32	1,972,573.51	
	TOTAL EXPENSES	0	1,236,919	1,236,919	1,572,660.61	427,926.81	-763,668.17	
210 SCHOOL LUNCH FUND		0	-318,502	-318,502	-76,167.42	1,420,939.87	-1,663,274.45	-422.2%
	TOTAL REVENUES	0	-2,914,286	-2,914,286	-2,898,455.30	.00	-15,830.70	
	TOTAL EXPENSES	0	2,595,784	2,595,784	2,822,287.88	1,420,939.87	-1,647,443.75	
300 SCHOLARSHIP FUND		0	0	0	-17,651.30	.00	17,651.30	100.0%
	TOTAL REVENUES	0	0	0	-17,651.30	.00	17,651.30	
	GRAND TOTAL	129,177,640	2,327,468	131,505,108	97,838,661.59	34,423,115.30	-756,669.09	100.6%

** END OF REPORT - Generated by Peg Brindisi **

FOR 2026 10

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
51 Salaries								
01011000 51110	PPS Salary	554,558	0	554,558	362,595.21	191,962.15	.14	100.0%
01011000 51113	PPS Tecec	152,158	0	152,158	122,897.25	29,261.24	-.09	100.0%*
01011000 51120	TECEC Para	252,350	0	252,350	196,800.43	57,762.88	-2,213.28	100.9%*
01011000 51122	ABA Paras	282,030	0	282,030	221,042.27	66,201.66	-5,214.11	101.8%*
01011000 51130	SEC-CALYR	25,949	0	25,949	21,693.59	5,112.54	-857.33	103.3%*
01011000 51131	SEC-SCHLYR	43,977	0	43,977	31,354.56	13,938.32	-1,316.22	103.0%*
01011000 51135	CLER. CO	1,500	0	1,500	1,611.14	.00	-111.14	107.4%*
01011200 51114	PPS Admin	950,560	0	950,560	655,465.02	156,063.11	139,032.35	85.4%
01011200 51117	TCHR-SUBS	0	0	0	-257.68	.00	257.68	100.0%
01011200 51119	Tch Salary	50,000	0	50,000	29,796.03	20,203.97	.00	100.0%
01011200 51120	Instr Para	2,539,957	0	2,539,957	1,879,008.54	553,118.24	107,830.67	95.8%
01011200 51121	Extra Time	95,000	0	95,000	67,095.02	27,904.98	.00	100.0%
01011200 51122	ABA Paras	1,625,493	0	1,625,493	1,141,193.79	338,577.44	145,721.51	91.0%
01011200 51130	Admin Sec	163,963	0	163,963	137,011.89	32,486.60	-5,535.49	103.4%*
01011200 51135	CLER PT	750	0	750	120.37	.00	629.63	16.0%
01011201 51117	Homebnd	60,000	0	60,000	47,482.55	12,517.45	.00	100.0%
01011203 51117	Tutorial	75,000	0	75,000	48,360.64	26,639.36	.00	100.0%
01011204 51117	Explsn	10,000	0	10,000	.00	.00	10,000.00	.0%
01032130 51123	Therapists	580,776	0	580,776	395,381.65	209,196.72	-23,802.27	104.1%*
01032130 51128	PPS Aides	83,490	0	83,490	66,520.39	19,894.74	-2,924.91	103.5%*
01062140 51111	PPSPsy&Beh	1,775,346	0	1,775,346	1,144,886.27	577,148.92	53,310.61	97.0%
01062145 51111	TCHR-SPEC	367,324	0	367,324	244,963.03	129,686.31	-7,325.24	102.0%*
01072110 51111	PPS Soc Wr	1,272,973	0	1,272,973	852,482.74	405,388.86	15,101.40	98.8%
01082150 51111	PPS Speech	1,533,436	0	1,533,436	1,084,243.17	499,843.02	-50,650.64	103.3%*
01121200 51111	PPS SPED	181,236	0	181,236	138,588.08	41,071.94	1,576.18	99.1%
01161200 51110	PPS Salary	2,513,492	0	2,513,492	1,723,961.42	833,884.52	-44,353.74	101.8%*
01231200 51110	PPS Salary	1,574,486	0	1,574,486	1,046,685.63	522,050.56	5,749.81	99.6%
01331200 51110	PPS Salary	2,248,092	0	2,248,092	1,502,593.83	757,328.13	-11,829.96	100.5%*
01331200 51126	Work Exp	8,000	0	8,000	4,249.82	.00	3,750.18	53.1%
01371200 51118	Tch Salary	175,000	0	175,000	159,948.95	.00	15,051.05	91.4%
01371200 51122	ABA Paras	100,000	0	100,000	91,762.73	.00	8,237.27	91.8%
01371200 51128	PPS Aides	0	0	0	3,865.15	.00	-3,865.15	100.0%*
01371200 51129	PPS Para	50,000	0	50,000	57,155.18	.00	-7,155.18	114.3%*
01401201 51117	Tutor	1,500	0	1,500	7,355.51	.00	-5,855.51	490.4%*
01401203 51117	Tutors	3,500	0	3,500	140.55	.00	3,359.45	4.0%
01401204 51117	Tutors	5,000	0	5,000	2,647.05	.00	2,352.95	52.9%
01402210 51110	Curr Salar	819,237	0	819,237	551,799.71	260,229.87	7,207.17	99.1%
01402320 51114	HR Dir	181,038	0	181,038	154,265.37	36,729.85	-9,957.22	105.5%*
01402320 51130	Admin Sec	77,165	0	77,165	65,343.22	15,415.05	-3,593.47	104.7%*
01402320 51200	MENTORS	9,000	0	9,000	.00	.00	9,000.00	.0%

FOR 2026 10

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01412210 51111	Curr Prog	379,383	0	379,383	271,860.42	107,780.54	-257.96	100.1%*
01412210 51114	Asst Super	210,443	0	210,443	174,943.65	41,653.25	-6,153.90	102.9%*
01412210 51117	Tchr Train	10,000	0	10,000	.00	.00	10,000.00	.0%
01412210 51118	PD Prep	30,000	0	30,000	13,368.73	.00	16,631.27	44.6%
01412210 51119	Curr Write	70,000	0	70,000	48,534.31	.00	21,465.69	69.3%
01412210 51120	Para Train	10,000	0	10,000	.00	.00	10,000.00	.0%
01412210 51129	Non Cert	81,640	0	81,640	37,454.31	.00	44,185.69	45.9%
01412210 51130	Admin Sec	68,890	0	68,890	55,324.78	13,696.85	-132.03	100.2%*
01412210 51135	CLER PT	500	0	500	179.07	.00	320.93	35.8%
01422520 51125	Tech Supv	148,899	0	148,899	120,264.48	28,634.40	.12	100.0%
01422520 51129	Tech Other	540,573	0	540,573	441,972.53	103,956.25	-5,356.25	101.0%*
01422520 51130	Admin Sect	66,955	0	66,955	55,924.68	13,315.40	-2,284.88	103.4%*
01422520 51141	TECH OT	8,500	0	8,500	1,549.80	.00	6,950.20	18.2%
01511001 51110	BHE Salary	2,429,259	0	2,429,259	1,532,262.66	791,672.56	105,323.78	95.7%
01511001 51120	AIDE-CLSRM	59,021	0	59,021	33,960.49	8,610.40	16,450.21	72.1%
01511002 51110	Spec	659,645	0	659,645	426,551.76	218,205.01	14,888.61	97.7%
01512220 51110	BHE Salary	123,538	0	123,538	80,774.82	42,763.14	.04	100.0%
01512400 51113	BHE Admin	195,972	0	195,972	158,284.98	37,686.90	.12	100.0%
01512400 51120	BHE Paras	21,643	0	21,643	16,960.48	2,711.28	1,971.44	90.9%
01512400 51130	Admin Sec	67,265	0	67,265	56,234.68	13,315.40	-2,284.88	103.4%*
01512400 51131	SEC-SCHLYR	43,393	0	43,393	31,005.58	13,686.88	-1,299.58	103.0%*
01512400 51135	CLER. CO	0	0	0	53.23	.00	-53.23	100.0%*
01521001 51110	FTE Teach	2,420,499	0	2,420,499	1,633,667.70	778,949.35	7,881.95	99.7%
01521001 51120	FTE Paras	60,428	0	60,428	46,629.24	11,352.16	2,446.76	96.0%
01521002 51110	Spec	879,541	0	879,541	585,285.90	276,517.94	17,737.34	98.0%
01522220 51110	FT Teacher	113,845	0	113,845	74,437.05	39,407.85	.10	100.0%
01522400 51113	FTE Admin	361,821	0	361,821	292,239.99	69,580.95	.06	100.0%
01522400 51120	FTE Paras	41,382	0	41,382	32,690.84	1,412.22	7,279.37	82.4%
01522400 51130	Admin Sec	67,555	0	67,555	56,516.39	13,315.40	-2,276.59	103.4%*
01522400 51131	SEC-SCHLYR	44,082	0	44,082	37,183.48	8,162.48	-1,263.96	102.9%*
01522400 51135	CLER. CO	0	0	0	2,847.02	.00	-2,847.02	100.0%*
01531001 51110	DFE Salary	2,305,418	0	2,305,418	1,572,164.37	814,041.17	-80,787.54	103.5%*
01531001 51120	DFE Paras	40,604	0	40,604	36,177.62	7,628.40	-3,202.34	107.9%*
01531002 51110	Spec	660,000	0	660,000	495,372.24	173,227.60	-8,599.59	101.3%*
01532220 51110	DFE Salary	93,855	0	93,855	61,366.77	32,488.29	-.06	100.0%*
01532400 51113	DFE Admin	195,972	0	195,972	158,284.98	37,686.90	.12	100.0%
01532400 51120	DFE Paras	22,898	0	22,898	9,855.98	8,944.71	4,097.71	82.1%
01532400 51130	SEC-CALYR	67,555	0	67,555	44,616.21	10,528.65	12,410.34	81.6%
01532400 51131	SEC-SCHLYR	43,183	0	43,183	30,612.53	13,686.88	-1,116.53	102.6%*
01532400 51135	CLER. CO	0	0	0	730.44	.00	-730.44	100.0%*
01541001 51110	MBE Salary	2,413,364	0	2,413,364	1,613,467.62	799,895.44	.94	100.0%
01541001 51120	MBE Para	54,138	0	54,138	40,148.06	10,171.20	3,818.98	92.9%
01541002 51110	Spec	890,841	0	890,841	614,327.12	266,507.94	10,005.87	98.9%
01542220 51110	MBE Salary	123,538	0	123,538	80,774.82	42,763.14	.04	100.0%

FOR 2026 10

			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01542400	51113	MBE Admin	359,821	0	359,821	290,624.46	69,196.30	.24	100.0%
01542400	51120	MBE Paras	13,530	0	13,530	10,989.66	1,573.78	966.08	92.9%
01542400	51130	SEC-CALYR	67,205	0	67,205	56,174.68	13,315.40	-2,284.88	103.4%*
01542400	51131	SEC-SCHLYR	42,580	0	42,580	30,365.90	13,495.92	-1,281.62	103.0%*
01542400	51135	CLER. CO	0	0	0	353.69	.00	-353.69	100.0%*
01551001	51110	JRE Salary	2,044,434	0	2,044,434	1,354,633.43	633,564.83	56,235.74	97.2%
01551001	51120	JRE Paras	58,308	0	58,308	32,380.78	7,820.96	18,106.38	68.9%
01551002	51110	TCHR-CLSRM	688,390	0	688,390	448,877.42	187,799.52	51,712.84	92.5%
01552220	51110	JRE Salary	104,494	0	104,494	68,323.00	36,171.00	.00	100.0%
01552400	51113	JRE Admin	195,972	0	195,972	158,284.98	37,686.90	.12	100.0%
01552400	51120	JRE Paras	23,512	0	23,512	18,404.99	3,031.05	2,075.56	91.2%
01552400	51130	SEC-CALYR	67,225	0	67,225	56,186.39	13,315.40	-2,276.59	103.4%*
01552400	51131	SEC-SCHLYR	43,393	0	43,393	31,005.60	13,686.88	-1,299.60	103.0%*
01552400	51135	CLER. CO	500	0	500	855.50	.00	-355.50	171.1%*
01581001	51110	TSE Salary	1,844,259	0	1,844,259	1,188,318.17	608,979.82	46,961.01	97.5%
01581001	51120	TSE Paras	46,894	0	46,894	45,438.00	11,352.16	-9,896.56	121.1%*
01581002	51110	Spec	635,718	0	635,718	403,904.19	181,756.82	50,057.07	92.1%
01582220	51110	TSE Salary	107,587	0	107,587	70,345.32	37,241.64	.04	100.0%
01582400	51113	TSE Admin	195,972	0	195,972	158,284.98	37,686.90	.12	100.0%
01582400	51120	TSE Paras	23,047	0	23,047	14,793.72	3,004.21	5,249.27	77.2%
01582400	51130	SEC-CALYR	67,285	0	67,285	56,254.68	13,315.40	-2,284.88	103.4%*
01582400	51131	SEC-SCHLYR	43,183	0	43,183	30,795.57	13,686.88	-1,299.57	103.0%*
01582400	51135	CLER. CO	0	0	0	164.19	.00	-164.19	100.0%*
01611001	51110	HMS Salary	4,163,874	0	4,163,874	2,754,265.27	1,428,037.62	-18,429.19	100.4%*
01611001	51111	TCHR-SPEC	123,538	0	123,538	80,774.82	42,763.14	.04	100.0%
01611016	51110	HMS Salary	353,559	0	353,559	248,896.32	104,662.69	-.01	100.0%*
01611019	51110	HMS Salary	385,516	0	385,516	262,097.16	123,418.52	.32	100.0%
01612120	51110	HMS Salary	322,855	0	322,855	215,973.09	106,881.93	-.02	100.0%*
01612120	51131	SEC-SCHLYR	53,345	0	53,345	38,099.93	16,844.40	-1,599.29	103.0%*
01612120	51135	CLER. CO	0	0	0	644.56	.00	-644.56	100.0%*
01612220	51110	HMS Salary	123,538	0	123,538	80,774.82	42,763.14	.04	100.0%
01612400	51110	TEAExtra	0	0	0	312.23	.00	-312.23	100.0%*
01612400	51113	HMS Admin	372,146	0	372,146	300,579.30	71,566.50	.20	100.0%
01612400	51120	HMS Paras	13,830	0	13,830	12,471.99	1,609.32	-250.83	101.8%*
01612400	51130	SEC-CALYR	59,592	0	59,592	49,768.95	11,849.75	-2,026.70	103.4%*
01612400	51131	SEC-SCHLYR	49,489	0	49,489	35,294.58	15,686.48	-1,492.40	103.0%*
01612400	51135	CLER. CO	0	0	0	1,463.80	.00	-1,463.80	100.0%*
01613202	51116	HMS Advis	45,000	0	45,000	.00	43,969.00	1,031.00	97.7%
01621001	51110	MMS Salary	4,427,571	0	4,427,571	2,878,927.86	1,395,430.69	153,212.15	96.5%
01621001	51111	TCHR-SPEC	123,538	0	123,538	80,774.82	42,763.14	.04	100.0%
01621016	51110	MMS Salary	326,880	0	326,880	231,452.28	95,427.61	.11	100.0%
01621019	51110	MMS Salary	397,322	0	397,322	284,322.62	120,266.34	-7,266.96	101.8%*
01622120	51110	MMS Salary	301,776	0	301,776	206,797.00	102,024.00	-7,045.00	102.3%*
01622120	51131	SEC-SCHLYR	43,835	0	43,835	31,618.35	13,938.32	-1,721.45	103.9%*

FOR 2026 10

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01622220 51110	MMS Salary	123,538	0	123,538	80,774.82	42,763.14	.04	100.0%
01622400 51110	TEA Extra	0	0	0	3,018.18	.00	-3,018.18	100.0%*
01622400 51113	MMS Admin	377,045	0	377,045	283,107.70	70,652.65	23,284.65	93.8%
01622400 51120	MMS Paras	15,817	0	15,817	11,708.65	752.90	3,355.57	78.8%
01622400 51130	SEC-CALYR	67,265	0	67,265	56,234.68	13,315.40	-2,284.88	103.4%*
01622400 51131	SEC SCH YR	49,489	0	49,489	41,711.94	9,269.32	-1,492.48	103.0%*
01622400 51135	CLER. CO	0	0	0	284.88	.00	-284.88	100.0%*
01623202 51116	MMS Advis	42,500	0	42,500	3,638.85	35,786.15	3,075.00	92.8%
01711001 51110	THS Salary	12,615,763	0	12,615,763	8,450,155.06	4,144,371.75	21,236.19	99.8%
01711001 51111	TCHR-SPEC	102,330	0	102,330	83,634.73	44,277.21	-25,582.34	125.0%*
01711006 51110	THS Salary	592,649	0	592,649	336,511.96	150,811.92	105,325.12	82.2%
01711006 51129	THS Ag Sci	5,000	0	5,000	2,912.18	.00	2,087.82	58.2%
01711006 51131	SEC-SCHLYR	40,684	0	40,684	29,142.90	12,752.40	-1,211.08	103.0%*
01711006 51135	CLER. CO	459	0	459	350.14	.00	108.86	76.3%
01711016 51110	THS Salary	305,334	0	305,334	216,034.81	90,130.17	-830.98	100.3%*
01711019 51110	THS Salary	895,463	0	895,463	597,370.93	313,769.61	-15,677.24	101.8%*
01711019 51114	Sports Dir	181,073	0	181,073	146,251.35	34,821.75	-.10	100.0%*
01711022 51110	THS Salary	284,835	0	284,835	187,299.20	99,158.40	-1,622.70	100.6%*
01712120 51110	THS Salary	1,278,125	0	1,278,125	903,612.52	382,137.24	-7,625.26	100.6%*
01712120 51114	DIR/COORD	0	0	0	124,516.98	29,646.90	-154,163.88	100.0%*
01712120 51130	SEC-CALYR	193,796	0	193,796	162,025.00	38,344.05	-6,573.05	103.4%*
01712120 51135	CLER. CO	0	0	0	119.73	.00	-119.73	100.0%*
01712220 51110	THS Salary	102,171	0	102,171	66,804.05	35,366.85	.10	100.0%
01712400 51110	THS Deten	3,500	0	3,500	2,563.81	.00	936.19	73.3%
01712400 51113	THS Admin	940,470	0	940,470	750,540.29	178,077.90	11,851.81	98.7%
01712400 51120	THS Paras	61,263	0	61,263	48,643.29	14,379.95	-1,760.28	102.9%*
01712400 51130	SEC-CALYR	124,880	0	124,880	90,059.82	22,575.15	12,245.03	90.2%
01712400 51131	SEC-SCHLYR	155,979	0	155,979	111,233.44	49,375.28	-4,629.98	103.0%*
01712400 51135	CLER. CO	350	0	350	282.49	.00	67.51	80.7%
01713201 51111	TCHR-SPEC	137,700	0	137,700	111,192.75	29,261.25	-2,754.00	102.0%*
01713201 51116	Coaches	650,000	0	650,000	474,072.80	245,927.20	-70,000.00	110.8%*
01713201 51129	OTHER NC	17,541	0	17,541	4,194.31	.00	13,346.69	23.9%
01713201 51131	SEC-SCHLYR	49,489	0	49,489	35,264.52	15,686.48	-1,462.34	103.0%*
01713201 51135	Sec-Extra	4,500	0	4,500	3,101.43	.00	1,398.57	68.9%
01713201 51170	GameStaff	57,500	0	57,500	42,968.60	.00	14,531.40	74.7%
01713202 51116	THS Advis	145,987	0	145,987	17,668.73	103,766.42	24,551.85	83.2%
01802320 51113	SubAdmin	0	0	0	7,238.40	.00	-7,238.40	100.0%*
01802320 51115	Sup Pers	225,260	0	225,260	183,176.97	43,455.75	-1,372.82	100.6%*
01802320 51117	Sub Teach	0	0	0	142,509.39	100,000.00	-242,509.39	100.0%*
01802320 51119	Teacher	0	0	0	5,128.55	.00	-5,128.55	100.0%*
01802320 51127	SEC. GRD	0	0	0	15,981.91	.00	-15,981.91	100.0%*
01802320 51129	Super-Para	0	0	0	3,377.02	.00	-3,377.02	100.0%*
01802320 51135	Extra	0	0	0	8,710.19	.00	-8,710.19	100.0%*
01802320 51139	SEC- SUB	0	0	0	10,854.69	.00	-10,854.69	100.0%*

FOR 2026 10

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01802320 51140	CustSubs	55,000	0	55,000	25,033.12	11,966.88	18,000.00	67.3%
01822230 51125	Plant Supv	393,488	0	393,488	297,384.77	76,464.05	19,639.18	95.0%
01822230 51127	Sec Guard	818,000	0	818,000	620,709.11	183,947.45	13,343.44	98.4%
01822230 51128	Sec OT	25,000	0	25,000	21,280.11	.00	3,719.89	85.1%
01822230 51130	SEC-CALYR	97,351	0	97,351	80,933.95	19,239.55	-2,822.30	102.9%*
01822230 51135	CLER. CO	0	0	0	156.61	.00	-156.61	100.0%*
01842610 51140	CUST.MAINT	3,023,942	0	3,023,942	2,157,755.51	652,924.40	213,261.69	92.9%
01842610 51141	OT/SCHOOLS	100,000	0	100,000	85,704.63	48,711.31	-34,415.94	134.4%*
01842610 51142	OT/sch eve	110,000	0	110,000	62,307.75	47,692.25	.00	100.0%
01842610 51143	Snow	0	0	0	50,964.00	.00	-50,964.00	100.0%*
01842610 51145	HELP 19.5	9,791	0	9,791	6,779.57	5,120.31	-2,109.32	121.5%*
01842610 51149	CUST NGTDF	0	0	0	7,831.85	.00	-7,831.85	100.0%*
01852620 51140	CUST.MAINT	830,066	0	830,066	475,687.21	174,159.30	180,219.09	78.3%
01852620 51141	OT/SCHOOLS	25,000	0	25,000	8,914.19	.00	16,085.81	35.7%
01852620 51145	SUMMER GR	32,000	0	32,000	21,571.78	.00	10,428.22	67.4%
01852647 51140	UNANTI REG	0	0	0	.00	999.00	-999.00	100.0%*
01882700 51125	Tran Supv	80,520	0	80,520	59,777.14	14,223.98	6,519.32	91.9%
01882700 51130	SEC-CALYR	108,723	0	108,723	90,804.61	21,575.50	-3,657.11	103.4%*
01882700 51135	CLERICAL	0	0	0	3,627.02	.00	-3,627.02	100.0%*
01902310 51136	CLER. MTGS	3,000	0	3,000	1,925.00	.00	1,075.00	64.2%
01902320 51115	Sup Admin	301,330	0	301,330	255,543.54	60,843.70	-15,057.00	105.0%*
01902320 51130	SEC-FT	166,880	0	166,880	130,859.20	32,449.25	3,571.55	97.9%
01912520 51113	Bus Admin	183,471	0	183,471	142,177.85	35,192.30	6,100.85	96.7%
01912520 51129	Bus-Asst	95,669	0	95,669	77,271.18	18,397.91	.11	100.0%
01912520 51130	SEC-CALYR	311,870	0	311,870	260,267.98	61,494.75	-9,892.92	103.2%*
01912520 51135	CLERICAL	8,500	0	8,500	2,172.24	.00	6,327.76	25.6%
01912520 51196	RET SAVE	-675,000	0	-675,000	.00	.00	-675,000.00	.0%*
01912520 51197	DEGREE CH	115,000	0	115,000	.00	.00	115,000.00	.0%
01912520 51198	Retire Pay	360,000	0	360,000	320,149.06	39,850.94	.00	100.0%
01912520 51199	RSV. ALLOC	474,919	0	474,919	51,735.78	165,000.00	258,183.22	45.6%
01922530 51125	AS-Supv	168,866	0	168,866	136,391.85	32,474.25	-.10	100.0%*
01922530 51129	AS-Other	81,640	0	81,640	65,137.70	15,459.70	1,042.60	98.7%
01922530 51135	CLER. CO	15,000	0	15,000	.00	.00	15,000.00	.0%
TOTAL Salaries		82,097,667	0	82,097,667	57,036,879.88	24,479,979.69	580,807.46	99.3%
	TOTAL EXPENSES	82,097,667	0	82,097,667	57,036,879.88	24,479,979.69	580,807.46	
52 Employee Benefits								
01912520 52001	FICA-MC	2,081,296	0	2,081,296	1,475,188.49	606,107.73	.00	100.0%
01912520 52002	HEALTH/DEN	21,159,945	0	21,159,945	22,481,853.44	4,535,063.12	-5,856,972.06	127.7%*
01912520 52003	WAIVER	210,000	0	210,000	174,646.86	41,115.64	-5,762.50	102.7%*

FOR 2026 10

52 Employee Benefits			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01912520	52004	DISABILITY	23,500	0	23,500	19,593.33	4,406.67	-500.00	102.1%*
01912520	52005	Life	115,000	0	115,000	95,236.24	20,216.26	-452.50	100.4%*
01912520	52006	UNEMPLOY	20,000	0	20,000	5,583.00	5,000.00	9,417.00	52.9%
01912520	52008	Admin Fee	16,000	0	16,000	10,647.00	1,917.00	3,436.00	78.5%
01912520	52010	401A TBOE	450,000	0	450,000	336,206.63	113,793.37	.00	100.0%
01912520	52011	Med WH	0	0	0	-5,020,933.91	-989,016.21	6,009,950.12	100.0%
01912520	52012	Dental WH	0	0	0	-220,588.81	-22,814.25	243,403.06	100.0%
TOTAL Employee Benefits			24,075,741	0	24,075,741	19,357,432.27	4,315,789.33	402,519.12	98.3%
TOTAL EXPENSES			24,075,741	0	24,075,741	19,357,432.27	4,315,789.33	402,519.12	

53 Prchsd Prof Services

01011200	53230	CONSLT-PPS	325,000	0	325,000	381,200.16	149,898.64	-206,098.80	163.4%*
01011200	53300	OTHER PROF	58,000	0	58,000	35,757.72	25,797.30	-3,555.02	106.1%*
01011200	53308	LEGALSPED	115,000	0	115,000	123,299.66	51,700.34	-60,000.00	152.2%*
01011201	53210	INSTR. SRV	0	0	0	9,887.20	8,612.80	-18,500.00	100.0%*
01052130	53305	Svc Cont	90,000	0	90,000	96,771.63	39,628.37	-46,400.00	151.6%*
01401201	53210	INSTR. SRV	5,000	0	5,000	11,600.00	400.00	-7,000.00	240.0%*
01412210	53300	OTHER PROF	5,000	0	5,000	920.00	3,000.00	1,080.00	78.4%
01422214	53300	OTHER PROF	4,500	0	4,500	1,746.26	295.91	2,457.83	45.4%
01422220	53300	OTHER PROF	3,500	0	3,500	.00	.00	3,500.00	.0%
01422520	53300	OTHER PROF	6,000	0	6,000	2,151.00	.00	3,849.00	35.9%
01422520	53305	DP-COMPUT	42,000	0	42,000	38,592.12	.00	3,407.88	91.9%
01613202	53301	POLICE	800	0	800	.00	.00	800.00	.0%
01623202	53301	POLICE	1,250	0	1,250	.00	720.00	530.00	57.6%
01711016	53300	OTHER PROF	47,575	0	47,575	39,345.43	2,525.00	5,704.57	88.0%
01712120	53220	INSERV.S/C	950	0	950	401.23	.00	548.77	42.2%
01712400	53301	POLICE	90,000	0	90,000	85,728.00	31,152.00	-26,880.00	129.9%*
01713201	53300	Prch Srvcs	227,575	0	227,575	178,701.13	10,064.86	38,809.01	82.9%
01713201	53301	POLICE	20,000	0	20,000	24,640.00	2,860.00	-7,500.00	137.5%*
01802130	53401	SubTeach	840,000	0	840,000	436,052.96	396,766.28	7,180.76	99.1%
01802130	53402	SubPara	450,000	0	450,000	334,390.42	118,907.77	-3,298.19	100.7%*
01802130	53403	SubSec	20,000	0	20,000	4,502.11	15,158.07	339.82	98.3%
01852647	53300	OTHER PROF	3,000	0	3,000	.00	.00	3,000.00	.0%
01882700	53303	Software	8,256	0	8,256	13,551.49	20,500.00	-25,795.49	412.4%*
01882700	53405	SubCoor	0	0	0	32,812.50	62.50	-32,875.00	100.0%*
01902310	53300	OTHER PROF	27,000	0	27,000	25,260.54	139.58	1,599.88	94.1%
01902310	53308	LEGAL GEN	110,000	0	110,000	108,231.96	84,970.00	-83,201.96	175.6%*
01912520	53300	OTHER PROF	0	0	0	30,000.00	6,600.00	-36,600.00	100.0%*
01912520	53310	Insurance	93,000	0	93,000	87,900.00	.00	5,100.00	94.5%
01922530	53301	FINANCIALS	90,000	0	90,000	101,877.06	.00	-11,877.06	113.2%*

FOR 2026 10

53 Prchsd Prof Services		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01922530 53302	D.L.OTHER	229,950	0	229,950	229,426.04	5,892.16	-5,368.20	102.3%*
01922530 53304	TRAINING	7,500	0	7,500	1,600.00	.00	5,900.00	21.3%
TOTAL Prchsd Prof Services		2,920,856	0	2,920,856	2,436,346.62	975,651.58	-491,142.20	116.8%
	TOTAL EXPENSES	2,920,856	0	2,920,856	2,436,346.62	975,651.58	-491,142.20	
54 Prchsd Property Srvc								
01052130 54300	REPAIRS	2,000	0	2,000	965.00	.00	1,035.00	48.3%
01422214 54300	REPAIRS	800	0	800	.00	.00	800.00	.0%
01422220 54300	REPAIRS	500	0	500	.00	.00	500.00	.0%
01422520 54300	REPAIRS	1,200	0	1,200	.00	.00	1,200.00	.0%
01422520 54409	Copiers	243,820	0	243,820	185,316.71	60,373.39	-1,870.10	100.8%*
01512400 54900	PROP SERV	300	0	300	.00	.00	300.00	.0%
01552400 54900	PROP SERV	500	0	500	.00	.00	500.00	.0%
01582400 54900	PROP SERV	300	0	300	97.00	.00	203.00	32.3%
01611016 54900	PROP SERV	1,212	0	1,212	468.97	.00	743.03	38.7%
01612400 54900	PROP SERV	500	0	500	.00	.00	500.00	.0%
01621016 54900	PROP SERV	900	0	900	.00	745.35	154.65	82.8%
01622400 54900	PROP SERV	750	0	750	480.98	.00	269.02	64.1%
01711006 54300	REPAIRS	3,000	0	3,000	2,790.73	2,981.56	-2,772.29	192.4%*
01711006 54900	PROP SERV	3,000	0	3,000	1,449.25	45.00	1,505.75	49.8%
01711016 54201	UNIFORM CL	1,500	0	1,500	1,500.00	.00	.00	100.0%
01713201 54200	CLEANING	16,000	0	16,000	11,552.31	3,447.69	1,000.00	93.8%
01842610 54103	RUBBISH	83,000	0	83,000	66,966.45	11,952.82	4,080.73	95.1%
01842610 54202	SER.CUST.	4,000	0	4,000	3,336.06	615.94	48.00	98.8%
01842610 54300	REPAIRS	15,000	0	15,000	223.30	877.20	13,899.50	7.3%
01842611 54101	Electricty	1,273,398	0	1,273,398	1,170,440.29	388,313.96	-285,356.25	122.4%*
01842611 54105	WATER	130,000	0	130,000	73,876.50	30,553.75	25,569.75	80.3%
01852622 54300	REPAIRS	10,000	0	10,000	.00	.00	10,000.00	.0%
01852623 54300	REPAIRS	3,000	0	3,000	1,680.24	578.76	741.00	75.3%
01852625 54300	REPAIRS	10,000	0	10,000	3,150.00	.00	6,850.00	31.5%
01852627 54300	REPAIRS	5,000	0	5,000	6,281.46	7,000.00	-8,281.46	265.6%*
01852631 54300	REPAIRS	50,000	0	50,000	51,456.53	44,812.13	-46,268.66	192.5%*
01852631 54301	ELEVATORS	40,000	0	40,000	22,344.07	7,655.93	10,000.00	75.0%
01852632 54300	REPAIRS	5,000	0	5,000	3,219.25	.00	1,780.75	64.4%
01852633 54300	Services	35,000	0	35,000	8,300.31	35,227.09	-8,527.40	124.4%*
01852633 54301	SEC-SRVC K	25,000	0	25,000	1,050.00	300.00	23,650.00	5.4%
01852634 54300	REPAIRS	30,000	0	30,000	18,186.25	2,431.50	9,382.25	68.7%
01852635 54300	REPAIRS	35,000	0	35,000	9,631.00	.00	25,369.00	27.5%
01852637 54300	REPAIRS	6,000	0	6,000	6,830.00	70.00	-900.00	115.0%*
01852638 54300	REPAIRS	0	0	0	2,478.00	1,998.00	-4,476.00	100.0%*

FOR 2026 10

54 Prchsd Property Srvc			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01852639	54300	REPAIRS	135,000	0	135,000	84,379.42	74,616.76	-23,996.18	117.8%*
01852643	54300	REPAIRS	6,000	0	6,000	3,763.40	5,766.60	-3,530.00	158.8%*
01852644	54300	REPAIRS	5,000	0	5,000	4,851.29	2,581.11	-2,432.40	148.6%*
01852645	54300	REPAIRS	30,000	0	30,000	18,768.50	11,231.50	.00	100.0%
01852646	54300	REPAIRS	10,000	0	10,000	12,652.00	2,358.00	-5,010.00	150.1%*
01852647	54300	REPAIRS	15,000	0	15,000	104,345.60	28,246.46	-117,592.06	883.9%*
01852648	54300	REPAIRS	20,000	0	20,000	13,906.25	7,453.75	-1,360.00	106.8%*
01852649	54300	REPAIRS	500	0	500	.00	.00	500.00	.0%
01882700	54900	PROP SERV	523	0	523	.00	.00	523.00	.0%
TOTAL Prchsd Property Srvc			2,257,703	0	2,257,703	1,896,737.12	732,234.25	-371,268.37	116.4%
TOTAL EXPENSES			2,257,703	0	2,257,703	1,896,737.12	732,234.25	-371,268.37	

55 Prchsd Other Srvcs

01011000	55800	PROF.DEVEL	500	0	500	.00	500.00	.00	100.0%
01011000	55900	OTHER PUR	6,000	0	6,000	4,420.00	.00	1,580.00	73.7%
01011000	55906	PRT-P ACC	200	0	200	165.00	.00	35.00	82.5%
01011200	55800	PROF DEVEL	20,000	0	20,000	6,536.15	3,160.00	10,303.85	48.5%
01011200	55801	Mileage	10,000	0	10,000	5,058.78	.00	4,941.22	50.6%
01011200	55906	PRINTING	500	0	500	.00	292.50	207.50	58.5%
01396110	55600	Tuit-SPED	5,568,903	0	5,568,903	4,946,208.11	1,460,423.32	-837,728.91	115.0%*
01396110	55601	ECR	-2,087,315	0	-2,087,315	.00	-2,087,315.00	.00	100.0%
01401000	55502	Intern HS	48,750	0	48,750	7,820.00	7,650.00	33,280.00	31.7%
01401203	55801	Mileage	10,000	0	10,000	7,673.76	.00	2,326.24	76.7%
01402320	55600	TUITION	327,960	0	327,960	232,820.38	24,733.37	70,406.25	78.5%
01402320	55800	PROF DEVEL	20,000	0	20,000	25,752.87	.00	-5,752.87	128.8%*
01402320	55906	PRINTING	800	0	800	879.50	.00	-79.50	109.9%*
01412210	55800	PROF DEVEL	62,000	0	62,000	55,861.49	8,500.00	-2,361.49	103.8%*
01422520	55800	PROF DEVEL	1,000	0	1,000	180.00	.00	820.00	18.0%
01422520	55804	Mileage	1,200	0	1,200	527.70	.00	672.30	44.0%
01422520	55903	Tel Cell	38,000	0	38,000	8,756.23	10,285.91	18,957.86	50.1%
01422520	55904	PHONE-LAND	107,895	0	107,895	106,458.23	23,008.95	-21,572.18	120.0%*
01422520	55907	INTERNET	228,300	0	228,300	179,208.49	6,728.00	42,363.51	81.4%
01511001	55500	BHE Intern	32,000	0	32,000	15,300.00	15,300.00	1,400.00	95.6%
01512400	55800	PROF DEVEL	550	0	550	.00	.00	550.00	.0%
01521001	55500	FTE Intern	32,000	0	32,000	15,300.00	15,300.00	1,400.00	95.6%
01522400	55800	PROF DEVEL	500	0	500	.00	.00	500.00	.0%
01531001	55500	DFE Intern	32,000	0	32,000	11,739.00	7,650.00	12,611.00	60.6%
01532400	55800	PROF DEVEL	0	0	0	870.00	.00	-870.00	100.0%*
01541001	55500	MBE Intern	32,000	0	32,000	15,300.00	15,300.00	1,400.00	95.6%
01542400	55800	PROF DEVEL	500	0	500	341.90	.00	158.10	68.4%

FOR 2026 10

55 Prchsd Other Srvcs		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01551001 55500	JRE Intern	32,000	0	32,000	15,300.00	15,300.00	1,400.00	95.6%
01581001 55500	TSE Intern	32,000	0	32,000	15,300.00	15,300.00	1,400.00	95.6%
01582400 55800	PROF DEVEL	500	0	500	76.17	.00	423.83	15.2%
01611001 55500	HMS Intern	48,000	0	48,000	22,950.00	22,950.00	2,100.00	95.6%
01612400 55800	PROF DEVEL	1,100	0	1,100	.00	.00	1,100.00	.0%
01621001 55500	MMS Intern	48,000	0	48,000	22,950.00	22,950.00	2,100.00	95.6%
01622400 55800	PROF DEVEL	1,000	0	1,000	.00	.00	1,000.00	.0%
01711006 55809	FIELD TRIP	2,629	0	2,629	396.20	2,103.80	129.00	95.1%
01711006 55906	PRT-P ACC	500	0	500	.00	.00	500.00	.0%
01711016 55809	FIELD TRIP	22,000	0	22,000	10,009.55	2,106.39	9,884.06	55.1%
01712400 55800	PROF DEVEL	3,500	0	3,500	1,159.80	.00	2,340.20	33.1%
01712400 55901	OthPrchSrv	2,000	0	2,000	.00	.00	2,000.00	.0%
01712400 55906	PRT-P ACC	7,000	0	7,000	1,183.75	3,285.36	2,530.89	63.8%
01713201 55809	TRANSPORTA	188,300	0	188,300	90,250.31	48,124.69	49,925.00	73.5%
01713202 55807	FieldTrips	45,000	0	45,000	43,096.00	.00	1,904.00	95.8%
01713202 55906	PRINTING	500	0	500	.00	.00	500.00	.0%
01741200 55600	OG TUIT	85,000	0	85,000	.00	85,000.00	.00	100.0%
01802130 55800	PD	9,000	0	9,000	325.00	2,725.00	5,950.00	33.9%
01802130 55900	OTHER PURC	85,000	0	85,000	76,310.12	1,280.00	7,409.88	91.3%
01802130 55903	ADVERT.	1,500	0	1,500	1,500.00	.00	.00	100.0%
01822230 55800	PROF DEVEL	500	0	500	.00	.00	500.00	.0%
01822230 55910	Other	17,000	0	17,000	14,049.74	.00	2,950.26	82.6%
01842610 55803	Mileage	1,500	0	1,500	990.26	.00	509.74	66.0%
01882700 55101	REG RTS	4,264,460	0	4,264,460	4,292,056.14	.00	-27,596.14	100.6%*
01882700 55102	Ace	3,762	0	3,762	.00	.00	3,762.00	.0%
01882700 55105	Summer	313,812	0	313,812	296,951.09	3,574.00	13,286.91	95.8%
01882700 55109	Fuel	337,485	0	337,485	255,624.09	127,496.29	-45,635.38	113.5%*
01882700 55809	FIELD TRIP	9,405	0	9,405	5,611.37	4,231.75	-438.12	104.7%*
01882701 55101	Sped IN	1,895,845	0	1,895,845	1,546,479.99	16,627.81	332,737.20	82.4%
01882701 55105	Sped Out	1,120,066	0	1,120,066	951,800.60	494,502.40	-326,237.00	129.1%*
01882701 55108	Monitors	460,005	0	460,005	441,220.80	.00	18,784.20	95.9%
01902310 55800	PROF DEVEL	1,000	0	1,000	664.01	.00	335.99	66.4%
01902320 55800	PROF DEVEL	11,000	0	11,000	1,148.97	.00	9,851.03	10.4%
01902320 55900	POSTAGE	33,000	0	33,000	21,675.44	15,400.00	-4,075.44	112.3%*
01902320 55905	PRINTING	300	0	300	.00	.00	300.00	.0%
01922530 55804	Digital	10,000	0	10,000	8,562.00	1,980.00	-542.00	105.4%*
TOTAL Prchsd Other Srvcs		13,587,912	0	13,587,912	13,784,818.99	396,454.54	-593,362.01	104.4%
TOTAL EXPENSES		13,587,912	0	13,587,912	13,784,818.99	396,454.54	-593,362.01	

56 Supplies

01011000 56110	Off Supp	4,000	0	4,000	3,943.57	321.96	-265.53	106.6%*

FOR 2026 10

56 Supplies			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01011000	56111	Class Supp	13,050	0	13,050	11,484.46	.00	1,565.54	88.0%
01011000	56411	TEXTBOOKS	1,300	0	1,300	1,175.29	.00	124.71	90.4%
01011000	56904	TEST-IND	4,000	0	4,000	3,236.13	.00	763.87	80.9%
01011200	56110	Off Supp	2,500	0	2,500	790.87	153.97	1,555.16	37.8%
01011200	56111	Class Supp	30,000	0	30,000	64,662.20	4,190.85	-38,853.05	229.5%*
01011200	56411	TEXTBOOKS	2,500	0	2,500	373.38	.00	2,126.62	14.9%
01011200	56425	SUBSCRIPTN	1,000	0	1,000	.00	.00	1,000.00	.0%
01011200	56904	TEST-IND	62,000	0	62,000	49,807.88	1,189.42	11,002.70	82.3%
01052130	56110	Off Supp	9,000	0	9,000	4,093.23	4,792.77	114.00	98.7%
01402320	56110	Off Supp	25,000	0	25,000	13,015.48	1,026.96	10,957.56	56.2%
01412210	56118	Software	5,000	0	5,000	3,735.25	.00	1,264.75	74.7%
01412210	56411	TEXTBOOKS	217,000	0	217,000	110,360.41	.00	106,639.59	50.9%
01412210	56904	TEST-IND	150,460	0	150,460	124,311.36	3,500.00	22,648.64	84.9%
01412214	56111	Class Supp	100,000	0	100,000	27,364.88	17,570.01	55,065.11	44.9%
01412214	56426	On Line Re	341,900	0	341,900	329,196.25	.00	12,703.75	96.3%
01422214	56117	Comp Supp	600	0	600	.00	.00	600.00	.0%
01422214	56118	Software	248,800	0	248,800	237,164.77	.00	11,635.23	95.3%
01422214	56900	PARTS	10,500	0	10,500	5,802.90	2,190.22	2,506.88	76.1%
01422220	56117	Comp Supp	250	0	250	.00	.00	250.00	.0%
01422220	56900	PARTS	4,300	0	4,300	113.99	.00	4,186.01	2.7%
01422520	56110	Off Supp	1,200	0	1,200	560.62	.00	639.38	46.7%
01422520	56425	SUBSCRIPTN	50	0	50	.00	.00	50.00	.0%
01422520	56900	PARTS	4,150	0	4,150	3,907.73	.00	242.27	94.2%
01511001	56111	Class Supp	30,276	0	30,276	35,740.24	30.20	-5,494.44	118.1%*
01511001	56411	TEXTBOOKS	32,364	0	32,364	31,351.38	.00	1,012.62	96.9%
01512220	56420	LIBR BKS	5,220	0	5,220	5,186.98	.00	33.02	99.4%
01512220	56425	SUBSCRIPTN	914	0	914	2,085.02	.00	-1,171.02	228.1%*
01512220	56901	MEDIA MAT.	3,132	0	3,132	2,320.99	.00	811.01	74.1%
01512400	56110	Off Supp	3,654	0	3,654	1,147.31	.00	2,506.69	31.4%
01521001	56111	Class Supp	29,928	0	29,928	26,665.40	3,187.27	75.33	99.7%
01521001	56411	TEXTBOOKS	31,992	0	31,992	31,173.34	.00	818.66	97.4%
01522220	56420	LIBR BKS	5,160	0	5,160	4,948.55	101.50	109.95	97.9%
01522220	56425	SUBSCRIPTN	903	0	903	798.44	76.29	28.27	96.9%
01522220	56901	MEDIA MAT.	3,096	0	3,096	3,718.14	74.44	-696.58	122.5%*
01522400	56110	Off Supp	3,612	0	3,612	1,522.37	1,200.00	889.63	75.4%
01531001	56111	Class Supp	28,072	0	28,072	27,599.56	270.75	201.69	99.3%
01531001	56411	TEXTBOOKS	30,008	0	30,008	25,856.87	.00	4,151.13	86.2%
01532220	56420	LIBR BKS	4,840	0	4,840	8,210.93	74.58	-3,445.51	171.2%*
01532220	56425	SUBSCRIPTN	847	0	847	.00	.00	847.00	.0%
01532220	56901	MEDIA MAT.	2,904	0	2,904	809.69	.00	2,094.31	27.9%
01532400	56110	Off Supp	3,388	0	3,388	2,774.94	.00	613.06	81.9%
01541001	56111	Class Supp	29,116	0	29,116	24,742.21	1,173.18	3,200.61	89.0%
01541001	56411	TEXTBOOKS	31,124	0	31,124	31,253.43	.00	-129.43	100.4%*
01542220	56420	LIBR BKS	5,020	0	5,020	5,019.77	.00	.23	100.0%

FOR 2026 10

56 Supplies			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01542220	56425	SUBSCRIPTN	879	0	879	874.07	.00	4.93	99.4%
01542220	56901	MEDIA MAT.	3,012	0	3,012	3,011.04	.00	.96	100.0%
01542400	56110	Off Supp	3,514	0	3,514	1,969.13	.00	1,544.87	56.0%
01551001	56111	Class Supp	25,404	0	25,404	25,157.86	199.27	46.87	99.8%
01551001	56411	TEXTBOOKS	27,156	0	27,156	27,150.03	.00	5.97	100.0%
01552220	56420	LIBR BKS	4,380	0	4,380	4,231.84	148.16	.00	100.0%
01552220	56425	SUBSCRIPTN	767	0	767	724.81	42.19	.00	100.0%
01552220	56901	MEDIA MAT.	2,628	0	2,628	2,485.68	77.32	65.00	97.5%
01552400	56110	Off Supp	3,066	0	3,066	2,346.44	657.23	62.33	98.0%
01581001	56111	Class Supp	22,852	0	22,852	19,459.54	1,340.40	2,052.06	91.0%
01581001	56411	TEXTBOOKS	24,428	0	24,428	24,409.74	.00	18.26	99.9%
01582220	56420	LIBR BKS	3,940	0	3,940	3,815.14	124.86	.00	100.0%
01582220	56425	SUBSCRIPTN	690	0	690	556.94	133.06	.00	100.0%
01582220	56901	MEDIA MAT.	2,364	0	2,364	2,364.18	.00	-.18	100.0%*
01582400	56110	Off Supp	2,758	0	2,758	1,672.17	.00	1,085.83	60.6%
01611001	56111	Class Supp	34,056	0	34,056	31,659.26	530.00	1,866.74	94.5%
01611001	56411	TEXTBOOKS	11,880	0	11,880	9,243.73	1,059.57	1,576.70	86.7%
01611016	56111	Class Supp	2,259	0	2,259	1,723.86	166.83	368.31	83.7%
01611019	56111	Class Supp	3,424	0	3,424	3,383.54	.00	40.46	98.8%
01612220	56111	Class Supp	1,980	0	1,980	1,674.32	136.99	168.69	91.5%
01612220	56420	LIBR BKS	2,376	0	2,376	2,324.98	.00	51.02	97.9%
01612220	56425	SUBSCRIPTN	1,584	0	1,584	1,581.34	.00	2.66	99.8%
01612400	56110	Off Supp	3,960	0	3,960	3,946.32	13.63	.05	100.0%
01613202	56119	Supplies	4,200	0	4,200	1,324.98	.00	2,875.02	31.5%
01621001	56111	Class Supp	36,851	0	36,851	24,136.81	2,803.19	9,911.00	73.1%
01621001	56411	TEXTBOOKS	12,855	0	12,855	4,952.45	.00	7,902.55	38.5%
01621016	56111	Class Supp	2,750	0	2,750	2,356.28	.00	393.72	85.7%
01621019	56111	Class Supp	3,000	0	3,000	2,925.58	.00	74.42	97.5%
01622220	56420	LIBR BKS	2,571	0	2,571	2,117.19	378.60	75.21	97.1%
01622220	56425	SUBSCRIPTN	1,714	0	1,714	936.29	588.71	189.00	89.0%
01622220	56901	MEDIA MAT.	2,143	0	2,143	2,033.49	1.35	108.16	95.0%
01622400	56110	Off Supp	4,285	0	4,285	1,919.59	145.65	2,219.76	48.2%
01623202	56119	Supplies	1,750	0	1,750	.00	1,549.50	200.50	88.5%
01711001	56111	Class Supp	32,500	0	32,500	20,085.97	6,334.74	6,079.29	81.3%
01711002	56112	SP CLSRM	24,000	0	24,000	16,862.07	2,219.20	4,918.73	79.5%
01711003	56112	SP CLSRM	2,200	0	2,200	2,036.81	50.05	113.14	94.9%
01711003	56411	TEXTBOOKS	15,250	0	15,250	14,893.50	.00	356.50	97.7%
01711006	56112	SP CLSRM	37,000	0	37,000	25,998.98	15,313.49	-4,312.47	111.7%*
01711006	56411	TEXTBOOKS	2,000	0	2,000	126.00	.00	1,874.00	6.3%
01711010	56112	SP CLSRM	1,150	0	1,150	1,146.16	.00	3.84	99.7%
01711010	56411	TEXTBOOKS	22,147	0	22,147	21,613.03	.00	533.97	97.6%
01711011	56112	SP CLSRM	2,330	0	2,330	1,467.60	.00	862.40	63.0%
01711011	56411	TEXTBOOKS	37,691	0	37,691	32,778.71	2,075.56	2,836.73	92.5%
01711013	56112	SP CLSRM	19,060	0	19,060	11,599.59	2,878.42	4,581.99	76.0%

FOR 2026 10

56		Supplies	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01711014	56112	SP CLSRM	28,965	0	28,965	20,452.72	6,970.90	1,541.38	94.7%
01711015	56112	SP CLSRM	1,550	0	1,550	1,130.88	.00	419.12	73.0%
01711015	56411	TEXTBOOKS	5,050	0	5,050	4,180.64	263.43	605.93	88.0%
01711016	56112	SP CLSRM	5,400	0	5,400	5,263.30	106.42	30.28	99.4%
01711019	56112	SP CLSRM	2,934	0	2,934	2,925.67	.00	8.33	99.7%
01711022	56112	SP CLSRM	500	0	500	.00	.00	500.00	.0%
01711027	56112	SP CLSRM	12,893	0	12,893	6,493.96	4,886.85	1,512.19	88.3%
01711027	56411	TEXTBOOKS	12,761	0	12,761	2,775.27	.00	9,985.73	21.7%
01711028	56112	SP CLSRM	990	0	990	982.83	.00	7.17	99.3%
01711028	56411	TEXTBOOKS	9,614	0	9,614	1,902.77	.00	7,711.23	19.8%
01712120	56112	SP CLSRM	450	0	450	279.05	.00	170.95	62.0%
01712120	56903	TEST-SYS	650	0	650	144.04	.00	505.96	22.2%
01712220	56420	LIBR BKS	9,450	0	9,450	7,853.48	995.59	600.93	93.6%
01712220	56425	SUBSCRIPTN	2,060	0	2,060	2,015.19	.00	44.81	97.8%
01712220	56901	MEDIA MAT.	2,300	0	2,300	2,171.51	.00	128.49	94.4%
01712221	56900	PARTS	1,500	0	1,500	.00	.00	1,500.00	.0%
01712400	56110	Off Supp	4,500	0	4,500	.00	.00	4,500.00	.0%
01712400	56112	SP CLSRM	0	0	0	33.43	.00	-33.43	100.0%*
01712400	56116	SP PROJ	7,750	0	7,750	.00	.00	7,750.00	.0%
01712400	56270	M/S SECUR.	3,000	0	3,000	1,870.62	.00	1,129.38	62.4%
01712400	56425	SUBSCRIPTN	1,250	0	1,250	195.53	.00	1,054.47	15.6%
01712400	56907	GRAD. EXP	25,000	0	25,000	3,019.62	19,236.45	2,743.93	89.0%
01713201	56112	SP CLSRM	135,000	0	135,000	85,218.38	42,067.89	7,713.73	94.3%
01713203	56906	AWARDS	1,500	0	1,500	233.25	.00	1,266.75	15.6%
01802130	56110	SUPPLIES	3,500	0	3,500	2,632.65	723.48	143.87	95.9%
01822230	56110	Ofc Supp	1,500	0	1,500	1,438.17	1,760.83	-1,699.00	213.3%*
01842610	56130	Supplies	196,000	0	196,000	140,009.71	50,436.97	5,553.32	97.2%
01842610	56132	SUPP/EQUIP	0	0	0	653.85	346.15	-1,000.00	100.0%*
01842611	56202	Nat Gas	600,000	0	600,000	418,206.73	111,548.27	70,245.00	88.3%
01852622	56134	Snow Rem	10,000	0	10,000	12,116.85	4,278.17	-6,395.02	164.0%*
01852623	56133	Gas/Diesel	50,000	0	50,000	34,396.52	1,585.68	14,017.80	72.0%
01852623	56134	Veh Supp	15,000	0	15,000	20,840.00	5,353.92	-11,193.92	174.6%*
01852623	56900	PARTS	0	0	0	444.08	.00	-444.08	100.0%*
01852625	56134	Grnds-Supp	20,000	0	20,000	8,618.07	1,531.22	9,850.71	50.7%
01852626	56134	PARTS-SUPP	3,000	0	3,000	.00	.00	3,000.00	.0%
01852627	56134	PARTS-SUPP	7,500	0	7,500	5,838.78	2,964.94	-1,303.72	117.4%*
01852631	56134	PARTS-SUPP	2,000	0	2,000	680.10	300.00	1,019.90	49.0%
01852632	56134	PARTS-SUPP	20,000	0	20,000	7,279.64	11,933.10	787.26	96.1%
01852633	56134	PARTS-SUPP	30,000	0	30,000	22,083.45	6,808.40	1,108.15	96.3%
01852635	56134	PARTS-SUPP	1,500	0	1,500	.00	.00	1,500.00	.0%
01852636	56134	PARTS-SUPP	0	0	0	1,899.98	.00	-1,899.98	100.0%*
01852638	56134	PARTS-SUPP	1,000	0	1,000	1,262.79	837.21	-1,100.00	210.0%*
01852639	56134	PARTS-SUPP	35,000	0	35,000	60,168.76	29,680.26	-54,849.02	256.7%*
01852639	56135	BUD PROJ	0	0	0	1,542.51	.00	-1,542.51	100.0%*

FOR 2026 10

56 Supplies			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01852642	56134	PARTS-SUPP	5,000	0	5,000	2,651.78	4,848.22	-2,500.00	150.0%*
01852643	56900	PARTS	0	0	0	854.00	.00	-854.00	100.0%*
01852644	56134	PARTS-SUPP	40,000	0	40,000	27,523.02	12,711.44	-234.46	100.6%*
01852646	56134	PARTS-SUPP	500	0	500	.00	.00	500.00	.0%
01852648	56134	PARTS-SUPP	15,000	0	15,000	10,728.15	3,771.85	500.00	96.7%
01852649	56134	PARTS-SUPP	0	0	0	477.40	621.60	-1,099.00	100.0%*
01882700	56110	Off Supp	3,762	0	3,762	195.65	7,227.75	-3,661.40	197.3%*
01902320	56110	Off Supp	4,000	0	4,000	4,072.31	1,282.49	-1,354.80	133.9%*
01902320	56425	SUBSCRIPTN	850	0	850	347.90	1,152.10	-650.00	176.5%*
01912520	56110	Off Supp	5,000	0	5,000	5,629.22	2,681.31	-3,310.53	166.2%*
TOTAL Supplies			3,326,113	0	3,326,113	2,576,837.46	419,005.23	330,270.31	90.1%
		TOTAL EXPENSES	3,326,113	0	3,326,113	2,576,837.46	419,005.23	330,270.31	
57 Property									
01011000	57301	EQUIPMENT	4,000	0	4,000	3,378.25	.00	621.75	84.5%
01011000	57308	Furniture	3,200	0	3,200	1,636.72	.00	1,563.28	51.1%
01032130	57303	EQU-NEWINS	15,000	0	15,000	15,180.96	47.21	-228.17	101.5%*
01052130	57304	Equipment	1,000	0	1,000	.00	.00	1,000.00	.0%
01402320	57308	FURNITURE	1,000	0	1,000	884.32	.00	115.68	88.4%
01412210	57301	EQUIP INST	10,000	0	10,000	3,049.76	.00	6,950.24	30.5%
01421001	57310	DW EQUIP	352,544	0	352,544	274,941.21	10,285.20	67,317.59	80.9%
01422214	57301	EQUIP INST	8,000	0	8,000	6,606.80	.00	1,393.20	82.6%
01422220	57301	EQUIP INST	12,600	0	12,600	8,430.93	.00	4,169.07	66.9%
01422520	57301	EQUIP INST	38,000	0	38,000	69,006.43	.00	-31,006.43	181.6%*
01511001	57301	EQUIP INST	1,566	0	1,566	99.95	.00	1,466.05	6.4%
01511001	57308	Furniture	1,827	0	1,827	.00	.00	1,827.00	.0%
01512220	57302	EQU-NONINS	1,566	0	1,566	932.86	.00	633.14	59.6%
01521001	57301	EQUIP INST	1,548	0	1,548	1,484.08	.00	63.92	95.9%
01521001	57308	Furniture	1,806	0	1,806	1,688.36	71.99	45.65	97.5%
01522220	57302	EQU-NONINS	1,548	0	1,548	.00	.00	1,548.00	.0%
01531001	57301	EQUIP INST	1,452	0	1,452	2,209.40	.00	-757.40	152.2%*
01531001	57308	Furniture	1,694	0	1,694	295.88	.00	1,398.12	17.5%
01532220	57302	EQU-NONINS	1,452	0	1,452	887.95	.00	564.05	61.2%
01541001	57301	EQUIP INST	1,506	0	1,506	19.99	.00	1,486.01	1.3%
01541001	57308	Furniture	1,757	0	1,757	362.35	.00	1,394.65	20.6%
01542220	57302	EQU-NONINS	1,506	0	1,506	1,509.69	.00	-3.69	100.2%*
01551001	57301	EQUIP INST	1,314	0	1,314	1,312.74	.00	1.26	99.9%
01551001	57308	Furniture	1,533	0	1,533	1,522.70	.00	10.30	99.3%
01552220	57302	EQU-NONINS	1,314	0	1,314	1,285.19	28.81	.00	100.0%
01581001	57301	EQUIP INST	1,182	0	1,182	611.52	.00	570.48	51.7%

FOR 2026 10

57 Property			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01581001	57308	Furniture	1,379	0	1,379	109.79	.00	1,269.21	8.0%
01582220	57302	EQU-NONINS	1,182	0	1,182	1,052.40	30.67	98.93	91.6%
01611001	57301	EQUIP INST	3,564	0	3,564	3,560.00	.00	4.00	99.9%
01611001	57308	Furniture	396	0	396	395.09	.00	.91	99.8%
01611016	57301	EQUIP INST	3,220	0	3,220	3,480.90	.00	-260.90	108.1%*
01612220	57302	EQU-NONINS	1,188	0	1,188	29.42	1,150.00	8.58	99.3%
01621001	57301	EQUIP INST	3,857	0	3,857	1,793.63	358.31	1,705.06	55.8%
01621001	57308	Furniture	429	0	429	236.64	.00	192.36	55.2%
01621016	57301	EQUIP INST	3,200	0	3,200	2,087.94	870.95	241.11	92.5%
01622220	57302	EQU-NONINS	1,286	0	1,286	1,111.15	.00	174.85	86.4%
01711001	57308	Furniture	10,100	0	10,100	.00	.00	10,100.00	.0%
01711002	57301	EQUIP INST	11,000	0	11,000	999.07	4.50	9,996.43	9.1%
01711006	57301	EQUIP INST	2,000	0	2,000	.00	.00	2,000.00	.0%
01711011	57301	EQUIP INST	9,780	0	9,780	8,425.56	1,354.44	.00	100.0%
01711013	57301	EQUIP INST	4,125	0	4,125	13,313.39	14,922.64	-24,111.03	684.5%*
01711014	57301	EQUIP INST	2,100	0	2,100	1,648.08	500.00	-48.08	102.3%*
01711016	57301	EQUIP INST	3,000	0	3,000	1,704.32	660.00	635.68	78.8%
01711019	57301	EQUIP INST	6,000	0	6,000	5,302.60	696.71	.69	100.0%
01711027	57301	EQUIP INST	9,132	0	9,132	6,709.67	.00	2,422.33	73.5%
01712220	57302	EQU-NONINS	775	0	775	767.00	.00	8.00	99.0%
01712221	57301	EQUIP INST	2,500	0	2,500	.00	.00	2,500.00	.0%
01712400	57308	Furniture	6,500	0	6,500	499.43	4,140.00	1,860.57	71.4%
01713201	57301	EQUIP INST	46,000	0	46,000	40,361.50	3,528.20	2,110.30	95.4%
01822230	57308	FURNITURE	500	0	500	.00	.00	500.00	.0%
01842610	57301	EQUIP INST	7,000	0	7,000	6,850.97	5,318.01	-5,168.98	173.8%*
01852622	57307	Equipment	5,000	0	5,000	-43.00	.00	5,043.00	-.9%
01852623	57307	Equipment	2,000	0	2,000	3,789.63	1,263.21	-3,052.84	252.6%*
01852625	57307	Equipment	5,000	0	5,000	.00	.00	5,000.00	.0%
01852627	57307	EQU-TOOLS	5,000	0	5,000	.00	.00	5,000.00	.0%
01852632	57307	Equipment	3,000	0	3,000	-36.00	.00	3,036.00	-1.2%
01852633	57306	EQU-MAINT	10,000	0	10,000	2,888.55	1,115.40	5,996.05	40.0%
01852650	57200	FF&E SPACE	10,000	0	10,000	7,070.00	2,930.00	.00	100.0%
01852651	57100	IMPRV-BLG	0	0	0	1,068.00	932.00	-2,000.00	100.0%*
TOTAL Property			650,128	0	650,128	512,513.77	50,208.25	87,405.98	86.6%
		TOTAL EXPENSES	650,128	0	650,128	512,513.77	50,208.25	87,405.98	

58 Debt Srvc & Misc

01011000	58900	DUES	700	0	700	429.00	.00	271.00	61.3%
01011200	58900	DUES	5,000	0	5,000	2,658.81	4,968.49	-2,627.30	152.5%*
01402320	58900	DUES	7,000	0	7,000	7,619.36	.00	-619.36	108.8%*

FOR 2026 10

58 Debt Srvc & Misc			ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01512400	58900	DUES	534	0	534	548.00	.00	-14.00	102.6%*
01522400	58900	DUES	350	0	350	238.00	.00	112.00	68.0%
01532400	58900	DUES	0	0	0	152.00	.00	-152.00	100.0%*
01542400	58900	DUES	350	0	350	.00	.00	350.00	.0%
01582400	58900	DUES	534	0	534	456.95	.00	77.05	85.6%
01612400	58900	DUES	1,702	0	1,702	1,638.99	.00	63.01	96.3%
01622400	58900	DUES	800	0	800	754.00	.00	46.00	94.3%
01711006	58900	DUES	4,899	0	4,899	6,623.00	1,352.00	-3,076.00	162.8%*
01712220	58900	DUES	230	0	230	190.00	.00	40.00	82.6%
01712400	58900	DUES	10,675	0	10,675	10,885.00	.00	-210.00	102.0%*
01713201	58900	DUES	47,500	0	47,500	44,240.58	7,415.00	-4,155.58	108.7%*
01802130	58900	DUES	1,300	0	1,300	450.00	.00	850.00	34.6%
01822230	58900	DUES	1,500	0	1,500	730.00	.00	770.00	48.7%
01882700	58900	DUES	392	0	392	.00	.00	392.00	.0%
01902320	58900	DUES	30,000	0	30,000	25,276.50	4,167.50	556.00	98.1%
01912520	58310	PrinPymnt	358,614	0	358,614	179,307.00	179,307.00	.00	100.0%
01912520	58320	IntPymnt	81,296	0	81,296	48,832.76	32,463.29	-.05	100.0%*
01912520	58900	DUES	7,000	0	7,000	41,428.86	800.00	-35,228.86	603.3%*
01912520	58904	Bad Debt	14,000	0	14,000	.00	.00	14,000.00	.0%
TOTAL Debt Srvc & Misc			574,376	0	574,376	372,458.81	230,473.28	-28,556.09	105.0%
TOTAL EXPENSES			574,376	0	574,376	372,458.81	230,473.28	-28,556.09	
59 Other Objects									
01912520	59001	IntXfer	-312,855	0	-312,855	-236,688.75	.00	-76,166.25	75.7%*
TOTAL Other Objects			-312,855	0	-312,855	-236,688.75	.00	-76,166.25	75.7%
TOTAL EXPENSES			-312,855	0	-312,855	-236,688.75	.00	-76,166.25	
GRAND TOTAL			129,177,640	0	129,177,640	97,737,336.17	31,599,796.15	-159,492.05	100.1%

** END OF REPORT - Generated by Peg Brindisi **

FOR 2026 10

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
Adult Adult Education								
01741200 55600	OG TUIT	85,000	0	85,000	.00	85,000.00	.00	100.0%
TOTAL Adult Education		85,000	0	85,000	.00	85,000.00	.00	100.0%
TOTAL EXPENSES		85,000	0	85,000	.00	85,000.00	.00	
AsstS Assistant Superintendent								
01401201 51117	Tutor	1,500	0	1,500	7,355.51	.00	-5,855.51	490.4%*
01401201 53210	INSTR. SRV	5,000	0	5,000	11,600.00	400.00	-7,000.00	240.0%*
01401203 51117	Tutors	3,500	0	3,500	140.55	.00	3,359.45	4.0%
01401203 55801	Mileage	10,000	0	10,000	7,673.76	.00	2,326.24	76.7%
01401204 51117	Tutors	5,000	0	5,000	2,647.05	.00	2,352.95	52.9%
01402210 51110	Curr Salar	819,237	0	819,237	551,799.71	260,229.87	7,207.17	99.1%
01402320 51130	Admin Sec	77,165	0	77,165	65,343.22	15,415.05	-3,593.47	104.7%*
01402320 51200	MENTORS	9,000	0	9,000	.00	.00	9,000.00	.0%
01402320 55600	TUITION	327,960	0	327,960	232,820.38	24,733.37	70,406.25	78.5%
01402320 55800	PROF DEVEL	20,000	0	20,000	25,752.87	.00	-5,752.87	128.8%*
01402320 55906	PRINTING	800	0	800	879.50	.00	-79.50	109.9%*
01402320 56110	Off Supp	25,000	0	25,000	13,015.48	1,026.96	10,957.56	56.2%
01402320 57308	FURNITURE	1,000	0	1,000	884.32	.00	115.68	88.4%
01402320 58900	DUES	7,000	0	7,000	7,619.36	.00	-619.36	108.8%*
01412210 51111	Curr Prog	379,383	0	379,383	271,860.42	107,780.54	-257.96	100.1%*
01412210 51114	Asst Super	210,443	0	210,443	174,943.65	41,653.25	-6,153.90	102.9%*
01412210 51117	Tchr Train	10,000	0	10,000	.00	.00	10,000.00	.0%
01412210 51118	PD Prep	30,000	0	30,000	13,368.73	.00	16,631.27	44.6%
01412210 51119	Curr Write	70,000	0	70,000	48,534.31	.00	21,465.69	69.3%
01412210 51129	Non Cert	81,640	0	81,640	37,454.31	.00	44,185.69	45.9%
01412210 51130	Admin Sec	68,890	0	68,890	55,324.78	13,696.85	-132.03	100.2%*
01412210 51135	CLER PT	500	0	500	179.07	.00	320.93	35.8%
01412210 53300	OTHER PROF	5,000	0	5,000	920.00	3,000.00	1,080.00	78.4%
01412210 55800	PROF DEVEL	62,000	0	62,000	55,861.49	8,500.00	-2,361.49	103.8%*
01412210 56118	Software	5,000	0	5,000	3,735.25	.00	1,264.75	74.7%
01412210 56411	TEXTBOOKS	217,000	0	217,000	110,360.41	.00	106,639.59	50.9%
01412210 56904	TEST-IND	150,460	0	150,460	124,311.36	3,500.00	22,648.64	84.9%
01412210 57301	EQUIP INST	10,000	0	10,000	3,049.76	.00	6,950.24	30.5%
01412214 56111	Class Supp	100,000	0	100,000	27,364.88	17,570.01	55,065.11	44.9%
01412214 56426	On Line Re	341,900	0	341,900	329,196.25	.00	12,703.75	96.3%
01922530 51125	AS-Supv	168,866	0	168,866	136,391.85	32,474.25	-.10	100.0%*

FOR 2026 10

AsstS		Assistant Superintendent	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01922530	51129	AS-Other	81,640	0	81,640	65,137.70	15,459.70	1,042.60	98.7%
01922530	51135	CLER. CO	15,000	0	15,000	.00	.00	15,000.00	.0%
01922530	53302	D.L.OTHER	229,950	0	229,950	229,426.04	5,892.16	-5,368.20	102.3%*
01922530	55804	Digital	10,000	0	10,000	8,562.00	1,980.00	-542.00	105.4%*
TOTAL Assistant Superintendent			3,559,833	0	3,559,833	2,623,513.97	553,312.01	383,007.17	89.2%
		TOTAL EXPENSES	3,559,833	0	3,559,833	2,623,513.97	553,312.01	383,007.17	
Athle Athletics Dept									
01711019	51114	Sports Dir	181,073	0	181,073	146,251.35	34,821.75	-.10	100.0%*
01713201	51111	TCHR-SPEC	137,700	0	137,700	111,192.75	29,261.25	-2,754.00	102.0%*
01713201	51116	Coaches	650,000	0	650,000	474,072.80	245,927.20	-70,000.00	110.8%*
01713201	51129	OTHER NC	17,541	0	17,541	4,194.31	.00	13,346.69	23.9%
01713201	51131	SEC-SCHLYR	49,489	0	49,489	35,264.52	15,686.48	-1,462.34	103.0%*
01713201	51135	Sec-Extra	4,500	0	4,500	3,101.43	.00	1,398.57	68.9%
01713201	51170	GameStaff	57,500	0	57,500	42,968.60	.00	14,531.40	74.7%
01713201	53300	Prch Srvcs	227,575	0	227,575	178,701.13	10,064.86	38,809.01	82.9%
01713201	53301	POLICE	20,000	0	20,000	24,640.00	2,860.00	-7,500.00	137.5%*
01713201	54200	CLEANING	16,000	0	16,000	11,552.31	3,447.69	1,000.00	93.8%
01713201	55809	TRANSPORTA	188,300	0	188,300	90,250.31	48,124.69	49,925.00	73.5%
01713201	56112	SP CLSRM	135,000	0	135,000	85,218.38	42,067.89	7,713.73	94.3%
01713201	57301	EQUIP INST	46,000	0	46,000	40,361.50	3,528.20	2,110.30	95.4%
01713201	58900	DUES	47,500	0	47,500	44,240.58	7,415.00	-4,155.58	108.7%*
TOTAL Athletics Dept			1,778,178	0	1,778,178	1,292,009.97	443,205.01	42,962.68	97.6%
		TOTAL EXPENSES	1,778,178	0	1,778,178	1,292,009.97	443,205.01	42,962.68	
BH Booth Hill School									
01511001	51110	BHE Salary	2,429,259	0	2,429,259	1,532,262.66	791,672.56	105,323.78	95.7%
01511001	51120	AIDE-CLSRM	59,021	0	59,021	33,960.49	8,610.40	16,450.21	72.1%
01511001	55500	BHE Intern	32,000	0	32,000	15,300.00	15,300.00	1,400.00	95.6%
01511001	56111	Class Supp	30,276	0	30,276	35,740.24	30.20	-5,494.44	118.1%*
01511001	56411	TEXTBOOKS	32,364	0	32,364	31,351.38	.00	1,012.62	96.9%
01511001	57301	EQUIP INST	1,566	0	1,566	99.95	.00	1,466.05	6.4%
01511001	57308	Furniture	1,827	0	1,827	.00	.00	1,827.00	.0%
01511002	51110	Spec	659,645	0	659,645	426,551.76	218,205.01	14,888.61	97.7%
01512220	51110	BHE Salary	123,538	0	123,538	80,774.82	42,763.14	.04	100.0%
01512220	56420	LIBR BKS	5,220	0	5,220	5,186.98	.00	33.02	99.4%

FOR 2026 10

BH	Booth Hill School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01512220 56425	SUBSCRIPTN	914	0	914	2,085.02	.00	-1,171.02	228.1%*
01512220 56901	MEDIA MAT.	3,132	0	3,132	2,320.99	.00	811.01	74.1%
01512220 57302	EQU-NONINS	1,566	0	1,566	932.86	.00	633.14	59.6%
01512400 51113	BHE Admin	195,972	0	195,972	158,284.98	37,686.90	.12	100.0%
01512400 51120	BHE Paras	21,643	0	21,643	16,960.48	2,711.28	1,971.44	90.9%
01512400 51130	Admin Sec	67,265	0	67,265	56,234.68	13,315.40	-2,284.88	103.4%*
01512400 51131	SEC-SCHLYR	43,393	0	43,393	31,005.58	13,686.88	-1,299.58	103.0%*
01512400 51135	CLER. CO	0	0	0	53.23	.00	-53.23	100.0%*
01512400 54900	PROP SERV	300	0	300	.00	.00	300.00	.0%
01512400 55800	PROF DEVEL	550	0	550	.00	.00	550.00	.0%
01512400 56110	Off Supp	3,654	0	3,654	1,147.31	.00	2,506.69	31.4%
01512400 58900	DUES	534	0	534	548.00	.00	-14.00	102.6%*
TOTAL Booth Hill School		3,713,640	0	3,713,640	2,430,801.41	1,143,981.77	138,856.58	96.3%
	TOTAL EXPENSES	3,713,640	0	3,713,640	2,430,801.41	1,143,981.77	138,856.58	

Busin Business Dept

01912520 51113	Bus Admin	183,471	0	183,471	142,177.85	35,192.30	6,100.85	96.7%
01912520 51129	Bus-Asst	95,669	0	95,669	77,271.18	18,397.91	.11	100.0%
01912520 51130	SEC-CALYR	311,870	0	311,870	260,267.98	61,494.75	-9,892.92	103.2%*
01912520 51135	CLERICAL	8,500	0	8,500	2,172.24	.00	6,327.76	25.6%
01912520 51196	RET SAVE	-675,000	0	-675,000	.00	.00	-675,000.00	.0%*
01912520 51197	DEGREE CH	115,000	0	115,000	.00	.00	115,000.00	.0%
01912520 51198	Retire Pay	360,000	0	360,000	320,149.06	39,850.94	.00	100.0%
01912520 51199	RSV. ALLOC	474,919	0	474,919	51,735.78	165,000.00	258,183.22	45.6%
01912520 52001	FICA-MC	2,081,296	0	2,081,296	1,475,188.49	606,107.73	.00	100.0%
01912520 52002	HEALTH/DEN	21,159,945	0	21,159,945	22,481,853.44	4,535,063.12	-5,856,972.06	127.7%*
01912520 52003	WAIVER	210,000	0	210,000	174,646.86	41,115.64	-5,762.50	102.7%*
01912520 52004	DISABILITY	23,500	0	23,500	19,593.33	4,406.67	-500.00	102.1%*
01912520 52005	Life	115,000	0	115,000	95,236.24	20,216.26	-452.50	100.4%*
01912520 52006	UNEMPLOY	20,000	0	20,000	5,583.00	5,000.00	9,417.00	52.9%
01912520 52008	Admin Fee	16,000	0	16,000	10,647.00	1,917.00	3,436.00	78.5%
01912520 52010	401A TBOE	450,000	0	450,000	336,206.63	113,793.37	.00	100.0%
01912520 52011	Med WH	0	0	0	-5,020,933.91	-989,016.21	6,009,950.12	100.0%
01912520 52012	Dental WH	0	0	0	-220,588.81	-22,814.25	243,403.06	100.0%
01912520 53300	OTHER PROF	0	0	0	30,000.00	6,600.00	-36,600.00	100.0%*
01912520 53310	Insurance	93,000	0	93,000	87,900.00	.00	5,100.00	94.5%
01912520 56110	Off Supp	5,000	0	5,000	5,629.22	2,681.31	-3,310.53	166.2%*
01912520 58310	PrinPymnt	358,614	0	358,614	179,307.00	179,307.00	.00	100.0%
01912520 58320	IntPymnt	81,296	0	81,296	48,832.76	32,463.29	-.05	100.0%*
01912520 58900	DUES	7,000	0	7,000	41,428.86	800.00	-35,228.86	603.3%*

FOR 2026 10

Busin	Business Dept		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01912520	58904	Bad Debt	14,000	0	14,000	.00	.00	14,000.00	.0%
01912520	59001	IntXfer	-312,855	0	-312,855	-236,688.75	.00	-76,166.25	75.7%*
01922530	53301	FINANCIALS	90,000	0	90,000	101,877.06	.00	-11,877.06	113.2%*
01922530	53304	TRAINING	7,500	0	7,500	1,600.00	.00	5,900.00	21.3%
TOTAL Business Dept			25,293,725	0	25,293,725	20,471,092.51	4,857,576.83	-34,944.61	100.1%
		TOTAL EXPENSES	25,293,725	0	25,293,725	20,471,092.51	4,857,576.83	-34,944.61	
DF Daniels Farm School									
01531001	51110	DFE Salary	2,305,418	0	2,305,418	1,572,164.37	814,041.17	-80,787.54	103.5%*
01531001	51120	DFE Paras	40,604	0	40,604	36,177.62	7,628.40	-3,202.34	107.9%*
01531001	55500	DFE Intern	32,000	0	32,000	11,739.00	7,650.00	12,611.00	60.6%
01531001	56111	Class Supp	28,072	0	28,072	27,599.56	270.75	201.69	99.3%
01531001	56411	TEXTBOOKS	30,008	0	30,008	25,856.87	.00	4,151.13	86.2%
01531001	57301	EQUIP INST	1,452	0	1,452	2,209.40	.00	-757.40	152.2%*
01531001	57308	Furniture	1,694	0	1,694	295.88	.00	1,398.12	17.5%
01531002	51110	Spec	660,000	0	660,000	495,372.24	173,227.60	-8,599.59	101.3%*
01532220	51110	DFE Salary	93,855	0	93,855	61,366.77	32,488.29	-.06	100.0%*
01532220	56420	LIBR BKS	4,840	0	4,840	8,210.93	74.58	-3,445.51	171.2%*
01532220	56425	SUBSCRIPTN	847	0	847	.00	.00	847.00	.0%
01532220	56901	MEDIA MAT.	2,904	0	2,904	809.69	.00	2,094.31	27.9%
01532220	57302	EQU-NONINS	1,452	0	1,452	887.95	.00	564.05	61.2%
01532400	51113	DFE Admin	195,972	0	195,972	158,284.98	37,686.90	.12	100.0%
01532400	51120	DFE Paras	22,898	0	22,898	9,855.98	8,944.71	4,097.71	82.1%
01532400	51130	SEC-CALYR	67,555	0	67,555	44,616.21	10,528.65	12,410.34	81.6%
01532400	51131	SEC-SCHLYR	43,183	0	43,183	30,612.53	13,686.88	-1,116.53	102.6%*
01532400	51135	CLER. CO	0	0	0	730.44	.00	-730.44	100.0%*
01532400	55800	PROF DEVEL	0	0	0	870.00	.00	-870.00	100.0%*
01532400	56110	Off Supp	3,388	0	3,388	2,774.94	.00	613.06	81.9%
01532400	58900	DUES	0	0	0	152.00	.00	-152.00	100.0%*
TOTAL Daniels Farm School			3,536,142	0	3,536,142	2,490,587.36	1,106,227.93	-60,672.88	101.7%
		TOTAL EXPENSES	3,536,142	0	3,536,142	2,490,587.36	1,106,227.93	-60,672.88	
Facil Facilities Dept									
01802320	51140	CustSubs	55,000	0	55,000	25,033.12	11,966.88	18,000.00	67.3%
01822230	51125	Plant Supv	393,488	0	393,488	297,384.77	76,464.05	19,639.18	95.0%
01822230	51127	Sec Guard	818,000	0	818,000	620,709.11	183,947.45	13,343.44	98.4%

FOR 2026 10

Facil	Facilities Dept	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01822230 51128	Sec OT	25,000	0	25,000	21,280.11	.00	3,719.89	85.1%
01822230 51130	SEC-CALYR	97,351	0	97,351	80,933.95	19,239.55	-2,822.30	102.9%*
01822230 51135	CLER. CO	0	0	0	156.61	.00	-156.61	100.0%*
01822230 55800	PROF DEVEL	500	0	500	.00	.00	500.00	.0%
01822230 55910	Other	17,000	0	17,000	14,049.74	.00	2,950.26	82.6%
01822230 56110	Ofc Supp	1,500	0	1,500	1,438.17	1,760.83	-1,699.00	213.3%*
01822230 57308	FURNITURE	500	0	500	.00	.00	500.00	.0%
01822230 58900	DUES	1,500	0	1,500	730.00	.00	770.00	48.7%
01842610 51140	CUST.MAINT	3,023,942	0	3,023,942	2,157,755.51	652,924.40	213,261.69	92.9%
01842610 51141	OT/SCHOOLS	100,000	0	100,000	85,704.63	48,711.31	-34,415.94	134.4%*
01842610 51142	OT/sch eve	110,000	0	110,000	62,307.75	47,692.25	.00	100.0%
01842610 51143	Snow	0	0	0	50,964.00	.00	-50,964.00	100.0%*
01842610 51145	HELP 19.5	9,791	0	9,791	6,779.57	5,120.31	-2,109.32	121.5%*
01842610 51149	CUST NGTDF	0	0	0	7,831.85	.00	-7,831.85	100.0%*
01842610 54103	RUBBISH	83,000	0	83,000	66,966.45	11,952.82	4,080.73	95.1%
01842610 54202	SER.CUST.	4,000	0	4,000	3,336.06	615.94	48.00	98.8%
01842610 54300	REPAIRS	15,000	0	15,000	223.30	877.20	13,899.50	7.3%
01842610 55803	Mileage	1,500	0	1,500	990.26	.00	509.74	66.0%
01842610 56130	Supplies	196,000	0	196,000	140,009.71	50,436.97	5,553.32	97.2%
01842610 56132	SUPP/EQUIP	0	0	0	653.85	346.15	-1,000.00	100.0%*
01842610 57301	EQUIP INST	7,000	0	7,000	6,850.97	5,318.01	-5,168.98	173.8%*
01842611 54101	Electricty	1,273,398	0	1,273,398	1,170,440.29	388,313.96	-285,356.25	122.4%*
01842611 54105	WATER	130,000	0	130,000	73,876.50	30,553.75	25,569.75	80.3%
01842611 56202	Nat Gas	600,000	0	600,000	418,206.73	111,548.27	70,245.00	88.3%
01852620 51140	CUST.MAINT	830,066	0	830,066	475,687.21	174,159.30	180,219.09	78.3%
01852620 51141	OT/SCHOOLS	25,000	0	25,000	8,914.19	.00	16,085.81	35.7%
01852620 51145	SUMMER GR	32,000	0	32,000	21,571.78	.00	10,428.22	67.4%
01852622 54300	REPAIRS	10,000	0	10,000	.00	.00	10,000.00	.0%
01852622 56134	Snow Rem	10,000	0	10,000	12,116.85	4,278.17	-6,395.02	164.0%*
01852622 57307	Equipment	5,000	0	5,000	-43.00	.00	5,043.00	-.9%
01852623 54300	REPAIRS	3,000	0	3,000	1,680.24	578.76	741.00	75.3%
01852623 56133	Gas/Diesel	50,000	0	50,000	34,396.52	1,585.68	14,017.80	72.0%
01852623 56134	Veh Supp	15,000	0	15,000	20,840.00	5,353.92	-11,193.92	174.6%*
01852623 56900	PARTS	0	0	0	444.08	.00	-444.08	100.0%*
01852623 57307	Equipment	2,000	0	2,000	3,789.63	1,263.21	-3,052.84	252.6%*
01852625 54300	REPAIRS	10,000	0	10,000	3,150.00	.00	6,850.00	31.5%
01852625 56134	Grnds-Supp	20,000	0	20,000	8,618.07	1,531.22	9,850.71	50.7%
01852625 57307	Equipment	5,000	0	5,000	.00	.00	5,000.00	.0%
01852626 56134	PARTS-SUPP	3,000	0	3,000	.00	.00	3,000.00	.0%
01852627 54300	REPAIRS	5,000	0	5,000	6,281.46	7,000.00	-8,281.46	265.6%*
01852627 56134	PARTS-SUPP	7,500	0	7,500	5,838.78	2,964.94	-1,303.72	117.4%*
01852627 57307	EQU-TOOLS	5,000	0	5,000	.00	.00	5,000.00	.0%
01852631 54300	REPAIRS	50,000	0	50,000	51,456.53	44,812.13	-46,268.66	192.5%*
01852631 54301	ELEVATORS	40,000	0	40,000	22,344.07	7,655.93	10,000.00	75.0%

FOR 2026 10

Facil	Facilities Dept		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01852631	56134	PARTS-SUPP	2,000	0	2,000	680.10	300.00	1,019.90	49.0%
01852632	54300	REPAIRS	5,000	0	5,000	3,219.25	.00	1,780.75	64.4%
01852632	56134	PARTS-SUPP	20,000	0	20,000	7,279.64	11,933.10	787.26	96.1%
01852632	57307	Equipment	3,000	0	3,000	-36.00	.00	3,036.00	-1.2%
01852633	54300	Services	35,000	0	35,000	8,300.31	35,227.09	-8,527.40	124.4%*
01852633	54301	SEC-SRVC K	25,000	0	25,000	1,050.00	300.00	23,650.00	5.4%
01852633	56134	PARTS-SUPP	30,000	0	30,000	22,083.45	6,808.40	1,108.15	96.3%
01852633	57306	EQU-MAINT	10,000	0	10,000	2,888.55	1,115.40	5,996.05	40.0%
01852634	54300	REPAIRS	30,000	0	30,000	18,186.25	2,431.50	9,382.25	68.7%
01852635	54300	REPAIRS	35,000	0	35,000	9,631.00	.00	25,369.00	27.5%
01852635	56134	PARTS-SUPP	1,500	0	1,500	.00	.00	1,500.00	.0%
01852636	56134	PARTS-SUPP	0	0	0	1,899.98	.00	-1,899.98	100.0%*
01852637	54300	REPAIRS	6,000	0	6,000	6,830.00	70.00	-900.00	115.0%*
01852638	54300	REPAIRS	0	0	0	2,478.00	1,998.00	-4,476.00	100.0%*
01852638	56134	PARTS-SUPP	1,000	0	1,000	1,262.79	837.21	-1,100.00	210.0%*
01852639	54300	REPAIRS	135,000	0	135,000	84,379.42	74,616.76	-23,996.18	117.8%*
01852639	56134	PARTS-SUPP	35,000	0	35,000	60,168.76	29,680.26	-54,849.02	256.7%*
01852639	56135	BUD PROJ	0	0	0	1,542.51	.00	-1,542.51	100.0%*
01852642	56134	PARTS-SUPP	5,000	0	5,000	2,651.78	4,848.22	-2,500.00	150.0%*
01852643	54300	REPAIRS	6,000	0	6,000	3,763.40	5,766.60	-3,530.00	158.8%*
01852643	56900	PARTS	0	0	0	854.00	.00	-854.00	100.0%*
01852644	54300	REPAIRS	5,000	0	5,000	4,851.29	2,581.11	-2,432.40	148.6%*
01852644	56134	PARTS-SUPP	40,000	0	40,000	27,523.02	12,711.44	-234.46	100.6%*
01852645	54300	REPAIRS	30,000	0	30,000	18,768.50	11,231.50	.00	100.0%
01852646	54300	REPAIRS	10,000	0	10,000	12,652.00	2,358.00	-5,010.00	150.1%*
01852646	56134	PARTS-SUPP	500	0	500	.00	.00	500.00	.0%
01852647	51140	UNANTI REG	0	0	0	.00	999.00	-999.00	100.0%*
01852647	53300	OTHER PROF	3,000	0	3,000	.00	.00	3,000.00	.0%
01852647	54300	REPAIRS	15,000	0	15,000	104,345.60	28,246.46	-117,592.06	883.9%*
01852648	54300	REPAIRS	20,000	0	20,000	13,906.25	7,453.75	-1,360.00	106.8%*
01852648	56134	PARTS-SUPP	15,000	0	15,000	10,728.15	3,771.85	500.00	96.7%
01852649	54300	REPAIRS	500	0	500	.00	.00	500.00	.0%
01852649	56134	PARTS-SUPP	0	0	0	477.40	621.60	-1,099.00	100.0%*
01852650	57200	FF&E SPACE	10,000	0	10,000	7,070.00	2,930.00	.00	100.0%
01852651	57100	IMPRV-BLG	0	0	0	1,068.00	932.00	-2,000.00	100.0%*
TOTAL Facilities Dept			8,624,535	0	8,624,535	6,432,202.82	2,148,742.61	43,589.53	99.5%
		TOTAL EXPENSES	8,624,535	0	8,624,535	6,432,202.82	2,148,742.61	43,589.53	
FT Frenchtown School									
01521001	51110	FTE Teach	2,420,499	0	2,420,499	1,633,667.70	778,949.35	7,881.95	99.7%

FOR 2026 10

FT		Frenchtown School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01521001	51120	FTE Paras	60,428	0	60,428	46,629.24	11,352.16	2,446.76	96.0%
01521001	55500	FTE Intern	32,000	0	32,000	15,300.00	15,300.00	1,400.00	95.6%
01521001	56111	Class Supp	29,928	0	29,928	26,665.40	3,187.27	75.33	99.7%
01521001	56411	TEXTBOOKS	31,992	0	31,992	31,173.34	.00	818.66	97.4%
01521001	57301	EQUIP INST	1,548	0	1,548	1,484.08	.00	63.92	95.9%
01521001	57308	Furniture	1,806	0	1,806	1,688.36	71.99	45.65	97.5%
01521002	51110	Spec	879,541	0	879,541	585,285.90	276,517.94	17,737.34	98.0%
01522220	51110	FT Teacher	113,845	0	113,845	74,437.05	39,407.85	.10	100.0%
01522220	56420	LIBR BKS	5,160	0	5,160	4,948.55	101.50	109.95	97.9%
01522220	56425	SUBSCRIPTN	903	0	903	798.44	76.29	28.27	96.9%
01522220	56901	MEDIA MAT.	3,096	0	3,096	3,718.14	74.44	-696.58	122.5%*
01522220	57302	EQU-NONINS	1,548	0	1,548	.00	.00	1,548.00	.0%
01522400	51113	FTE Admin	361,821	0	361,821	292,239.99	69,580.95	.06	100.0%
01522400	51120	FTE Paras	41,382	0	41,382	32,690.84	1,412.22	7,279.37	82.4%
01522400	51130	Admin Sec	67,555	0	67,555	56,516.39	13,315.40	-2,276.59	103.4%*
01522400	51131	SEC-SCHLYR	44,082	0	44,082	37,183.48	8,162.48	-1,263.96	102.9%*
01522400	51135	CLER. CO	0	0	0	2,847.02	.00	-2,847.02	100.0%*
01522400	55800	PROF DEVEL	500	0	500	.00	.00	500.00	.0%
01522400	56110	Off Supp	3,612	0	3,612	1,522.37	1,200.00	889.63	75.4%
01522400	58900	DUES	350	0	350	238.00	.00	112.00	68.0%
TOTAL Frenchtown School			4,101,597	0	4,101,597	2,849,034.29	1,218,709.84	33,852.84	99.2%
TOTAL EXPENSES			4,101,597	0	4,101,597	2,849,034.29	1,218,709.84	33,852.84	
HC Hillcrest Middle School									
01611001	51110	HMS Salary	4,163,874	0	4,163,874	2,754,265.27	1,428,037.62	-18,429.19	100.4%*
01611001	51111	TCHR-SPEC	123,538	0	123,538	80,774.82	42,763.14	.04	100.0%
01611001	55500	HMS Intern	48,000	0	48,000	22,950.00	22,950.00	2,100.00	95.6%
01611001	56111	Class Supp	34,056	0	34,056	31,659.26	530.00	1,866.74	94.5%
01611001	56411	TEXTBOOKS	11,880	0	11,880	9,243.73	1,059.57	1,576.70	86.7%
01611001	57301	EQUIP INST	3,564	0	3,564	3,560.00	.00	4.00	99.9%
01611001	57308	Furniture	396	0	396	395.09	.00	.91	99.8%
01611016	51110	HMS Salary	353,559	0	353,559	248,896.32	104,662.69	-.01	100.0%*
01611016	54900	PROP SERV	1,212	0	1,212	468.97	.00	743.03	38.7%
01611016	56111	Class Supp	2,259	0	2,259	1,723.86	166.83	368.31	83.7%
01611016	57301	EQUIP INST	3,220	0	3,220	3,480.90	.00	-260.90	108.1%*
01611019	51110	HMS Salary	385,516	0	385,516	262,097.16	123,418.52	.32	100.0%
01611019	56111	Class Supp	3,424	0	3,424	3,383.54	.00	40.46	98.8%
01612120	51110	HMS Salary	322,855	0	322,855	215,973.09	106,881.93	-.02	100.0%*
01612120	51131	SEC-SCHLYR	53,345	0	53,345	38,099.93	16,844.40	-1,599.29	103.0%*
01612120	51135	CLER. CO	0	0	0	644.56	.00	-644.56	100.0%*

FOR 2026 10

HC	Hillcrest Middle School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01612220 51110	HMS Salary	123,538	0	123,538	80,774.82	42,763.14	.04	100.0%
01612220 56111	Class Supp	1,980	0	1,980	1,674.32	136.99	168.69	91.5%
01612220 56420	LIBR BKS	2,376	0	2,376	2,324.98	.00	51.02	97.9%
01612220 56425	SUBSCRIPTN	1,584	0	1,584	1,581.34	.00	2.66	99.8%
01612220 57302	EQU-NONINS	1,188	0	1,188	29.42	1,150.00	8.58	99.3%
01612400 51110	TEAExtra	0	0	0	312.23	.00	-312.23	100.0%*
01612400 51113	HMS Admin	372,146	0	372,146	300,579.30	71,566.50	.20	100.0%
01612400 51120	HMS Paras	13,830	0	13,830	12,471.99	1,609.32	-250.83	101.8%*
01612400 51130	SEC-CALYR	59,592	0	59,592	49,768.95	11,849.75	-2,026.70	103.4%*
01612400 51131	SEC-SCHLYR	49,489	0	49,489	35,294.58	15,686.48	-1,492.40	103.0%*
01612400 51135	CLER. CO	0	0	0	1,463.80	.00	-1,463.80	100.0%*
01612400 54900	PROP SERV	500	0	500	.00	.00	500.00	.0%
01612400 55800	PROF DEVEL	1,100	0	1,100	.00	.00	1,100.00	.0%
01612400 56110	Off Supp	3,960	0	3,960	3,946.32	13.63	.05	100.0%
01612400 58900	DUES	1,702	0	1,702	1,638.99	.00	63.01	96.3%
01613202 51116	HMS Advis	45,000	0	45,000	.00	43,969.00	1,031.00	97.7%
01613202 53301	POLICE	800	0	800	.00	.00	800.00	.0%
01613202 56119	Supplies	4,200	0	4,200	1,324.98	.00	2,875.02	31.5%
TOTAL Hillcrest Middle School		6,193,683	0	6,193,683	4,170,802.52	2,036,059.51	-13,179.15	100.2%
	TOTAL EXPENSES	6,193,683	0	6,193,683	4,170,802.52	2,036,059.51	-13,179.15	

HR Human Resources Dept

01402320 51114	HR Dir	181,038	0	181,038	154,265.37	36,729.85	-9,957.22	105.5%*
01802130 53401	SubTeach	840,000	0	840,000	436,052.96	396,766.28	7,180.76	99.1%
01802130 53402	SubPara	450,000	0	450,000	334,390.42	118,907.77	-3,298.19	100.7%*
01802130 53403	SubSec	20,000	0	20,000	4,502.11	15,158.07	339.82	98.3%
01802130 55800	PD	9,000	0	9,000	325.00	2,725.00	5,950.00	33.9%
01802130 55900	OTHER PURC	85,000	0	85,000	76,310.12	1,280.00	7,409.88	91.3%
01802130 55903	ADVERT.	1,500	0	1,500	1,500.00	.00	.00	100.0%
01802130 56110	SUPPLIES	3,500	0	3,500	2,632.65	723.48	143.87	95.9%
01802130 58900	DUES	1,300	0	1,300	450.00	.00	850.00	34.6%
01802320 51113	SubAdmin	0	0	0	7,238.40	.00	-7,238.40	100.0%*
01802320 51115	Sup Pers	225,260	0	225,260	183,176.97	43,455.75	-1,372.82	100.6%*
01802320 51117	Sub Teach	0	0	0	142,509.39	100,000.00	-242,509.39	100.0%*
01802320 51119	Teacher	0	0	0	5,128.55	.00	-5,128.55	100.0%*
01802320 51127	SEC. GRD	0	0	0	15,981.91	.00	-15,981.91	100.0%*
01802320 51129	Super-Para	0	0	0	3,377.02	.00	-3,377.02	100.0%*
01802320 51135	Extra	0	0	0	8,710.19	.00	-8,710.19	100.0%*
01802320 51139	SEC- SUB	0	0	0	10,854.69	.00	-10,854.69	100.0%*
TOTAL Human Resources Dept		1,816,598	0	1,816,598	1,387,405.75	715,746.20	-286,554.05	115.8%
	TOTAL EXPENSES	1,816,598	0	1,816,598	1,387,405.75	715,746.20	-286,554.05	

FOR 2026 10

JR	Jane Ryan School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
JR Jane Ryan School								
01551001 51110	JRE Salary	2,044,434	0	2,044,434	1,354,633.43	633,564.83	56,235.74	97.2%
01551001 51120	JRE Paras	58,308	0	58,308	32,380.78	7,820.96	18,106.38	68.9%
01551001 55500	JRE Intern	32,000	0	32,000	15,300.00	15,300.00	1,400.00	95.6%
01551001 56111	Class Supp	25,404	0	25,404	25,157.86	199.27	46.87	99.8%
01551001 56411	TEXTBOOKS	27,156	0	27,156	27,150.03	.00	5.97	100.0%
01551001 57301	EQUIP INST	1,314	0	1,314	1,312.74	.00	1.26	99.9%
01551001 57308	Furniture	1,533	0	1,533	1,522.70	.00	10.30	99.3%
01551002 51110	TCHR-CLSRM	688,390	0	688,390	448,877.42	187,799.52	51,712.84	92.5%
01552220 51110	JRE Salary	104,494	0	104,494	68,323.00	36,171.00	.00	100.0%
01552220 56420	LIBR BKS	4,380	0	4,380	4,231.84	148.16	.00	100.0%
01552220 56425	SUBSCRIPTN	767	0	767	724.81	42.19	.00	100.0%
01552220 56901	MEDIA MAT.	2,628	0	2,628	2,485.68	77.32	65.00	97.5%
01552220 57302	EQU-NONINS	1,314	0	1,314	1,285.19	28.81	.00	100.0%
01552400 51113	JRE Admin	195,972	0	195,972	158,284.98	37,686.90	.12	100.0%
01552400 51120	JRE Paras	23,512	0	23,512	18,404.99	3,031.05	2,075.56	91.2%
01552400 51130	SEC-CALYR	67,225	0	67,225	56,186.39	13,315.40	-2,276.59	103.4%*
01552400 51131	SEC-SCHLYR	43,393	0	43,393	31,005.60	13,686.88	-1,299.60	103.0%*
01552400 51135	CLER. CO	500	0	500	855.50	.00	-355.50	171.1%*
01552400 54900	PROP SERV	500	0	500	.00	.00	500.00	.0%
01552400 56110	Off Supp	3,066	0	3,066	2,346.44	657.23	62.33	98.0%
TOTAL Jane Ryan School		3,326,290	0	3,326,290	2,250,469.38	949,529.52	126,290.68	96.2%
TOTAL EXPENSES		3,326,290	0	3,326,290	2,250,469.38	949,529.52	126,290.68	
MAD Madison Middle School								
01621001 51110	MMS Salary	4,427,571	0	4,427,571	2,878,927.86	1,395,430.69	153,212.15	96.5%
01621001 51111	TCHR-SPEC	123,538	0	123,538	80,774.82	42,763.14	.04	100.0%
01621001 55500	MMS Intern	48,000	0	48,000	22,950.00	22,950.00	2,100.00	95.6%
01621001 56111	Class Supp	36,851	0	36,851	24,136.81	2,803.19	9,911.00	73.1%
01621001 56411	TEXTBOOKS	12,855	0	12,855	4,952.45	.00	7,902.55	38.5%
01621001 57301	EQUIP INST	3,857	0	3,857	1,793.63	358.31	1,705.06	55.8%
01621001 57308	Furniture	429	0	429	236.64	.00	192.36	55.2%
01621016 51110	MMS Salary	326,880	0	326,880	231,452.28	95,427.61	.11	100.0%
01621016 54900	PROP SERV	900	0	900	.00	745.35	154.65	82.8%
01621016 56111	Class Supp	2,750	0	2,750	2,356.28	.00	393.72	85.7%
01621016 57301	EQUIP INST	3,200	0	3,200	2,087.94	870.95	241.11	92.5%
01621019 51110	MMS Salary	397,322	0	397,322	284,322.62	120,266.34	-7,266.96	101.8%*

FOR 2026 10

MAD	Madison Middle School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01621019 56111	Class Supp	3,000	0	3,000	2,925.58	.00	74.42	97.5%
01622120 51110	MMS Salary	301,776	0	301,776	206,797.00	102,024.00	-7,045.00	102.3%*
01622120 51131	SEC-SCHLYR	43,835	0	43,835	31,618.35	13,938.32	-1,721.45	103.9%*
01622220 51110	MMS Salary	123,538	0	123,538	80,774.82	42,763.14	.04	100.0%
01622220 56420	LIBR BKS	2,571	0	2,571	2,117.19	378.60	75.21	97.1%
01622220 56425	SUBSCRIPTN	1,714	0	1,714	936.29	588.71	189.00	89.0%
01622220 56901	MEDIA MAT.	2,143	0	2,143	2,033.49	1.35	108.16	95.0%
01622220 57302	EQU-NONINS	1,286	0	1,286	1,111.15	.00	174.85	86.4%
01622400 51110	TEA Extra	0	0	0	3,018.18	.00	-3,018.18	100.0%*
01622400 51113	MMS Admin	377,045	0	377,045	283,107.70	70,652.65	23,284.65	93.8%
01622400 51120	MMS Paras	15,817	0	15,817	11,708.65	752.90	3,355.57	78.8%
01622400 51130	SEC-CALYR	67,265	0	67,265	56,234.68	13,315.40	-2,284.88	103.4%*
01622400 51131	SEC SCH YR	49,489	0	49,489	41,711.94	9,269.32	-1,492.48	103.0%*
01622400 51135	CLER. CO	0	0	0	284.88	.00	-284.88	100.0%*
01622400 54900	PROP SERV	750	0	750	480.98	.00	269.02	64.1%
01622400 55800	PROF DEVEL	1,000	0	1,000	.00	.00	1,000.00	.0%
01622400 56110	Off Supp	4,285	0	4,285	1,919.59	145.65	2,219.76	48.2%
01622400 58900	DUES	800	0	800	754.00	.00	46.00	94.3%
01623202 51116	MMS Advis	42,500	0	42,500	3,638.85	35,786.15	3,075.00	92.8%
01623202 53301	POLICE	1,250	0	1,250	.00	720.00	530.00	57.6%
01623202 56119	Supplies	1,750	0	1,750	.00	1,549.50	200.50	88.5%
TOTAL Madison Middle School		6,425,967	0	6,425,967	4,265,164.65	1,973,501.27	187,301.10	97.1%
TOTAL EXPENSES		6,425,967	0	6,425,967	4,265,164.65	1,973,501.27	187,301.10	

MB Middlebrook School

01541001 51110	MBE Salary	2,413,364	0	2,413,364	1,613,467.62	799,895.44	.94	100.0%
01541001 51120	MBE Para	54,138	0	54,138	40,148.06	10,171.20	3,818.98	92.9%
01541001 55500	MBE Intern	32,000	0	32,000	15,300.00	15,300.00	1,400.00	95.6%
01541001 56111	Class Supp	29,116	0	29,116	24,742.21	1,173.18	3,200.61	89.0%
01541001 56411	TEXTBOOKS	31,124	0	31,124	31,253.43	.00	-129.43	100.4%*
01541001 57301	EQUIP INST	1,506	0	1,506	19.99	.00	1,486.01	1.3%
01541001 57308	Furniture	1,757	0	1,757	362.35	.00	1,394.65	20.6%
01541002 51110	Spec	890,841	0	890,841	614,327.12	266,507.94	10,005.87	98.9%
01542220 51110	MBE Salary	123,538	0	123,538	80,774.82	42,763.14	.04	100.0%
01542220 56420	LIBR BKS	5,020	0	5,020	5,019.77	.00	.23	100.0%
01542220 56425	SUBSCRIPTN	879	0	879	874.07	.00	4.93	99.4%
01542220 56901	MEDIA MAT.	3,012	0	3,012	3,011.04	.00	.96	100.0%
01542220 57302	EQU-NONINS	1,506	0	1,506	1,509.69	.00	-3.69	100.2%*
01542400 51113	MBE Admin	359,821	0	359,821	290,624.46	69,196.30	.24	100.0%
01542400 51120	MBE Paras	13,530	0	13,530	10,989.66	1,573.78	966.08	92.9%

FOR 2026 10

MB	Middlebrook School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01542400 51130	SEC-CALYR	67,205	0	67,205	56,174.68	13,315.40	-2,284.88	103.4%*
01542400 51131	SEC-SCHLYR	42,580	0	42,580	30,365.90	13,495.92	-1,281.62	103.0%*
01542400 51135	CLER. CO	0	0	0	353.69	.00	-353.69	100.0%*
01542400 55800	PROF DEVEL	500	0	500	341.90	.00	158.10	68.4%
01542400 56110	Off Supp	3,514	0	3,514	1,969.13	.00	1,544.87	56.0%
01542400 58900	DUES	350	0	350	.00	.00	350.00	.0%
TOTAL Middlebrook School		4,075,301	0	4,075,301	2,821,629.59	1,233,392.30	20,279.20	99.5%
	TOTAL EXPENSES	4,075,301	0	4,075,301	2,821,629.59	1,233,392.30	20,279.20	

PPS PPS Department

01011200 51114	PPS Admin	950,560	0	950,560	655,465.02	156,063.11	139,032.35	85.4%
01011200 51117	TCHR-SUBS	0	0	0	-257.68	.00	257.68	100.0%
01011200 51119	Tch Salary	50,000	0	50,000	29,796.03	20,203.97	.00	100.0%
01011200 51120	Instr Para	2,539,957	0	2,539,957	1,879,008.54	553,118.24	107,830.67	95.8%
01011200 51121	Extra Time	95,000	0	95,000	67,095.02	27,904.98	.00	100.0%
01011200 51122	ABA Paras	1,625,493	0	1,625,493	1,141,193.79	338,577.44	145,721.51	91.0%
01011200 51130	Admin Sec	163,963	0	163,963	137,011.89	32,486.60	-5,535.49	103.4%*
01011200 51135	CLER PT	750	0	750	120.37	.00	629.63	16.0%
01011200 53230	CONSLT-PPS	325,000	0	325,000	381,200.16	149,898.64	-206,098.80	163.4%*
01011200 53300	OTHER PROF	58,000	0	58,000	35,757.72	25,797.30	-3,555.02	106.1%*
01011200 53308	LEGALSPED	115,000	0	115,000	123,299.66	51,700.34	-60,000.00	152.2%*
01011200 55800	PROF DEVEL	20,000	0	20,000	6,536.15	3,160.00	10,303.85	48.5%
01011200 55801	Mileage	10,000	0	10,000	5,058.78	.00	4,941.22	50.6%
01011200 55906	PRINTING	500	0	500	.00	292.50	207.50	58.5%
01011200 56110	Off Supp	2,500	0	2,500	790.87	153.97	1,555.16	37.8%
01011200 56111	Class Supp	30,000	0	30,000	64,662.20	4,190.85	-38,853.05	229.5%*
01011200 56411	TEXTBOOKS	2,500	0	2,500	373.38	.00	2,126.62	14.9%
01011200 56425	SUBSCRIPTN	1,000	0	1,000	.00	.00	1,000.00	.0%
01011200 56904	TEST-IND	62,000	0	62,000	49,807.88	1,189.42	11,002.70	82.3%
01011200 58900	DUES	5,000	0	5,000	2,658.81	4,968.49	-2,627.30	152.5%*
01011201 51117	Homebnd	60,000	0	60,000	47,482.55	12,517.45	.00	100.0%
01011201 53210	INSTR. SRV	0	0	0	9,887.20	8,612.80	-18,500.00	100.0%*
01011203 51117	Tutorial	75,000	0	75,000	48,360.64	26,639.36	.00	100.0%
01011204 51117	Explsn	10,000	0	10,000	.00	.00	10,000.00	.0%
01032130 51123	Therapists	580,776	0	580,776	395,381.65	209,196.72	-23,802.27	104.1%*
01032130 51128	PPS Aides	83,490	0	83,490	66,520.39	19,894.74	-2,924.91	103.5%*
01032130 57303	EQU-NEWINS	15,000	0	15,000	15,180.96	47.21	-228.17	101.5%*
01052130 53305	Svc Cont	90,000	0	90,000	96,771.63	39,628.37	-46,400.00	151.6%*
01052130 54300	REPAIRS	2,000	0	2,000	965.00	.00	1,035.00	48.3%
01052130 56110	Off Supp	9,000	0	9,000	4,093.23	4,792.77	114.00	98.7%

FOR 2026 10

PPS	PPS Department	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01052130 57304	Equipment	1,000	0	1,000	.00	.00	1,000.00	.0%
01062140 51111	PPSPsy&Beh	1,775,346	0	1,775,346	1,144,886.27	577,148.92	53,310.61	97.0%
01062145 51111	TCHR-SPEC	367,324	0	367,324	244,963.03	129,686.31	-7,325.24	102.0%*
01072110 51111	PPS Soc Wr	1,272,973	0	1,272,973	852,482.74	405,388.86	15,101.40	98.8%
01082150 51111	PPS Speech	1,533,436	0	1,533,436	1,084,243.17	499,843.02	-50,650.64	103.3%*
01161200 51110	PPS Salary	2,513,492	0	2,513,492	1,723,961.42	833,884.52	-44,353.74	101.8%*
01231200 51110	PPS Salary	1,574,486	0	1,574,486	1,046,685.63	522,050.56	5,749.81	99.6%
01331200 51110	PPS Salary	2,248,092	0	2,248,092	1,502,593.83	757,328.13	-11,829.96	100.5%*
01331200 51126	Work Exp	8,000	0	8,000	4,249.82	.00	3,750.18	53.1%
01371200 51118	Tch Salary	175,000	0	175,000	159,948.95	.00	15,051.05	91.4%
01371200 51122	ABA Paras	100,000	0	100,000	91,762.73	.00	8,237.27	91.8%
01371200 51128	PPS Aides	0	0	0	3,865.15	.00	-3,865.15	100.0%*
01371200 51129	PPS Para	50,000	0	50,000	57,155.18	.00	-7,155.18	114.3%*
01396110 55600	Tuit-SPED	5,568,903	0	5,568,903	4,946,208.11	1,460,423.32	-837,728.91	115.0%*
01396110 55601	ECR	-2,087,315	0	-2,087,315	.00	-2,087,315.00	.00	100.0%
01412210 51120	Para Train	10,000	0	10,000	.00	.00	10,000.00	.0%
TOTAL PPS Department		22,093,226	0	22,093,226	18,127,227.87	4,789,473.91	-823,475.62	103.7%
	TOTAL EXPENSES	22,093,226	0	22,093,226	18,127,227.87	4,789,473.91	-823,475.62	
Super Superintendent Dept								
01902310 51136	CLER. MTGS	3,000	0	3,000	1,925.00	.00	1,075.00	64.2%
01902310 53300	OTHER PROF	27,000	0	27,000	25,260.54	139.58	1,599.88	94.1%
01902310 53308	LEGAL GEN	110,000	0	110,000	108,231.96	84,970.00	-83,201.96	175.6%*
01902310 55800	PROF DEVEL	1,000	0	1,000	664.01	.00	335.99	66.4%
01902320 51115	Sup Admin	301,330	0	301,330	255,543.54	60,843.70	-15,057.00	105.0%*
01902320 51130	SEC-FT	166,880	0	166,880	130,859.20	32,449.25	3,571.55	97.9%
01902320 55800	PROF DEVEL	11,000	0	11,000	1,148.97	.00	9,851.03	10.4%
01902320 55900	POSTAGE	33,000	0	33,000	21,675.44	15,400.00	-4,075.44	112.3%*
01902320 55905	PRINTING	300	0	300	.00	.00	300.00	.0%
01902320 56110	Off Supp	4,000	0	4,000	4,072.31	1,282.49	-1,354.80	133.9%*
01902320 56425	SUBSCRIPTN	850	0	850	347.90	1,152.10	-650.00	176.5%*
01902320 58900	DUES	30,000	0	30,000	25,276.50	4,167.50	556.00	98.1%
TOTAL Superintendent Dept		688,360	0	688,360	575,005.37	200,404.62	-87,049.75	112.6%
	TOTAL EXPENSES	688,360	0	688,360	575,005.37	200,404.62	-87,049.75	
TA Tashua School								
01581001 51110	TSE Salary	1,844,259	0	1,844,259	1,188,318.17	608,979.82	46,961.01	97.5%

FOR 2026 10

TA	Tashua School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01581001 51120	TSE Paras	46,894	0	46,894	45,438.00	11,352.16	-9,896.56	121.1%*
01581001 55500	TSE Intern	32,000	0	32,000	15,300.00	15,300.00	1,400.00	95.6%
01581001 56111	Class Supp	22,852	0	22,852	19,459.54	1,340.40	2,052.06	91.0%
01581001 56411	TEXTBOOKS	24,428	0	24,428	24,409.74	.00	18.26	99.9%
01581001 57301	EQUIP INST	1,182	0	1,182	611.52	.00	570.48	51.7%
01581001 57308	Furniture	1,379	0	1,379	109.79	.00	1,269.21	8.0%
01581002 51110	Spec	635,718	0	635,718	403,904.19	181,756.82	50,057.07	92.1%
01582220 51110	TSE Salary	107,587	0	107,587	70,345.32	37,241.64	.04	100.0%
01582220 56420	LIBR BKS	3,940	0	3,940	3,815.14	124.86	.00	100.0%
01582220 56425	SUBSCRIPTN	690	0	690	556.94	133.06	.00	100.0%
01582220 56901	MEDIA MAT.	2,364	0	2,364	2,364.18	.00	-.18	100.0%*
01582220 57302	EQU-NONINS	1,182	0	1,182	1,052.40	30.67	98.93	91.6%
01582400 51113	TSE Admin	195,972	0	195,972	158,284.98	37,686.90	.12	100.0%
01582400 51120	TSE Paras	23,047	0	23,047	14,793.72	3,004.21	5,249.27	77.2%
01582400 51130	SEC-CALYR	67,285	0	67,285	56,254.68	13,315.40	-2,284.88	103.4%*
01582400 51131	SEC-SCHLYR	43,183	0	43,183	30,795.57	13,686.88	-1,299.57	103.0%*
01582400 51135	CLER. CO	0	0	0	164.19	.00	-164.19	100.0%*
01582400 54900	PROP SERV	300	0	300	97.00	.00	203.00	32.3%
01582400 55800	PROF DEVEL	500	0	500	76.17	.00	423.83	15.2%
01582400 56110	Off Supp	2,758	0	2,758	1,672.17	.00	1,085.83	60.6%
01582400 58900	DUES	534	0	534	456.95	.00	77.05	85.6%
TOTAL Tashua School		3,058,054	0	3,058,054	2,038,280.36	923,952.82	95,820.78	96.9%
	TOTAL EXPENSES	3,058,054	0	3,058,054	2,038,280.36	923,952.82	95,820.78	

TECEC TECEC School

01011000 51110	PPS Salary	554,558	0	554,558	362,595.21	191,962.15	.14	100.0%
01011000 51113	PPS Tecec	152,158	0	152,158	122,897.25	29,261.24	-.09	100.0%*
01011000 51120	TECEC Para	252,350	0	252,350	196,800.43	57,762.88	-2,213.28	100.9%*
01011000 51122	ABA Paras	282,030	0	282,030	221,042.27	66,201.66	-5,214.11	101.8%*
01011000 51130	SEC-CALYR	25,949	0	25,949	21,693.59	5,112.54	-857.33	103.3%*
01011000 51131	SEC-SCHLYR	43,977	0	43,977	31,354.56	13,938.32	-1,316.22	103.0%*
01011000 51135	CLER. CO	1,500	0	1,500	1,611.14	.00	-111.14	107.4%*
01011000 55800	PROF.DEVEL	500	0	500	.00	500.00	.00	100.0%
01011000 55900	OTHER PUR	6,000	0	6,000	4,420.00	.00	1,580.00	73.7%
01011000 55906	PRT-P ACC	200	0	200	165.00	.00	35.00	82.5%
01011000 56110	Off Supp	4,000	0	4,000	3,943.57	321.96	-265.53	106.6%*
01011000 56111	Class Supp	13,050	0	13,050	11,484.46	.00	1,565.54	88.0%
01011000 56411	TEXTBOOKS	1,300	0	1,300	1,175.29	.00	124.71	90.4%
01011000 56904	TEST-IND	4,000	0	4,000	3,236.13	.00	763.87	80.9%
01011000 57301	EQUIPMENT	4,000	0	4,000	3,378.25	.00	621.75	84.5%

FOR 2026 10

TECEC	TECEC	School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01011000	57308	Furniture	3,200	0	3,200	1,636.72	.00	1,563.28	51.1%
01011000	58900	DUES	700	0	700	429.00	.00	271.00	61.3%
01121200	51111	PPS SPED	181,236	0	181,236	138,588.08	41,071.94	1,576.18	99.1%
TOTAL TECEC School			1,530,707	0	1,530,707	1,126,450.95	406,132.69	-1,876.23	100.1%
		TOTAL EXPENSES	1,530,707	0	1,530,707	1,126,450.95	406,132.69	-1,876.23	
Tech Technology Dept									
01421001	57310	DW EQUIP	352,544	0	352,544	274,941.21	10,285.20	67,317.59	80.9%
01422214	53300	OTHER PROF	4,500	0	4,500	1,746.26	295.91	2,457.83	45.4%
01422214	54300	REPAIRS	800	0	800	.00	.00	800.00	.0%
01422214	56117	Comp Supp	600	0	600	.00	.00	600.00	.0%
01422214	56118	Software	248,800	0	248,800	237,164.77	.00	11,635.23	95.3%
01422214	56900	PARTS	10,500	0	10,500	5,802.90	2,190.22	2,506.88	76.1%
01422214	57301	EQUIP INST	8,000	0	8,000	6,606.80	.00	1,393.20	82.6%
01422220	53300	OTHER PROF	3,500	0	3,500	.00	.00	3,500.00	.0%
01422220	54300	REPAIRS	500	0	500	.00	.00	500.00	.0%
01422220	56117	Comp Supp	250	0	250	.00	.00	250.00	.0%
01422220	56900	PARTS	4,300	0	4,300	113.99	.00	4,186.01	2.7%
01422220	57301	EQUIP INST	12,600	0	12,600	8,430.93	.00	4,169.07	66.9%
01422520	51125	Tech Supv	148,899	0	148,899	120,264.48	28,634.40	.12	100.0%
01422520	51129	Tech Other	540,573	0	540,573	441,972.53	103,956.25	-5,356.25	101.0%*
01422520	51130	Admin Sect	66,955	0	66,955	55,924.68	13,315.40	-2,284.88	103.4%*
01422520	51141	TECH OT	8,500	0	8,500	1,549.80	.00	6,950.20	18.2%
01422520	53300	OTHER PROF	6,000	0	6,000	2,151.00	.00	3,849.00	35.9%
01422520	53305	DP-COMPUT	42,000	0	42,000	38,592.12	.00	3,407.88	91.9%
01422520	54300	REPAIRS	1,200	0	1,200	.00	.00	1,200.00	.0%
01422520	54409	Copiers	243,820	0	243,820	185,316.71	60,373.39	-1,870.10	100.8%*
01422520	55800	PROF DEVEL	1,000	0	1,000	180.00	.00	820.00	18.0%
01422520	55804	Mileage	1,200	0	1,200	527.70	.00	672.30	44.0%
01422520	55903	Tel Cell	38,000	0	38,000	8,756.23	10,285.91	18,957.86	50.1%
01422520	55904	PHONE-LAND	107,895	0	107,895	106,458.23	23,008.95	-21,572.18	120.0%*
01422520	55907	INTERNET	228,300	0	228,300	179,208.49	6,728.00	42,363.51	81.4%
01422520	56110	Off Supp	1,200	0	1,200	560.62	.00	639.38	46.7%
01422520	56425	SUBSCRIPTN	50	0	50	.00	.00	50.00	.0%
01422520	56900	PARTS	4,150	0	4,150	3,907.73	.00	242.27	94.2%
01422520	57301	EQUIP INST	38,000	0	38,000	69,006.43	.00	-31,006.43	181.6%*
TOTAL Technology Dept			2,124,636	0	2,124,636	1,749,183.61	259,073.63	116,378.49	94.5%
		TOTAL EXPENSES	2,124,636	0	2,124,636	1,749,183.61	259,073.63	116,378.49	
THS Trumbull High School									
01401000	55502	Intern HS	48,750	0	48,750	7,820.00	7,650.00	33,280.00	31.7%

FOR 2026 10

THS	Trumbull High School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01711001 51110	THS Salary	12,615,763	0	12,615,763	8,450,155.06	4,144,371.75	21,236.19	99.8%
01711001 51111	TCHR-SPEC	102,330	0	102,330	83,634.73	44,277.21	-25,582.34	125.0%*
01711001 56111	Class Supp	32,500	0	32,500	20,085.97	6,334.74	6,079.29	81.3%
01711001 57308	Furniture	10,100	0	10,100	.00	.00	10,100.00	.0%
01711002 56112	SP CLSRM	24,000	0	24,000	16,862.07	2,219.20	4,918.73	79.5%
01711002 57301	EQUIP INST	11,000	0	11,000	999.07	4.50	9,996.43	9.1%
01711003 56112	SP CLSRM	2,200	0	2,200	2,036.81	50.05	113.14	94.9%
01711003 56411	TEXTBOOKS	15,250	0	15,250	14,893.50	.00	356.50	97.7%
01711006 51110	THS Salary	592,649	0	592,649	336,511.96	150,811.92	105,325.12	82.2%
01711006 51129	THS Ag Sci	5,000	0	5,000	2,912.18	.00	2,087.82	58.2%
01711006 51131	SEC-SCHLYR	40,684	0	40,684	29,142.90	12,752.40	-1,211.08	103.0%*
01711006 51135	CLER. CO	459	0	459	350.14	.00	108.86	76.3%
01711006 54300	REPAIRS	3,000	0	3,000	2,790.73	2,981.56	-2,772.29	192.4%*
01711006 54900	PROP SERV	3,000	0	3,000	1,449.25	45.00	1,505.75	49.8%
01711006 55809	FIELD TRIP	2,629	0	2,629	396.20	2,103.80	129.00	95.1%
01711006 55906	PRT-P ACC	500	0	500	.00	.00	500.00	.0%
01711006 56112	SP CLSRM	37,000	0	37,000	25,998.98	15,313.49	-4,312.47	111.7%*
01711006 56411	TEXTBOOKS	2,000	0	2,000	126.00	.00	1,874.00	6.3%
01711006 57301	EQUIP INST	2,000	0	2,000	.00	.00	2,000.00	.0%
01711006 58900	DUES	4,899	0	4,899	6,623.00	1,352.00	-3,076.00	162.8%*
01711010 56112	SP CLSRM	1,150	0	1,150	1,146.16	.00	3.84	99.7%
01711010 56411	TEXTBOOKS	22,147	0	22,147	21,613.03	.00	533.97	97.6%
01711011 56112	SP CLSRM	2,330	0	2,330	1,467.60	.00	862.40	63.0%
01711011 56411	TEXTBOOKS	37,691	0	37,691	32,778.71	2,075.56	2,836.73	92.5%
01711011 57301	EQUIP INST	9,780	0	9,780	8,425.56	1,354.44	.00	100.0%
01711013 56112	SP CLSRM	19,060	0	19,060	11,599.59	2,878.42	4,581.99	76.0%
01711013 57301	EQUIP INST	4,125	0	4,125	13,313.39	14,922.64	-24,111.03	684.5%*
01711014 56112	SP CLSRM	28,965	0	28,965	20,452.72	6,970.90	1,541.38	94.7%
01711014 57301	EQUIP INST	2,100	0	2,100	1,648.08	500.00	-48.08	102.3%*
01711015 56112	SP CLSRM	1,550	0	1,550	1,130.88	.00	419.12	73.0%
01711015 56411	TEXTBOOKS	5,050	0	5,050	4,180.64	263.43	605.93	88.0%
01711016 51110	THS Salary	305,334	0	305,334	216,034.81	90,130.17	-830.98	100.3%*
01711016 53300	OTHER PROF	47,575	0	47,575	39,345.43	2,525.00	5,704.57	88.0%
01711016 54201	UNIFORM CL	1,500	0	1,500	1,500.00	.00	.00	100.0%
01711016 55809	FIELD TRIP	22,000	0	22,000	10,009.55	2,106.39	9,884.06	55.1%
01711016 56112	SP CLSRM	5,400	0	5,400	5,263.30	106.42	30.28	99.4%
01711016 57301	EQUIP INST	3,000	0	3,000	1,704.32	660.00	635.68	78.8%
01711019 51110	THS Salary	895,463	0	895,463	597,370.93	313,769.61	-15,677.24	101.8%*
01711019 56112	SP CLSRM	2,934	0	2,934	2,925.67	.00	8.33	99.7%
01711019 57301	EQUIP INST	6,000	0	6,000	5,302.60	696.71	.69	100.0%
01711022 51110	THS Salary	284,835	0	284,835	187,299.20	99,158.40	-1,622.70	100.6%*
01711022 56112	SP CLSRM	500	0	500	.00	.00	500.00	.0%
01711027 56112	SP CLSRM	12,893	0	12,893	6,493.96	4,886.85	1,512.19	88.3%
01711027 56411	TEXTBOOKS	12,761	0	12,761	2,775.27	.00	9,985.73	21.7%

FOR 2026 10

THS		Trumbull High School	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01711027	57301	EQUIP INST	9,132	0	9,132	6,709.67	.00	2,422.33	73.5%
01711028	56112	SP CLSRM	990	0	990	982.83	.00	7.17	99.3%
01711028	56411	TEXTBOOKS	9,614	0	9,614	1,902.77	.00	7,711.23	19.8%
01712120	51110	THS Salary	1,278,125	0	1,278,125	903,612.52	382,137.24	-7,625.26	100.6%*
01712120	51114	DIR/COORD	0	0	0	124,516.98	29,646.90	-154,163.88	100.0%*
01712120	51130	SEC-CALYR	193,796	0	193,796	162,025.00	38,344.05	-6,573.05	103.4%*
01712120	51135	CLER. CO	0	0	0	119.73	.00	-119.73	100.0%*
01712120	53220	INSERV.S/C	950	0	950	401.23	.00	548.77	42.2%
01712120	56112	SP CLSRM	450	0	450	279.05	.00	170.95	62.0%
01712120	56903	TEST-SYS	650	0	650	144.04	.00	505.96	22.2%
01712220	51110	THS Salary	102,171	0	102,171	66,804.05	35,366.85	.10	100.0%
01712220	56420	LIBR BKS	9,450	0	9,450	7,853.48	995.59	600.93	93.6%
01712220	56425	SUBSCRIPTN	2,060	0	2,060	2,015.19	.00	44.81	97.8%
01712220	56901	MEDIA MAT.	2,300	0	2,300	2,171.51	.00	128.49	94.4%
01712220	57302	EQU-NONINS	775	0	775	767.00	.00	8.00	99.0%
01712220	58900	DUES	230	0	230	190.00	.00	40.00	82.6%
01712221	56900	PARTS	1,500	0	1,500	.00	.00	1,500.00	.0%
01712221	57301	EQUIP INST	2,500	0	2,500	.00	.00	2,500.00	.0%
01712400	51110	THS Deten	3,500	0	3,500	2,563.81	.00	936.19	73.3%
01712400	51113	THS Admin	940,470	0	940,470	750,540.29	178,077.90	11,851.81	98.7%
01712400	51120	THS Paras	61,263	0	61,263	48,643.29	14,379.95	-1,760.28	102.9%*
01712400	51130	SEC-CALYR	124,880	0	124,880	90,059.82	22,575.15	12,245.03	90.2%
01712400	51131	SEC-SCHLYR	155,979	0	155,979	111,233.44	49,375.28	-4,629.98	103.0%*
01712400	51135	CLER. CO	350	0	350	282.49	.00	67.51	80.7%
01712400	53301	POLICE	90,000	0	90,000	85,728.00	31,152.00	-26,880.00	129.9%*
01712400	55800	PROF DEVEL	3,500	0	3,500	1,159.80	.00	2,340.20	33.1%
01712400	55901	OthPrchSrv	2,000	0	2,000	.00	.00	2,000.00	.0%
01712400	55906	PRT-P ACC	7,000	0	7,000	1,183.75	3,285.36	2,530.89	63.8%
01712400	56110	Off Supp	4,500	0	4,500	.00	.00	4,500.00	.0%
01712400	56112	SP CLSRM	0	0	0	33.43	.00	-33.43	100.0%*
01712400	56116	SP PROJ	7,750	0	7,750	.00	.00	7,750.00	.0%
01712400	56270	M/S SECUR.	3,000	0	3,000	1,870.62	.00	1,129.38	62.4%
01712400	56425	SUBSCRIPTN	1,250	0	1,250	195.53	.00	1,054.47	15.6%
01712400	56907	GRAD. EXP	25,000	0	25,000	3,019.62	19,236.45	2,743.93	89.0%
01712400	57308	Furniture	6,500	0	6,500	499.43	4,140.00	1,860.57	71.4%
01712400	58900	DUES	10,675	0	10,675	10,885.00	.00	-210.00	102.0%*
01713202	51116	THS Advis	145,987	0	145,987	17,668.73	103,766.42	24,551.85	83.2%
01713202	55807	FieldTrips	45,000	0	45,000	43,096.00	.00	1,904.00	95.8%
01713202	55906	PRINTING	500	0	500	.00	.00	500.00	.0%
01713203	56906	AWARDS	1,500	0	1,500	233.25	.00	1,266.75	15.6%
TOTAL Trumbull High School			18,545,152	0	18,545,152	12,645,961.30	5,845,751.70	53,439.22	99.7%
TOTAL EXPENSES			18,545,152	0	18,545,152	12,645,961.30	5,845,751.70	53,439.22	

Trans Transportation Dept

01882700	51125	Tran Supv	80,520	0	80,520	59,777.14	14,223.98	6,519.32	91.9%

FOR 2026 10

Trans	Transportation Dept	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
01882700 51130	SEC-CALYR	108,723	0	108,723	90,804.61	21,575.50	-3,657.11	103.4%*
01882700 51135	CLERICAL	0	0	0	3,627.02	.00	-3,627.02	100.0%*
01882700 53303	Software	8,256	0	8,256	13,551.49	20,500.00	-25,795.49	412.4%*
01882700 53405	SubCoor	0	0	0	32,812.50	62.50	-32,875.00	100.0%*
01882700 54900	PROP SERV	523	0	523	.00	.00	523.00	.0%
01882700 55101	REG RTS	4,264,460	0	4,264,460	4,292,056.14	.00	-27,596.14	100.6%*
01882700 55102	Ace	3,762	0	3,762	.00	.00	3,762.00	.0%
01882700 55105	Summer	313,812	0	313,812	296,951.09	3,574.00	13,286.91	95.8%
01882700 55109	Fuel	337,485	0	337,485	255,624.09	127,496.29	-45,635.38	113.5%*
01882700 55809	FIELD TRIP	9,405	0	9,405	5,611.37	4,231.75	-438.12	104.7%*
01882700 56110	Off Supp	3,762	0	3,762	195.65	7,227.75	-3,661.40	197.3%*
01882700 58900	DUES	392	0	392	.00	.00	392.00	.0%
01882701 55101	Sped IN	1,895,845	0	1,895,845	1,546,479.99	16,627.81	332,737.20	82.4%
01882701 55105	Sped Out	1,120,066	0	1,120,066	951,800.60	494,502.40	-326,237.00	129.1%*
01882701 55108	Monitors	460,005	0	460,005	441,220.80	.00	18,784.20	95.9%
TOTAL Transportation Dept		8,607,016	0	8,607,016	7,990,512.49	710,021.98	-93,518.03	101.1%
	TOTAL EXPENSES	8,607,016	0	8,607,016	7,990,512.49	710,021.98	-93,518.03	
	GRAND TOTAL	129,177,640	0	129,177,640	97,737,336.17	31,599,796.15	-159,492.05	100.1%

** END OF REPORT - Generated by Peg Brindisi **

FOR 2026 10

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
09002611 Electricity Use After Hours							
09002611 54101 Electricit	0	24,000	24,000	20,000.00	.00	4,000.00	83.3%
TOTAL NO PROJECT	0	24,000	24,000	20,000.00	.00	4,000.00	83.3%
09005000 COMMUNITY SERVICES							
09005000 51141 OT/SCHOOLS	0	65,578	65,578	37,333.54	.00	28,244.46	56.9%
TOTAL NO PROJECT	0	65,578	65,578	37,333.54	.00	28,244.46	56.9%
09006001 NON PUBLIC SCHOOLS							
09006001 51111 NP Teach	0	128,091	128,091	83,751.86	44,339.24	-.10	100.0%
TOTAL NO PROJECT	0	128,091	128,091	83,751.86	44,339.24	-.10	100.0%
09007001 NON PUBLIC TRANSPORTATION							
09007001 51125 NP Admin	0	16,732	16,732	6,028.87	2,955.63	7,747.50	53.7%
09007001 51130 SEC-CALYR	0	15,827	15,827	12,851.75	3,055.60	-80.35	100.5%
09007001 55102 NP Bus	0	1,097,341	1,097,341	966,854.15	25,499.27	104,987.58	90.4%
GRAND TOTAL	0	1,347,569	1,347,569	1,126,820.17	75,849.74	144,899.09	89.2%

** END OF REPORT - Generated by Peg Brindisi **

FUND 100

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 10300 Cash NSB Checking	578,545.67	83,322.36	40,200.35	43,122.01	621,667.68
100 11130 ACCTS RECEIVABLE	1,598.83	6,582.50	1,536.83	5,045.67	6,644.50
100 20032 THS Model Congress	-743.44	.00	.00	.00	-743.44
100 20063 THS WELLNESS CENTER	-400.00	.00	.00	.00	-400.00
100 20068 MATH HONOR SOCIETY	-2,410.64	100.00	.00	100.00	-2,310.64
100 20082 THS ORCHESTRA	-535.60	.00	.00	.00	-535.60
100 20101 THS LIBRARY CLUB	-4,434.70	.00	.00	.00	-4,434.70
100 20110 THS Pink Ribbon	-1,357.00	.00	.00	.00	-1,357.00
100 20121 THS-ATHLETICS GENERAL	-1,000.00	.00	.00	.00	-1,000.00
100 20133 THS NEWSPAPER	-129.01	.00	.00	.00	-129.01
100 20139 THS TRILLIUM YEARBOOK	-11,810.45	103.38	.00	103.38	-11,707.07
100 20140 THS Unified Basketball	-3,001.47	269.36	.00	269.36	-2,732.11
100 20152 HILLCREST MIDDLE SCHOOL	-16,431.78	525.13	11,582.00	-11,056.87	-27,488.65
100 20153 Hillcrest Robotics Club	-1,524.75	.00	.00	.00	-1,524.75
100 20155 Madison Robotics Club	-878.20	.00	.00	.00	-878.20
100 20156 MADISON MIDDLE SCHOOL	-70,424.60	14,411.32	18,030.35	-3,619.03	-74,043.63
100 20167 THS Class of 2020	-220.00	.00	.00	.00	-220.00
100 20169 THS Class of 2022	-5,000.00	.00	.00	.00	-5,000.00
100 20170 THS Class of 2023	-4,000.00	.00	.00	.00	-4,000.00
100 20171 THS Class of 2024	-13,380.20	.00	.00	.00	-13,380.20
100 20172 THS Class of 2025	-5,413.97	.00	.00	.00	-5,413.97
100 20173 THS Class of 2026	-12,519.07	12,663.29	31,418.03	-18,754.74	-31,273.81
100 20174 THS Class of 2027	-14,968.75	.00	.00	.00	-14,968.75
100 20175 THS Class of 2028	-22,620.80	.00	1,601.29	-1,601.29	-24,222.09
100 20176 THS Class of 2029	-1,000.00	1.08	420.00	-418.92	-1,418.92
100 20180 THS VOAG FUTURE FARMERS	-1,391.69	.00	.00	.00	-1,391.69
100 20190					

FUND 100

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS VOAG FARM 100 20251	-41,035.63	.00	.00	.00	-41,035.63
BOOTH HILL SCHOOL 100 20252	-11,178.47	1,372.31	2,916.18	-1,543.87	-12,722.34
FRENCHTOWN SCHOOL 100 20253	-10,858.03	2,284.06	3,234.00	-949.94	-11,807.97
DANIELS FARM 100 20254	-7,580.18	3,070.00	4.50	3,065.50	-4,514.68
MIDDLEBROOK SCHOOL 100 20255	-1,214.90	105.24	1,486.00	-1,380.76	-2,595.66
JANE RYAN SCHOOL 100 20258	-7,483.46	406.09	447.65	-41.56	-7,525.02
TASHUA SCHOOL 100 20261	-7,581.31	937.84	2,076.98	-1,139.14	-8,720.45
Middlebrook Mentors 100 20510	-557.04	13.49	.00	13.49	-543.55
THS STUDENT COUNCIL 100 20550	-4,889.04	157.36	.00	157.36	-4,731.68
GENERAL FUND 100 20590	-29,800.93	.00	1,686.75	-1,686.75	-31,487.68
THS HABITAT FOR HUMANITY 100 20599	-799.11	.00	.00	.00	-799.11
THS HISTORY HONOR SOCIETY 100 20603	-848.51	742.00	.00	742.00	-106.51
THS Bookstore/DECA(Marketing) 100 20604	-41,040.93	22,706.01	5,916.02	16,789.99	-24,250.94
THS BAND 100 20605	-723.54	.00	.00	.00	-723.54
THS KEY CLUB 100 20606	-398.26	.00	.00	.00	-398.26
THS BEST BUDDIES 100 20607	-1,946.57	.00	163.21	-163.21	-2,109.78
THS HOME ECON. CLUB 100 20608	-2.23	.00	.00	.00	-2.23
THS LOST TEXTBOOKS 100 20609	-7,566.10	.00	.00	.00	-7,566.10
THS Creative Minds 100 20611	-2,572.87	.00	.00	.00	-2,572.87
THS ACADEMIC DECATHLON 100 20613	-1,843.56	.00	.00	.00	-1,843.56
THS LATIN CLUB 100 20614	-579.73	.00	.00	.00	-579.73
THS CHORAL GROUP 100 20615	-5,185.65	.00	.00	.00	-5,185.65
THS ITALIAN CLUB 100 20617	-469.09	.00	.00	.00	-469.09
THS FUTURE BUSINESS LEADERS 100 20619	-3,786.68	.00	551.00	-551.00	-4,337.68
FRENCH HONOR SOCIETY 100 20620	-977.76	155.00	.00	155.00	-822.76
THS FRENCH CLUB 100 20621	-764.34	.00	.00	.00	-764.34
THS MISCELLANEOUS	-5,036.40	50.11	.00	50.11	-4,986.29

FUND 100

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
100 20622 THS IN/OUT	-3,247.94	172.85	1,053.50	-880.65	-4,128.59
100 20624 THS SPANISH CLUB	-300.72	.00	.00	.00	-300.72
100 20625 THS SODA MACHINE	-595.15	.00	.00	.00	-595.15
100 20627 THS World Lang.HONOR SOCIETIES	-2,977.29	3.44	675.00	-671.56	-3,648.85
100 20628 THS A.V. CLUB	-11.13	.00	.00	.00	-11.13
100 20629 THS SUNSHINE FUND	-115.45	.00	.00	.00	-115.45
100 20630 THS SKI CLUB	-58.33	.00	.00	.00	-58.33
100 20631 THS SOAR Enterprises	-3,627.31	.00	.00	.00	-3,627.31
100 20633 THS WE THE PEOPLE	-13,100.00	7,000.00	.00	7,000.00	-6,100.00
100 20637 THS Ethics Club	-845.89	.00	.00	.00	-845.89
100 20639 THS MODEL U.N. CLUB	-2,410.46	515.09	.00	515.09	-1,895.37
100 20640 THS INTERACT CLUB	-57.24	.00	.00	.00	-57.24
100 20641 THS THESPIAN SOCIETY	-10,285.61	1,500.00	.00	1,500.00	-8,785.61
100 20642 THS Youth to Youth	-410.62	.00	.00	.00	-410.62
100 20643 THS GRADUATION-CAP & GOWNS	-42,291.14	.00	.00	.00	-42,291.14
100 20644 THS ROBOTICS CLUB	-1,139.05	335.05	.00	335.05	-804.00
100 20645 THS LINK CREW LEADERS	-7,067.14	.00	.00	.00	-7,067.14
100 20646 THS CHEERLEADING	-7,753.70	.00	.00	.00	-7,753.70
100 20647 THS FASHION CLUB	-390.12	.00	.00	.00	-390.12
100 20648 THS Shades Club	-1,771.87	.00	.00	.00	-1,771.87
100 20649 THS Dance Team	-8,247.11	1,283.66	362.00	921.66	-7,325.45
100 20650 THS Geography Club	-538.50	.00	.00	.00	-538.50
100 20702 THS PEER LEADERS	-308.03	.00	.00	.00	-308.03
100 20703 THS PEER MEDIATION CLUB	-3,498.74	.00	.00	.00	-3,498.74
100 20704 THS BOYS TENNIS	-414.16	.00	.00	.00	-414.16
100 20706 THS NATIONAL ENGLISH HONOR SOC	-4,259.87	.00	.00	.00	-4,259.87
100 20707					

FUND 100

ACCOUNT ACCOUNT NAME	BEG. BALANCE	DEBITS	CREDITS	NET CHANGE	END BALANCE
THS NATIONAL HONOR SOCIETY 100 20708	-3,721.92	.00	.00	.00	-3,721.92
THS POETRY 100 20711	-55.40	.00	.00	.00	-55.40
THS BOYS BASKETBALL 100 20712	-40.27	.00	.00	.00	-40.27
THS GSA-GAY STRAIGHT ALLIANCE 100 20713	-333.00	.00	.00	.00	-333.00
THS GRAPHIC DESIGN 100 20714	-94.05	.00	.00	.00	-94.05
THS GYMNASTICS 100 20715	-186.95	.00	3,470.03	-3,470.03	-3,656.98
THS BUS.ED.ENTREPRENEUR 100 20718	-774.44	.00	.00	.00	-774.44
THS GIRLS CROSS COUNTRY 100 20719	-22.25	.00	.00	.00	-22.25
THS GIRLS GOLF 100 20720	-2,588.59	.00	.00	.00	-2,588.59
THS Athletic Fundraiser 100 20721	-25,972.44	.00	.00	.00	-25,972.44
THS BOYS GOLF 100 20727	-4,923.27	.00	100.00	-100.00	-5,023.27
THS BOYS INDOOR TRACK 100 20728	-2,276.96	.00	.00	.00	-2,276.96
THS MOCK TRIAL 100 20732	-161.46	.00	.00	.00	-161.46
THS GIRLS OUTDOOR TRACK 100 20733	-1,269.74	.00	.00	.00	-1,269.74
THS GIRLS TENNIS 100 20736	-4,263.17	.00	.00	.00	-4,263.17
THS Allies for Angels 100 20737	-1,215.55	.00	.00	.00	-1,215.55
THS Science Honor Society 100 20738	-2,369.62	75.00	.00	75.00	-2,294.62
THS SEAL OF BILITERACY 100 20739	-675.72	142.64	553.00	-410.36	-1,086.08
THS HOSA Future Health Prof 100 20741	-2,285.14	.13	1,345.00	-1,344.87	-3,630.01
THS Save Promise Club 100 20810	-460.50	.00	.00	.00	-460.50
Trumbull Football Alumni Assoc 100 24004	-1,000.00	.00	.00	.00	-1,000.00
Due to Fund 001/Town 100 29280	-17,415.05	.00	30,176.12	-30,176.12	-47,591.17
ACCOUNTS PAYABLE	.00	69,618.07	69,618.07	.00	.00
TOTALS FOR FUND 100 STUDENT ACTIVITY FUND	.00	230,623.86	230,623.86	.00	.00
REPORT TOTALS	.00	230,623.86	230,623.86	.00	.00

FOR 2026 10

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2008200 PRIVATE FUNDS/GRANTS	0	7,471	7,471	-62,354.24	3,000.00	66,825.26	-794.5%
TOTAL REVENUES	0	-266,358	-266,358	-280,558.11	.00	14,200.00	
TOTAL EXPENSES	0	273,829	273,829	218,203.87	3,000.00	52,625.26	
2009010 IDEA-611 20977	0	121,344	121,344	145,817.41	468,097.25	-492,570.74	505.9%
TOTAL REVENUES	0	-1,681,136	-1,681,136	-1,035,319.95	.00	-645,815.55	
TOTAL EXPENSES	0	1,802,479	1,802,479	1,181,137.36	468,097.25	153,244.81	
2009011 IDEA-611 NP 20977	0	44,649	44,649	9,746.37	13,811.04	21,091.94	52.8%
TOTAL REVENUES	0	-40,987	-40,987	-21,929.17	.00	-19,057.33	
TOTAL EXPENSES	0	85,636	85,636	31,675.54	13,811.04	40,149.27	
2009060 ARPA-SumMnlHth ends 6.30.26	0	2,292	2,292	6,291.80	.00	-4,000.00	274.5%
TOTAL REVENUES	0	-52,700	-52,700	-48,700.00	.00	-4,000.00	
TOTAL EXPENSES	0	54,992	54,992	54,991.80	.00	.00	
2009067 SEED-Spec.Ed.Expansion&Devl	0	0	0	-32,774.00	.00	32,774.00	100.0%
TOTAL REVENUES	0	0	0	-38,176.00	.00	38,176.00	
TOTAL EXPENSES	0	0	0	5,402.00	.00	-5,402.00	
2009080 TITLE III-A 20868	0	0	0	22,752.56	10,850.22	-33,602.80	%
TOTAL REVENUES	0	-44,865	-44,865	2,257.70	.00	-47,122.82	
TOTAL EXPENSES	0	44,865	44,865	20,494.86	10,850.22	13,520.02	
2009081 TITLE III-A NP	0	0	0	.00	.00	.00	.0%
TOTAL REVENUES	0	-764	-764	.00	.00	-763.88	
TOTAL EXPENSES	0	764	764	.00	.00	763.88	
2009140 TITLE I 20679	0	0	0	21,820.27	62,307.68	-84,127.94	%
TOTAL REVENUES	0	-244,155	-244,155	-134,831.34	.00	-109,323.26	
TOTAL EXPENSES	0	244,155	244,155	156,651.61	62,307.68	25,195.32	
2009300 TITLE IV-A 20873	0	-170	-170	1,568.28	1,096.76	-2,835.20	-1566.2%
TOTAL REVENUES	0	-26,971	-26,971	-850.72	.00	-26,120.18	
TOTAL EXPENSES	0	26,801	26,801	2,419.00	1,096.76	23,284.98	
2009301 TITLE IV-A NP 20873	0	0	0	419.40	.00	-419.40	100.0%
TOTAL REVENUES	0	-4,798	-4,798	.00	.00	-4,797.95	
TOTAL EXPENSES	0	4,798	4,798	419.40	.00	4,378.55	
2009302 TEAM/MENTORS	0	0	0	-4,653.00	.00	4,653.00	100.0%
TOTAL REVENUES	0	0	0	-4,653.00	.00	4,653.00	
2009350 HEADSTART - Alliance	0	600	600	-47,085.29	93,307.25	-45,621.96	7703.7%
TOTAL REVENUES	0	-363,621	-363,621	-183,710.00	.00	-179,911.00	
TOTAL EXPENSES	0	364,221	364,221	136,624.71	93,307.25	134,289.04	
2009370 HEADSTARTFOOD-CACFP 10/1-9/	0	-5,282	-5,282	-1,140.28	17,547.17	-21,689.29	-310.6%
TOTAL REVENUES	0	0	0	-27,795.54	.00	27,795.54	
TOTAL EXPENSES	0	-5,282	-5,282	26,655.26	17,547.17	-49,484.83	
2009450 IDEA PRE-K 20983	0	1	1	3,800.93	9,502.32	-13,302.25	*******%
TOTAL REVENUES	0	-45,294	-45,294	-28,110.39	.00	-17,183.48	
TOTAL EXPENSES	0	45,295	45,295	31,911.32	9,502.32	3,881.23	
2009460 OPEN CHOICE	0	460,419	460,419	-154,130.79	156,324.86	458,224.79	.5%
TOTAL REVENUES	0	0	0	-306,000.99	.00	306,000.99	
TOTAL EXPENSES	0	460,419	460,419	151,870.20	156,324.86	152,223.80	

FOR 2026 10

2009470 PERKINS GRANT 20742	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2009470 PERKINS GRANT 20742	0	0	0	7,388.37	30,144.84	-37,533.21	100.0%
TOTAL REVENUES	0	-62,883	-62,883	-11,582.37	.00	-51,300.63	
TOTAL EXPENSES	0	62,883	62,883	18,970.74	30,144.84	13,767.42	
2009480 TITLE II PART A 20858	0	0	0	57,024.04	31,169.22	-88,193.26	100.0%
TOTAL REVENUES	0	-90,887	-90,887	793.31	.00	-91,680.09	
TOTAL EXPENSES	0	90,887	90,887	56,230.73	31,169.22	3,486.83	
2009481 TITLE II-A NP 20858	0	0	0	3,465.50	930.00	-4,395.50	100.0%
TOTAL REVENUES	0	-26,502	-26,502	-2,867.50	.00	-23,634.42	
TOTAL EXPENSES	0	26,502	26,502	6,333.00	930.00	19,238.92	
2009520 MAGNET TRANSPORTATION	0	29,420	29,420	47,450.00	.00	-18,030.10	161.3%
TOTAL REVENUES	0	0	0	-18,850.00	.00	18,850.00	
TOTAL EXPENSES	0	29,420	29,420	66,300.00	.00	-36,880.10	
GRAND TOTAL	0	660,743	660,743	25,407.33	898,088.61	-262,752.66	139.8%

** END OF REPORT - Generated by Peg Brindisi **

Trumbull Board of Education
Special Revenue BOE Programs

					7/1/25 to 4/30/26					Fund Balance(Deficit) as of		
Org#	Description	Org	Obj	Prj	Revenues	Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures	Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	7/1/2025	Adj Journal for Prior Year Unliquidated POs closed out to the Fund Balance	4/30/2026
2051660	ACE Foundation	205	31510	Ace	-	-	-	-	-	58.43	-	58.43
2059530	Agriscience	205	31510	Agri	-	-	17,312	-	(17,311.80)	216,497.46	-	199,185.66
2051121	Athletics	205	31510	Athle	431,817	(365,000)	391,390	-	40,426.93	216,172.55	-	256,599.48
2052651	Building Use	205	31510	bldgu	42,332	-	34,647	969	6,715.70	86,211.87	-	92,927.57
2051650	Continuing Ed	205	31510	ContE	76,322	-	74,736	19,812	(18,225.83)	(66,111.75)	-	(84,337.58)
2051100	Driver's Education	205	31510	DrEd	17,111	-	6,358	31,140	(20,386.38)	43,889.13	-	23,502.75
2051711	E Sports	205	31510	Sport	2,093	-	1,440	560	92.92	18,326.16	-	18,419.08
2051717	Elementary Strings & Band	205	31510	Pay	236,460	150,000	179,289	92,609	(35,438.55)	11,189.79	-	(24,248.76)
2051713	ELITE-Next Chapter Bookstore (NCB)	205	31510	ELITE	94,736	70,000	143,568	25,678	(74,509.81)	(63,570.38)	-	(138,080.19)
2056230	Guidance/Testing	205	31510	Guid	1,545	-	5,926	-	(4,380.75)	11,690.49	-	7,309.74
2059240	Interdistrict (TECEC*/REACH*/IIP*)	205	31510	Inter	373,015	-	286,515	145,503	(59,002.66)	195,269.55	-	136,266.89
2059540	Madison Grant	205	31510	Mad	-	-	-	-	-	367.58	-	367.58
2059490	THS Miscellaneous	205	31510	Misc	-	-	-	-	-	2,400.52	-	2,400.52
2051019	PE Day	205	31510	PE	-	-	-	-	-	246.95	-	246.95
2051200	SBCH-PPS Medicaid Program	205	31510	Medic	97,866	-	71,645	19,113	7,107.53	279,906.37	-	287,013.90
2055904	Rebates	205	31510	Reb	151,792	-	6,960	-	144,831.61	(10,542.66)	-	134,288.95
2051600	Summer Explorations	205	31510	SS	290,413	-	217,620	11,814	60,978.77	204,497.60	-	265,476.37
2052221	Take Home Device Insurance	205	31510	Take	52,844	-	26,254	21,840	4,750.30	21,057.97	-	25,808.27
2057100	THS AP Testing	205	31510	TEST	-	-	-	-	-	21,849.54	-	21,849.54
2051380	THS Auditorium	205	31510	Audi	902	-	5,318	-	(4,415.97)	3,070.26	-	(1,345.71)
2059400	THS Connections	205	31510	Cnnct	-	-	-	-	-	1,124.57	-	1,124.57
2059450	THS Culinary Kitchen Catering	205	31510	Culin	5,316	-	4,734	2,320	(1,738.05)	6,185.60	-	4,447.55
2055400	THS Musical	205	31510	music	68,901	-	68,058	639	202.91	7,101.03	-	7,303.94
2051709	THS Student Parking	205	31510	Park	29,595	-	15,870	2,929	10,796.03	15,274.87	-	26,070.90
2059510	Typical or Troubled Grant	205	31510	typic	-	-	-	-	-	643.06	-	643.06
2056207	Used Book Sales	205	31510	UsedB	-	-	-	-	-	2,145.00	-	2,145.00
2055213	Voluntary Insurance	205	31510	VSION	-	-	15,021	53,486	(68,506.81)	11,967.69	-	(56,539.12)
	Total Special Revenue Fund				**1,973,060**	**(145,000)**	**1,572,661**	**428,413**	**(28,013.91)**	**1,236,919.25**	**-**	**1,208,905.34**
*	TECEC-Trumbull Early Childhood Education Center											
*	REACH-Regional Educational Academic and Counseling Help											
*	IIP-Interim Instructional (transition) Program											

Trumbull Board of Education												
Special Revenue BOE Programs												
		7/1/25 to 4/30/26			Fund Balance(Deficit) as of							
Org#	Description	Revenues	Operating Transfer In (Out) also reflected in Revenue (Expense)	Expenditures	Encumbrances	Revenues over (under) Expenditures includes Operating Transfers	7/1/2025	Adj Journal for Prior Year Unliquidated POs closed out to the Fund Balance	4/30/2026	Balance	
2051660	ACE Foundation	-	-	-	-	-	58	-	58		
2059530	Agriscience	-	-	17,312	-	(17,312)	216,497	-	199,186		
2051121	Athletics	431,817	(365,000)	391,390	-	40,427	216,173	-	256,599		
2052651	Building Use	42,332	-	34,647	969	6,716	86,212	-	92,928		
2051650	Continuing Ed	76,322	-	74,736	19,812	(18,226)	(66,112)	-	(84,338)		
2051100	Driver's Education	17,111	-	6,358	31,140	(20,386)	43,889	-	23,503		
2051711	E Sports	2,093	-	1,440	560	93	18,326	-	18,419		
2051717	Elementary Strings/Band	236,460	150,000	179,289	92,609	(35,439)	11,190	-	(24,249)		
2051713	ELITE Business Program	94,736	70,000	143,568	25,678	(74,510)	(63,570)	-	(138,080)		
2056230	Guidance/Testing	1,545	-	5,926	-	(4,381)	11,690	-	7,310		
2059240	Interdistrict (TECEC*/REACH*/IIP*)	373,015	-	286,515	145,503	(59,003)	195,270	-	136,267		
2059540	Madison Grant	-	-	-	-	-	368	-	368		
2059490	Miscellaneous	-	-	-	-	-	2,401	-	2,401		
2051019	PE Day	-	-	-	-	-	247	-	247		
2051200	PPS Medicaid Program (SBCH)	97,866	-	71,645	19,113	7,108	279,906	-	287,014		
2055904	Rebates	151,792	-	6,960	-	144,832	(10,543)	-	134,289		
2051600	Summer Explorations 26-27 (begins 1/1/26)	253,195	-	36,266	11,814	205,115	-	-	205,115		
2051600	Summer Explorations 25-26 (ends 12/31/25)	37,218	-	181,354	-	(144,136)	204,498	-	60,362	265,476	Summer Exploration Balance
2052221	Take Home Device Insurance	52,844	-	26,254	21,840	4,750	21,058	-	25,808		
2057100	THS AP Testing	-	-	-	-	-	21,850	-	21,850		
2051380	THS Auditorium	902	-	5,318	-	(4,416)	3,070	-	(1,346)		
2059400	THS Connections	-	-	-	-	-	1,125	-	1,125		
2059450	THS Culinary Kitchen Catering	5,316	-	4,734	2,320	(1,738)	6,186	-	4,448		
2055400	THS Musical	68,901	-	68,058	639	203	7,101	-	7,304		
2051709	THS Student Parking	29,595	-	15,870	2,929	10,796	15,275	-	26,071		
2059510	Typical or Troubled Grant	-	-	-	-	-	643	-	643		
2056207	Used Book Sales	-	-	-	-	-	2,145	-	2,145		
2055213	Voluntary Insurance	-	-	15,021	53,486	(68,507)	11,968	-	(56,539)		
	Total Special Revenue Fund	1,973,060	(145,000)	1,572,661	428,413	(28,014)	1,236,919	-	1,208,905		
*	TECEC-Trumbull Early Childhood Education Center										
*	REACH-Regional Educational Academic and Counseling Help										
*	IIP-Interim Instructional (transition) Program										

FOR 2026 10

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051709 THS Student Parking								
2051709 40150	IC FEE REV	0	0	0	-.42	.00	.42	100.0%
2051709 40400	Parking	0	0	0	-29,594.70	.00	29,594.70	100.0%
2051709 51127	SEC. GRD	0	0	0	8,202.12	2,928.95	-11,131.07	100.0%*
2051709 52001	FICA/MEDIC	0	0	0	203.71	.00	-203.71	100.0%*
2051709 56110	SUPPLIES	0	0	0	1,554.15	.00	-1,554.15	100.0%*
2051709 57202	SITE IMPR	0	0	0	5,900.00	.00	-5,900.00	100.0%*
2051709 58900	DUES	0	0	0	10.16	.00	-10.16	100.0%*
2051709 59998	PY Surplus	0	15,275	15,275	.00	.00	15,274.87	.0%
	GRAND TOTAL	0	15,275	15,275	-13,724.98	2,928.95	26,070.90	-70.7%

** END OF REPORT - Generated by Peg Brindisi **

FOR 2026 10

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051713 ELITE Business Program								
2051713 40205	DONATIONS	0	0	0	-2,100.00	.00	2,100.00	100.0%
2051713 40400	REVENUE	0	0	0	-21,038.70	.00	21,038.70	100.0%
2051713 40401	Transfer	0	0	0	-70,000.00	.00	70,000.00	100.0%
2051713 40410	GCRev	0	0	0	-1,597.46	.00	1,597.46	100.0%
2051713 51120	AIDE-CLSRM	0	0	0	17,405.23	.00	-17,405.23	100.0%*
2051713 52001	FICA/MEDIC	0	0	0	484.38	.00	-484.38	100.0%*
2051713 53402	SubPara	0	0	0	.00	450.00	-450.00	100.0%*
2051713 54000	PURCH.PROP	0	0	0	12,032.55	3,606.85	-15,639.40	100.0%*
2051713 54101	ELECTRIC	0	0	0	7,176.40	2,323.60	-9,500.00	100.0%*
2051713 54410	RENT	0	0	0	71,550.14	14,445.62	-85,995.76	100.0%*
2051713 54900	PROP SERV	0	0	0	13,854.81	2,085.19	-15,940.00	100.0%*
2051713 55000	Other Purc	0	0	0	5,009.56	1,049.07	-6,058.63	100.0%*
2051713 55800	ELITE TRAV	0	0	0	92.00	.00	-92.00	100.0%*
2051713 56000	Supplies	0	0	0	11,172.03	849.11	-12,021.14	100.0%*
2051713 56202	NATUR. GAS	0	0	0	4,131.57	868.43	-5,000.00	100.0%*
2051713 58900	DUES	0	0	0	659.43	.00	-659.43	100.0%*
2051713 59999	PR YR DEF	0	-63,570	-63,570	.00	.00	-63,570.38	.0%*
	GRAND TOTAL	0	-63,570	-63,570	48,831.94	25,677.87	-138,080.19	-117.2%

** END OF REPORT - Generated by Peg Brindisi **

FOR 2026 10

		ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051650 Continuing Ed								
2051650 40400	CONT ED	0	0	0	-76,322.20	.00	76,322.20	100.0%
2051650 51110	TeachSal	0	0	0	6,839.43	.00	-6,839.43	100.0%*
2051650 51130	Sec	0	0	0	12,233.34	2,912.69	-15,146.03	100.0%*
2051650 52001	FICA/MEDIC	0	0	0	486.54	.00	-486.54	100.0%*
2051650 52002	INSURANCE	0	0	0	15,098.00	3,019.54	-18,117.54	100.0%*
2051650 53300	OTHER PROF	0	0	0	13,229.20	13,880.00	-27,109.20	100.0%*
2051650 55900	PRINTERS	0	0	0	10,435.81	.00	-10,435.81	100.0%*
2051650 55990	OthPurSer	0	0	0	2,581.00	.00	-2,581.00	100.0%*
2051650 56110	InsSupplie	0	0	0	1,219.37	.00	-1,219.37	100.0%*
2051650 56112	Admin Supp	0	0	0	1,337.94	.00	-1,337.94	100.0%*
2051650 58900	DUES	0	0	0	11,275.17	.00	-11,275.17	100.0%*
2051650 59999	PR YR DEF	0	-66,112	-66,112	.00	.00	-66,111.75	.0%*
	GRAND TOTAL	0	-66,112	-66,112	-1,586.40	19,812.23	-84,337.58	-27.6%

** END OF REPORT - Generated by Peg Brindisi **

FOR 2026 10

	ORIGINAL APPROP	TRANFRS/ ADJSTMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USE/COL
2051600 SUMMER EXPLORATIONS							
2051600 51130 SEC	0	0	0	.00	8,738.06	-8,738.06	100.0%*
2051600 59998 PY Surplus	0	204,498	204,498	.00	.00	204,497.60	.0%
TOTAL NO PROJECT	0	204,498	204,498	.00	8,738.06	195,759.54	4.3%
25-26 25-26 Project Period							
2051600 40150 25-26 MISC. INC.	0	0	0	-34.41	.00	34.41	100.0%
2051600 40400 25-26 REVENUE	0	0	0	-37,183.80	.00	37,183.80	100.0%
2051600 51110 25-26 TCHR-CLSRM	0	0	0	99,100.66	.00	-99,100.66	100.0%*
2051600 51116 25-26 STIPENDS	0	0	0	10,375.00	.00	-10,375.00	100.0%*
2051600 51120 25-26 AIDE-CLSRM	0	0	0	14,064.87	.00	-14,064.87	100.0%*
2051600 51129 25-26 OTHER NC	0	0	0	9,534.76	.00	-9,534.76	100.0%*
2051600 51130 25-26 SEC-CALYR	0	0	0	22,718.93	.00	-22,718.93	100.0%*
2051600 52001 25-26 FICA/MEDIC	0	0	0	4,931.45	.00	-4,931.45	100.0%*
2051600 52002 25-26 INSURANCE	0	0	0	9,058.68	.00	-9,058.68	100.0%*
2051600 53300 25-26 PROF SERV	0	0	0	2,491.00	.00	-2,491.00	100.0%*
2051600 56112 25-26 Supp	0	0	0	4,421.31	56.00	-4,477.31	100.0%*
2051600 58900 25-26 DUES	0	0	0	4,656.86	.00	-4,656.86	100.0%*
TOTAL 25-26 Project Period	0	0	0	144,135.31	56.00	-144,191.31	100.0%
26-27 26-27 Project Period							
2051600 40400 26-27 REVENUE	0	0	0	-253,194.32	.00	253,194.32	100.0%
2051600 51130 26-27 SEC-CALYR	0	0	0	13,980.88	.00	-13,980.88	100.0%*
2051600 52001 26-27 FICA/MEDIC	0	0	0	348.08	.00	-348.08	100.0%*
2051600 52002 26-27 INSURANCE	0	0	0	6,039.12	3,019.56	-9,058.68	100.0%*
2051600 58900 26-27 DUES	0	0	0	15,898.54	.00	-15,898.54	100.0%*
TOTAL 26-27 Project Period	0	0	0	-216,927.70	3,019.56	213,908.14	100.0%
GRAND TOTAL	0	204,498	204,498	-72,792.39	11,813.62	265,476.37	-29.8%

** END OF REPORT - Generated by Peg Brindisi **

School Lunch Financials for 2025-2026 School Year - FUND 210

	7/31/2025 YTD	7/31/2025 Month	8/31/2025 YTD	8/31/2025 Month	9/30/2025 YTD	9/30/2025 Month	10/31/2025 YTD	10/31/2025 Month	11/30/2025 YTD	11/30/2025 Month	12/31/2025 YTD	12/31/2025 Month	1/31/2026 YTD	1/31/2026 Month	2/28/2026 YTD	2/28/2026 Month	3/31/2026 YTD	3/31/2026 Month	4/30/2026 YTD	4/30/2026 Month
Balance Sheet																				
Assets:																				
Cash	2,673,947		2,761,520		1,679,552		1,659,296		1,875,731		2,058,552		2,238,388		1,580,285		1,808,419		2,006,130	
Receivables	104,742		171,720		271,493		380,714		354,308		315,398		347,182		343,193		358,112		388,768	
Inventory	67,779		89,886		84,524		89,952		98,013		110,605		120,733		116,148		121,002		130,246	
Prepaid Expense	-		-		-		-		-		-		-		-		-		-	
Due From Others	-		-		-		-		-		-		-		-		-		-	
Total Assets:	2,846,468		3,023,126		2,035,569		2,129,962		2,328,052		2,484,556		2,706,303		2,039,626		2,287,532		2,525,144	
Liabilities:																			-	
Accounts Payable	-		-		-		-		-		-		-		-		-		-	
Deferred Revenue	93,734		188,566		179,058		166,937		161,803		164,255		161,175		159,031		151,461		146,699	
Due to Town	1,152,840		1,209,329		281,798		502,239		663,666		835,232		974,130		300,915		481,416		644,884	
Due To 205 Fund	31		31		-		-		-		-		-		-		-		-	
Medical/Dental Premium WH	2,726		-		-		-		-		-		-		-		-		-	
Reserve for Encumbrance	-		-		-		-		-		-		-		-		-		-	
Total Liabilities:	1,249,331		1,397,926		460,856		669,176		825,469		999,488		1,135,305		459,946		632,877		791,583	
Fund Balances:	1,597,137		1,625,201		1,574,714		1,460,786		1,502,583		1,485,068		1,570,998		1,579,680		1,654,656		1,733,561	
Statement of Revenues, Expenditures and Changes in Fund Balances																				
Revenue/increases:																				
Food Sales/Charges for Service	-	-	34,997	34,997	293,981	258,984	570,909	276,927	805,953	235,044	1,016,570	210,618	1,259,565	242,994	1,453,178	193,614	1,728,861	275,682	1,959,974	231,114
Food Sales/Aspire					859	859	1,922	1,063	2,485	564	3,130	645	3,930	800	4,380	450	5,336	955	5,816	480
Intergovernmental	-	-	18,350	18,350	128,591	110,241	241,208	112,616	336,939	95,731	425,482	88,543	523,557	98,075	603,371	79,814	731,669	128,298	827,016	95,347
Other Income/Interest	19,168	19,168	25,540	6,372	33,734	8,194	39,882	6,148	46,303	6,422	53,340	7,037	60,111	6,771	67,525	7,413	99,276	31,751	105,649	6,374
Intergovernmental (Town) Transfer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Increases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total revenue/increases	19,168	19,168	78,887	59,719	457,165	378,278	853,920	396,755	1,191,680	337,761	1,498,523	306,843	1,847,163	348,640	2,128,454	281,291	2,565,141	436,687	2,898,455	333,315
Expenses/decreases					-				-				-		-		-		-	
Wages	22,815	22,815	29,955	7,140	138,074	108,119	304,572	166,498	419,905	115,333	540,322	120,417	630,870	90,548	742,115	111,245	882,071	139,955	997,108	115,038
FICA	513	513	999	486	6,923	5,924	16,336	9,413	22,640	6,305	29,476	6,836	34,561	5,084	40,613	6,053	46,419	5,806	52,621	6,202
Medical	45,751	45,751	91,692	45,941	130,758	39,065	171,227	40,470	207,842	36,615	249,403	41,562	290,612	41,208	330,441	39,830	370,248	39,806	410,076	39,829
Other Expenses	9,261	9,261	9,456	195	54,086	44,630	72,230	18,144	86,555	14,325	101,120	14,565	114,872	13,752	130,187	15,315	162,011	31,824	179,740	17,730
Supplies	891	891	(1,721)	(2,612)	13,827	15,548	28,219	14,393	41,337	13,118	49,036	7,699	61,395	12,358	75,556	14,161	86,386	10,830	86,526	140
Cost of Food	-	-	(19,495)	(19,495)	110,709	130,204	267,443	156,735	363,351	95,908	475,542	112,190	570,864	95,322	635,960	65,096	768,573	132,613	844,045	75,472
Equipment/Capital	194	194	194	-	85,468	85,275	190,499	105,030	204,860	14,361	225,949	21,089	230,385	4,437	251,295	20,910	252,171	877	252,171	-
Intergovernmental Transfer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Decreases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures/Increases	79,425	79,425	111,080	31,656	539,845	428,765	1,050,527	510,682	1,346,490	295,963	1,670,848	324,358	1,933,558	262,710	2,206,167	272,609	2,567,878	361,711	2,822,288	254,410
Incr/(Decr) in fund balances before operating transfers	(60,257)		(32,193)		(82,680)		(196,607)		(154,810)		(172,325)		(86,395)		(77,713)		(2,738)		76,167	
Operating Transfers in/(out)	-		-		-		-		-		-		-		-		-		-	
Incr/(Decr) in fund balances after operating transfers	**(60,257)**		**(32,193)**		**(82,680)**		**(196,607)**		**(154,810)**		**(172,325)**		**(86,395)**		**(77,713)**		**(2,738)**		**76,167**	
Fund Balances:																				
Beginning of year	1,657,393		1,657,393		1,657,393		1,657,393		1,657,393		1,657,393		1,657,393		1,657,393		1,657,393		1,657,393	
Reversal of Unliquidated Reserve for Encumbrance	-		-		-		-													
End of period	1,597,137		1,625,201		1,574,714		1,460,786		1,502,583		1,485,068		1,570,998		1,579,680		1,654,656		1,733,561	
Months Revenue Control	19,168		59,719		378,278		396,755		337,761		306,843		348,640		281,291		436,687		333,315	
Month Expenditure Control	79,425		31,656		428,765		510,682		295,963		324,358		262,710		272,609		361,711		254,410	
Reversal of Unliquidated Reserve for Encumbrance	-		-		-		-													
Profit (Loss) for the month	(60,257)		28,064		(50,487)		(113,928)		41,797		(17,515)		85,930		8,682		74,976		78,905	

School Lunch Financials As of April 30, 2026 - FUND 210

Balance Sheet as of 4/30	Budget	4/30/26 School Lunch	Encumbered	Available/ (Over)	4/30/25 School Lunch	YTY Diff.	% Change
Assets:							
Cash		2,006,130			2,255,299	(249,169)	-11.05%
Receivables		388,768			351,067	37,701	10.74%
Inventory		130,246			78,434	51,812	66.06%
Prepaid Expense							
Due From Others							
Total Assets:		2,525,144			2,684,800	(159,656)	-5.95%
Liabilities:							
Accounts Payable		-			-		
Deferred Revenue		146,699			146,930	(231)	-0.16%
Due to Town		644,884			602,655	42,229	7.01%
Due to 205 Fund		-			31		
Medical/Dental Premium WH		-					
Reserve for Encumbrance		-				-	
Total Liabilities:		791,583			749,616	41,967	5.60%
Fund Balances:		1,733,561			1,935,184	(201,623)	-10.42%
Statement of Revenues, Expenditures and Changes in Fund Balances for the 8 months ended 4/30							
Revenue/increases:							
Food Sales/Charges for Service	2,020,200	1,959,974		60,226	1,951,853	8,121	0.42%
Food Sales/Aspire	-	5,816		(5,816)			
Intergovernmental	799,086	827,016		(27,930)	806,182	20,834	2.58%
Other Income/Interest	95,000	105,649		(10,649)	47,059	58,591	124.51%
Intergovernmental (Town) Transfer Increases							
Total revenue/increases	2,914,286	2,898,455	-	15,831	2,805,093	93,362	3.33%
Expenses/decreases						-	
Wages	914,700	997,108	325,435	(407,843)	945,575	51,533	5.45%
FICA	62,550	52,621	-	9,929	53,464	(842)	-1.58%
Medical	429,052	410,076	101,115	(82,140)	370,231	39,846	10.76%
Other Expenses	170,402	179,740	45,073	(54,411)	148,259	31,481	21.23%
Supplies	101,500	86,526	50,092	(35,118)	103,035	(16,510)	-16.02%
Cost of Food	830,580	844,045	843,449	(856,913)	948,964	(104,919)	-11.06%
Equipment/Capital	87,000	252,171	55,775	(220,947)	245,431	6,740	2.75%
Intergovernmental (Town) Transfer Decreases					-		
Total Expenditures/Increases	2,595,784	2,822,288	1,420,940	(1,647,444)	2,814,959	7,329	0.26%
Incr/(Decr) in fund balances before operating transfers		76,167			(9,865)	86,033	-872.06%
Operating Transfers in/(out)		-			-	-	
Incr/(Decr) in fund balances after operating transfers		**76,167**			**(9,865)**	86,033	-872.06%
Fund Balances:							
Beginning of year		1,657,393			1,945,049	(287,656)	-14.79%
End of period		1,733,561			1,935,184	(201,623)	-10.42%
Months Revenue Control		333,315			328,482	4,833	
Months Exp Control		254,410			253,588	822	
Profit (Loss) for the month		**78,905**			**74,894**	4,011	5.36%

Trumbull Board of Education										
Scholarship Details										
Fund Balance as of 7/1/25				7/1/25 to 4/30/26				Fund Balance as of 4/30/26		
Restricted	Unrestricted	Total	Account Name	Revenues	Expenditures	Interest Income/Bank Fee Expense	Net Rev(Exp)	Restricted	Unrestricted	Total
1,685.00	237.39	1,922.39	Brewster	-	-	44.93	44.93	1,685.00	282.32	1,967.32
-	6,090.46	6,090.46	Peter Burke	-	-	142.34	142.34	-	6,232.80	6,232.80
-	1,067.51	1,067.51	K. Capobianco	-	-	24.95	24.95	-	1,092.46	1,092.46
-	5,609.04	5,609.04	Donna Cassidy	-	-	131.09	131.09	-	5,740.13	5,740.13
-	40.54	40.54	Citizenship/Holdsworth	-	-	0.95	0.95	-	41.49	41.49
-	38,839.27	38,839.27	Chelsea Cunha	9,224.40	-	1,118.11	10,342.51	-	49,181.77	49,181.77
-	5,100.20	5,100.20	Mary Curtiss	-	-	119.20	119.20	-	5,219.40	5,219.40
10,000.00	1,387.02	11,387.02	S. Dick Electronics	-	-	266.13	266.13	10,000.00	1,653.15	11,653.15
-	1,118.27	1,118.27	Ran Grinnell	-	-	26.14	26.14	-	1,144.41	1,144.41
-	3,979.14	3,979.14	Clare Hampford	-	-	93.00	93.00	-	4,072.13	4,072.13
-	10.20	10.20	G. Hartz	-	-	0.24	0.24	-	10.44	10.44
-	11,671.53	11,671.53	Peter Horton	100.00	-	275.11	375.11	-	12,046.65	12,046.65
-	3,315.17	3,315.17	Klein/ Danaher	-	-	77.48	77.48	-	3,392.65	3,392.65
-	79.98	79.98	Lorimer	-	-	1.87	1.87	-	81.85	81.85
-	569.38	569.38	Dr. Gloria Maina	-	-	13.31	13.31	-	582.69	582.69
-	168.75	168.75	Frances S. Mallett	-	-	3.94	3.94	-	172.69	172.69
-	13,518.67	13,518.67	Loretta McDougall	-	-	315.95	315.95	-	13,834.61	13,834.61
-	7,171.74	7,171.74	Middlebrook Wings	3,678.78	-	251.77	3,930.55	-	11,102.28	11,102.28
-	9,678.56	9,678.56	Karen Mraz	350.00	-	234.37	584.37	-	10,262.94	10,262.94
-	549.44	549.44	National Merit	-	-	12.84	12.84	-	562.28	562.28
-	523.82	523.82	Ralph Pascale	-	-	12.24	12.24	-	536.06	536.06
8,000.00	1,240.98	9,240.98	PHNA	-	-	215.97	215.97	8,000.00	1,456.95	9,456.95
-	14,749.43	14,749.43	Jill Resnick	-	-	344.71	344.71	-	15,094.14	15,094.14
5,190.00	1,109.05	6,299.05	R. Rossomando	-	-	147.22	147.22	5,190.00	1,256.26	6,446.26
2,500.00	377.18	2,877.18	R. Simses	-	-	67.24	67.24	2,500.00	444.42	2,944.42
2,200.00	332.13	2,532.13	R. Stowe	-	-	59.18	59.18	2,200.00	391.31	2,591.31
-	1,138.71	1,138.71	Trumbull High	-	-	26.61	26.61	-	1,165.32	1,165.32
-	216.36	216.36	Jennie N. Villano	-	-	5.06	5.06	-	221.42	221.42
10,000.00	1,389.93	11,389.93	Zink	-	-	266.19	266.19	10,000.00	1,656.13	11,656.13
39,575.00	131,279.84	170,854.84	Total Scholarship Fund	13,353.18	-	4,298.12	17,651.30	39,575.00	148,931.14	188,506.14

TRUMBULL BOARD OF EDUCATION
TRUMBULL, CONNECTICUT

Report to the Board of Education
Regular Meeting - June 2, 2026

Agenda Item IV — Status of Negotiations

Please see below for status of negotiations with the eight bargaining units.

Recommendation: Receive and file.

STATUS OF NEGOTIATIONS

Bargaining Unit	Member of Board's Negotiating Team	Status of Negotiations
Teachers TEA	Attorney Floyd Dugas, Marie Petitti, Alison Squiccimaro	The TEA agreement covers the period from July 1, 2026 to June 30, 2029.
Administrators TAA	Attorney Floyd Dugas, Marie Petitti, Alison Squiccimaro	The TAA agreement covers the period from July 1, 2024 to June 30, 2027.
Administrative Support Services (TASS)	Attorney Floyd Dugas	The Trumbull Administrative Support Staff agreement covers the period from July 1, 2025 to June 30, 2029.
Custodial/Maintenance UPSEU LOCAL #424	Attorney Floyd Dugas	The Custodial/Maintenance agreement covers the period from July 1, 2025 to June 30, 2028.
Paraeducators and Health Aides UPSEU LOCAL #424	Attorney Floyd Dugas	The Paraeducator and Health Aides agreement covers the period from July 1, 2025 to June 30, 2028.
School Lunch Program Employees UPSEU Local #424	Attorney Floyd Dugas	The School Lunch Program Employees agreement covers the period from July 1, 2024 to June 30, 2028.
UE Sub Local #21 Supervisors and Support Staff	Attorney Floyd Dugas	The UE Sub Local 21 agreements cover the period of July 1, 2024 to June 30, 2027.