TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

LATIN II ACP
Grades 10-12
World Languages Department

2026

Curriculum Writing Team

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

CORE VALUES AND BELIEFS

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

INTRODUCTION & PHILOSOPHY

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

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

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

COURSE GOALS

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

CCS.ELA-Literacy.RL.9-10.1	**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
CCS.ELA-Literacy.RL.9-10.2	**Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**
CCS.ELA-Literacy.RL.9-10.4	**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**

CCS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CCS.ELA-Literacy.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a

	self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCS.ELA-Literacy.W.9-10.9	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

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

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

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

ACTFL.1.2 (Interpretive Communication)	**Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.**

ACTFL.1.3 (Presentational Communication)	Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics.
ACTFL.2.1 (Relating Cultural Practices to Perspectives)	**Students use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**
ACTFL.3.1 (Making Connections)	Students reinforce and further their knowledge of other disciplines through the foreign language.
ACTFL.3.2 (Acquiring Information and Diverse Perspectives)	Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
ACTFL.4.1 (Cultural Comparisons)	Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
ACTFL.4.2 (Cultural Comparisons)	**Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.**

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

ACTFL Standard 5.1:	Students use the language both within and beyond the school setting.
ACTFL Standard 5.2:	Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

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

COURSE ESSENTIAL QUESTIONS

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

COURSE KNOWLEDGE & SKILLS

Students will know . . .

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

Students will be able to . . .

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

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

Vision of the Graduate

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

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

COURSE SYLLABUS

Course Name

Latin II ACP

Level

Grades 10-12

Prerequisites

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

Materials Required

None

General Description of the Course

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

Assured Assessments

Formative Assessments:

- Vocabulary quizzes
- Vocabulary and comprehension questions
- Translations and summaries
- Short speech or "mini-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

<u>Core</u>

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

<u>Supplemental</u>

- 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

<u>Core</u>

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

<u>Supplemental</u>

- 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	