AGENDA

I. Call to Order/Introduction

II. Public Comment

III. Approval/Minutes – Special Meeting 7/12/2016

IV. New Business
   a. New Course Text Proposal: *Math Accelerated: A Pre-Algebra Program* (Core: Pre-Algebra)
   b. Italian IV Curriculum Guide
   c. New Course Text Proposal: *Immagina* (Core: Italian Conversation & Culture III, Italian III ACP, and Italian III Honors)
   d. French IV Curriculum Guide
   e. Advanced Placement United States Government & Politics Curriculum Guide
   f. Grade 6 Reading Curriculum Guide
   g. New Course Text Proposal: *English Language Arts Common Core Performance Coach* Grades 6, 7, & 8 (Core: Grade 6 Reading; Grade 7 Reading; Grade 8 Reading)
   i. New Course Text Proposal: *Jane Eyre* (Supplemental: English 10 Honors)
j. New Course Text Proposal: *The Other Wes Moore: One Name, Two Fates* (Supplemental: English 10 and English 10 Honors)

k. Report, Director of Curriculum, Instruction, & Assessments
I. Call to Order/Introduction – The meeting was called to order by Ms. Petitti at 6:00 p.m.

Members present
M. Petitti, chair
L. Timpanelli
M. Ward
J. Budd, Ph.D., ex officio

Other
S. Kaminski, THS mathematics teacher

II. Public Comment – There was no Public Comment.

III. Approval/Minutes – Special Meeting 6/27/2016 – Mr. Ward moved to approve the minutes as presented. Ms. Timpanelli seconded the motion. The motion was unanimously agreed to.

IV. New Business


Mr. Kaminski explained the importance of this proposed new textbook to align with current standards of the College Board for the Advanced Placement Computer Science A course, which now enrolls two full sections of students at Trumbull High School who are interested in coding and related skills and knowledge. Mr. Kaminski noted the growth of the computer science education program over time at Trumbull High School and his recent professional development at Taft Educational Center. Ms. Petitti moved to bring the new course text proposal to the Board of Education for approval at its meeting later this evening, and Mr. Ward seconded. The motion was unanimously agreed to.
Dr. Budd presented this textbook as one recommended for the new course Advanced Placement Music Theory at Trumbull High School, and noted that the teacher, Ms. Karlan, would continue to participate in professional development supported by a College Board-trained consultant to develop and teach the strongest course possible. Mr. Ward moved to bring the new course text proposal to the Board of Education for approval at its meeting later this evening, and Ms. Timpanelli seconded. The motion was unanimously agreed to.

Ms. Timpanelli moved to adjourn the meeting at 6:08 p.m.; Mr. Ward seconded. The motion was unanimously agreed to.
TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: July 29, 2016

Title of Text: Math Accelerated: A Pre-Algebra Program

Author: John A. Carter et al.

Publisher: Glencoe

Year Published: 2014

ISBN Number: 978-0-07-663798-0

Core\(^1\) or Supplemental: Core

Course: Pre-Algebra

Grade Level: 6-10

(If applicable:) Replaces text: Pre-Algebra (McDougal Littell)

Rationale for adopting new text: This new text is needed to conform our program with current mathematics standards and best practices for mathematics education.

On July 15, 2016, a joint committee of middle school TPS mathematics teachers (Michelle Consolati, Karol Fleegal, Petrina Gunsolley, Malathi Muralidharan, Nicole Sherrick, Beth Wilock, Nancy Yarmosh, and Gina Zuk), under the coordination of Jonathan S. Budd, Ph.D., Director of Curriculum, Instruction, & Assessments, reviewed major Pre-Algebra texts from four different publishers to replace the District’s current Pre-Algebra textbook, which was published in 2005 and is limited in that it predates the Connecticut Core Standards for Mathematics, as well as changes to the SAT, and also in that it has limited online resources for student learning beyond the classroom.

Glencoe’s Math Accelerated: A Pre-Algebra Program was the clear choice of all on the review committee for the reasons outlined below.

Text Description:
Glencoe’s 2014 Math Accelerated is explicitly linked to the Connecticut Core Standards for Mathematics both in overall textbook design and throughout every lesson. It supports preparing all students to encounter algebra in eighth grade or earlier via a rigor linked to mathematical inquiry and real-world application.

Strengths:
In the review committee’s findings, Glencoe’s text is a strong link between students’ mathematical learning prior to and subsequent to pre-algebra. For the majority of students, who will take pre-algebra in grade 7, the text sequences well from the grade 6 Big Ideas curriculum; the text will then support students moving into the newly adopted Pearson Algebra 1 text in grade 8. Additionally, the text has substantial online resources, including ones that are adaptable and customizable for differentiated levels of student achievement. Students can use the textbooks in classroom sets and then have the online textbook and its many resources available for learning at home.

\(^1\) “Core” refers to a resource that must be used by all students for attainment of course goals.
Weaknesses:
One important topic of grade 7 mathematics linked to the Connecticut State Standards is the Pythagorean theorem. This text (like several others) does not include the Pythagorean theorem, but the review committee felt confident that teachers would be able to amply supplement material on this topic in the curriculum currently under revision.

Prepared by: Jonathan S. Budd, Ph.D., Director of Curriculum, Instruction, & Assessments

Reviewed by: 

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Revised 7/2016
# Italian IV

**Grades 10-12**

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

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Italian IV follows the American Council on the Teaching of Foreign Languages Guidelines and National Standards for Learning Language and the Connecticut Core Standards. This course is geared toward an integrated approach to the study of the language with an emphasis placed on communicative skills based upon the 5 “C’s” of language learning. The conversational component enhances speaking and listening strands as various activities afford the student the opportunity to converse on topics presented in the text. Students will study Italian art, issues in Italy today, and Italian literature through authentic resources. Previously learned grammatical skills will be reviewed and new skills presented, in order to enable the student to converse, understand, read, and write with greater precision. The student will be able to compare and contrast Italian cultures to each other and to his own. The language lab and other technology tools will give the student additional practice. Students will be guided in the use of the Internet as a tool to research chosen topics.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

At the completion of this course, students will:

- **CCSS.ELA-Literacy.RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- **CCSS.ELA-Literacy.RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

- **CCSS.ELA-Literacy.RL.11-12.10** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently.
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

By the end of grade 12, read and comprehend literary nonfiction in the grades 11–CCR text complexity band independently and proficiently.

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

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.

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.

Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

The following standards derive from the 2007 International Society for Technology in Education Student Standards.

At the completion of this course, students will:

**ISTE Research and Information Fluency (Standard 3)**

Students apply digital tools to gather, evaluate, and use information.

**ISTE Digital Citizenship (Standard 5)**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
The following standards derive from the 2012 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages:

At the completion of this course, students will:

**Interpretive Communication (Standard 1.2)**
Demonstrate comprehension of content from authentic audio and visual resources.

**Cultures: Practices and Products (Standards 2.1 and 2.2)**
Examine, compare, and reflect on products, practices, and/or perspectives of the target culture(s).

**Connections: Acquiring New Information (Standard 3.2)**
Acquire information from other content areas using authentic sources.

**Presentational Communication (Standard 1.3)**
Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Produce a variety of creative oral and written presentations (e.g., original story, personal narrative, script).
- Retell or summarize information in narrative form, demonstrating a consideration of audience.
- Create and give persuasive speeches and write persuasive essays.
- Produce expository writing.

**Cultures: Products and Perspectives (Standard 2.2)**
Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

**COURSE ENDURING UNDERSTANDINGS**
- Students will understand that work is not just a way to satisfy material needs.
- Students will understand that a culture has a unique tie between its beliefs and celebrations.
- Students will understand that art reflects culture and history as well as shapes it.
- Students will understand that politics is an important aspect of our society.
- Students will understand that science and technology affect the quality of life and relationships between people.
- Students will understand that media influences our world’s collective knowledge.
• Students will understand that their knowledge of Italian connects them to the world around them.

COURSE ESSENTIAL QUESTIONS

• What is your vision of work and how can one balance working, personal, and family life?
• In what ways do celebrations reflect culture?
• What role do history and past artistic achievements have in our daily life? What will our legacy be to future generations?
• To what extent is it important for young people to have a political opinion and express it?
• Does technology bring people closer or isolate them?
• Do we control the media or does the media control us?
• How do my interests relate to the products, practices, and perspectives of Italy?

COURSE KNOWLEDGE & SKILLS

• Students will know terms related to the working and financial world.
• Students will know major Italian holidays and celebrations, and the history surrounding Christopher Columbus.
• Students will know key terms to analyze Renaissance art and literature.
• Students will know major events, works, and artists from the Italian Renaissance from the 1300s to the 1600s.
• Students will know the functions of the American and Italian governments.
• Students will know the Italian terms for American technology.
• Students will know terms for cinema, radio, television, media, and print.
• Students will know major Italian films and TV stations.
• Students will know facts and information relevant to students’ individual passion projects.
• Students will know comparatives and superlatives, historical past tense, the impersonal “si,” the subjunctive, future and conditional tenses, and hypothetical statements.
• Students will be able to discuss the socioeconomic factors that affect the working world.
• Students will be able to compare and contrast major cultural events and traditions in Italy and the United States.
• Students will be able to analyze major Italian Renaissance masterpieces.
• Students will be able to write a research paper on a Renaissance theme.
• Students will be able to debate current political and social issues.
• Students will be able to talk about the positive and negative effects of progress and technology.
• Students will be able to view, understand, and respond to an Italian film.
• Students will be able to critique the effectiveness and accuracy of the media.
• Students will be able to present a topic they are passionate about and how it relates to the products, practices, and perspectives of Italian culture.
• Students will be able to make comparisons, talk about art, history and literature in the past, describe what one does, predict what one will do in the future, and create hypothetical statements.
COURSE SYLLABUS

Course Name
Italian IV

Level
Advanced College-Preparatory

Prerequisites
Italian III

Materials Required
None

General Description of the Course
This course follows the ACTFL Guidelines and National Standards for Learning Language. This course is geared toward an integrated approach to the study of the language, with an emphasis placed on communicative skills based upon the 5 “C’s” of language learning. The conversational component enhances speaking and listening strands as various activities afford the student the opportunity to converse on topics presented in the text. Students will study Italian art, issues in Italy today, and Italian literature through authentic resources. Previously learned grammatical skills will be reviewed and new skills presented, in order to enable the student to converse, understand, read, and write with greater precision. The student will be able to compare and contrast Italian cultures to each other and to his or her own. The language lab and other technology tools will give the student additional practice. Students will be guided in the use of the Internet as a tool to research chosen topics.

Assured Assessments

Formative Assessments:

- Graduation Hat mini-project (Unit 1)
- Quiz on “I viaggi di Cristoforo Colombo” (Unit 2)
- Guided viewing of episode of Francesco’s Italy: Top to Toe (Unit 3)
- Poster and presentation for in-class Humanitarian Fair (Unit 4)
- Guided viewing of L’età del Fuoco (Unit 5)
- Quiz on Benvenuti al Sud (Unit 6)

Summative Assessments:

- Unit Tests (Units 1, 3, 4)
- Google Slide poster and presentation for a class Folkloristic Tour (Unit 2)
- Open-ended response to Manzoni’s I Promessi Sposi (Unit 3)
- Position paper on technology and L’età del Fuoco (Unit 5)
- Magazine related to media and reality (Unit 6)
Core Texts

*Benvenuti al Sud* film (or other at teacher’s discretion)
*L’età del Fuoco* short film
*I Promessi Sposi* by Manzoni
*The Italian Americans* documentary
*Mare Nostro* short film
*Rischio d’Impresa* short film
*Superciao.it* pp. 88-89: “I viaggi di Cristoforo Colombo”

Supplemental Texts
*Immagina* Supersite Activities
*Immagina* Student Activities Manual
Easy News videos
Newspaper articles from [www.tomshw.it](http://www.tomshw.it)
Op-ed articles from [www.opinione.it](http://www.opinione.it) and [www.rightsreporter.org](http://www.rightsreporter.org)
*Pro e Contro* text
*Superciao.it*
Youtube clip of Francesco’s Italy: Top to Toe
UNIT 1
Prospettive Lavorative: Job Prospects

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.W.11-12.4 Write an organized, coherent letter to themselves expressing their future goals and work aspirations.

ACTFL Interpretive Communication (Standard 1.2) Demonstrate comprehension of content from the authentic cortometraggio resource highlighting roles of men and women in the workplace.

Unit Essential Questions

- How do Italians and Americans balance work and personal life?
- What are the roles of men and women in the workplace?
- In the society in which we live, what is the right balance between appearances, social position, and the true self?

Scope and Sequence

- Student reflection on who they are and where they want to go
- Vocabulary related to occupations, the working world, and finance
- Cortometraggio: Rischio d’Impresa
- Discussion on gender roles in the workplace and short film activities
- Grammar: present tense (regular & irregulars); future tense

Assured Assessments

Formative Assessment:

Students will complete a Graduation Hat mini-project. Students will decorate a graduation hat with symbols of where they are today and their future aspirations. Students will use the hat to give a mini-presentation of their vision of work and how they will present themselves in the world. Students will be assessed using the World Language Presentational Speaking Rubric. This will count as a speaking assignment in the formative assignment category of the gradebook.

Summative Assessment:

Students will complete a Unit Test covering chapter vocabulary, gender roles in the workplace, students’ personal experiences in finding and keeping a job, and balancing work and personal life. The writing rubric will be used to assess the open-ended portion(s). Student mastery will be determined by accurate use of vocabulary, clear and organized writing with purpose and audience, and appropriate use of grammar. This assessment will be differentiated by scaffolding such as word banks, matching, and open-ended opportunities to express degrees of learning. This assessment will be factored into the course grade as a test grade.
Resources

Core
- **Immagina**
- *Rischio d’Impresa* short film

Supplemental
- **Immagina** Supersite Activities
- **Immagina** Student Activities Manual

Time Allotment
- Approximately 4 weeks
UNIT 2
Feste e Tradizioni: Festivals and Traditions

Unit Goals
At the completion of this unit, students will:

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to show how historical Italian celebrations reflect the traditions of Italian culture today in a virtual Folkloristic Tour of Italy oral presentation.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks in a rally speech against consumerism.

ACTFL Cultures: Practices and Products (Standards 2.1 and 2.2) Examine, compare, and reflect on products, practices, and/or perspectives of the target culture in a one-page reflection paper on the Italian American experience.

ISTE Research and Information Fluency (Standard 3) Students apply digital tools to gather, evaluate and use information to represent the products, practices, and perspectives of Italian folkloristic holidays.

Unit Essential Questions
- What celebrations define Italian culture?
- How are celebrations a part of Italian culture and history?
- How has Christopher Columbus had a lasting impact on the Italian American culture?
- What was the Italian American experience like from the late 1800s until today?

Scope and Sequence
- Review of Italian regions
- Vocabulary related to celebrations, practices, and celebratory products
- Folkloristic Tour project presentation and note-taking
- Reading and discussion on celebrations and consumerism
- Reading on Christopher Columbus
- Interview with partners from Christopher Columbus reading
- Italian-Americans documentary
• One-page reflection on Italian-Americans documentary

Assured Assessments

Formative Assessment:

Students will read “I viaggi di Cristoforo Colombo” from Superciao and complete a quiz on Columbus’ influence and contributions.

Summative Assessment:

Students will complete a Google Slide poster and presentation to create a class Folkloristic Tour covering chapter vocabulary and Italian festival traditions tied to Italian local and national celebrations. The writing rubric will be used to assess the open-ended portion(s). Student mastery will be determined by accurate use of vocabulary, clear and organized speaking with purpose and audience, and appropriate use of grammar. This assessment will be differentiated by use of notecards, pairs vs. individual presentations, and elaboration and more in-depth presentation of the history of the celebrations to express degrees of learning. This assessment will be factored into the course grade as a test grade.

Resources

Core
• Immagina
• The Italian Americans documentary
• Superciao.it pp. 88-89: “I viaggi di Cristoforo Colombo”

Supplemental
• Immagina Supersite Activities
• Immagina Student Activities Manual
• Superciao.it

Time Allotment

• Approximately 4 weeks
UNIT 3
Le ricchezze culturali e storiche: Cultural and Historical Treasures

Unit Goals
At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.11-12.1  Cite strong and thorough textual evidence to support analysis of the classic Italian novel, *I Promessi Sposi*, including its characters, themes, and morals; students will draw inferences from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.2  Determine two or more themes or central ideas of *I Promessi Sposi* and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; and provide an objective summary of the text in a 2-page composition.

CCSS.ELA-Literacy.RL.11-12.10  Read and comprehend *I Promessi Sposi*.

ACTFL Connections: Acquiring New Information (Standard 3.2)  Acquire and present information about the Italian Renaissance and influential Italian Renaissance artists and how they have made a lasting contribution in a variety of arenas, such as art, literature, architecture, etc., through a student-performed Art History lesson.

ACTFL Presentational Communication (Standard 1.3)  Students will prepare a digital and oral Art History lesson on an influential Italian Renaissance figure and masterpiece.

ISTE Research and Information Fluency (Standard 3)

Unit Essential Questions
- What defines Italian Renaissance art?
- Where do we see Italian Renaissance art today?
- What factors caused the Italian Renaissance?
- Who are the key artists of the Renaissance?
- What major works of art define the Renaissance?
- How did *I Promessi Sposi* and Alessandro Manzoni influence Italian language and literature?

Scope and Sequence
- Film: *Francesco’s Italy*: comparing/contrasting Gothic and Renaissance art
- Vocabulary related to art, artistic techniques, and artistic tools
- Research Italian Renaissance artists and present findings to class; note-taking
• Notes and examples on how to analyze art (Superciao Teacher’s Edition)
• Manzoni scavenger hunt
• Reading of I Promessi Sposi
• I Promessi Sposi character analysis, audio chapter narrations, and student summaries
• Mini-composition on moral of I Promessi Sposi and how it develops over the course of the novel
• Grammar: passato prossimo; passato remoto; descriptive adjectives.

Assured Assessments

Formative Assessment:

Students will complete a guided viewing of an episode of Francesco’s Italy: Top to Toe. This episode marks the birth of the Renaissance with Giotto’s work. For differentiation, students will work independently to watch the film (rather than as a whole class) with the ability to fast-forward, pause, and rewind at their individual paces.

Summative Assessment:

Students will complete a Unit Test covering chapter vocabulary, key Renaissance masterpieces and artists, timeline of the Renaissance, and the students’ ability to analyze Renaissance art. The writing rubric will be used to assess the open-ended portion(s). Student mastery will be determined by accurate use of vocabulary, clear and organized writing with purpose and audience, and appropriate use of grammar. This assessment will be differentiated by scaffolding such as word banks, matching, and open-ended opportunities to express degrees of learning. This assessment will be factored into the course grade as a test grade.

Students will also write an open-ended response to Manzoni’s major themes in I Promessi Sposi. This will be assessed using the THS Writing Rubric and graded as a Summative Assessment. Differentiation will be provided through a scaffolded set of instructions and a guided writing pre-worksheet from the novel’s supplementary activities.

Resources

Core
• Immagina
• I Promessi Sposi by Manzoni

Supplemental
• Immagina Supersite Activities
• Immagina Student Activities Manual
• Superciao.it: sections on Arte e Letteratura
• YouTube clip of Francesco’s Italy: Top to Toe

Time Allotment

• Approximately 5-6 weeks
UNIT 4
Il valore delle idee: The Value of Ideas

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats in order to address the current political question “Does freedom of speech include hate speech?”

CCSS.ELA-Literacy.W.11-12.6 Create and give a persuasive speech during an oral debate on a current political topic.

ISTE Research and Information Fluency (Standard 3) Apply digital tools to gather, evaluate, and use information throughout the unit.

ISTE Digital Citizenship (Standard 5) Understand human, cultural and societal issues related to technology and practice ethical behavior by studying the value of ideas around the world during in-class debates and a humanitarian fair.

ACTFL Presentational Communication (Standard 1.3) Create and give a persuasive speech during an oral debate on a current political topic.

ACTFL Cultures: Practices and Products (Standards 2.1 and 2.2) Examine, compare, and reflect on the differences between Italian and American government in readings on the functions of each.

ACTFL Connections: Acquiring New Information (Standard 3.2) Acquire information in preparation for a debate on a current political topic using authentic sources from Italian newspapers.

Unit Essential Questions

- What role does immigration play in today’s society?
- What are basic human rights and how can we defend them?
- What relationships does government have to our lives?

Scope and Sequence

- Student reflection on their interest in politics and background knowledge
- Readings on current political issue (e.g., free speech)
- In-class debates of current political issue
- Reflection on in-class debate
- Discussion on immigration
- Read transcript and view short film Mare Nostro
- Create a human rights campaign
- Grammar: subjunctive
Assured Assessments

Formative Assessment:

Students will participate in an in-class Humanitarian Fair exploring options for how to get involved in human rights advocacy. They will research a human rights issue and create a poster and short presentation expressing the value and need for change. The work will be done through the suite of Google Apps and presented to the class in “science fair” style. Students will be graded using the World Language Department Presentational Speaking rubric. Students who need differentiation may use note cards and those who excel can write a letter directly to the advocacy group showing their support and work.

Summative Assessment:

Students will complete a Unit Test covering chapter vocabulary, roles of the Italian and American governments, issues surrounding human rights and freedom of speech, and the subjunctive mood. The writing rubric will be used to assess the open-ended portion(s). Student mastery will be determined by accurate use of vocabulary, clear and organized writing with purpose and audience, and appropriate use of grammar. This assessment will be differentiated by scaffolding such as word banks, matching, and open-ended opportunities to express degrees of learning. This assessment will be factored into the course grade as a test grade.

Resources

Core

- Imagina
- Mare Nostro short film

Supplemental

- Imagina Supersite Activities
- Imagina Student Activities Manual
- Pro e Contro text

Time Allotment

- Approximately 5-6 weeks
UNIT 5
La scienze e la tecnologia: Science and Technology

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.W.11-12.4 Explain the role technology has in our lives in an organized three-page essay.

CCSS.ELA-Literacy.W.11-12.6 Use technology to produce a rebuttal argument to the online debate after reading multiple media sources in response to ongoing feedback including new arguments or information.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate in an online debate over a current technology issue (e.g., Should Apple unlock the iPhone used in San Bernardino?), building on others’ ideas and expressing their own.

ISTE Research and Information Fluency (Standard 3) Apply digital tools to gather, evaluate, and use information to prepare for the online thread discussion.

ISTE Digital Citizenship (Standard 5) Understand human, cultural and societal issues related to technology and practice ethical behavior by viewing the short film L’età del Fuoco and participating in corresponding discussion.

ACTFL Interpretive Communication (Standard 1.2) View and read the transcript to the short film L’età del Fuoco and respond to film analysis questions and discussions.

Unit Essential Questions

- What are some of the most revolutionary innovations of our time and how did they come to be?
- How is technology used in Italy?
- What is the impact of technology on our lives and relationships?
- What are the ethical thresholds of science and technology?

Scope and Sequence

- Student reflection on a time when technology didn’t work as it should have (e.g., when WiFi was down at school)
- Direct instruction of Italian vocabulary for American technology terms
- Online debate including a thread discussion of a current technology issue (e.g., should Apple unlock the iPhone in the San Bernardino case?)
- EasyNews viewing
• Short film *L’età del Fuoco* and activities
• Grammar: comparatives and superlatives
• Essay Test

**Assured Assessments**

Formative Assessment:

Students will complete the viewing of *L’età del Fuoco* with supplementary activities in preparation for the summative assessment position paper. They will read the script first for comprehension and will be assessed in class discussion. They will then watch the film to see if their comprehension was accurate. This will be checked through warmups and class discussion activities taken from the workbook activities on pages 244 and 245.

Summative Assessment:

Students will complete a position paper explaining the role of technology in our lives and on our relationships and whether it serves us or we serve it. They must describe the house from the future from the short film *L’età del Fuoco*, a house from the past, and then comment on which of the two houses represents the ideal for them. The paper must include vocabulary and grammar from the entire unit and incorporate lessons learned from the online debates and the short film. It will be assessed using the THS Writing Rubric and graded as a Summative Assessment. Differentiation will be built in as some students will be able to prepare an outline ahead of time and student drafts will be accepted early. Excelling students can write additional pages.

**Resources**

**Core**
- *Immagina*
- *L’età del Fuoco* short film

**Supplemental**
- *Immagina* Supersite Activities
- *Immagina* Student Activities Manual
- EasyNews videos
- Newspaper articles from [www.tomshw.it](http://www.tomshw.it)
- *Pro e Contro* text

**Time Allotment**

- Approximately 3–4 weeks
UNIT 6  
*L'infuenza dei media: The Influence of the Media*

**Unit Goals**

At the completion of this unit, students will:

- **CCSS.ELA-Literacy.R1.11-12.7** View and evaluate an Italian film of the teacher’s choice to address the questions and themes of the film in a one-page essay.

- **ISTE Research and Information Fluency (Standard 3)** Apply digital tools to gather, evaluate, and use information to create a News Parody or Magazine.

- **ACTFL Connections: Acquiring New Information (Standard 3.2)** Students will watch the film *Benvenuti al Sud* and recognize the distinctive viewpoints and dialects of Northern and Southern Italians.

**Unit Essential Questions**

- What methods does the media use to portray (or distort) reality?
- How can one critique the accuracy and effectiveness of media?
- What is the influence of the media on our daily lives?
- What films and directors have influenced cinematography in Italy and in the United States?

**Scope and Sequence**

- Vocabulary related to cinema, radio, television, media, media personnel, and print
- Discussion on the media’s influence on and portrayal of the facts
- Film study of teacher’s choice

**Assured Assessments**

Formative Assessment:

Students will complete a quiz on the film *Benvenuti al Sud*.

Summative Assessment:

Students will create a magazine that demonstrates the enormous quantity of information available and how the media can distort reality. For differentiation, students can choose any theme and create a digital magazine site or print magazine. This project will be assessed using the THS Writing Rubric and the World Language Presentational Speaking Rubric. Student mastery will be determined by accurate use of vocabulary, clear and organized writing and speaking with purpose and audience, and appropriate use of grammar. This assessment will be factored into the course grade as a test grade.
Resources

Core
- *Immagina*
- *Benvenuti al Sud* film (or other at teacher’s discretion)

Supplemental
- *Immagina* Supersite Activities
- *Immagina* Student Activities Manual

Time Allotment
- Approximately 4 weeks
UNIT 7
Passion Project (Senior Capstone)

Unit Goals
At the completion of this unit, students will:

CCSS.ELA-Literacy.R.11-12.7 Integrate and evaluate multiple sources of information presented in different media formats as well as in words in order to address a specific thesis question of student’s choice related to a chapter in the *Immagina* textbook.

CCSS.ELA-Literacy.W.11-12.10 Read an authentic Italian article addressing students’ individual thesis questions for their Capstone Projects.

ACTFL Connections: Acquiring New Information (Standard 3.2) Present information, concepts, and ideas for their Senior Capstone Projects to the class.

ACTFL Culture: Products and Perspectives (Standard 2.2) Demonstrate an understanding of the relationships between the products, practices, and perspectives of Italian and American cultures in relation to their Senior Capstone Project topics.

Unit Essential Questions

- How does one’s passion relate to oneself, to what we have learned in class, and to Italian culture?

Scope and Sequence

- Student completion of Capstone Project Brainstorming Sheet
- Vocabulary specific to Senior Capstone Project topic
- Reading and text-based questions related to the student’s Italian information source
- Student completion of notetaking and feedback sheets for each of the Senior Capstone Projects

Assured Assessments

Formative Assessment:

Students will read an authentic Italian article in relation to their Senior Capstone Projects. Students will complete reading questions to check for understanding. This will be checked for completion and understanding and count as a classwork grade. It is inherently a guided reading and has built-in scaffolding for differentiation. Excelling students may review more than one Italian resource.
Summative Assessment:

Students will choose a topic they are passionate about within the confines of the *Immagina* text and create a demonstration about how this topic relates to the products, practices, and perspectives of Italian culture. This project will be graded using the World Language Presentational Speaking Rubric. This assessment will be factored into the course grade as two test grades.

**Resources**

**Core**
- *Immagina*

**Supplemental**
- *Immagina* Supersite Activities
- *Immagina* Student Activities Manual

**Time Allotment**
- Approximately 5 weeks
COURSE CREDIT

One credit in World Language
One class period daily for a full year

PREREQUISITES

Italian III

CURRENT REFERENCES


ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- World Language Presentational Speaking Rubric
# Trumbull High School School-Wide Writing Rubric

<table>
<thead>
<tr>
<th>Category/Weight</th>
<th>Exemplary</th>
<th>Goal</th>
<th>Working Toward Goal</th>
<th>Needs Support</th>
</tr>
</thead>
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<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1-0</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Student work:</td>
<td>Student work:</td>
<td>Student work:</td>
<td>Student work:</td>
</tr>
<tr>
<td>X_______</td>
<td>• Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task</td>
<td>• Establishes a purpose • Demonstrates an awareness of audience and task</td>
<td>• Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Student work:</td>
<td>Student work:</td>
<td>Student work:</td>
<td>Student work:</td>
</tr>
<tr>
<td>X_______</td>
<td>• Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions</td>
<td>• Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions</td>
<td>• Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Student work:</td>
<td>Student work:</td>
<td>Student work:</td>
<td>Student work:</td>
</tr>
<tr>
<td>X_______</td>
<td>• Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples</td>
<td>• Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples</td>
<td>• May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples</td>
<td>• Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples</td>
</tr>
<tr>
<td><strong>Use of Language</strong></td>
<td>Student work:</td>
<td>Student work:</td>
<td>Student work:</td>
<td>Student work:</td>
</tr>
<tr>
<td>X_______</td>
<td>• 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</td>
<td>• Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning</td>
<td>• Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning</td>
<td>• Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning</td>
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## World Language Presentational Speaking Rubric

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<th>Purpose</th>
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<th>3 Goal</th>
<th>2 Working Towards Goal</th>
<th>1 / 0 Needs Support</th>
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</thead>
<tbody>
<tr>
<td>concentrates on: task requirements</td>
<td>Establishes and maintains a clear purpose; Demonstrates an insightful understanding of audience and task</td>
<td>Establishes and maintains a purpose; Demonstrates an accurate awareness of audience and task</td>
<td>Establishes a purpose; Demonstrates an awareness of audience and task</td>
<td>Does not establish a clear purpose; Demonstrates limited/no awareness of audience and task</td>
</tr>
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<th>Topic Development</th>
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<th>3 Goal</th>
<th>2 Working Towards Goal</th>
<th>1 / 0 Needs Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>concentrates on: thoroughness, organization, accuracy</td>
<td>Relevant, accurate, well developed, well organized, and richly detailed</td>
<td>Relevant, accurate, organized, and detailed</td>
<td>Somewhat irrelevant, limited accuracy, some organization, and limited details</td>
<td>Irrelevant, inaccurate, and lacks organization and details</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Use and Structure</th>
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<th>3 Goal</th>
<th>2 Working Towards Goal</th>
<th>1 / 0 Needs Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>concentrates on: target language, vocabulary, grammar</td>
<td>Highly effective use and control of level-appropriate structures</td>
<td>Effective use of level-appropriate structures</td>
<td>Some use of level-appropriate structures</td>
<td>Limited or no use of simple structures</td>
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<th>Delivery</th>
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<th>3 Goal</th>
<th>2 Working Towards Goal</th>
<th>1 / 0 Needs Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>concentrates on: comprehensibility and overall public speaking skills</td>
<td>Articulate expression, pronunciation, and intonation; Clear voice, engaging presence</td>
<td>Ease of expression; Mostly accurate pronunciation and intonation; Clear voice</td>
<td>Some hesitation; Some inaccurate pronunciation and intonation</td>
<td>Much hesitation; Little to no fluency</td>
</tr>
</tbody>
</table>

Other

May add Visual Communication for fifth category of evaluation for presentations.
TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: July 29, 2016

Title of Text: *Immagina* 2nd Edition

Author: Cummings, Frenquelluci, Pastorino

Publisher: Vista Higher Learning

Year Published: 2016

ISBN Number: 978-1-62680-866-9

Core or Supplemental: Core

Course: Italian Conversation & Culture III, Italian III ACP, and Italian III Honors

Grade Level: 10-12

(If applicable) Replaces text: *Prego* (for Italian Conversation & Culture III); *Ciao!* (for Italian III ACP and Italian III Honors)

Rationale for adopting new text: On March 15, 2016, the Board of Education approved the use of *Immagina* for Italian IV ACP and Italian IV Honors. Since that point, the text has been very successful in those courses, and recent curriculum development integrates the later chapters of *Immagina* into Italian IV. The earlier chapters will be a welcome improvement to the Italian III curriculum at all levels. The current textbook and resources do not match the needs of our learners. The *Immagina* series did not exist at the time of selection of the current textbook and is a superior upgrade from what was formerly available. The technology in the current book is limited, while the *Immagina* series has a plethora of material for both students and teachers, including a testing series, an online workbook, film study, supersite, lab activities, and more. Formative and summative assessments are provided for the teacher at each level of each chapter. In addition, having the same textbook series available for all three levels of Italian III will create additional consistency and alignment among the three levels of students and Italian teachers, therefore allowing more opportunities for academic growth and collaboration across levels.

Text Description:
This market-leading intermediate Italian program is designed to provide students with an active and rewarding learning experience as they strengthen their language skills and develop their cultural competency. *Immagina* takes an interactive, communicative approach. It focuses on real communication in meaningful contexts to develop and consolidate students’ speaking, listening, reading, and writing skills. *Immagina* features a fresh, magazine-like design that engages students while integrating thematic, cultural, and grammatical concepts within every section of the text.

Strengths:
The selection and number of reading passages allows this book to be extended for the Honors program. This book is more user-friendly for these advanced students and accessible enough that students will feel comfortable in an Honors-level course. The book is organized by thematic units, with essential questions introduced at the outset of each chapter within cultural contexts from which to view the

---

1 “Core” refers to a resource that must be used by all students for attainment of course goals.
content. Additionally, students will have access to the textbook online so that they have the material with them wherever they are within reach of a device. The supersite allows for further practice at home, and student work can be submitted directly to the teacher for immediate feedback. These supplemental materials provide both and flexibility to varying levels of student achievement.

**Weaknesses:**
There are five reading passages in each unit. Two or three would be ideal even though all units explore the topic from different angles. Although this is a relative weakness, this is also a strength because it provides the teacher with a selection from which to choose the most appropriate passages and focus.

Prepared by: Susanna Lavorgna-Lye, World Languages Department Chair

Reviewed by:

<table>
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<th>Date</th>
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<tbody>
<tr>
<td>Director of Curriculum, Instruction, &amp; Assessments</td>
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<tr>
<td>Board of Education Curriculum Committee Member</td>
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<td>Board of Education Curriculum Committee Member</td>
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</table>
TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

FRENCH IV
Grades 10-12
World Languages Department
2016
(Last revision date: 2009)

Curriculum Writing Team
Susanna Lavorgna-Lye            Department Chair
Mary Grace Currie               French Teacher

Jonathan S. Budd, Ph.D., Director of Curriculum, Instruction, & Assessments
French IV  
Grades 10-12  
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.
CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

French IV follows the American Council for the Teaching of Foreign Language Guidelines and National Standards for Learning Language and the Connecticut Core Standards. This course is geared toward an integrated approach to the study of the language with an emphasis placed on communicative skills based upon the 5 “C’s” of language learning. The course enhances speaking and listening skills as various activities afford the student the opportunity to respond to topics presented in the text and from authentic auditory sources. Students will study global issues facing our world today such as the environment, globalization, technology advances, media influence, communities in transition, and justice and human rights. The students’ own culture and society will be compared with the cultures of French-speaking countries around the world. Authentic resources such as short film clips, television ads, and full-length films, as well as cultural readings and literature, will add to students’ enriched understanding and perspectives. Previously learned grammatical skills will be reviewed and new skills presented, in order to enable the student to converse, understand, read, and write with greater precision. The student will be able to both discuss and write on aspects of personal life as well as societal and global issues with greater fluency and sophistication. Students will also be guided in the use of the Internet as a tool to research chosen topics.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

At the completion of this course, students will:

CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings
or language that is particularly fresh, engaging, or beautiful.

CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.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.

CCSS.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.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The following standards derive from the 2007 International Society for Technology in Education Standards.

At the completion of this course, students will:

**ISTE Research and Information Fluency (Standard 3)**

Students apply digital tools to gather, evaluate and information.

a. Plan strategies to guide inquiry
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
d. Process data and report results

**ISTE Digital Citizenship (Standard 5)**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

c. Demonstrate personal responsibility for lifelong learning

d. Exhibit leadership for digital citizenship

The following standards derive from the 2012 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages:

At the completion of this course, students will:

<table>
<thead>
<tr>
<th>Interpretive Communication (Standard 1.2)</th>
<th>Demonstrate comprehension of content from authentic audio and visual resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultures: Practices and Products (Standards 2.1 and 2.2)</td>
<td>Examine, compare and reflect on products, practices, and/or perspectives of the target culture(s). Interpret the principal elements of technical, informational and narrative literary texts on topics of current and historical importance to the target culture.</td>
</tr>
<tr>
<td>Communities: Beyond the School Setting (Standard 5.1)</td>
<td>Interpret authentic written and aural texts within the communities of the target language.</td>
</tr>
<tr>
<td>Presentational Communication (Standard 1.3)</td>
<td>Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</td>
</tr>
<tr>
<td></td>
<td>• Produce a variety of creative oral and written presentations (e.g., original story, personal narrative, script).</td>
</tr>
<tr>
<td></td>
<td>• Retell or summarize information in narrative form, demonstrating a consideration of audience.</td>
</tr>
<tr>
<td></td>
<td>• Create and give persuasive speeches and write persuasive essays.</td>
</tr>
<tr>
<td></td>
<td>• Produce expository writing.</td>
</tr>
<tr>
<td>Comparisons: Culture (Standard 4.2)</td>
<td>Demonstrate understanding of the nature of culture through</td>
</tr>
</tbody>
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French IV
Connections: Acquiring New Information (Standard 3.2)

Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

- Develop an extended presentation on an academic, cultural, or career topic keeping audience, context, and purpose in mind.
- Utilize a variety of sources and reference these sources accurately, including international and domestic sources in the target language (e.g., heritage/immigrant community newspapers, radio and TV broadcasts, or websites).
- Identify and weigh relevant evidence to address globally significant researchable questions.

Interpersonal (Speaking & Listening; Reading & Writing) (Standard 1.1)

Engage in conversations, provide and obtain information, express, feelings and emotions, and exchange opinions.

- Exchange in the oral exchange of ideas in formal and informal situations.
- Elicit information and clarify meaning by using a variety of strategies.
- State and support opinions in oral interactions.
- Self-monitor and adjust language production.
- Converse in ways that reflect knowledge of the target cultural communities (e.g., geographic, historical, comparisons of the culture studied and one’s own.)
artistic, social, and/or political).
- Exchange, support, and discuss opinions and individual perspectives on global issues or historical themes.

**COURSE ENDURING UNDERSTANDINGS**

- Students will understand differences between the United States and French-speaking countries of the world, with emphasis on Francophone Africa, in areas of economics, culture, lifestyle, government, education, healthcare, etc.
- Students will understand some of the challenges involved in our changing societies due to globalization, immigration, media, technological growth, and other influences.
- Students will gain deeper insight into French language and culture through reading a novel and several short stories, articles, and poems.
- Students will understand the value of communication among individuals, within families and generations, and among differing cultures.
- Students will understand the importance of laws, justice, and human rights.
- Students will evaluate global environmental challenges.

**COURSE ESSENTIAL QUESTIONS**

- Why is communication among people and cultures important?
- To what extent are the changes that have happened and are happening in our world and within society beneficial?
- What rights and responsibilities does each of us have, or should each of us have, in this world?
- What is my place in this society and how can I contribute to the whole?

**COURSE KNOWLEDGE & SKILLS**

- Students will know about countries in the Francophone world that are very different from our own.
- Students will know how to write an organized composition or essay in a class period.
- Students will know how to analyze French literature and poetry.
- Students will know how to conduct research in French for a presentation.
- Students will know the vocabulary to speak about feelings, relationships, family, city life, politics, law, government, media (TV, film, the press), technology, scientists, problems and solutions in society, the natural world, and environmental issues.
- Students will be able to speak about the past using the necessary verb tenses.
- Students will be able to know when and how to use the subjunctive.
- Students will be able to express ideas for the future.
- Students will be able to better understand authentic sources of spoken French.
- Students will be able to discuss issues of importance in their lives, community, and world.
- Students will be able to speak spontaneously in natural dialogues of everyday life and ask questions for information.
- Students will learn to use the resources of the Vista Higher Learning website to study and practice skills.
COURSE SYLLABUS

Course Name
French IV

Level
Advanced College-Preparatory

Prerequisites
French III

Materials Required
None

General Description of the Course
French IV follows the American Council for the Teaching of Foreign Language Guidelines and National Standards for Learning Language and the Connecticut Core Standards. This course is geared toward an integrated approach to the study of the language with an emphasis placed on communicative skills based upon the 5 “C’s” of language learning. The course enhances speaking and listening skills as various activities afford the student the opportunity to respond to topics presented in the text and from authentic auditory sources. Students will study global issues facing our world today such as the environment, globalization, technology advances, media influence, communities in transition, and justice and human rights. The students’ own culture and society will be compared with the cultures of French-speaking countries around the world. Authentic resources such as short film clips, television ads, and full-length films, as well as cultural readings and literature, will add to students’ enriched understanding and perspectives. Previously learned grammatical skills will be reviewed and new skills presented, in order to enable the student to converse, understand, read, and write with greater precision. The student will be able to both discuss and write on aspects of personal life as well as societal and global issues with greater fluency and sophistication. Students will also be guided in the use of the Internet as a tool to research chosen topics.

Assured Assessments

Formative Assessments:

- Vocabulary and grammar quizzes (Units 1, 2, 3, 5, 6, 7, 8)
- Skit related to personality and relationships (Unit 1)
- Written responses to J’attendrai le suivant . . . (Unit 2)
- Oral recording on film of student’s choice (Unit 3)
- Group discussions on media influence (Unit 3)
- Interviews of classmates (Unit 4)
- Skit related to global ideas (Unit 4)
- Written response to Samb et le commissaire (Unit 5)
- Reflective paper based on peers’ presentations on French-speaking African countries (Unit 5)
• Skit related to family relationships (Unit 6)
• Short written composition based on the concept of “baobabs” in Le Petit Prince (Unit 6)
• Dialogue representing a conversation about the future between friends (Unit 7)
• Written summaries of and reflections on Le Petit Prince (Unit 7)
• Student-led discussions on Le Petit Prince (Unit 7)
• Written e-mail based on environmental concern (Unit 8)
• Oral recording about environmental issues (Unit 8)

Summative Assessments:

• Unit Tests (Units 1, 2, 3, 4, 5, 6, 7, 8)
• Five-paragraph written composition on important memory (Unit 2)
• In-class written composition based on Les Choristes (Unit 3)
• Research and presentation on country in French West or North Africa or Lebanon (Unit 5)
• Research and presentation on famous science topic (Unit 7)
• Two written compositions on Le Petit Prince (Unit 8)
• Midterm and final examinations

Core Texts

Imaginez Supersite Activities
Imaginez Student Activities Manual

Supplemental Texts

Les Choristes
Current news from TV5 (French TV) and Euronews
French Three Years
Le Petit Prince
Poems of teacher’s choices from French-speaking parts of Africa
Reprise
Samb et le commissaire short film
Vista Higher Learning Supersite film clips
## UNIT 1

*Ressentir et Vivre: Our Personality and Relationships*

### Unit Goals

At the completion of this unit, students will:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.SL.11-12.1</td>
<td>Participate in discussions with a partner on their personality and their friends’ and family members’ personalities. They will survey other classmates about relational issues.</td>
</tr>
<tr>
<td>ACTFL Interpersonal (Standard 1.1)</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.11-12.4</td>
<td>Read “<em>Le Pont Mirabeau</em>” by Apollinaire and determine meaning of words and phrases, analyze tone, and discuss meaning and impact as a class.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.11-12.10</td>
<td>Read and demonstrate comprehension of Apollinaire’s poem via an assessment following the study of the poem.</td>
</tr>
<tr>
<td>ACTFL Presentational Communication (Standard 1.3)</td>
<td>Create and present to the class a dialogue keeping audience, context, and purpose in mind.</td>
</tr>
</tbody>
</table>

### Unit Essential Questions

- What is my personality like?
- How do I communicate my feelings to others?
- How do I ask important questions to others?
- What do friendship and family relationships mean to me?

### Scope and Sequence

- Vocabulary of relationships, feelings, personality, and civil state
- Cultural reading on friendship between France and USA
- Advertisement from French TV about communication
- Spell-change verbs, idiomatic expressions, and question formation to use in talking and writing about relationships
- Discussion on cultural heritage and family traditions
- Reading of and listening to article on Cajun culture in Louisiana.
- Reading and discussion of “*Le Pont Mirabeau*”

### Assured Assessments

Formative Assessment:

Students will perform a skit in which they ask one another about their courses, parents, friends, (with emphasis on personality and relationship), pastimes, food, etc. They are to incorporate new vocabulary, idiomatic expressions, and a variety of questions. This will be evaluated with the
World Language Interpersonal Speaking Rubric. The teacher will use the Kagan method to pair a strong and a less strong student together. This will count as a quiz grade in the formative assessment category of the gradebook.

Other formative assessments will include vocabulary and grammar quizzes, short writing practices, and speaking and listening exercises using the lab manual of the Vista Higher Learning website. There will be a quiz on Apollinaire’s poem after reading it together and individually, completing comprehension exercises, and class discussion.

Summative Assessment:

Students will have a unit test to include: listening to an authentic dialogue about a relationship and answering open-ended questions after; vocabulary fill-in and grammar sections in which the appropriate questions must be written by the student for the answers given in dialogues; reading comprehension of a conversation on friendships and answering both open-ended comprehension questions and a personal response; and finally a composition on what to do, or not do, to keep friends. The composition will be assessed for content, style, and grammar, and will count as a test grade.

Resources

Core
- Imaginez
- Imaginez Supersite Activities
- Imaginez Student Activities Manual

Supplemental
- Reprise
- Vista Higher Learning Supersite film clips

Time Allotment
- Approximately 1 month
UNIT 2

Habiter en Ville: Living in the City

Unit Goals

At the completion of this unit, students will:

ACTFL Interpretive Communication (Standard 1.2) Watch the short film *J’attendrai le suivant...* and answer comprehension and opinion questions after viewing. In groups of three, write two different endings to the film: both happy and sad.

CCSS.ELA-Literacy.RI.11-12.6 Read the article “Tout bouge autour de moi” by Dany Laferrière, and answer questions analyzing the article and providing textual evidence in responses.

ACTFL Presentational Communication (Standard 1.3) Write a personal journal narrative of a memorable event in five paragraphs, telling what happened, how the student reacted, how the student was changed, and other details of the event, paying particular attention to the use of adjectives and adverbs.

Unit Essential Questions

- To what extent does living in the city make it easier to meet people or not?
- What is implied by urban living?
- Where would I like to live in the future?
- How can I describe the differences among urban, suburban, and country living?

Scope and Sequence

- Vocabulary of places, people, signs, and activities in a city
- Viewing of the award-winning short film on relationships *J’attendrai le suivant...*
- Marseille and Lyon cultural reading
- Advertisement from French TV about bike service in the city
- Reflexive and reciprocal verbs
- Adjectives and adverbs
- Reading of and listening to “La Fête de Musique”
- Reading and discussion of the article “Tout bouge autour de moi” about the Haiti earthquake.
Assured Assessments

Formative Assessment:

Following the viewing of the short film *J’attendrai le suivant* . . ., students will individually answer questions of comprehension and personal response. In groups of three, students will write two new endings to the short film, writing five to six sentences for both a happy and sad ending. These will be shared with the whole class. Group participation, as well as quality of written work, will be assessed.

Other formative assessments will include quizzes on grammar and vocabulary.

Summative Assessment:

Students will write about a memorable, eventful time in their lives. This will be in five journalistic paragraphs, following the example of the account of the earthquake in Haiti in Laferrière’s article. Students will write home and will be assessed using the THS writing rubric.

Students will also complete a unit test comprised of unit-related listening, vocabulary, grammar, readings, and two writing prompts. Each of the two writings will be assessed using the THS writing rubric.

Resources

Core
- *Imaginez*
- *Imaginez* Supersite Activities
- *Imaginez* Student Activities Manual

Supplemental
- *French Three Years*
- *Reprise*
- Vista Higher Learning Supersite film clips

Time Allotment

- Approximately 1 month
UNIT 3
L’influence des Médias: The Influence of the Media

Unit Goals

At the completion of this unit, students will:

ACTFL Cultures: Practices and Products (Standards 2.1 and 2.2) Examine and reflect on cultural and historic perspectives in the film Les Choristes in comparison with students’ own lives.

CCSS.ELA-Literacy.SL.11-12.1 In groups, discuss the influence of media in their lives as well as the changes since their parents and grandparents were young and any imagined changes to come, reflect on which form of media is the most influential, and present their conclusions to the class.

ACTFL Presentational Communication (Standard 1.3) Summarize in narrative form the story of Les Choristes using past tenses.

Unit Essential Questions

- What influences do the media have in my life?
- Are the influences of the media too strong?
- How have forms of media changed in my lifetime and during the lives of my parents and grandparents?
- Has the impact of media on people changed in the past fifty years?
- What media do I use the most for information, for entertainment, for connection with others and the world?
- Is it more or less easy to be informed now than in the past?
- Are words or pictures more powerful?

Scope and Sequence

- Vocabulary of media in general, people involved in media, films and television, and the press
- Viewing of a short clip on a return to print form of news
- Passé composé
- Imparfait
- Using both past tenses together to tell a story in the past
- Verbs that change meaning in one tense or another
- Cultural reading on Québec
- Viewing and discussion of the film Les Choristes
Assured Assessments

Formative Assessment:

Students will prepare at home and then record themselves in the language lab speaking about a film of their choosing. This will be thought about and prepared ahead of time, but recorded without notes. Students must use the past tenses and the newly learned vocabulary to describe the setting, the action, the characters, the direction, etc. This will be assessed using the World Language Presentational Speaking Rubric.

In groups, students will discuss the influence of the media in their lives and the lives of their parents, grandparents, etc. Group conclusions will be presented to the whole class and assessed as a group grade using the World Language Presentational Speaking Rubric.

Grammar quizzes on the past verb tenses and a vocabulary quiz will also be used as formative assessments.

Summative Assessment:

After viewing *Les Choristes*, students will write an in-class composition in response to the film explaining the story to a friend, using the two past tenses. A description of time period, setting, actors, and events of story should be included. Students will express how they felt in response to the story and characters as well as other aspects of the film. Students will conclude by explainin why they would or would not recommend the film. This writing will count as a test grade and be assessed using the THS Writing Rubric.

Students will also complete a unit test comprised of listening, reading, grammar, and writing, showing mastery of all material covered in the unit.

Resources

Core
- *Imaginez*
- *Imaginez* Supersite Activities
- *Imaginez* Student Activities Manual

Supplemental
- *French Three Years*
- *Les Choristes*
- *Reprise*
- Vista Higher Learning Supersite film clips

Time Allotment
- Approximately 1 month
UNIT 4
La Valeur des idées: The Value of Ideas

Unit Goals

At the completion of this unit, students will:

ACTFL Comparisons: Culture (Standard 4.2)  Compare their culture, in terms of freedom and equality, with the cultures of other countries in the world.

CCSS.ELA-Literacy. RI.11-12.1
CCSS.ELA-Literacy. RI.11-12.2
CCSS.ELA-Literacy. RI.11-12.5  Read the article “Haïti, soif de liberté” (“Haiti, thirsty for freedom”), find the central ideas, and analyze using textual evidence how those ideas are presented and developed. Compare the story of Haiti and the fight against slavery with the ideas stated in Article 1 and Article 6 of the “Declaration of the Rights of Man and of Citizens” and the ideas of the French Revolution, considering how the US fight for independence was similar and different. Write a summary of the text with a conclusion answering the question “Does equality exist for everyone in our country and throughout the world? Why or why not?”

CCSS.ELA-Literacy.SL.11-12.1  Debate with others in the class about issues of public security versus individual liberty, rights and responsibilities as citizens, etc.

ISTE Digital Citizenship (Standard 5)
ACTFL Communities: Beyond the School Setting (Standard 5.10)  Understand human, cultural and societal issues related to technology by evaluating news sources from the French-speaking world during in-class discussions and debates on issues of freedom, security, political systems, and justice.

Unit Essential Questions

- What gives value to an idea: its originality or the impact it has on society?
- How can a new idea bring changes to people and society?
- What are different political systems?
- What are the universal rights of man?
- What are some things that threaten security, or hinder justice or people’s rights in our world?
- What does being a good citizen of our community and world mean?
Scope and Sequence

- Vocabulary of laws, rights, politics, people involved in politics, law and government, security, and threats to security
- Viewing and discussion of video of interviews of young Belgians giving their opinions on voting and the election process
- Discussion in pairs and as a whole class on views of city, state and national elections
- The “plus-que-parfait”: its formation and uses
- “Si” clauses
- Negation and negative expressions
- Indefinite adjectives and pronouns
- Irregular “ir” verbs
- Use of all grammar elements in communication on laws, security, and politics
- Reading and discussion of article “Haïti, soif de liberté” (“Haiti, thirsty for freedom”) based on questions of comprehension and opinion
- Viewing and discussion of news from TV5 (French TV) and Euronews

Assured Assessments

Formative Assessment:

After listening to the interviews of young people in Belgium concerning politics, students will conduct their own interviews of classmates followed by whole-class discussion.

Students will also prepare and perform skits of a discussion between two or three people on subjects of voting, government, and election issues such as the economy, health, equal rights, and security. The skit will include “si” clauses, negative expressions, and indefinite adjectives and pronouns. A typed copy will be handed in and assessed as a group grade; each individual will be assessed on his/her oral presentation of the skit using the World Language Interpersonal Speaking Rubric.

Summative Assessment:

Students will complete a shortened unit test with listening, reading, grammar, and writing skills based on the content of the unit. The midterm examination will follow this unit and will include everything learned in Units 1-4.

Resources

Core
- Imaginez
- Imaginez Supersite Activities
- Imaginez Student Activities Manual

Supplemental
- Current news from TV5 (French TV) and Euronews
- French Three Years
- Reprise
• Vista Higher Learning Supersite film clips

**Time Allotment**

• Approximately 1 month
UNIT 5

La Societe en Evolution: Society in Evolution

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of the short film Samb et le commissaire, which deals with immigration and prejudice. Students will write their response to the questions “Do prejudice, stereotyping, and racism exist in our society as seen in the film?” “How can these be combatted?” and “What can we learn from this film?”

CCSS.ELA-Literacy.W.11-12.7 Students will conduct research to answer the question “How does a country [of their choosing] in French-speaking Africa differ from our own? Students will synthesize multiple sources to demonstrate understanding of this subject.

ISTE Research and Information Fluency (Standard 3) Students will apply digital tools to gather, evaluate, synthesize and use information from a variety of sources in their research of a country in French-speaking Africa or the Middle East.

CCSS.ELA-Literacy.SL.11-12.5 Students will make strategic use of digital media (textual, graphical, audio and visual) in their presentation of their French-speaking country to the class in order to enhance their findings, reasoning, and evidence and to add the interest of digital media.

ACTFL Presentational Communication (Standard 1.3) Students will present information, concepts, and ideas to an audience of listeners. They will conduct extended research on the academic and cultural topic of French-speaking Africa in comparison with the USA. Their presentation will keep audience, context and purpose in mind.

ACTFL Connections: Acquiring New Information (Standard 3.2) Students will use a variety of sources, including international and domestic sources, and reference these sources accurately in the target language in their research for “Les pays d’Afrique francophone” project. They will identify and weigh relevant evidence to address globally significant researchable questions such as income per capita,
French IV

ACTFL Comparisons: Culture (Standard 4.2)

Students will gain an understanding of the nature of culture through comparing their own culture with that of their chosen African country.

Unit Essential Questions

- To what extent do racism, stereotyping, and prejudice exist in our society?
- How can we combat racism and prejudice?
- What other problems threaten a peaceful society here and in other parts of the world, and what are some solutions to these challenges?
- What effect is immigration having in the world?
- What changes is globalization bringing?
- How does multiculturalism enrich society?
- How does one balance the importance of guarding different cultural heritages while encouraging integration and assimilation into a host culture?
- How does our country compare with the countries of French-speaking Africa?
- How are cultural traditions kept alive?
- How do stories impact our culture?

Scope and Sequence

- Vocabulary of crises and horizons, movements and changes in society, and problems and solutions societies face
- Viewing of the short film *Samb et le commissaire* with pre-viewing and post-viewing questions, and discussion of immigration, prejudice, and stereotyping versus tolerance of outsiders
- Grammar topics of partitives and quantity expressions, pronouns “y” and “en,” and order of pronouns, including grammar in the context of conversations on unit issues
- Discussions and writing on challenges that societies today face with multiculturalism, immigration, and globalization
- In-depth research of French-speaking African countries
- Class presentations of research projects with note-taking by peers
- Self-evaluation of learning from African country projects
- Reading and discussion of article “Les Griots, maitres de la tradition orale”
- Reading of several poems from Francophone Africa

Assured Assessments

Formative Assessment:

After learning the unit vocabulary on crises and challenges in society today, specifically in areas of immigration and prejudices, students will view the award-winning short film *Samb et le commissaire*. Following the film students will write a timed response to the prompt “Give examples of how you have seen stereotyping, racism, and prejudice in our own society and in
our world and what you think are some causes and solutions.” The writing will be assessed using the THS Writing Rubric.

There will also be formative quizzes on vocabulary, grammar, and cultural readings. Also, following the class presentations on French-speaking African countries, students will write an reflective paper on what they learned from their own work and their peers’ presentations.

Summative Assessment:

Students will choose a country in French West or North Africa or Lebanon and will conduct extensive guided research on their country in the target language and in English. Each student will research essential information on geography, population (age distribution), life expectancy, general health, standard of living, education, literacy, and the role of women. Research will also include the form of government, the economic production, the income per capita, and any political struggles. Students may include a brief history of the country, including any famous people, as well as the culture expressed in music, art, architecture, and literature. Students may choose to focus on certain aspects for their particular country, such as a famous wildlife preserve or a recent disease crisis or political turmoil. Finally an analysis and comparison of this country with other nations, including our own, will be made. Students must include sources, and students’ notes and sources will be handed in. The research will be presented to the class using the technology of each student’s choice (e.g., Prezi, WeVideo, iMovie, Power Point, etc.). Each presentation will last five minutes maximum, with the student speaking only with notes, not with a script. All students, while listening to others, will complete a note-taking worksheet for each presentation and are expected to ask questions of presenters. The presentation will be assessed using the World Language Presentational Speaking Rubric.

Students will also complete a unit test comprised of all material covered in the unit, involving listening and reading comprehension, open-ended questions, grammar usage, and a composition focused on one of two choices, either “Is immigration good for the economy of a country?” or “Is it necessary to learn the official language of a country in order to live there?”

Resources

Core
- Imaginez
- Imaginez Supersite Activities
- Imaginez Student Activities Manual

Supplemental
- French Three Years
- Poems of teacher’s choice from French-speaking parts of Africa
- Reprise
- Samb et le commissaire short film
- Vista Higher Learning Supersite film clips

Time Allotment
- Approximately 6 weeks
UNIT 6
Les Generations Qui Bougent: Changing Generations

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.11-12.2 Read *Le Petit Prince* to find central ideas and themes in the text, ones related to solitude, relationships, imagination, love, and tracing, and analyzing the ideas’ and themes’ development over the course of the story, seeing how they interact and build on one another.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on various topics from *Le Petit Prince*. Students will build on one another’s ideas and express their own clearly and persuasively in small-group and large-group discussions. Students will each be given the role of preparing to lead the discussion of one chapter of the text.

CCSS.ELA-Literacy.W.12.4 Students will write clear, organized, coherent essays in response to literature while reading *Le Petit Prince*. Students will also write essays on changes and difficulties among different generations and personal reflections on their family relationships.

ACTFL Presentational Communication (Standard 1.3) Students will create original skits of a conversation between parents and adolescents using the subjunctive and irregular “re” verbs and the vocabulary of the unit.

ACTFL Comparisons: Culture (Standard 4.2) Students will compare French and American adolescents in their use of cell phones and parent-teen relationships.

Unit Essential Questions

- If the experiences of one generation vary greatly from those of the following generation, does that mean necessarily that there will be a lack of understanding between the generations?
- How can parents and their children find togetherness and understanding?
- What major changes have occurred in the past fifty+ years?
- Is life harder or easier now than when my parents or grandparents were young?
- How will my relationship to my parents change in the future?
• What makes a happy childhood and happy teen years?
• In what way do I communicate most with my friends (face-to-face, texting, calling, e-mailing, tweeting, etc.)? And with my family? Is there a similar generation gap in terms of technology between French teens and their parents as there is between American teens and their parents?
• What lessons can be learned from Le Petit Prince, especially about relationships?
• How is it that people sometimes seem to live alone on their own planets?
• What are my hopes, desires, and emotions about life and relationships now and in the future?

Scope and Sequence

• Vocabulary of family members and family life, including cooking, personalities, life stages, and generational vocabulary
• Viewing of French television advertisement about teens and their cell phones
• The subjunctive, regular and irregular
• Impersonal expressions that use the subjunctive after, for expressing necessity, will, doubt, desire, emotion, opinion, recommendations, etc.
• Writing of -mail to friend using recommendations, emotions, wishes, etc.
• Preparation and delivery of skit using subjunctive between parent(s) and teen(s)
• Reading of Chps. I-XII of Le Petit Prince, completing comprehension and open-ended reflection questions
• Student-led discussions on Le Petit Prince
• Relative pronouns and irregular “re” verbs
• Reading of job announcements including all grammar studied in this unit

Assured Assessments

Formative Assessment:

The topics of this unit being family relationships and generational gap misunderstandings that can result, students will prepare and perform skits between teens and parents. Skits will be required to include the subjunctive for expressing necessity, emotion, wishes, etc. and must include several irregular “re” verbs as well. Students will write and memorize the conversation and act out the scene in class. The World Language Interpersonal Speaking Rubric will be used to assess the performances.

Based on an idea presented in Le Petit Prince, students will also write a short composition on the subject of possible “baobabs” in our lives and our world, the idea of a “baobab” being something that begins small and innocuous but can grow into something huge and dangerous, something that can take over a life or the world and destroy it (e.g., rumors, drinking, hatred, pollution, and misunderstandings). The writing will be assessed using the THS Writing Rubric.

There will also be several small vocabulary and grammar quizzes as well as listening and speaking assessments.
Summative Assessment:

Students will complete a test including all aspects of Unit 6. Listening will be of questions of an interviewer to the student about the student’s experiences at Trumbull High; students must write logical answers. Students will also hear a short description of people and must define who they are using relative pronouns. Vocabulary of relationships and all grammar will be included. The test’s written composition will be on whether or not the student’s parents are afraid of teen driving, and why or why not. The writing will be assessed using the THS Writing Rubric.

Resources

Core
- *Imaginez*
- *Imaginez Supersite Activities*
- *Imaginez Student Activities Manual*

Supplemental
- *French Three Years*
- *Le Petit Prince*
- *Reprise*
- Vista Higher Learning Supersite film clips

Time Allotment
- Approximately 1 month
## UNIT 7

*Les Sciences et la Technologie: Science and Technology*

### Unit Goals

At the completion of this unit, students will:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.W.11-12.4</td>
<td>Produce a clear, coherent, organized composition in which they imagine a scientific or technological invention that will change the world in some way. They will describe the invention and explain how it will revolutionize our daily lives.</td>
</tr>
<tr>
<td>ISTE Digital Citizenship (Standard 5)</td>
<td>Demonstrate understanding of human, cultural and societal issues related to technology and its ethical use through discussions on advances in technology in last fifty years, including the benefits and the dangers that have accompanied these changes.</td>
</tr>
<tr>
<td>ACTFL Presentational Communication (Standard 1.3)</td>
<td>Create a written dialogue of friends talking about the future. They will use the future tense and the subjunctive to express thoughts on personal dreams and expectations as well as the future for our society, our country, and the world. Students are to demonstrate purpose, context, persuasion, and creativity in the dialogue.</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RL.11-12.4</td>
<td>Determine the impact of certain words and phrases, including figurative, connotative, or those with multiple meanings, in their reading of the second half of <em>Le Petit Prince</em> by Saint-Exupéry, analyzing how the author’s choice of words gives a fresh, engaging understanding to the reader and imparts beauty to the work.</td>
</tr>
<tr>
<td>ISTE Research and Information Fluency (Standard 3)</td>
<td>Locate, organize, evaluate, and report information from a variety of sources and digital tools related to an invention, an inventor, a scientific discovery, a scientist, or an engineering innovation from the French-speaking world. They will use these sources accurately in the target language, identifying evidence to speak about an issue of global importance and how this advance in science or technology affected the world.</td>
</tr>
<tr>
<td>ACTFL Connections: Acquiring New Information (Standard 3.2)</td>
<td></td>
</tr>
</tbody>
</table>
Unit Essential Questions

- Since the beginning of civilization, science, technology and new discoveries have expanded our horizons; how will they continue to do so in the future?
- Are there dangers in the application of new technologies and discoveries?
- What is the future I envisage for myself and others?
- Who are some people who have made a difference in the scientific world?
- What area of science or technology is the most interesting to me?
- How has technology affected our relationships?

Scope and Sequence

- Vocabulary of technology, invention, science, scientists, the universe, and astronomy
- Cultural readings and questions on Belgium, Switzerland, and Luxembourg
- Viewing of film clip on new advances in robotics in France
- Research of inventions, technological advances, and scientists from French-speaking countries
- The comparative and superlative of adjectives and adverbs
- Future regular and irregular, and after “quand,” “lorsque,” “dès que,” “tant que,” etc.
- The subjunctive after certain conjunctions, other conjunctions that are followed by indicative, and the past subjunctive
- Reading on cloning with discussion of ethical choices
- Continued reading and discussion of *Le Petit Prince*

Assured Assessments

Formative Assessment:

In one class period, students will write a dialogue that is a conversation about the future between friends. The dialogue must include the subjunctive (including after conjunctions), the past subjunctive, the future tense, and the comparative and superlative. The conversation will include ideas for students’ personal futures, and suggestions and hopes for their friends and family and also larger ideas related to future events, changes, technological discoveries, etc. that will affect the future, perhaps globally. This writing will be assessed using the THS Writing Rubric.

Students will write summaries of and reflections on *Le Petit Prince* and will continue with student-led discussions per chapter. Quizzes on vocabulary, grammar, listening, comprehension, and speaking will also continue.

Summative Assessment:

Students will research a famous scientist, invention, technological or engineering creation from French-speaking world and present their findings to the class. The presentation will be assessed using the World Language Presentational Speaking Rubric.

A unit test will involve the skills of listening comprehension, short writing for grammar and vocabulary, reading comprehension with textual understanding, and open-ended questions and longer writing to be assessed using the THS Writing Rubric.
Resources

Core
- Imaginez
- Imaginez Supersite Activities
- Imaginez Student Activities Manual

Supplemental
- French Three Years
- Le Petit Prince
- Reprise
- Vista Higher Learning Supersite film clips

Time Allotment
- Approximately 1 month
UNIT 8
Les Richesses Naturelles: Our Natural Resources

Unit Goals

At the completion of this unit, students will:

ACTFL Cultures: Practices and Products (Standards 2.1 and 2.2)  Students will watch the documentary *Un héros de la nature gabonaise* concerning responsible forestry. They will preview by seeing stills from the film in the textbook *Imaginez* and reading the captions below. After viewing students will interpret the film’s principal elements and information on this topic of current significance.

ACTFL Comparisons: Culture (Standard 4.2)  Students will demonstrate understanding of the nature of culture through comparisons of the Gabon culture depicted and their own.

CCSS.ELA-Literacy.RL.11-12.2  Students will write final compositions upon completing their reading of *Le Petit Prince*. They will cite strong and clear textual evidence to support analysis of what the story says about various themes. They will draw inferences and conclusions from the text where viewpoints are explicit and also where the text leaves things uncertain, for example “What does the snake represent?” and “Did the little prince return to his planet?”

CCSS.ELA-Literacy.SL.11-12.1
CCSS.ELA-Literacy.SL.11-12.4  Students will initiate and participate effectively in a range of discussions on our natural world, the environment, natural disasters, challenges, and the necessity of preserving our environment. They will demonstrate an ability to build on others’ ideas and express their own clearly and persuasively.

CCSS.ELA-Literacy.W.11-12.4  Students will write a clear, coherent, persuasive e-mail to a corporation, or developer, responsible for pollution or endangering wildlife, explaining the problem, their concerns, and also their ideas for improvement of the situation in order to protect any animals or nature that are threatened.

Unit Essential Questions

- What must I do to preserve our natural resources and wildlife?
- What concerns do I have for the environment?
• What actions can we take as individuals and as a world community to protect the natural world?
• What causes the destruction of environment and biodiversity?
• What natural disasters have I experienced or learned about?
• Is sustainable development possible?
• What lifestyle changes must consumers of the future make in order to protect our natural world?

Scope and Sequence

• Vocabulary of nature, animals, natural phenomena, responsible use of nature, and threats to the environment
• Viewing of the documentary on forestry in Gabon, with pre-viewing and post-viewing activities
• Paired discussion on topics raised in the film, followed by whole-class debate on relevant environmental issues
• Viewing of short clip from French television of publicity by Greenpeace
• Past conditional and use of “si” clauses
• The future perfect to describe an action that will have occurred before another action in the future
• Future predictions (personal and global) using “si” clauses and future perfect and future tenses
• Response to two quotations, one seeing our world as a gift to care for and pass on, the other more of a live-life-now perspective

Assured Assessments

Formative Assessment:

Students will write an e-mail to a company to express concern about polluting being done or actions endangering wildlife or the environment. In presenting possible solutions, they are to use formal, polite language along with persuasiveness and passion for the issue. The writing will be assessed using the THS Writing Rubric.

Students will record in the language lab their responses to various questions about their experiences in nature, places they would like to experience, and what concerns they have in relation to environmental issues and ideas of solutions and actions to help protect nature. The oral responses will be assessed using the World Language Interpersonal Speaking Rubric.

Short formative quizzes on vocabulary and grammar will also be included.

Summative Assessment:

Students will write two final compositions on Le Petit Prince after completing reading the novel. They will choose two topics from a list of ten. Their writing should demonstrate organization, understanding of theme, clear, accurate use of language, awareness of audience, and evidence from text in making conclusions. The two compositions will be assessed using the THS Writing Rubric and will count as a test grade.
Students will complete a shortened unit test with listening, reading, grammar, and writing skills based on the content of the unit. The final examination for the year will follow this unit.

**Resources**

**Core**
- *Imaginez*
- *Imaginez* Supersite Activities
- *Imaginez* Student Activities Manual

**Supplemental**
- *French Three Years*
- *Le Petit Prince*
- *Reprise*
- Vista Higher Learning Supersite film clips

**Time Allotment**
- Approximately 1 month
COURSE CREDIT

One credit in World Language
One class period daily for a full year

PREREQUISITES

French III

CURRENT REFERENCES


ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- World Language Interpersonal & Presentational Speaking Rubrics
## Trumbull High School School-Wide Writing Rubric

<table>
<thead>
<tr>
<th>Category/Weight</th>
<th>Exemplary 4 Student work:</th>
<th>Goal 3 Student work:</th>
<th>Working Toward Goal 2 Student work:</th>
<th>Needs Support 1-0 Student work:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>• Establishes and maintains a clear purpose</td>
<td>• Establishes and maintains a purpose</td>
<td>• Establishes a purpose</td>
<td>• Does not establish a clear purpose</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates an insightful understanding of audience and task</td>
<td>• Demonstrates an accurate awareness of audience and task</td>
<td>• Demonstrates an awareness of audience and task</td>
<td>• Demonstrates limited/no awareness of audience and task</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>• Reflects sophisticated organization throughout</td>
<td>• Reflects organization throughout</td>
<td>• Reflects some organization throughout</td>
<td>• Reflects little/no organization</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates logical progression of ideas</td>
<td>• Demonstrates logical progression of ideas</td>
<td>• Demonstrates logical progression of ideas at times</td>
<td>• Lacks logical progression of ideas</td>
</tr>
<tr>
<td></td>
<td>• Maintains a clear focus</td>
<td>• Maintains a focus</td>
<td>• Maintains a vague focus</td>
<td>• Maintains little/no focus</td>
</tr>
<tr>
<td></td>
<td>• Utilizes effective transitions</td>
<td>• Utilizes transitions</td>
<td>• May utilize some ineffective transitions</td>
<td>• Utilizes ineffective or no transitions</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>• Is accurate, explicit, and vivid</td>
<td>• Is accurate and relevant</td>
<td>• May contain some inaccuracies</td>
<td>• Is inaccurate and unclear</td>
</tr>
<tr>
<td></td>
<td>• Exhibits ideas that are highly developed and enhanced by specific details and examples</td>
<td>• Exhibits ideas that are developed and supported by details and examples</td>
<td>• Exhibits ideas that are partially supported by details and examples</td>
<td>• Exhibits limited/no ideas supported by specific details and examples</td>
</tr>
<tr>
<td><strong>Use of Language</strong></td>
<td>• Demonstrates excellent use of language</td>
<td>• Demonstrates competent use of language</td>
<td>• Demonstrates use of language</td>
<td>• Demonstrates limited competency in use of language</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates a highly effective use of standard writing that enhances communication</td>
<td>• Demonstrates effective use of standard writing conventions</td>
<td>• Demonstrates use of standard writing conventions</td>
<td>• Demonstrates limited use of standard writing conventions</td>
</tr>
<tr>
<td></td>
<td>• Contains few or no errors. Errors do not detract from meaning</td>
<td>• Contains few errors. Most errors do not detract from meaning</td>
<td>• Contains errors that detract from meaning</td>
<td>• Contains errors that make it difficult to determine meaning</td>
</tr>
</tbody>
</table>
# World Language Interpersonal Speaking Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 Exemplary</th>
<th>3 Goal</th>
<th>2 Working Towards Goal</th>
<th>1 / 0 Needs Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Broad range of topic related vocabulary and expressions, showing advanced, highly effective use of vocabulary</td>
<td>Appropriate, accurate and effective use of topic-related vocabulary and expressions</td>
<td>Some appropriate and competent use of topic-related vocabulary and expressions</td>
<td>Limited competency and use of topic-related vocabulary and expressions OR Interference from another language</td>
</tr>
<tr>
<td><strong>Task</strong></td>
<td>Insightfully fulfills the task with vivid details</td>
<td>Fulfills the task and performed what was asked</td>
<td>Fulfills tasks with fewer details than what was asked</td>
<td>Fulfills the task with few to no details</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Pronunciation and intonation are excellent. Student speaks clearly.</td>
<td>Pronunciation is effective. Student speaks clearly.</td>
<td>Pronunciation is adequate. Student speaks with hesitation but with some clarity.</td>
<td>Pronunciation is inadequate and/or incorrect.</td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
<td>Can be easily understood by the listener; the message is clear</td>
<td>Can be understood by the listener; the message is mostly clear</td>
<td>Can be somewhat understood; the message is partially clear</td>
<td>Can be understood only with great effort; the message is not clear</td>
</tr>
<tr>
<td><strong>Language Use and Structure</strong></td>
<td>Demonstrates a highly effective use of standard speaking practices that enhance communication.</td>
<td>Demonstrates effective use of standard speaking practices.</td>
<td>Demonstrates some appropriate use of standard speaking practices.</td>
<td>Demonstrates limited use of standard speaking practices. Contains errors that make it very difficult to determine communicative meaning.</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
World Language Presentational Speaking Rubric

<table>
<thead>
<tr>
<th>Purpose concentrates on: task requirements</th>
<th>4 Exemplary</th>
<th>3 Goal</th>
<th>2 Working Towards Goal</th>
<th>1 / 0 Needs Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes and maintains a clear purpose; Demonstrates an insightful understanding of audience and task</td>
<td>Establishes and maintains a purpose; Demonstrates an accurate awareness of audience and task</td>
<td>Establishes a purpose; Demonstrates an awareness of audience and task</td>
<td>Does not establish a clear purpose; Demonstrates limited/no awareness of audience and task</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic Development concentrates on: thoroughness, organization, accuracy</th>
<th>4 Exemplary</th>
<th>3 Goal</th>
<th>2 Working Towards Goal</th>
<th>1 / 0 Needs Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant, accurate, well developed, well organized, and richly detailed</td>
<td>Relevant, accurate, organized, and detailed</td>
<td>Somewhat irrelevant, limited accuracy, some organization, and limited details</td>
<td>Irrelevant, inaccurate, and lacks organization and details</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Use and Structure concentrates on: target language, vocabulary, grammar</th>
<th>4 Exemplary</th>
<th>3 Goal</th>
<th>2 Working Towards Goal</th>
<th>1 / 0 Needs Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly effective use and control of level-appropriate structures</td>
<td>Effective use of level-appropriate structures</td>
<td>Some use of level-appropriate structures</td>
<td>Limited or no use of simple structures</td>
<td></td>
</tr>
<tr>
<td>Articulate expression, pronunciation, and intonation; Clear voice, engaging presence</td>
<td>Ease of expression; Mostly accurate pronunciation and intonation; Clear voice</td>
<td>Some hesitation; Some inaccurate pronunciation and intonation</td>
<td>Much hesitation; Little to no fluency</td>
<td></td>
</tr>
</tbody>
</table>

Other

May add Visual Communication for fifth category of evaluation for presentations.
TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Advanced Placement United States Government & Politics
Social Studies Department

2016

Curriculum Writing Team
Kathy Rubano Social Studies Department Chair
Kathleen Boland Teacher
Rebecca Trzaski Teacher

Jonathan S. Budd, Ph.D., Director of Curriculum, Instruction & Assessments

AP United States Government and Politics
The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.
CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION

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

Students are encouraged to take the Advanced Placement United States Government and Politics Examination in May.

PHILOSOPHY

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

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

Through the course, students will understand the doctrines and historic background of the United States Constitution. Through research and dialogue, students will develop an increased knowledge and appreciation of the institutions of our constitutional democracy. Students will comprehend the fundamental principles and values by which our government was founded and will develop skills needed to become effective, responsible citizens today.
Finally, students will gain an increased understanding of and willingness to use democratic processes when making decisions and managing conflict and debate.
COURSE DESCRIPTION AND SYLLABUS

Course Name
Advanced Placement United States Government and Politics

Course Credit
½ Trumbull High School Social Studies credit

Prerequisites
Completion of Global Civilizations and/or departmental approval

General Description of the Course Content
This course will provide an opportunity for students to pursue and receive credit for college-level coursework. Advanced Placement United States Government and Politics will introduce students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course will examine politically significant concepts and themes, through which students will learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students will explore general concepts used to interpret topics related to the U.S. government and will examine the various institutions, groups, beliefs, and ideas that comprise American politics. Additionally, they will develop their college-readiness skills in reading, writing, speaking, and listening. It is recommended that students take the Advanced Placement examination.

This course meets the state civics requirements. Students enrolled in this course will not be permitted to also enroll in Advanced Placement United States Government and Politics / ECE Constitutional Studies (We the People).

Texts

Additional Texts
CNN. “Understanding Public Opinion Polls.”


*The United States Constitution*. Print.


GOALS

Upon completion of this course, students will:

- Utilize knowledge of current political issues and events to critically evaluate laws and actively participate in the political process
- Contrast historic and current boundaries between the powers of the national and state governments and explain how the Constitution provides a framework for American federalism
- Identify and explain the different influences on the legislative process, including political parties, lobbying organizations, and the media
- Trace the development of the notions of equal rights and equal protection of the law and specify the roles that Congress, the Constitution, and the courts have played in expanding the rights of American citizens
- Differentiate the roles of the three branches of our federal government and understand how a system of checks and balances helps to maintain the Constitutional principle of limited government
- Discuss the distinctions which constitute the political spectrum and gain an understanding of how their own political views would be characterized
Unit 1 – Constitutional Underpinnings of United States Government

CT Social Studies Framework Performance Standards

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY
It is expected that students will work individually and with others to:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS
It is expected that students will work individually and with others to:

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.
CIV 9–12.7 Apply civic virtues and democratic principles when working with others.
CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
CIV 9–12.9 Use appropriate deliberative processes in multiple settings.
CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students will work individually and with others to:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students will work individually and with others to:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Grades 6-12 Literacy in History/Social Studies**

**Key Ideas and Details:**

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

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

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

**Craft and Structure:**

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

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

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

**Integration of Knowledge and Ideas:**

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

**CCSS.ELA-LITERACY.RH.11-12.8**
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Essential Question:
- In what ways were the Founding Fathers influenced both positively and negatively by past governments and by governments from their own time?

Focus Questions:
- What did the Founders think about constitutional government?
- What ideas about civic life informed the founding generation?
- What historic developments influenced modern ideas of individual rights?
- What were the theories of democratic government that shaped the ideas of the Founding Fathers?
- Why did American colonists want to free themselves from Great Britain?
- What basic ideas about government and rights did the state constitutions include?
- How did separation of powers, checks and balances, and federalism shape the Constitution and American government?

Scope and Sequence:
- British origins of American Constitutionalism
- The Colonial Era 1607-1776: Societal norms and culture
- Early Colonial Government: Mayflower Compact to Declaration of Independence
- Rights of Englishmen and causes of the American Revolution
- The Critical Period: Problems in post-revolutionary America
- The Constitutional Convention: The creation of American government
- Portraits of the Founding Fathers: People and personalities that shaped America
- Separation of Powers, Checks and Balances, and Federalism
- The Constitution: Analyses of Articles IV-VII
- The Federalist Era: The new government, theory put into practice

Documents*:
- Magleby, Chapters 1-3
• McKenna and Feingold, Issues 16-17, pp. 302-47
• Collier
• Hamilton, Madison, and Jay, excerpts
• Lutz pp. 1-124
• The United States Constitution
• Wood, Radicalism, excerpts
• Wood, Revolutionary, excerpts

* Teachers may use some or all of the documents based on the individual reading levels of the students.

**Instructional Teaching Strategies:**
Anticipation Guides, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key Concepts, Role-Playing Scenarios, Student Presentations, Study Groups, Study Guides, Wait Time

**Technology Competency Standards:**

1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Assured Experiences***:

• Students will practice multiple-choice and open-ended questions from previously released Advanced Placement Exams.
• Students will take textbook and supplemental reading quizzes.
• Students will participate in in-class reading discussions.
• In groups of four, students will present news of the week using PowerPoint, Google Slides, or www.prezi.com.
• Students will write a DBQ: To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution?
• The Founders’ Eulogy Project: Each student will research the life of a Founding Father and present a five-minute eulogy to the class using www.prezi.com.

* Teachers may adjust activities based on the individual needs of the students.

**Time Allocation: Approximately 2-3 weeks**
Unit 2 – Political Beliefs and Behaviors

CT Social Studies Framework Performance Standards

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

*It is expected that students will work individually and with others to:*

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

*It is expected that students will work individually and with others to:*

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.
CIV 9–12.7 Apply civic virtues and democratic principles when working with others.
CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
CIV 9–12.9 Use appropriate deliberative processes in multiple settings.
CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students will work individually and with others to:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students will work individually and with others to:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
Grades 6-12 Literacy in History/Social Studies

Key Ideas and Details:

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

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

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

Craft and Structure:

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

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

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

Integration of Knowledge and Ideas:

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

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

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

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10
By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Essential Question:

- How does the American mosaic define our political beliefs and shape our behaviors?

Focus Questions:

- How do Americans form opinions?
- How do these opinions influence government?
- What are some examples of public opinion polls?
• What are the methods necessary to ensure that a public opinion poll is valid?
• How do Americans participate in the political world?
• What were the major milestones in voting history?
• What are some current and historical trends with voter turnout and the voting patterns of different ethnic and minority groups?

Scope and Sequence:
  o American political culture
  o Political beliefs and the political spectrum
  o Political participation
  o Public opinion and polling
  o Political typology and the complicated political landscape
  o Using and interpreting polling data

Documents*:
  • Magleby, Chapters 4, 5, & 8
  • McKenna and Feingold, excerpts
  • CNN. “Understanding Public Opinion Polls.”
  • Genovese and Streb, Chapter 2
  • Pew Research Center. “Regular Voters . . . .”

* Teachers may use some or all of the documents based on the individual reading levels of the students.

Instructional Teaching Strategies:
Anticipation Guides, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key Concepts, Role-Playing Scenarios, Student Presentations, Study Groups, Study Guides, Wait Time

Technology Competency Standards:
1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. **Communication and Collaboration** – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. **Research and Information Fluency** – Students apply digital tools to gather, evaluate, and use information.

4. **Critical Thinking, Problem Solving, and Decision Making** – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. **Digital Citizenship** – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Assured Experiences***:

- Students will practice multiple-choice and open-ended questions from previously released Advanced Placement Exams.
- Students will take textbook and supplemental reading quizzes.
- Students will participate in in-class reading discussions.
- In groups of four, students will present news of the week using PowerPoint, Google Slides, or www.prezi.com.
- Students will analyze polling data on current topics and present their findings to the class using PowerPoint, Google Slides, or www.prezi.com.
- Students will design and conduct a research poll of the Trumbull High School student body utilizing social media such as Twitter, and present their findings to the class using PowerPoint, Google Slides, or www.prezi.com.

* Teachers may adjust activities based on the individual needs of the students.

**Time Allocation: Approximately 1-2 weeks**
Unit 3 – Political Parties, Interest Groups, and Mass Media

CT Social Studies Framework Performance Standards

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY
*It is expected that students will work individually and with others to:*

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS
*It is expected that students will work individually and with others to:*

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.
CIV 9–12.7 Apply civic virtues and democratic principles when working with others.
CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
CIV 9–12.9 Use appropriate deliberative processes in multiple settings.
CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE
It is expected that students will work individually and with others to:
INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
It is expected that students will work individually and with others to:
INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
Grades 6-12 Literacy in History/Social Studies

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

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

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

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

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

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

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

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

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

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RH.11-12.10
By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Essential Question:
- How do political parties, interest groups, and mass media shape American government?

Focus Questions:
- What are the beliefs that citizens hold about their government and its leaders?
- What are the processes by which citizens learn about politics?
- What is the nature and what are the sources and the consequences of public opinion?
What are the ways in which citizens vote and otherwise participate in political life?
What are the factors that influence citizens to differ from one another in terms of political beliefs and behaviors?

Scope and Sequence:
- Citizenship: Classical and modern interpretations
- Good citizenship and self-interest: Philosophy of de Tocqueville
- Defining American political culture
- Political parties and democracy
- Types, characteristics, and powers of interest groups
- Public opinion and voting
- The influence of media on politics

Documents*:
- Magleby, Chapters 4-10
- McKenna and Feingold, Issues 1-4
- Project VoteSmart
- Tocqueville
- Civic Health Index from Connecticut Secretary of the State
- Statistical data from U.S. Census and recent election results

* Teachers may use some or all of the documents based on the individual reading levels of the students.

Instructional Teaching Strategies:
Anticipation Guides, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key Concepts, Role-Playing Scenarios, Student Presentations, Study Groups, Study Guides, Wait Time

Technology Competency Standards:
1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. **Communication and Collaboration** – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. **Research and Information Fluency** – Students apply digital tools to gather, evaluate, and use information.

4. **Critical Thinking, Problem Solving, and Decision Making** – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. **Digital Citizenship** – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Assured Experiences**: 
- Students will practice multiple-choice and open-ended questions from previously released Advanced Placement Exams.
- Students will take textbook and supplemental reading quizzes.
- Students will participate in in-class reading discussions.
- In groups of four, students will present news of the week using PowerPoint, Google Slides, or www.prezi.com.
- Students will write a DBQ: What is America’s role in spreading its democratic ideals to other nations?
- Students will research U.S. data and census predictions for the next decade using [http://www.census.gov](http://www.census.gov).
- Students will use [www.toondoo.com](http://www.toondoo.com) to construct political cartoons analyzing the strengths and weaknesses of the political party system.

* Teachers may adjust activities based on the individual needs of the students.

**Time Allocation:** Approximately 2-3 weeks
Unit 4 – Institutions of National Government

CT Social Studies Framework Performance Standards

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students will work individually and with others to:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students will work individually and with others to:

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.
CIV 9–12.7 Apply civic virtues and democratic principles when working with others.
CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
CIV 9–12.9 Use appropriate deliberative processes in multiple settings.
CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE
It is expected that students will work individually and with others to:
INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
It is expected that students will work individually and with others to:
INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Grades 6-12 Literacy in History/Social Studies**

*Key Ideas and Details:*

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

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

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

*Craft and Structure:*

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

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

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

*Integration of Knowledge and Ideas:*

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

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

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

*Range of Reading and Level of Text Complexity:*

**CCSS.ELA-LITERACY.RH.11-12.10**
By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

**Essential Question:**

- How do the institutions of national government all work together?
Focus Questions:

- What are the major formal and informal institutional arrangements of power within our national government?
- What is the role of Congress in American constitutional democracy?
- How does Congress perform its functions in the American constitutional system?
- What is the role of the President in the American constitutional system?
- How are national laws administered in the American constitutional system?
- What is the role of the Supreme Court in the American constitutional system?
- How does American federalism work?
- What are the relationships among the four institutions of the Congress, the Presidency, the Bureaucracy, and the Federal Courts?
- What is the linkage between institutions and public opinion, interest groups, political parties, the media, and state and local governments?

Scope and Sequence:

- The Legislative Branch: Expressed, inherent, and implied powers
- The Commerce Clause and Necessary and Proper Clause in American history
- Districting and theories of representation
- Congress at work: The structure of Congress and the committee system
- The Presidency: The power and roles of the President
- The Supreme Court: Interpreting the Constitution
- Federalism: The roles of state and federal governments

Documents*:

- Magleby, Chapters 11-14
- McKenna and Feingold, Issues 6-8, 10, & 15
- Patrick, excerpts
- Pious, excerpts
- Ritchie, excerpts
- excerpts from Executive Orders, recent and current legislation, and Supreme Court cases

* Teachers may use some or all of the documents based on the individual reading levels of the students.
**Instructional Teaching Strategies:**
Anticipation Guides, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key Concepts, Role-Playing Scenarios, Student Presentations, Study Groups, Study Guides, Wait Time

**Technology Competency Standards:**
1. **Creativity and Innovation** – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. **Communication and Collaboration** – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. **Research and Information Fluency** – Students apply digital tools to gather, evaluate, and use information.
4. **Critical Thinking, Problem Solving, and Decision Making** – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. **Digital Citizenship** – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Assured Experiences***:
- Students will practice multiple-choice and open-ended questions from previously released Advanced Placement Exams.
- Students will take textbook and supplemental reading quizzes.
- Students will participate in in-class reading discussions.
- In groups of four, students will present news of the week using PowerPoint, Google Slides, or www.prezi.com.
- Students will investigate and analyze Constitutional applications to Supreme Court cases and present their findings to the class using PowerPoint, Google Slides, or www.prezi.com.
- Students will investigate and analyze Executive decisions based on the State of the Union Address. Students will then evaluate the President on his/her job so far in office and on campaign literature for the next election using www.blogspot.com.

* Teachers may adjust activities based on the individual needs of the students.

**Time Allocation: Approximately 2-3 weeks**
Unit 5 – Public Policy

CT Social Studies Framework Performance Standards

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students will work individually and with others to:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

It is expected that students will work individually and with others to:

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.
CIV 9–12.7 Apply civic virtues and democratic principles when working with others.
CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
CIV 9–12.9 Use appropriate deliberative processes in multiple settings.
CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE
It is expected that students will work individually and with others to:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
It is expected that students will work individually and with others to:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Grades 6-12 Literacy in History/Social Studies**

*Key Ideas and Details:*

**CCSS.ELA-LITERACY.RH.11-12.1**

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**CCSS.ELA-LITERACY.RH.11-12.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**CCSS.ELA-LITERACY.RH.11-12.3**

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

*Craft and Structure:*

**CCSS.ELA-LITERACY.RH.11-12.4**

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

**CCSS.ELA-LITERACY.RH.11-12.5**

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**CCSS.ELA-LITERACY.RH.11-12.6**

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

*Integration of Knowledge and Ideas:*

**CCSS.ELA-LITERACY.RH.11-12.7**

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

**CCSS.ELA-LITERACY.RH.11-12.8**

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**CCSS.ELA-LITERACY.RH.11-12.9**

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

*Range of Reading and Level of Text Complexity:*

**CCSS.ELA-LITERACY.RH.11-12.10**

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

**Essential Question:**

- What is the role of public policy in American government?
Focus Questions:
- How does policymaking work in a federal system?
- How are policy agendas formed?
- How do institutions help enact public policy?
- What are the roles of bureaucracy and the courts in policy implementation and interpretation?
- How does public policy affect political institutions and federalism?
- What roles does public policy play with regards to political parties, interest groups, public opinion, and elections?

Scope and Sequence:
- The formation of public policy
- Fiscal and monetary policy in the United States
- Social policy and the challenges of the future with regards to health, education, and crime
- Foreign policy and defense and implications for the future

Documents*:
- Magleby, Chapters 17-20
- McKenna and Feingold, Issue 1
- Patrick, excerpts
- Pious, excerpts
- Ritchie, excerpts
- excerpts from Executive Orders, recent and current legislation, and Supreme Court cases with regards to public policy
- research and data from think tanks, NGOs, and the federal government

* Teachers may use some or all of the documents based on the individual reading levels of the students.

Instructional Teaching Strategies:
Anticipation Guides, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key
Concepts, Role-Playing Scenarios, Student Presentations, Study Groups, Study Guides, Wait Time

**Technology Competency Standards:**

1. **Creativity and Innovation** – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. **Communication and Collaboration** – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. **Research and Information Fluency** – Students apply digital tools to gather, evaluate, and use information.
4. **Critical Thinking, Problem Solving, and Decision Making** – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. **Digital Citizenship** – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**Assured Experiences**:  
- Students will practice multiple-choice and open-ended questions from previously released Advanced Placement Exams.
- Students will take textbook and supplemental reading quizzes.
- Students will participate in in-class reading discussions.
- In groups of four, students will present news of the week using PowerPoint, Google Slides, or www.prezi.com.
- Students will write a DBQ: What are the different foreign policies of the United States to protect its interests?
- Students will investigate and analyze policy issues affecting the U.S. government and present their findings to the class using PowerPoint, Google Slides, or www.prezi.com.
- Students will research the fiscal and monetary policies of the United States and make recommendations to the President for the upcoming fiscal year. Students will present their findings using https://meograph.wordpress.com/.

* Teachers may adjust activities based on the individual needs of the students.

**Time Allocation: Approximately 2-3 weeks**
Unit 6 – Civil Rights and Civil Liberties

CT Social Studies Framework Performance Standards

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

*It is expected that students will work individually and with others to:*

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

*It is expected that students will work individually and with others to:*

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
CIV 9–12.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
CIV 9–12.4 Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
CIV 9–12.5 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
CIV 9–12.6 Critique relationships among governments, civil societies, and economic markets.
CIV 9–12.7 Apply civic virtues and democratic principles when working with others.
CIV 9–12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.
CIV 9–12.9 Use appropriate deliberative processes in multiple settings.
CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students will work individually and with others to:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students will work individually and with others to:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
Grades 6-12 Literacy in History/Social Studies

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

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

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

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

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

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

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

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

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

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RH.11-12.10
By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Essential Question:
- What rights does the Bill of Rights protect?

Focus Questions:
- What are bills of rights and what kinds of rights does the United States Bill of Rights protect?
- How does the First Amendment affect the establishment and free exercise of religion?
- How does the First Amendment protect free expression?
- How does the First Amendment protect freedoms to assemble, petition, and associate?
- What are the controversies surrounding the Second Amendment today?
- How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures?
- How do the Fifth, Sixth, and Eighth Amendments protect rights within the judicial system?
- How do the Ninth and Tenth Amendments limit the federal government?

**Scope and Sequence:**
- The evolution of rights in American history
- Categories of rights: Personal, economic, and political
- Differentiation between positive and negative rights
- Rights in the body of the Constitution
- Landmark Supreme Court cases in American history
- Judicial activism vs. judicial restraint

**Documents***:
- Magleby, Chapters 15-16
- McKenna and Feingold, Issues 9, 12, & 13
- Amar, *The Bill of Rights*, excerpts
- Amar, *The Bill of Rights Primer*, excerpts
- excerpts from research, recent and current legislation and Supreme Court cases

* Teachers may use some or all of the documents based on the individual reading levels of the students.

**Instructional Teaching Strategies:**
Anticipation Guides, Brainstorming, Comprehension Questions based on class readings, Case Studies, Categorizing, Clustering, Comparing and Contrasting, Cuing Expected Behavior, Debates, Direct Instruction, Discussion Groups (small & large groups), Editing and Revising, Essays, Encouraging Students to Clarify & Expand Ideas, Graphic Organizers, Group Projects, Guided Notes, Heterogeneous & Homogenous Grouping, Narrated Reading, Needs-Based Grouping, Peer Editing, Peer Modeling, Reflections, Persuasive Writing, Question & Answer Sessions, Refocusing Students, Research using Technology, Restating & Rephrasing Key Concepts, Role-Playing Scenarios, Student Presentations, Study Groups, Study Guides, Wait Time
Technology Competency Standards:
1. Creativity and Innovation – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency – Students apply digital tools to gather, evaluate, and use information.
4. Critical Thinking, Problem Solving, and Decision Making – Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship – Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Assured Experiences*:
- Students will practice multiple-choice and open-ended questions from previously released Advanced Placement Exams.
- Students will take textbook and supplemental reading quizzes.
- Students will participate in in-class reading discussions.
- In groups of four, students will present news of the week using PowerPoint, Google Slides, or www.prezi.com.
- Students will debate whether the U.S. government should limit hateful speech. Debate may be held in an online forum, such as Google Docs, created by the teacher.
- Students will trace the evolution of the Civil Rights Movement throughout history using https://meograph.wordpress.com/.
- Using www.edu.glogster.com, students will create a poster defending their position on current government surveillance methods.

* Teachers may adjust activities based on the individual needs of the students.

Time Allocation: Approximately 2-3 weeks
CULMINATING ACTIVITIES

Final Portfolio Project

The final exam for Advanced Placement United States Government and Politics will be the Project Citizen Capstone known as iChange: Students will investigate a problem in their local, state, or federal community and develop solutions based on their research. Students will need to interview experts and local citizenry and analyze and present data. In the end, each student will write a letter to his/her representative and create a documentary outlining the issue, his/her research, and his/her proposed solutions.

Time Allocation: Approximately 2-3 weeks

Advanced Placement Examination

All students enrolled in Advanced Placement United States Government and Politics are encouraged to take the Advanced Placement Examination, given each May. While the course focuses on issues and concepts most likely to be seen on the Advanced Placement exam, the course is not a test-prep course per se. While much of the in-class work and at-home assignments coalesce with the assessment goals of the exam, it is incumbent upon the student to also take responsibility for test preparation.
METHODS OF ASSESSMENT

Teachers of Advanced Placement United States Government and Politics will utilize a number of assessment methods in order to prepare students for high-stakes testing situations, such as the Advanced Placement Examination in May, as well as for other situations they will encounter as they continue on their education and career paths. Students will be evaluated in a variety of ways in order to address academic and critical thinking skills in addition to multiple learning styles. Assessments will include a combination of traditional and alternative forms of assessment.

Assessments should require students to:
- describe, analyze, and explain the topics taught in a unit of study
- understand and evaluate reading material
- synthesize and express their own ideas
- make connections
- answer the given questions without straying
- write developed, organized, focused, and supported written pieces
- utilize technology to support topics covered in class

Student Class Contribution; whether in a small group activity or with the whole class, the student shall demonstrate:
- ability in discussion - quality as well as quantity in participation
- critical thinking and depth of insight
- ability to develop a critical stance
- ability and willingness to work as part of a team

In-class Essays address students’ ability to:
- organize arguments promptly
- convey thoughts clearly
- work on impromptu writing skills

Research Projects address students’ ability to:
- locate relevant information
- process and apply the information
- use the information to construct a technically appropriate research paper with citations
- use the information to communicate with specific audiences

Examinations address students’ ability to:
- analyze, synthesize, and critically evaluate material covered in the course and demonstrate a firm knowledge of key terms and concepts by responding to multiple-choice questions
- analyze, synthesize, critically examine, and respond to document-based questions
- respond in an essay format that is well-organized and supported by facts and analysis
SUPPLEMENTAL MATERIALS AND INTERNET RESOURCES

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

Avalon Project: http://avalon.law.yale.edu/

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

C-SPAN: The Supreme Court: https://www.c-span.org/series/?theSupremeCourt

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

Civics Renewal Network: http://civicsrenewalnetwork.org/


Fordham University Modern History Sourcebook: http://www.fordham.edu/halsall/mod/modsbook.html

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

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

Historical Text Archive: http://historicaltextarchive.com/

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

Infoplease: http://www.infoplease.com/

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

Reference Desk: www.refdesk.com

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

United Nations: www.un.org


U.S. Senate: www.senate.gov

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

White House: www.whitehouse.gov

CURRENT EVENTS

CNN Student News: http://www.cnn.com/studetnnews/

Fox News: http://www.foxnews.com/

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


Washington Post: http://www.washingtonpost.com/
## Rubric 1: Read Effectively

<table>
<thead>
<tr>
<th>Category/Weight</th>
<th>Exemplary</th>
<th>Goal</th>
<th>Working Toward Goal</th>
<th>Needs Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respond</strong> X_______</td>
<td>Demonstrates exceptional understanding of text by: • Clearly identifying the purpose of the text • Providing initial reaction richly supported by text • Providing a perceptive interpretation</td>
<td>Demonstrates general 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</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td><strong>Interpret</strong> X_______</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td><strong>Connect</strong> X_______</td>
<td>Demonstrates perceptive connections • text-to-text • text-to-self • text-to-world</td>
<td>Demonstrates specific connections • text-to-text • text-to-self • text-to-world</td>
<td>Struggles to make connections • text-to-text • text-to-self • text-to-world</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluate</strong> X_______</td>
<td>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</td>
<td>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)</td>
<td>Demonstrates a struggle to evaluate the 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)</td>
<td></td>
</tr>
</tbody>
</table>
### Rubric 2: Write Effectively

<table>
<thead>
<tr>
<th>Category/Weight</th>
<th>Exemplary 4</th>
<th>Goal 3</th>
<th>Working Toward Goal 2</th>
<th>Needs Support 1-0</th>
</tr>
</thead>
</table>
| **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 |
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<th>Category/Weight</th>
<th>Exemplary 4</th>
<th>Goal 3</th>
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</thead>
<tbody>
<tr>
<td>Understanding X______</td>
<td>Student demonstrates clear understanding of the problem and the complexities of the task</td>
<td>Student demonstrates sufficient understanding of the problem and most of the complexities of the task</td>
<td>Student demonstrates some understanding of the problem but requires assistance to complete the task</td>
<td>Student demonstrates limited or no understanding of the fundamental problem after assistance with the task</td>
</tr>
<tr>
<td>Research X______</td>
<td>Student gathers compelling information from multiple sources including digital, print, and interpersonal</td>
<td>Student gathers sufficient information from multiple sources including digital, print, and interpersonal</td>
<td>Student gathers some information from few sources including digital, print, and interpersonal</td>
<td>Student gathers limited or no information</td>
</tr>
<tr>
<td>Reasoning and Strategies X______</td>
<td>Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies</td>
<td>Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies</td>
<td>Student demonstrates some critical thinking skills to develop a plan integrating some strategies</td>
<td>Student demonstrates limited or no critical thinking skills and no plan</td>
</tr>
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</table>
### Rubric 4: Social and Civic Expectations

<table>
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<tr>
<th>Category/Weight</th>
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<tbody>
<tr>
<td><strong>Responsibility for Self</strong></td>
<td><strong>X_______</strong></td>
<td>Highly self-directed: consistently displays ethical conduct in the classroom and on campus</td>
<td>Self-directed: displays ethical conduct in the classroom and on campus</td>
<td>Occasionally self-directed: at times displays ethical conduct in the classroom and on campus</td>
</tr>
<tr>
<td><strong>Respects others</strong></td>
<td><strong>X_______</strong></td>
<td>Sensitive and considerate to others</td>
<td>Considerate to others</td>
<td>At times considerate to others</td>
</tr>
<tr>
<td><strong>Practices Interpersonal Skills</strong></td>
<td><strong>X_______</strong></td>
<td>Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner.</td>
<td>Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted.</td>
<td>At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions.</td>
</tr>
<tr>
<td><strong>Cultural Understanding</strong></td>
<td><strong>X_______</strong></td>
<td>Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives.</td>
<td>Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.</td>
<td>Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.</td>
</tr>
</tbody>
</table>
## Rubric 5: Independent Learners And Thinkers

<table>
<thead>
<tr>
<th>Category/Weight</th>
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<th>Goal 3</th>
<th>Working Toward Goal 2</th>
<th>Needs Support 1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal X_______</td>
<td>Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.</td>
<td>Student demonstrates initiative by generating appropriate questions, creating original projects/work.</td>
<td>Student demonstrates some initiative by generating questions, creating appropriate projects/work.</td>
<td>Student demonstrates limited or no initiative by generating few questions and creating projects/work.</td>
</tr>
<tr>
<td>Independent Research &amp; Development X_______</td>
<td>Student is analytical, insightful, and works independently to reach a solution.</td>
<td>Student is analytical, and works productively to reach a solution.</td>
<td>Student reaches a solution with direction.</td>
<td>Student is unable to reach a solution without consistent assistance.</td>
</tr>
<tr>
<td>Presentation of Finished Product X_______</td>
<td>Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.</td>
<td>Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.</td>
<td>Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.</td>
<td>Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.</td>
</tr>
</tbody>
</table>
CURRENT REFERENCES

Common Core State Standards – 6 through 12 Literacy in History/Social Studies
http://www.corestandards.org/ELA-Literacy/RH/11-12

Connecticut State Frameworks for Social Studies

Technology Competency Standards
https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf
TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

GRADE 6 READING
2016

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Jonathan S. Budd, Ph.D., Director of Curriculum, Instruction, & Assessments
Grade 6 Reading
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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 School Community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem-solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Grade six reading is a full-year course. As students explore classic and contemporary literature, they read a variety of genres in both nonfiction and fiction. Other media, such as film, art, and music, are also integrated within topics of study. Complex texts offer students the challenges of grappling with works of exceptional craft and thought whose range extends across genres, cultures, and centuries.

Reading is an integral part of lifelong literacy and therefore must be formally taught; it is a cornerstone of learning for all subjects. Middle school literacy is dynamic and ever-changing. Traditionally, reading, writing, speaking, listening, and viewing have been identified as the critical skills in literacy development. However, as information and technology shape our society, the definition of literacy and its relationship to education also must change. Middle school reading teachers support students by teaching them the tools to construct and share meaning in a variety of contexts in today’s world.

The middle school reading curriculum supports a student’s need to read a variety of texts, including ones that the student chooses himself/herself. Thus, student-selected reading will thread through each unit and complement texts chosen by the teacher. In addition, while classwork and homework should support the reading of texts common to students working with their peers, classwork and homework can integrate sustained silent reading of texts chosen by the student. In addition, one out of five days in the 2016-17 Period 5 schedule for both Hillcrest and Madison Middle Schools will be devoted to sustained silent reading.

Texts, both those read by groups of students and those read by students independently, should meet grade-level-appropriate norms for text complexity, appreciating the confluence of qualitative, quantitative, and reader and task considerations. It is the assumption that students are reading grade-level-appropriate texts in each unit of study, with scaffolding as necessary to ultimately promote independent proficiency.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-Literacy.RL.6.1/RI.6.1 Use textual evidence to support analysis of texts.
CCSS.ELA-Literacy.RL.6.2/RI.6.2 Use particular details to determine a theme or central idea of a text; summarize the text.

CCSS.ELA-Literacy.RL.6.3/RI.6.3 Learn to see how ideas and themes develop and evolve over the course of a text.

CCSS.ELA-Literacy.RL.6.4/RI.6.4 Understand the choices the author makes in words, sentences, and paragraph structure and how these choices contribute to the meaning and purpose of the text.

CCSS.ELA-Literacy.RL.6.5/RI.6.5 Understand the choices the author makes in paragraph, chapter, or section structure and how these choices contribute to the meaning and purpose of the text.

CCSS.ELA-Literacy.RL.6.6/RI.6.6 Explain how an author develops the point of view of the narrator or speaker of a text.

CCSS.ELA-Literacy.RL.6.7/RI.6.7 Use different media to compare and contrast ideas presented in texts.

CCSS.ELA-Literacy.RI.6.8 Understand and evaluate the arguments and claims presented in texts and analyze the supporting details.

CCSS.ELA-Literacy.RL.6.9/RI.6.9 Compare and contrast ideas and structures of texts in different forms or genres.

CCSS.ELA-Literacy.RL.6.10/RI.6.10 Read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**COURSE ENDURING UNDERSTANDINGS**

**Reading**

Students will understand that . . .

- textual evidence is necessary to support analysis of central idea, inference, and summary.
- close reading will increase comprehension of text.
- there are similarities and differences between written text and other media.
- word meanings, structure, and point of view shape understanding of text.

**Writing**

Students will understand that . . .
• each type of writing (argumentative, informative, and narrative) has its unique purpose, style, and structure.
• the production of clear, coherent writing is a process that requires planning, revising, editing, rewriting, and using technology as a means to publish, and to possibly find a new approach.
• effective research presents knowledge gained from the evaluation of multiple, credible, and reliable sources that will clearly support a claim or explain a topic.

**Speaking & Listening**

Students will understand that . . .
• speakers use strategies and techniques for effective academic conversation and presentation.
• listeners need to analyze purpose and to evaluate information presented in different formats.
• listeners need to evaluate a speaker’s argument/reasoning and determine relevance.

**COURSE ESSENTIAL QUESTIONS**

**Reading**

• How does a reader come to understand and appreciate what he/she reads?
• How does reading make me a better writer?
• What do reading and writing in all their forms teach us about life and being human?
• How do I unlock the power of words?

**Writing**

• How do I effectively use the writing process?
• How does reading a variety of genres enhance my writing?
• What strategies can I use to write more effectively?
• How do I gather and use information to support my thinking and writing?

**Speaking & Listening**

• How do I listen?
• How do I orally communicate ideas effectively to various audiences?
• How do I engage in collaborative discussion?
• How do I evaluate a speaker’s argument and reasoning?

**COURSE KNOWLEDGE & SKILLS**

**Reading**

Students will understand . . .
• the elements of fiction and nonfiction.
• the use of figurative language and connotative meaning.
• the impact of tone, word choice, and point of view on meaning.
• the varieties of text structures.
• the characteristics of different genres.
• the various types of media used for comparative study.
• key academic vocabulary.

Students will be able to . . .
• cite text evidence to support their analysis of a work.
• analyze the use of key details in informational text.
• describe the development of plot and character in a work.
• determine the theme/central idea of a work.
• summarize text.
• analyze elements of a given text structure.
• determine word meaning.
• distinguish fact from opinion.
• compare and contrast elements of different genres and media.
• analyze the use of text features.
• integrate information from different sources.
• evaluate claims and supporting details.

Writing

Students will understand . . .
• the steps of process writing.
• the parts of an essay.
• the organizational structures and strategies for different types of writing.
• effective strategies to build fluency, elaboration, clarity, and interest.
• the use of figurative language.
• accurate and logical evidence necessary for elaboration of a topic.
• the characteristics of different genres.
• the various types of media used for comparative study.
• key academic vocabulary.

Students will be able to . . .
• introduce and support claims.
• establish and maintain formal style.
• produce and develop writing mindful of task, purpose, and audience.
• use transitions.
• elaborate in a variety of ways.
• use precise language.
• conduct research.
• gather reliable information from reliable sources.
• paraphrase information.
• cite and document information according to MLA guidelines.
• peer-edit, self-edit, and revise their writing.
• publish writing.

Speaking & Listening
Students will understand . . .

- collaborative group discussion as an opportunity to express ideas and gain insights and new understandings from others.
- viewing and listening to recordings as other ways to gather information and extend learning of a topic, text, or issue under study.
- organization, elaboration, and strategies necessary for effective communication of ideas in presentations.
- the use of visual displays and multimedia components to enhance presentations.

Students will be able to . . .

- participate in collaborative learning groups.
- prepare for collaborative discussion by completing required reading and/or written work that supports the focus of discussion and collaboration and/or their role(s) in that discussion/group work.
- participate in group collaboration by posing and responding to questions with relevant and meaningful responses.
- present information in both formal and informal settings.
- produce and develop presentations mindful of task, purpose, and audience.
- interpret information presented by their peers, recordings, videos, and other multimedia.
- use appropriate eye contact, adequate volume, and clear pronunciation.
- include multimedia components and visual displays in their presentations.
UNIT 1
Thinking on Your Own

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.6.1 Say what happens or is said in the text read, citing a piece of evidence from the text that supports the inference.

CCSS.ELA-Literacy.RL.6.2 Identify a main idea or theme in the text read, examining how the author introduces and develops this idea or theme through specific details, and summarize the text.

CCSS.ELA-Literacy.RL.6.3 Explain how the plot of a story or play progresses, noting how characters evolve as the plot develops and approaches resolution.

CCSS.ELA-Literacy.RL.6.7 Examine the similarities and differences between reading a text and experiencing a recorded or live performance of it, noting how reading the text differs from experiencing it live.

CCSS.ELA-Literacy.RL.6.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit Essential Questions

- What is the value of thinking on my own?
- How do I come to a deeper understanding of what I read?

Scope and Sequence

- Techniques for summarizing text
- The key elements of fiction
- Relevant key academic vocabulary
- How to cite text evidence to support analysis of a work
- How to describe the development of plot and character within a work
- Strategies for determining theme

Assured Assessments

Formative Assessment:

Reader’s Notebook: Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will
be assessed for completion of thoughtful, text-based responses. A common rubric (attached to Curriculum Guide) will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 reading teachers at both middle schools.

Summative Assessment:

On-Demand Fictional Passages: Students will apply unit skills as they read and respond to two fictional passages. They will answer a variety of selected-response and constructed-response questions. Constructed-response questions will be scored using a two point rubric. The total score will be converted to a 100-point scale and factored into the trimester grade in a manner common to all grade 6 reading teachers at both middle schools.

Resources

Core

- Excerpts from Lois Lowry’s Newbery Medal acceptance speech

Supplemental

- Angelou, Maya. “Life Doesn’t Frighten Me.”
- Frost, Robert. “The Road Not Taken.”

Time Allotment

- Approximately five weeks
UNIT 2
Overcoming Obstacles

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.6.4  In the text read, determine what words and phrases mean in context, taking into consideration both their figurative and connotative meanings and how a specific word choice affects the meaning and tone of the text.

CCSS.ELA-Literacy.RL.6.5  Break down the structure of the text read to analyze how one component helps develop the theme, setting, or plot.

CCSS.ELA-Literacy.RL.6.6  Describe the techniques the author uses to establish and elaborate on the narrator’s or speaker’s point of view in the poem, play, or story.

CCSS.ELA-Literacy.RL.6.9  Analyze how various forms and genres treat similar themes and topics, noting the similarities and differences in their respective approaches.

CCSS.ELA-Literacy.RL.6.10  Read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit Essential Questions

- How do individuals cope with the conflict between good and evil?
- How does author’s craft contribute to the meaning of a text?

Scope and Sequence

- The use of figurative language and connotative meaning
- The impact of tone, word choice, and point of view on meaning
- How to cite text evidence to support analysis of a work
- Strategies for determining theme
- Comparing and contrasting various types of media

Assured Assessments

Formative Assessment:

Reader’s Notebook: Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will
be assessed for completion of thoughtful, text-based responses. A common rubric (attached to Curriculum Guide) will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 reading teachers at both middle schools.

Summative Assessment:

On-Demand Fictional Passages: Students will apply unit skills as they read and respond to two fictional passages. They will answer a variety of selected-response and constructed-response questions. Constructed-response questions will be scored using a two point rubric. The total score will be converted to a 100-point scale and factored into the trimester grade in a manner common to all grade 6 reading teachers at both middle schools.

Resources

Core

Supplemental
- “About the Author [Madeline L’Engle]”
- “Inquiring Minds” article

Time Allotment
- Approximately six weeks
UNIT 3
Making Personal Change

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.6.3  Explain how the plot of a story or play progresses, noting how characters evolve as the plot develops and approaches resolution.

CCSS.ELA-Literacy.RL.6.7  Analyze the similarities and differences between reading a text and experiencing a recorded or live performance of it, noting how reading the text differs from experiencing it live.

CCSS.ELA-Literacy.RL.6.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit Essential Questions

- Are people capable of changing themselves and the world around them?
- How are the key features of a play different from the key features of other forms of literature?

Scope and Sequence

- Analysis of the dramatic text, including plot and character development
- Comparing and contrasting different media formats

Assured Assessments

Formative Assessment:

Reader’s Notebook: Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric (attached to Curriculum Guide) will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 reading teachers at both middle schools.

Summative Assessment:

On-Demand Fictional Passages: Students will apply unit skills as they read and respond to two fictional passages. They will answer a variety of selected-response and constructed-response questions. Constructed-response questions will be scored using a two point rubric. The total score will be converted to a 100-point scale and factored into the trimester grade in a manner common to all grade 6 reading teachers at both middle schools.
Resources

Core
• Dickens, Charles. *A Christmas Carol*. Print.
• “Grade 6, Lesson 3: Drama.” *English Language Arts Common Core Performance Coach* Chicago: Triumph Learning, 2015. Print.
• “Grade 6, Lesson 4: Analyze Literature.” *English Language Arts Common Core Performance Coach* Chicago: Triumph Learning, 2015. Print.

Supplemental
• Excerpts from variants of “A Christmas Carol” by Charles Dickens
• “Inside Insights: A Christmas Carol” article

Time Allotment
• Approximately two weeks
UNIT 4
Sharing Life Stories

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RI.6.1 Say what happens or is said in the text read, citing a piece of evidence from the text that supports the inference.

CCSS.ELA-Literacy.RI.6.2 Identify a main idea in the text read, examining how the author introduces and develops this idea through specific details, and summarize the text.

CCSS.ELA-Literacy.RI.6.3 Explain in detail how the author introduces, illustrates, or develops a person, incident, or idea.

CCSS.ELA-Literacy.RI.6.4 In the text read, determine what words and phrases mean in context, taking into consideration both their figurative and connotative meanings.

CCSS.ELA-Literacy.RI.6.5 Break down the structure of the text read to analyze how one component helps develop the ideas in that text.

CCSS.ELA-Literacy.RI.6.6 Infer the author’s point of view or objective, describing the techniques used to express his or her perspective or purpose in the text.

CCSS.ELA-Literacy.RI.6.7 Gather and use information expressed in writing and various media to draw conclusions about the meaning of a subject or issue.

CCSS.ELA-Literacy.RI.6.8 Follow an argument to examine how an author develops it throughout the text read, assessing specific claims supported by reasons and evidence.

CCSS.ELA-Literacy.RI.6.9 Examine how two authors treat the same events, noting differences in genre.

CCSS.ELA-Literacy.RL.6.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit Essential Questions

- How do the structures of informational texts convey meaning?
- How do we learn about ourselves through reading about others?

Scope and Sequence
- The key elements of nonfiction
- Presentation, discussion, and analysis of various text structures
- The characteristics of different informational texts
- How to cite text evidence to support analysis of a work
- Analysis of key details in informational text
- Strategies for determining the central idea of a work
- Techniques for summarizing text
- Analysis of the use of text features
- Distinguishing fact from opinion
- Analysis of the dramatic text, including plot and character development
- Comparing and contrasting different media formats

Assured Assessments

Formative Assessment:

Reader’s Notebook: Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will be assessed for completion of thoughtful, text-based responses. A common rubric (attached to Curriculum Guide) will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 reading teachers at both middle schools.

Summative Assessment:

On-Demand Fictional Passages: Students will apply unit skills as they read and respond to two fictional passages. They will answer a variety of selected-response and constructed-response questions. Constructed-response questions will be scored using a two point rubric. The total score will be converted to a 100-point scale and factored into the trimester grade in a manner common to all grade 6 reading teachers at both middle schools.

Resources

Core
- “Grade 6, Lesson 5: Informational Articles.” English Language Arts Common Core Performance Coach Chicago: Triumph Learning, 2015. Print.
- “Grade 6, Lesson 7: Historical Text.” English Language Arts Common Core Performance Coach Chicago: Triumph Learning, 2015. Print.
- James Herriot memoir
- Student-selected text of biography or autobiography.

Supplemental
- N/A

**Time Allotment**

- Approximately six weeks
UNIT 5
Putting It All Together: Paired Texts

Unit Goals

At the completion of this unit, students will:

- **CCSS.ELA-Literacy.RL.6.1** Say what happens or is said in the text read, citing a piece of evidence from the text that supports the inference.
- **CCSS.ELA-Literacy.RL.6.2** Identify a main idea or theme in the text read, examining how the author introduces and develops this idea or theme through specific details, and summarize the text.
- **CCSS.ELA-Literacy.RL.6.3** Explain how the plot of a story or play progresses, noting how characters evolve as the plot develops and approaches resolution.
- **CCSS.ELA-Literacy.RL.6.4** In the text read, determine what words and phrases mean in context, taking into consideration both their figurative and connotative meanings and how a specific word choice affects the meaning and tone of the text.
- **CCSS.ELA-Literacy.RL.6.5** Break down the text’s structure to analyze how one component helps develop the theme, setting, or plot.
- **CCSS.ELA-Literacy.RL.6.6** Describe the techniques the author uses to establish and elaborate on the narrator’s or speaker’s point of view in the poem, play, or story.
- **CCSS.ELA-Literacy.RL.6.7** Examine the similarities and differences between reading a text and experiencing a recorded or live performance of it, noting how reading the text differs from experiencing it live.
- **CCSS.ELA-Literacy.RL.6.9** Analyze how various forms and genres treat similar themes and topics, noting the similarities and differences in their respective approaches.
- **CCSS.ELA-Literacy.RL.6.10** Read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CCSS.ELA-Literacy.RI.6.1** Say what happens or is said in the text read, citing a piece of evidence from the text that supports the inference.
- **CCSS.ELA-Literacy.RI.6.2** Identify a main idea in the text read, examining how the author introduces and develops this idea through specific details, and summarize the text.
CCSS.ELA-Literacy.RI.6.3 Explain in detail how the author introduces, illustrates, or develops a person, incident, or idea.

CCSS.ELA-Literacy.RI.6.4 In the text read, determine what words and phrases mean in context, taking into consideration both their figurative and connotative meanings.

CCSS.ELA-Literacy.RI.6.5 Break down the structure of the text read to analyze how one component helps develop the ideas in that text.

CCSS.ELA-Literacy.RI.6.6 Infer the author’s point of view or objective, describing the techniques used to express his or her perspective or purpose in the text.

CCSS.ELA-Literacy.RI.6.7 Gather and use information expressed in writing and various media to draw conclusions about the meaning of a subject or issue.

CCSS.ELA-Literacy.RI.6.8 Follow an argument to examine how an author develops it throughout the text read, assessing specific claims supported by reasons and evidence.

CCSS.ELA-Literacy.RI.6.9 Examine how two authors treat the same events, noting differences in genre.

CCSS.ELA-Literacy.RL.6.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit Essential Questions

- How does author’s craft impact one’s understanding of text?
- How do the features of fiction and nonfiction impact one’s understanding of text?

Scope and Sequence

- Comparing and contrasting elements of different literary genres and media
- Presentation and analysis of key academic vocabulary
- Use of close reading skills to enhance understanding of text
- Crafting well-developed responses to text-dependent questions

Assured Assessments

Formative Assessment:

Reader’s Notebook: Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will
be assessed for completion of thoughtful, text-based responses. A common rubric (attached to Curriculum Guide) will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 reading teachers at both middle schools.

Summative Assessment:

On-Demand Fictional Passages: Students will apply unit skills as they read and respond to two fictional passages. They will answer a variety of selected-response and constructed-response questions. Constructed-response questions will be scored using a two point rubric. The total score will be converted to a 100-point scale and factored into the trimester grade in a manner common to all grade 6 reading teachers at both middle schools.

Resources

Core
- Current event articles
- Junior Great Book selections
- Prentice Hall Anthology selections

Supplemental
- N/A

Time Allotment
- Approximately six weeks
UNIT 6
Enduring Hardships

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.6.1 Say what happens or is said in the text read, citing a piece of evidence from the text that supports the inference.

CCSS.ELA-Literacy.RL.6.2 Identify a main idea or theme in the text read, examining how the author introduces and develops this idea or theme through specific details, and summarize the text.

CCSS.ELA-Literacy.RL.6.3 Explain how the plot of a story or play progresses, noting how characters evolve as the plot develops and approaches resolution.

CCSS.ELA-Literacy.RL.6.4 In the text read, determine what words and phrases mean in context, taking into consideration both their figurative and connotative meanings and how a specific word choice affects the meaning and tone of the text.

CCSS.ELA-Literacy.RL.6.5 Break down the text’s structure to analyze how one component helps develop the theme, setting, or plot.

CCSS.ELA-Literacy.RL.6.6 Describe the techniques the author uses to establish and elaborate on the narrator’s or speaker’s point of view in the poem, play, or story.

CCSS.ELA-Literacy.RL.6.7 Examine the similarities and differences between reading a text and experiencing a recorded or live performance of it, noting how reading the text differs from experiencing it live.

CCSS.ELA-Literacy.RL.6.9 Analyze how various forms and genres treat similar themes and topics, noting the similarities and differences in their respective approaches.

CCSS.ELA-Literacy.RL.6.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RI.6.1 Say what happens or is said in the text read, citing a piece of evidence from the text that supports the inference.

CCSS.ELA-Literacy.RI.6.2 Identify a main idea in the text read, examining how the author introduces and develops this idea through specific details, and summarize the text.
CCSS.ELA-Literacy.RI.6.3 Explain in detail how the author introduces, illustrates, or develops a person, incident, or idea.

CCSS.ELA-Literacy.RI.6.4 In the text read, determine what words and phrases mean in context, taking into consideration both their figurative and connotative meanings.

CCSS.ELA-Literacy.RI.6.5 Break down the structure of the text read to analyze how one component helps develop the ideas in that text.

CCSS.ELA-Literacy.RI.6.6 Infer the author’s point of view or objective, describing the techniques used to express his or her perspective or purpose in the text.

CCSS.ELA-Literacy.RI.6.7 Gather and use information expressed in writing and various media to draw conclusions about the meaning of a subject or issue.

CCSS.ELA-Literacy.RI.6.8 Follow an argument to examine how an author develops it throughout the text read, assessing specific claims supported by reasons and evidence.

CCSS.ELA-Literacy.RI.6.9 Examine how two authors treat the same events, noting differences in genre.

CCSS.ELA-Literacy.RL.6.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Unit Essential Questions**

- How does enduring hardships make us stronger?
- How does participating in collaborative literature groups improve our understanding of what we read?

**Scope and Sequence**

- Development of procedures and protocols for successful collaborative reading groups
- Participation in collaborative reading groups
- Formal oral presentation to supplement collaborative reading groups

**Assured Assessments**

Formative Assessment:

Reader’s Notebook: Students will complete written responses and select important passages and key vocabulary. They will share their work with partners and/or in collaborative groups. Completion of notebook work will occur in school and/or as assigned homework. Notebooks will
be assessed for completion of thoughtful, text-based responses. A common rubric (attached to Curriculum Guide) will be used to assess the notebook, and grades will be factored into the trimester grade in a manner common to all grade 6 reading teachers at both middle schools.

Summative Assessment:

On-Demand Fictional Passages: Students will apply unit skills as they read and respond to two fictional passages. They will answer a variety of selected-response and constructed-response questions. Constructed-response questions will be scored using a two point rubric. The total score will be converted to a 100-point scale and factored into the trimester grade in a manner common to all grade 6 reading teachers at both middle schools.

Resources

Core
- Book Club Selections to include:
  - Frank, Anne. *The Diary of a Young Girl*.
  - Haddix, Margaret Peterson. *Among the Hidden*.
  - Lamb, Christine, and Malala Yousafzai. *I Am Malala*.
  - Paulsen, Gary. *Hatchet*.

Supplemental
- N/A

Time Allotment
- Approximately four weeks
## ASSURED STUDENT PERFORMANCE RUBRICS

### Grade 6 Reader’s Notebook Rubric

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<th>Score Levels</th>
<th>Content</th>
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| 4            | • All required sections are complete.  
• Notebook is well-thought-out and consistently reflects a deep understanding of what was read.  
• Notebook includes thoughtful and appropriate text evidence when required.  
• Notebook is consistently neat, legible, and organized. |
| 3            | • All required sections are complete.  
• Notebook is well-thought-out and reflects a general understanding of what was read.  
• Notebook includes text evidence when required.  
• Notebook is neat, legible, and organized. |
| 2            | • Most required sections are complete.  
• Notebook reflects a partial general understanding of what was read.  
• Notebook includes little required text evidence.  
• Notebook sometimes lacks neatness and organization. |
| 1            | • Many required sections are incomplete.  
• Notebook reflects little to no understanding of what was read.  
• Notebook lacks text evidence.  
• Notebook consistently lacks neatness and organization. |
TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: July 29, 2016

Title of Text: English Language Arts Common Core Performance Coach Grades 6, 7, & 8

Author: Triumph Learning

Publisher: Triumph Learning

Year Published: 2015

ISBN Number: 978-1623628086; 978-1623628451; 978-1623628765

Core\ or Supplemental: Core

Course: Grade 6 Reading; Grade 7 Reading; Grade 8 Reading

Grade Level: 6, 7, 8

(If applicable:) Replaces text: n/a

Rationale for adopting new text: This text will support and extend independent practice and application of standards-based reading lessons.

During the summer 2016 curriculum development process, middle school reading teachers and team leaders sought a high-quality text to support instruction in grades 6-8 reading classes. Text complexity, lengths of passages, student strategies, and instructional design were analyzed in texts from three different publishers (Curriculum Associates, Perfection Learning, and Triumph Learning).

Triumph Learning ELA Performance Coach was selected, as it best provided instructional models and rigorous applications to core reading standards and assessments.

Text Description:
Triumph Learning’s ELA Performance Coach is a grade-level, standards-based program offering focused lessons using authentic, complex fiction and nonfiction selections with benchmark assessments. Each lesson is geared to ensure student comprehension as it presents the idea (with new concepts, modeled skills, examples, connections), a coached example, and focused practice.

Strengths:
Performance Coach supports our newly developed instructional units in reading. The Performance Coach selection of activities, strategies, and assessments will guide and review understandings of the standards and assist students as they apply these understandings to grade-level texts. As a consumable, the text will also allow students the opportunity to interact by writing in the book, a real-world skill with demonstrable positive effects for building reading skill.

Weaknesses:
This text will support primary grade-level core and supplemental texts; it is not designed for, nor will it be used for, primary instruction in reading.

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1 “Core” refers to a resource that must be used by all students for attainment of course goals.
Prepared by: Lisa Ryan, English Language Arts Team Leader, Hillcrest Middle School; Emma Balter, English Language Arts Team Leader, Madison Middle School

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Revised 7/2016
Title of Text: *The Girl on the Train*

Author: Paula Hawkins

Publisher: Riverhead

Year Published: 2016

ISBN Number: 978-1594634024

Core or Supplemental: Supplemental

Course: A Critical Approach to Popular Literature

Grade Level: 12

(If applicable:) Replaces text: N/A

Rationale for adopting new text: A Critical Approach to Popular Literature was piloted during 2015-16; during that pilot year, student and teacher feedback was solicited, and curriculum development during summer 2016 included analysis of which additional course texts would best meet students’ learning needs. In addition, the inclusion of a new contemporary text meets the particular curricular necessities of this English elective.

Text Description:
Told from three different, yet all unreliable, perspectives, this psychological thriller draws in the reader from the first line: “She’s buried beneath a silver birch tree, down towards the old train tracks . . .” (1). This fast-paced, page-turning novel throws the reader into the mystery of a missing woman. As each female lead character offers her insight into what really happened, the reader finds himself/herself sympathizing, though questioning, all three narrators. As the climax builds, the reader is left with a shocking turn of events in the final pages.

Strengths:
As a high-interest novel that still ignites a buzz in not only the reading world, but also society at large, *The Girl on the Train* invites students to join the conversation about this popular title. The text will engage readers with its fast-paced mystery and its multiple-narrator approach that will push them to question alliances and sympathies. Readers are consistently left awed by the author’s use of perspective and interested in the elements of characterization and story development.

Weaknesses:
Because *The Girl on the Train* is such a popular text, a film production still in the works may eventually change students’ interactions with the text; that film itself could one day be integrated into the course, however.

Prepared by: Emma Balter, Kristen Kravecs, and Belinda Papageorge, THS English teachers

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Revised 7/2016
Title of Text: *Jane Eyre*

Author: Charlotte Brontë

Publisher: Penguin

Year Published: 2006

ISBN Number: 978-0141441146

Core¹ or Supplemental: Supplemental

Course: English 10 Honors

Grade Level: 10

(If applicable:) Replaces text: N/A

**Rationale for adopting new text:** The text will provide the option of a text written by a female author from the Victorian period. Brontë’s text is referenced frequently on the SAT, on Advanced Placement exams, and in popular culture. The text is also important for cultural literacy, including references to the “madwoman in the attic.”

**Text Description:**
Jane is an orphan living with relatives who don’t accept her as a member of the family. As a female without family support in the Victorian age, the deck is stacked against Jane. Her intelligence, strong will, and tenacious pluck put her at odds with society time and time again until she finally meets the man who understands and accepts her for who she is. Yet their marriage is derailed and Jane is again on her own. Presented with a safe and stable relationship fitting with the social mores of the time, Jane turns back instead to her unconventional, yet romantic, love. Combining romance with suspense, social critique with the triumph of the individual imagination, *Jane Eyre* is an enjoyable story that rewards careful study.

**Strengths:**
This classic feminist tale from the Victorian period provides a wide range of interpretive and research opportunities for Honors students, especially in preparation for Advanced Placement courses in English. The inclusion of *Jane Eyre* will give Honors students an Advanced Placement-track experience with Victorian literature, Gothic literature, the bildungsroman, and more.

**Weaknesses:**
*Jane Eyre* is lengthy and dense, yet assiduous study via close reading will be supported by the goals and units of English 10 Honors.

Prepared by: Lisa Acerbo, Matt Bracksieck, Kristen Kravec, and Norma McFarland, THS English teachers

¹“Core” refers to a resource that must be used by all students for attainment of course goals.
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TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: July 29, 2016

Title of Text: The Other Wes Moore: One Name, Two Fates

Author: Wes Moore

Publisher: Spiegel & Grau

Year Published: 2016

ISBN Number: 978-0385528207

Core\textsuperscript{1} or Supplemental: Supplemental

Course: English 10 and English 10 Honors

Grade Level: 10

(If applicable:) Replaces text: N/A

Rationale for adopting new text: Curriculum development during summer 2016 has presented the need for English 10 to be enhanced with a non-fiction title. This non-fiction text is sophisticated in narrative structure and style, with engaging content for sophomores in high school.

Text Description:
Wes Moore grew up in Baltimore and became a Rhodes scholar, veteran, and business leader. In the same neighborhood, a boy with the same name grew up to serve a life sentence as a convicted murderer. How did one Wes Moore resist the plight of crime and poverty common in his neighborhood, and what caused the other to drift into its grasp? Told in alternating narratives constructed from author Wes Moore’s personal reflections and interviews with and research about the prisoner Wes Moore, this non-fiction text explores the factors and choices that led to the divergent paths and outcomes of the two Wes Moores.

Strengths:
The Other Wes Moore: One Name, Two Fates will be a much-needed non-fiction addition to English 10. Its premise aligns with the curricular question “What factors contribute to an individual’s identity and fate?” While the text is non-fiction, it reads like a memoir in many instances, making it engaging for those more inclined to literature. Moore also inserts statistics and research to support his findings, which connects to the curriculum aim to aid students in selection and discussion of evidence. Readers can also analyze Moore’s writing craft, discussing the author’s use of perspective and story development and structure.

Weaknesses:
The text’s use of alternating narratives may distract or confuse some readers if they are not paying close enough attention to each storyline. Students are more familiar with reading literature, and often view non-fiction as dry, which may cause some initial resistance. However, increasing comfort and confidence with close reading of non-fiction is an essential curricular goal.

\textsuperscript{1}“Core” refers to a resource that must be used by all students for attainment of course goals.

Revised 7/2016
Prepared by: Lisa Acerbo, Matt Brackseick, Kristen Kravec, and Norma McFarland, THS English teachers

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