

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

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LATIN III ACP

Grades 11-12

World Languages Department

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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	7
Unit 1: Stage 21: <i>Aquae Sulis</i> (town)	9
Unit 2: Stage 22 : <i>Defixio</i> (curse tablets) and 23 <i>Haruspex</i> (soothsayer)	11
Unit 3: Stage 24: <i>Fuga</i> (escape)	14
Unit 4: Stage 25: <i>Milites</i> (military)	16
Unit 5: Stage 26: <i>Agricola</i> (governor in Britannia)and Stage 27: <i>In Castris</i> (military camps)	19
Unit 6: Stage 28: <i>Imperium</i> (empire)	21
Unit 7: Stage 29: <i>Roma</i> (Rome)	23
Unit 8: Stage 30: <i>Haterius</i> (politician and orator)	25
Unit 9: Stage 31: <i>In Urbe</i> (in the city)	27
Course Credit	29
Prerequisites	29
Assured Student Performance Rubrics	29

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

CORE VALUES AND BELIEFS

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

INTRODUCTION & PHILOSOPHY

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

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

COURSE GOALS

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

CCS.ELA-Literacy.RL.11-12.1

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

CCS.ELA-Literacy.RL.11-12.2

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

CCS.ELA-Literacy.RL.11-12.4

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

CCS.ELA-Literacy.W.11-12.2

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

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

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

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

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

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

CCS.ELA-Literacy.W.11-12.4

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

CCS.ELA-Literacy.W.11-12.5

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

CCS.ELA-Literacy.W.11-12.6

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

CCS.ELA-Literacy.W.11-12.7

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

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

CCS.ELA-Literacy.W.11-12.9

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

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

At the completion of this course, students will:

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

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

**ACTFL.1.2
(Interpretive Communication)**

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

**ACTFL.1.3
(Presentational Communication)**

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

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

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

ACTFL.3.1
(Making Connections)

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

ACTFL.3.2
(Acquiring Information and Diverse
Perspectives)

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

ACTFL.4.1
(Cultural Comparisons)

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

ACTFL.4.2
(Cultural Comparisons)

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

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

ACTFL Standard 5.1:

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

ACTFL Standard 5.2:

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

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

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

COURSE ESSENTIAL QUESTIONS

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

COURSE KNOWLEDGE & SKILLS

Students will know . . .

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

Students will be able to . . .

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

Vision of the Graduate

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

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

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

COURSE SYLLABUS

Course Name

Latin III ACP

Level

Grades 11-12

Prerequisites

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

Materials Required

None

General Description of the Course

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

Assured Assessments

Formative Assessments:

- Vocabulary quizzes
- Vocabulary and comprehension questions
- Translations and summaries
- Short speech or “mini-skit”

- Storyboards or comic presentation of stories
- Vocabulary games, paper based and digital create models, artifacts and dioramas
- authentic writing tasks
- informational presentations
- Level of Engagement Self Assessments

Summative Assessments:

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

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

Core Text

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

Supplemental Texts

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

CCS.ELA-Literacy.W.11-12.4

CCS.ELA-Literacy.W.11-12.5

CCS.ELA-Literacy.W.11-12.9

Creatively write about the culture studied in the unit especially superstition and curses.

ACTFL.1.2

(Interpretive Communication)

Understand, interpret, and analyze what is heard and read.

ACTFL. 1.3

**Collaborate to write and perform a skit at the baths;(Presentational Communication)
write and present curse tablets**

ACTFL.5.1

(Communities)

Locate and share Latin and Greco-Roman cultural influences they see in other classes and outside of school.

ACTFL Standard 5.2:

(Communities)

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

ISTE S6: Creative Communicator

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

Unit Essential Questions

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

Scope and Sequence

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

Key Academic Vocabulary

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

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

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

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

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

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

Assured Assessments

Formative Assessments:

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

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

Summative Assessment:

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

Resources

Core

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

Supplemental

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

Time Allotment

- Approximately 4 weeks

UNIT 3

Stage 24: *Fuga (escape)*

Unit Goals

At the completion of this unit, students will:

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

Unit Essential Questions

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

Scope and Sequence

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

Key Academic Vocabulary

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

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

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

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

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

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

Assured Assessments

Formative Assessments:

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

Summative Assessment:

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

Resources

Core

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

Supplemental

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

Time Allotment

- Approximately 3 weeks

UNIT 4
Stage 25: *Milites* (army)

Unit Goals

At the completion of this unit, students will:

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

ACTFL Standard 5.2:
(Communities)

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

ISTE S3: Knowledge Constructor

Create a digital recruitment poster and create a military game.

ISTE S4: Innovative Designer

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

ISTE S6: Creative Communicator

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

Unit Essential Questions

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

Scope and Sequence

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

Key Academic Vocabulary

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

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

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

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

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

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

Assured Assessments

Formative Assessments:

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

Summative Assessment:

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

Resources

Core

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

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories.* 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- *The Latin Library.* <https://www.thelatinlibrary.com/>. Web.
- Snodgrass, Mary Ellen. *Auctores Latini.* Logan, IA: Perfection, 1993, Print.

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

Time Allotment

- Approximately 5 weeks

UNIT 5
Stage 26: Agricola
Stage 27: in Castris

Unit Goals

At the completion of this unit, students will:

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

Unit Essential Questions

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

Scope and Sequence

- Instruction in and practice with the subjunctive mood, including purpose and result clauses
- Vocabulary and derivatives related to the military

- Explore Roman army camps
- Reading and comprehension activities based on “*adventus Agricolae*”, “*in principiis*”, “*tribunus*”, and “*in horreo*”

Key Academic Vocabulary

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

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

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

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

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

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

Assured Assessments

Formative Assessments:

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

Summative Assessment:

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

Resources

Core

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

Supplemental

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

Time Allotment

- Approximately 4 weeks

UNIT 6

Stage 28: *Imperium*

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.11-12.1

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

CCS.ELA-Literacy.RL.11-12.2

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

CCS.ELA-Literacy.RL.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone).

ACTFL.1.2
(Interpretive Communication)

Analyze, interpret, and understand Latin text.

ACTFL. 1.3
(Presentational Communication)
ACTFL.3.2
(Acquiring Information and Diverse Perspectives)

Research and present information about archaeology, inscriptions, or literary evidence.

Unit Essential Questions

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

Scope and Sequence

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

Key Academic Vocabulary

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

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

Adjectives: malus, celer, blandus

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

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

Assured Assessments

Formative Assessments:

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

Summative Assessment:

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

Resources

Core

- *Cambridge Latin Course, Unit 3.* 5th ed. Cambridge: Cambridge UP, 2015. Stage 28.

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

Supplemental

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

Time Allotment

- Approximately 3-5 weeks

UNIT 7

Stage 29: *Roma*

Unit Goals

At the completion of this unit, students will:

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

Unit Essential Questions

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

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

Scope and Sequence

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

Key Academic Vocabulary

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

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

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

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

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

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

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

Key Concepts: Passive voice, complete verb synopsis

Assured Assessments

Formative Assessments:

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

Summative Assessment:

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

Resources

Core

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

Supplemental

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

Time Allotment

- Approximately 4 weeks

UNIT 8

Stage 30: Haterius

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.11-12.1

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

CCS.ELA-Literacy.RL.11-12.2

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

CCS.ELA-Literacy.RL.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone).

ACTFL.1.2
(Interpretive Communication)

Analyze, interpret, and understand Latin texts.

ACTFL.4.1

(Cultural Comparisons)

Demonstrate an understanding of the passive voice 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, Bloocket, 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.

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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.

Core

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

Supplemental

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

Time Allotment

- Approximately 4 weeks

COURSE CREDIT

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

PREREQUISITES

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

ASSURED STUDENT PERFORMANCE RUBRICS

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

Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Respond X_____	● Demonstrates exceptional understanding of text by: ○ Clearly identifying the purpose of the text ○ Providing initial reaction richly supported by text ○ Providing a perceptive interpretation	● Demonstrates understanding of text by: ○ Identifying the fundamental purpose of the text ○ Providing initial reaction supported by text ○ Providing a clear/straightforward interpretation of the text	● Demonstrates general understanding of text by: ○ Partially identifying the purpose of the text ○ Providing initial reaction supported by text ○ Providing a superficial interpretation of the text	● Demonstrates limited or no understanding of text by: ○ Not identifying the purpose of the text ○ Providing initial reaction not supported by text ○ Providing an interpretation not supported by the text
Interpret X_____	● Demonstrates exceptional interpretation of text by: ○ Extensively reshaping, reflecting, revising, and/or deepening initial understanding ○ Constructing insightful and perceptive ideas about the text ○ Actively raising critical questions and exploring multiple interpretations of the text	● Demonstrates ability to interpret text by: ○ Reshaping, reflecting, revising, and/or deepening initial understanding ○ Summarizing main ideas of text ○ Actively interpreting text by raising questions and looking for answers in text	● Demonstrates general ability to interpret text by: ○ Guided reflection and/or revision of initial understanding ○ Summarizing some of the main ideas of text ○ Guided interpretation of text by locating answers to given questions in text	● Demonstrates limited ability to interpret text as evidenced by: ○ Struggle to implement guided reflection and/or revision of initial understanding ○ Struggle to summarize any main ideas of text ○ Struggle to answer questions by locating responses in text
Connect X_____	● Demonstrates perceptive connections ○ text-to-text ○ text-to-self ○ text-to-world	● Demonstrates specific connections ○ text-to-text ○ text-to-self ○ text-to-world	● Demonstrates general connections ○ text-to-text ○ text-to-self ○ text-to-world	● Struggles to make connections ○ text-to-text ○ text-to-self ○ text-to-world

Evaluate X_____	● Demonstrates insightful evaluation of text by one or more of the following: ○ Critical analysis to create a conclusion supported by the text ○ Perceptive judgments about the quality of the text ○ Synthesis of text ○ Expression of a personal opinion	● Demonstrates an evaluation of text by one or more of the following: ○ Critical analysis to form a conclusion from the text ○ Thoughtful judgments about the quality of the text ○ Evaluation of text to express personal opinion(s)	● Demonstrates a general evaluation of text by one or more of the following: ○ Formulation of a superficial conclusion from the text ○ Assessment of the quality of the text ○ Use of text to express personal opinion(s)	● Demonstrates a struggle to evaluate text by one or more of the following: ○ Formulation of a conclusion from the text ○ Assessment of the quality of the text ○ Use of text to express personal opinion(s)
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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

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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

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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

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VISION OF A GRADUATE - GRADES 9-12

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

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

VISION OF A GRADUATE - GRADES 9-12

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

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

VISION OF A GRADUATE - GRADES 9-12

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

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

VISION OF A GRADUATE - GRADES 9-12

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

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

VISION OF A GRADUATE GRADES 9-12

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

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