

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

HONORS LATIN II

Grades 10-12

World Languages Department

2019

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Honors Latin II
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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

Honors Latin II course is a rigorous course that continues to develop students' proficiency as outlined in the ACTFL (American Council on the Teaching of Foreign Languages) Guidelines and National Standards for Classical Language Learning.

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

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

COURSE GOALS

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

CCS.ELA-Literacy.RL.9-10.1

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

CCS.ELA-Literacy.RL.9-10.2

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

CCS.ELA-Literacy.RL.9-10.4

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

tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCS.ELA-Literacy.RI.9-10.1

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

CCS.ELA-Literacy.RI.9-10.2

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

CCS.ELA-Literacy.RI.9-10.4

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

CCS.ELA-Literacy.W.9-10.2

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

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

CCS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCS.ELA-Literacy.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CCS.ELA-Literacy.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCS.ELA-Literacy.SL.9-10.5

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 course goal derives from the 2016 International Society for Technology in Education Standards.

ISTE Knowledge Constructor (Standard 3) Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

The following course goals derive from the 2015 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages.

ACTFL.1.1 (Interpersonal Communication) Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

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

ACTFL.1.3 (Presentational Communication) Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

ACTFL.2.1 (Relating Cultural Practices to Perspectives) Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

ACTFL.3.1 (Making Connections) Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

ACTFL.3.2 (Acquiring Information and Diverse Perspectives) Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

ACTFL.4.2 (Cultural Comparisons) Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- the Roman empire was a vast and varied area with cultural diversity, and many different ethnicities contributed to the culture.
- the reading of the Latin language is composed of many grammatical forms that are different from English, but yet have contributed greatly to our language.
- reading and writing will vary according to the type and length of the passage or dialogue.
- the composition of the Roman Empire has influenced our culture and history.

COURSE ESSENTIAL QUESTIONS

- How did the early Roman empire influence the later Roman empire, Rome, and the Western world?
- What are all the components of the Latin language that come together to read Latin and that help us understand English?
- What were the communities and relationships of the ancient Romans like?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- Latin vocabulary related to farming, slaves, daily life, and Roman colonies.
- the following Latin grammar: the irregular verbs *sum*, *volo*, *nolo*, and *possum*, adjectives, prepositions, the pluperfect tense, nouns, demonstratives, imperatives, and participles.

Students will be able to . . .

- identify and translate vocabulary in passages pertaining to Roman daily life.
- use knowledge of the grammar learned to read Latin passages about Roman daily life.
- discuss topics related to early Roman life.
- read analytically and answer comprehension questions by finding evidence in Latin texts.
- write short paragraphs in an organized manner using the grammar learned.

COURSE SYLLABUS

Course Name

Honors Latin II

Level

Honors; Grades 10-12

Prerequisites

Consistent with criteria for THS World Languages courses; End-of-year average in Latin I of A- or better

Materials Required

None

General Description of the Course

This course will follow ACTFL (American Council on the Teaching of Foreign Languages) Guidelines and National Standards for Classical Language Learning. The course will emphasize the development of skills in the three modes of communication – interpersonal, interpretive, and presentational – within the framework of the Five Cs of listening, speaking, reading, writing, and culture. Students will be provided an intensive cultural vocabulary base, develop their writing skills, reinforce their skills through advanced grammar use, develop their listening and speaking skills, and read and discuss complex texts. The course will broaden the scope of language acquisition by including original compositions based on authentic reading materials, cultural materials, oral presentation, and more. Authentic resources will be the basis for oral and written creative expression. Software and interactive materials will be available to students. Students will be encouraged to join the Latin Club and to take the National Latin Exam.

Assured Assessments

Formative Assessments:

- Vocabulary quizzes (Units 1, 2, 3, 4)
- Writing prompts (Units 1, 2, 3, 4, 5, 6)
- Vocabulary and comprehension packets (Units 1, 2, 5, 6, 7, 8)
- *Certamen* contest (Units 3, 5)
- Translations and summaries (Units 4, 5, 6, 7, 8)
- Short speech or “mini-skit” (Unit 4)
- Mosaics based on Roman art (Unit 4)
- Paper comparing the Romans and the Alexandrians (Unit 5)
- Research and presentation on Rome’s leaders (Unit 6)
- Mini-poster (Unit 7)
- Creation of commands for classroom use (Unit 7)
- Creation of will in Latin (Unit 8)

Summative Assessments:

- Tests and skits (Units 1, 2, 3, 4, 5, 6, 7, 8)
- Research and presentation (Units 5, 6, 7, 8)

Core Text

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

UNIT 1

Stage 13: *In Britannia* (In Britain)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RI.9-10.2 CCS.ELA-Literacy.RL.9-10.4 CCS.ELA-Literacy.RI.9-10.4	Write sentences and short prompts, based on text passages and other supplemental materials, using grammar learned in the unit to write about Roman daily life.
CCS.ELA-Literacy.RL.9-10.1 CCS.ELA-Literacy.RI.9-10.1	Cite text evidence, based on text passages and other supplemental materials, to support facts and analysis.
ACTFL.3.1 (Making Connections)	Understand how to identify word roots using unit vocabulary and grammar, and use correctly words that are derived from Latin.
ACTFL.3.2 (Acquiring Information and Diverse Perspectives)	Read and discuss ancient Roman life using culture studied in the unit, and compare certain aspects of that life to their own culture.
CCS.ELA-Literacy.SL.9-10.1 CCS.ELA-Literacy.SL.9-10.4 ACTFL.4.2 (Cultural Comparisons)	Collaborate to write and perform a skit about a Roman family and Roman life based on culture and grammar studied in the unit.

Unit Essential Questions

- How did slaves in Britannia, a part of the Roman empire, live?
- Why were mining and farming an important part of the Roman economy?
- What was everyday life like in the Roman empire?
- What was Britain like in the first century C.E.?

Scope and Sequence

- Instruction in and practice with *volo, nolo, and possum*
- Verb connections: color-coded irregular verb charts
- Activities to practice and improve translation and forming of the grammar studied
- Vocabulary related to slaves, mining, and farming in ancient Rome
- Reading and comprehension activities based on “*tres servi*,” “*coniuratio*,” and “Bregans”
- Instruction in and practice with adjectives, cases and agreement
- Instruction in and practice with infinitives

Assured Assessments

Formative Assessments:

- Students will take regular quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Students will also begin the process of writing prompts to demonstrate knowledge of the culture and grammar studied in the unit, and to set a benchmark to demonstrate later growth in their ability throughout the year; these will be assessed using the THS School-Wide Writing Rubric.
- Vocabulary and comprehension packets will be completed for each story read.

Summative Assessment:

- A skit will be assessed using the World Languages Department Presentational Speaking Rubric.

Resources

Core

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

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course*. 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories*. 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 2-4 weeks

UNIT 2

Stage 14: *Apud Salvium* (Near Salvium)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1 CCS.ELA-Literacy.RI.9-10.1	Participate in a <i>certamen</i> contest that assesses the comprehension of grammar as students try to “outsmart” each other with content questions based on stories from the unit.
CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RI.9-10.2 CCS.ELA-Literacy.RL.9-10.4 CCS.ELA-Literacy.RI.9-10.4	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups.
CCS.ELA-Literacy.W.9-10.2 CCS.ELA-Literacy.W.9-10.4 CCS.ELA-Literacy.W.9-10.5 CCS.ELA-Literacy.W.9-10.9	Write an informative/explanatory prompt based on culture studied in the unit.
CCS.ELA-Literacy.SL.9-10.1 CCS.ELA-Literacy.SL.9-10.4 ACTFL.1.1 (Interpersonal Communication)	Work in cooperative learning groups to develop and present skits, engage in discussions, and peer-revise writing.
ACTFL.1.2 (Interpretive Communication)	Assess and critique each other’s writing.

Unit Essential Questions

- What role did Julius Caesar have in the expansion of the Roman empire?
- How did the colonization of Britain influence the empire?
- How did the British people live under Roman rule?
- How are adjectives formed and translated in Latin?
- How are Latin adjectives different from English ones?

Scope and Sequence

- Instruction in and practice with adjectives of first, second, and third declensions, and prepositions
- Activities to practice and improve translation and forming of the grammar studied
- Vocabulary related to Britannia and life under Roman rule
- Reading and comprehension activities based on “*Rufilla*,” “*Domitilla cubiculum parat*,” “*in tablino*,” “*Quintus advenit*,” and “*tripodes argentei*”

Assured Assessments

Formative Assessments:

- Students will take regular quizzes to demonstrate a knowledge of both English and Latin vocabulary.
- Students will write at least one prompt to demonstrate knowledge of the culture and grammar studied in the unit, as well as growth in their ability throughout the year; this will be assessed using the World Languages Department Writing Rubric.
- Vocabulary and comprehension packets will be completed for each story read.

Summative Assessment:

- A skit will be assessed using the World Languages Department Presentational Speaking Rubric.

Resources

Core

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

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course*. 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories*. 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 2-4 weeks

UNIT 3

Stage 15: *Rex Cogidubnus* (King Cogidubnus)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1 CCS.ELA-Literacy.RI.9-10.1	Follow the life of a family of Romans using the stories from the unit, and be able to predict and recognize the behavior of typical Romans during the Classical Roman time period.
CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RI.9-10.2 CCS.ELA-Literacy.RL.9-10.4 CCS.ELA-Literacy.RI.9-10.4	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups, to determine and discuss themes related to funeral games, palaces, and the life of Roman kings.
CCS.ELA-Literacy.W.9-10.2 CCS.ELA-Literacy.W.9-10.4 CCS.ELA-Literacy.W.9-10.5 CCS.ELA-Literacy.W.9-10.9	Write an informative/explanatory prompt based on culture studied in the unit, specifically the Roman empire and kings.
CCS.ELA-Literacy.SL.9-10.1 CCS.ELA-Literacy.SL.9-10.4 ACTFL.1.1 (Interpersonal Communication)	Work in cooperative learning groups to develop and present skits, engage in discussions, and peer-revise writing, placing sentences in proper order for passages.
ACTFL.1.2 (Interpretive Communication)	Assess and critique each other's writing, analyzing text based on comprehension of the culture of kings and emperors, and on proper understanding of grammar.
ACTFL.3.2 (Acquiring Information and Diverse Perspectives)	Read, translate, and discuss Roman epitaphs with relative clauses.

Unit Essential Questions

- Who were the first five Emperors of Rome, and what kind of rulers were they?
- Who was King Cogidubnus, and how does he demonstrate Roman foreign policy during the Roman empire?
- How did the first five emperors expand the Roman empire?
- How does Latin use relative clauses, and how does that compare to how English uses relative clauses?

Scope and Sequence

- Instruction in and practice with relative clauses

- Introduction of and practice with the irregular *possum*; review of *volo* and *nolo*
- Writing prompts including analysis of the Roman empire when kings ruled, with correct use of relative clauses
- Reading and analysis of Vergil’s *Aeneid* in English
- Research and discussion of funeral traditions, comparing Roman ones to contemporary ones
- Vocabulary and derivatives related to kings and the Roman empire
- Reading and comprehension activities based on “*ad aulam*,” “*caerimonia*,” and “*ludi funebres*”
- Introduction of the *Aeneid*, the house of Troy (*Iliad*) and boat race in reading passage

Assured Assessments

Formative Assessments:

- Students will write a 20-25-word prompt on the expansion of the colonies of the Roman empire, using stories from the unit as evidence. This will be assessed using the THS School-Wide Writing Rubric.
- Students will participate in a *certamen* contest based on their grammar skills and their knowledge of culture from the unit.
- Students will take regular quizzes to demonstrate a knowledge of both English and Latin vocabulary, including vocabulary about the empire, Britain, and kings.

Summative Assessment:

- A test based on Stage 15 of the text will include reading, writing, and comprehension of the English in the authentic text *De Bello Gallico*.
- Students will develop a skit about the Roman empire during the British occupation, using accurate cultural references and correct grammar. This will be assessed using the World Languages Department Presentational Speaking Rubric.

Resources

Core

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

Supplemental

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

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

Time Allotment

- Approximately 3-5 weeks

UNIT 4

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

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1 CCS.ELA-Literacy.RI.9-10.1	Read and analyze stories from the unit, including grammar and culture, and draw inferences about the life of kings and nobility in Rome and other parts of the Roman empire, specifically the British Roman empire.
CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RI.9-10.2 CCS.ELA-Literacy.RL.9-10.4 CCS.ELA-Literacy.RI.9-10.4	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups.
CCS.ELA-Literacy.W.9-10.2 CCS.ELA-Literacy.W.9-10.4 CCS.ELA-Literacy.W.9-10.5 CCS.ELA-Literacy.W.9-10.9	Write an informative/explanatory prompt based on culture studied in the unit, including the pluperfect tense.
CCS.ELA-Literacy.W.9-10.4 CCS.ELA-Literacy.W.9-10.9 ISTE Knowledge Constructor (Standard 3)	Summarize, explain, and analyze text in story scrolls or translation strips, creating a shared electronic presentation document.
CCS.ELA-Literacy.SL.9-10.1 CCS.ELA-Literacy.SL.9-10.4 ACTFL.1.1 (Interpersonal Communication)	Work in cooperative learning groups to develop and present skits, engage in discussions, and peer-revise writing.
ACTFL.1.2 (Interpretive Communication)	Assess and critique each other's writing, analyzing text based on comprehension of the culture of palaces and the British Roman empire, and on proper understanding of grammar.
ACTFL.4.2 (Cultural Comparisons)	Write reflections in English and/or Latin about various contemporary topics related to the Roman empire.

Unit Essential Questions

- What is the significance of the palace, in terms of its location, wealth, and style?
- Who is more important, Salvius or Cogidubnus? What does the answer tell us about Roman Britain?
- What does art, especially mosaics, tell us about the Roman empire?

- How did the Romans use the pluperfect tense, and how does that compare to how English speakers use the pluperfect tense?

Scope and Sequence

- Instruction in and practice with the pluperfect tense and principle parts of a verb
- Finding examples of the pluperfect tense and all other tenses in the stories read, translating them in context
- Discussion of the differences between the past tenses in English and Latin
- Oral practice of the pluperfect and other tenses followed by written translation of passages containing these forms
- Vocabulary and derivatives related to palaces and the Roman empire in Britain
- Research and discussion of the Roman empire, and palaces in Britain
- Making of mosaics to demonstrate understanding of this aspect of Roman art
- Unit test
- Introduction of the Trojan War as it relates to Vergil, the *Aeneid*, and the founding of Rome

Assured Assessments

Formative Assessments:

- Students will write literal translations and summaries of the texts read in the unit.
- Students will write at least one prompt to demonstrate knowledge of the culture and grammar studied in the unit, as well as growth in their ability throughout the year; this will be assessed using the THS School-Wide Writing Rubric.
- Students will develop a short speech or “mini-skit” to demonstrate knowledge of the Roman empire during the time of Cogidubnus and other British kings.
- Students will make mosaics based on Roman art.
- Students will take regular quizzes to demonstrate a knowledge of both English and Latin vocabulary.

Summative Assessment:

- A test based on Stage 16 of the text will include reading, writing, and comprehension of the English in Vergil’s *Aeneid*, Introduction and Book 1.

Resources

Core

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

Supplemental

- Vergil. *Aeneid*, in translation.
- teacher-developed vocabulary, grammar, and culture practice

- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course*. 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories*. 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- *The Latin Library*. <https://www.thelatinlibrary.com/>. Web.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 3-5 weeks

UNIT 5

Stage 17: *Alexandria* (Alexandria, Egypt)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1 CCS.ELA-Literacy.RI.9-10.1	Participate in a <i>certamen</i> contest that assesses the comprehension of grammar as students try to “outsmart” each other with content questions based on stories from the unit.
CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RI.9-10.2 CCS.ELA-Literacy.RL.9-10.4 CCS.ELA-Literacy.RI.9-10.4	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups.
CCS.ELA-Literacy.W.9-10.2 CCS.ELA-Literacy.W.9-10.4 CCS.ELA-Literacy.W.9-10.5 CCS.ELA-Literacy.W.9-10.9	Write an informative/explanatory prompt based on culture studied in the unit.
CCS.ELA-Literacy.W.9-10.4 CCS.ELA-Literacy.W.9-10.9	Summarize passages without giving a literal translation, and using summarized details to discuss and analyze the culture of the studied time period.
CCS.ELA-Literacy.SL.9-10.1 CCS.ELA-Literacy.SL.9-10.4 CCS.ELA-Literacy.SL.9-10.5 ISTE Knowledge Constructor (Standard 3) ACTFL.1.1 (Interpersonal Communication)	Work in cooperative learning groups to develop and present skits, engage in discussions, and peer-revise writing.
ACTFL.1.2 (Interpretive Communication)	Assess and critique each other’s writing, analyzing text based on comprehension of the culture studied in the unit.
ACTFL.4.2 (Cultural Comparisons)	Comprehend, reflect on, and discuss Trojan War readings and stories, including sentences that use the future tense.

Unit Essential Questions

- Why was the location of the port city of Alexandria important for the Romans?
- What are the most influential and important aspects of the city of Alexandria?
- What does the genitive case allow us to express in Latin, and how does that compare to English?
- How did the Romans form and use the future tense?

Scope and Sequence

- Instruction in and practice with the genitive case
- Instruction in and practice with the future tense
- Finding examples of the genitive case and the future tense in the stories read, translating them in context
- Discussion of the differences between the uses of nouns in English and Latin
- Vocabulary and derivatives related to Alexandria, worship, and Isis
- Research and discussion of the Roman empire in Britain
- Writing sentences that use the future tense, the genitive case, and other noun cases correctly
- Unit test
- Review of the Trojan War and its main characters as they relate to Vergil, the *Aeneid*, and the founding of Rome

Assured Assessments

Formative Assessments:

- Students will write at least one prompt to demonstrate knowledge of the culture and grammar studied in the unit, as well as growth in their ability throughout the year; this will be assessed using the THS School-Wide Writing Rubric.
- Students will participate in a *certamen* contest based on their grammar skills and their knowledge of culture from the unit.
- Students will write literal translations and summaries of the texts read in the unit.
- Students will answer comprehension questions and complete vocabulary activities focused on both English and Latin vocabulary.
- Students will write a paper discussing the racial tension and disparity in wealth demonstrated between the Romans and the Alexandrians in the passages read.

Summative Assessment:

- A test based on Stage 17 of the text will include reading, writing, and comprehension sections.
- Students will research and present digitally the influence of the goddess Isis in the Roman empire, and comparison to modern religions; this will be assessed using the World Languages Department Presentational Speaking Rubric.

Resources

Core

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

Supplemental

- Vergil. *Aeneid*, in translation.
- teacher-developed vocabulary, grammar, and culture practice

- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course*. 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories*. 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 3-5 weeks

UNIT 6

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

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1 CCS.ELA-Literacy.RI.9-10.1	Cite text evidence, based on text passages and other supplemental materials, to support facts and analysis.
CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RI.9-10.2 CCS.ELA-Literacy.RL.9-10.4 CCS.ELA-Literacy.RI.9-10.4	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups.
CCS.ELA-Literacy.W.9-10.2 CCS.ELA-Literacy.W.9-10.4 CCS.ELA-Literacy.W.9-10.5 CCS.ELA-Literacy.W.9-10.9	Write an informative/explanatory prompt based on culture studied in the unit, including as related to small businesses in Alexandria and the importance of the glassblowing industry.
CCS.ELA-Literacy.SL.9-10.1 CCS.ELA-Literacy.SL.9-10.4 ACTFL.1.1 (Interpersonal Communication)	Work in cooperative learning groups to develop and present skits, engage in discussions, and peer-revise writing.
ACTFL.1.2 (Interpretive Communication)	Assess and critique each other's writing, analyzing text based on comprehension of the culture studied in the unit.
ACTFL.1.3 (Presentational Communication)	Present a skit, presentation, or writing to the class, and obtain feedback.

Unit Essential Questions

- Why was glassmaking so important in Alexandria?
- What was daily life like for shop owners and businessmen in Alexandria?
- How did the relationship between Romans and Alexandrians and slaves and freedmen affect society?
- How does Latin use gender for nouns and adjectives?
- How did Rome's early leaders rule Rome?

Scope and Sequence

- Instruction in and practice with the genders of nouns and adjectives
- Finding examples of genders of nouns and adjectives, and noun-adjective agreement in declensions

- Vocabulary and derivatives related to Alexandria, glassblowing, shop owners, and worship
- Oral practice of declensions followed by written translation of passages containing these forms
- Research and discussion of the Roman empire in Alexandria
- Video on glassblowing, including changes from the origin of glassblowing to contemporary glassblowing
- Unit test
- Review of the Trojan War and its main characters as they relate to Vergil, the *Aeneid*, and the founding of Rome

Assured Assessments

Formative Assessments:

- Students will write at least one prompt to demonstrate knowledge of the culture and grammar studied in the unit, as well as growth in their ability throughout the year; this will be assessed using the THS School-Wide Writing Rubric.
- Students will write literal translations and summaries of the texts read in the unit.
- Based on the video on glassblowing, students will discuss technology during the Roman empire.
- Students will answer comprehension questions and complete vocabulary activities focused on both English and Latin vocabulary.
- Students will research and present how the decisions of Rome's leaders led to the fall of the Republic.

Summative Assessment:

- A test based on Stage 18 of the text will include reading, writing, and comprehension sections.
- Students will research and present information related to businesses and other aspects of daily life in ancient Rome; this will be assessed using the World Languages Department Presentational Speaking Rubric.

Resources

Core

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

Supplemental

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

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

Time Allotment

- Approximately 3-5 weeks

UNIT 7

Stage 19: *Isis* (Isis)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1 CCS.ELA-Literacy.RI.9-10.1	Cite text evidence, based on text passages and other supplemental materials, to support facts and analysis.
CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RI.9-10.2 CCS.ELA-Literacy.RL.9-10.4 CCS.ELA-Literacy.RI.9-10.4	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups.
CCS.ELA-Literacy.W.9-10.5 CCS.ELA-Literacy.W.9-10.9	Write sentences based on the culture studied, including imperative mood and correct tenses.
CCS.ELA-Literacy.SL.9-10.1 CCS.ELA-Literacy.SL.9-10.4 ACTFL.1.1 (Interpersonal Communication)	Work in cooperative learning groups to develop and present skits, engage in discussions, and peer-revise writing.
ACTFL.1.2 (Interpretive Communication)	Assess and critique each other's writing, analyzing text based on comprehension of the culture studied in the unit.
ACTFL.4.2 (Cultural Comparisons)	Comprehend, reflect on, and discuss the influence of the goddess Isis.

Unit Essential Questions

- Who was the goddess Isis, and why was she so important to both the Egyptians and the Romans?
- What kind of worship was given to Isis?
- What was the role of religion in Roman society?
- How does the imperative mood indicate commands in Latin, and how does the Latin imperative mood compare to English?

Scope and Sequence

- Instruction in and practice with the imperative mood
- Finding examples of the imperative mood
- Instruction in and practice the demonstrative pronouns
- Review of tense agreement
- Vocabulary and derivatives related to Isis and worship

- Oral practice of tense endings and imperatives followed by written translation of passages containing these forms
- Research and discussion of Roman mythology and Isis
- Unit test
- Review of the Trojan War and the significance of the deities

Assured Assessments

Formative Assessments:

- Students will create a mini-poster based on research of a sign and its characteristics in Latin.
- Students will write literal translations and summaries of the texts read in the unit.
- Students will answer comprehension questions and complete vocabulary activities focused on both English and Latin vocabulary.
- Students will create commands for one another to use in the classroom.

Summative Assessment:

- A test based on Stage 19 of the text will include reading, writing, and comprehension sections.
- Students will research and present information related to the goddess Isis and the significance of deities in Roman culture; this will be assessed using the World Languages Department Presentational Speaking Rubric.

Resources

Core

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

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course*. 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories*. 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 3-5 weeks

UNIT 8

Stage 20: *Medicus* (Doctor)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.9-10.1 CCS.ELA-Literacy.RI.9-10.1	Cite text evidence, based on text passages and other supplemental materials, to support facts and analysis in role-plays of doctors, astrologers, and patients.
CCS.ELA-Literacy.RL.9-10.2 CCS.ELA-Literacy.RI.9-10.2 CCS.ELA-Literacy.RL.9-10.4 CCS.ELA-Literacy.RI.9-10.4	Answer comprehension questions based on text evidence from Latin passages from the unit, either individually or in groups.
CCS.ELA-Literacy.W.9-10.2 CCS.ELA-Literacy.W.9-10.4 CCS.ELA-Literacy.W.9-10.5 CCS.ELA-Literacy.W.9-10.9	Write an informative/explanatory prompt based on culture studied in the unit, including as related to medicine, astronomy, and mathematics in Roman society.
CCS.ELA-Literacy.SL.9-10.1 CCS.ELA-Literacy.SL.9-10.4 ACTFL.1.1 (Interpersonal Communication)	Work in cooperative learning groups to engage in discussions about passages about medicine and doctors in ancient Rome.
ACTFL.1.2 (Interpretive Communication)	Assess and critique each other's writing, analyzing text based on creation of a will in Latin.
ACTFL.4.2 (Cultural Comparisons)	Compare the practice of medicine in Roman times to her practice of medicine in contemporary times.

Unit Essential Questions

- What did the practice of medicine involve in Alexandria?
- What was the practice of medicine like in Alexandria and the Roman world in general?
- What scientific innovations occurred in Alexandria?
- What is the function and structure of a participle?
- How does participle use in Latin compare to participle use in English?

Scope and Sequence

- Instruction in and practice with present participles
- Review of the third declension
- Review of adjectives and noun-adjective agreement
- Finding examples of participles, translating them in context
- Vocabulary and derivatives related to medicine, doctors, and astronomy

- Oral practice of third-declension nouns and adjectives
- Unit test

Assured Assessments

Formative Assessments:

- Students will write literal translations and summaries of the texts read in the unit.
- Students will answer comprehension questions and complete vocabulary activities focused on both English and Latin vocabulary.
- Students will create a will in Latin, using participles and other relevant grammar.

Summative Assessment:

- A test based on Stage 20 of the text will include reading, writing, and comprehension sections.
- Students will research and present information related to ancient science and medicine; this will be assessed using the World Languages Department Presentational Speaking Rubric.

Resources

Core

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

Supplemental

- teacher-developed vocabulary, grammar, and culture practice
- Goldman, Norma, and Jacob E. Nyenhuis. *Latin Via Ovid: A First Course*. 2nd ed. Detroit: Wayne State UP, 1982. Print.
- Groton, Anne H., and James M. May. *Thirty-Eight Latin Stories*. 5th ed. Wauconda, IL: Bolchazy-Carducci, 2004. Print.
- Heimbach, Elizabeth. *A Roman Map Handbook*. Mundelein, IL: Bolchazy-Carducci, 2010. Print.
- Snodgrass, Mary Ellen. *Auctores Latini*. Logan, IA: Perfection, 1993, Print.
- Webb, Matthew D. *Readings from Roman History*. 4th ed. Hamilton, OH: American Classical League, 2014. Print.

Time Allotment

- Approximately 3-5 weeks

COURSE CREDIT

One-half credit in world languages
One class period daily for a full year

PREREQUISITES

Consistent with criteria for THS World Languages courses; End-of-year average in Latin I of A- or better.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading & Writing Rubrics (attached)
- Trumbull High School World Languages Interpersonal & Presentational Speaking Rubrics (attached)

Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Respond X_____	<ul style="list-style-type: none"> • Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> ○ Clearly identifying the purpose of the text ○ Providing initial reaction richly supported by text ○ Providing a perceptive interpretation 	<ul style="list-style-type: none"> • Demonstrates understanding of text by: <ul style="list-style-type: none"> ○ Identifying the fundamental purpose of the text ○ Providing initial reaction supported by text ○ Providing a clear/straightforward interpretation of the text 	<ul style="list-style-type: none"> • Demonstrates general understanding of text by: <ul style="list-style-type: none"> ○ Partially identifying the purpose of the text ○ Providing initial reaction supported by text ○ Providing a superficial interpretation of the text 	<ul style="list-style-type: none"> • Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> ○ Not identifying the purpose of the text ○ Providing initial reaction not supported by text ○ Providing an interpretation not supported by the text
Interpret X_____	<ul style="list-style-type: none"> • Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • Demonstrates ability to interpret text by: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> ○ Guided reflection and/or revision of initial understanding ○ Summarizing some of the main ideas of text ○ Guided interpretation of text by locating answers to given questions in text 	<ul style="list-style-type: none"> • Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> ○ Struggle to implement guided reflection and/or revision of initial understanding ○ Struggle to summarize any main ideas of text ○ Struggle to answer questions by locating responses in text
Connect X_____	<ul style="list-style-type: none"> • Demonstrates perceptive connections <ul style="list-style-type: none"> ○ text-to-text ○ text-to-self ○ text-to-world 	<ul style="list-style-type: none"> • Demonstrates specific connections <ul style="list-style-type: none"> ○ text-to-text ○ text-to-self ○ text-to-world 	<ul style="list-style-type: none"> • Demonstrates general connections <ul style="list-style-type: none"> ○ text-to-text ○ text-to-self ○ text-to-world 	<ul style="list-style-type: none"> • Struggles to make connections <ul style="list-style-type: none"> ○ text-to-text ○ text-to-self ○ text-to-world
Evaluate X_____	<ul style="list-style-type: none"> • Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> ○ 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) 	<ul style="list-style-type: none"> • Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> ○ Formulation of a superficial conclusion from the text ○ Assessment of the quality of the text ○ Use of text to express personal opinion(s) 	<ul style="list-style-type: none"> • Demonstrates a struggle to evaluate text by one or more of the following: <ul style="list-style-type: none"> ○ Formulation of a conclusion from the text ○ Assessment of the quality of the text ○ Use of text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> • Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> • Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> • Establishes a purpose • Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> • Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> • Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions 	<ul style="list-style-type: none"> • Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions 	<ul style="list-style-type: none"> • Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions 	<ul style="list-style-type: none"> • Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> • Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> • Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> • May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> • Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning 	<ul style="list-style-type: none"> • Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Trumbull High School World Languages Interpersonal Speaking Rubric

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

Trumbull High School World Languages Presentational Speaking Rubric

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

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