Latin I

Instructor: Magistra Allen, 2019-2020

Course Overview: Latin I

This course introduces students to the ancient Romans through their language, which is the basis of the modern Romance languages. Students will gain skills in reading, listening, speaking, and writing in Latin! This course also emphasizes the close relationship of Latin to the understanding of English grammar and vocabulary. Additional cultural topics - including Roman daily life, homes, schools, gladiatorial games, baths, mythology and foods - are studied through readings, supplementary materials, projects, and games.

Units and Activities (Cursus Descriptio): What will we be learning about and doing in Latin I?

Below is a list of various activities we will often engage in followed by a detailed outline of the units for this course.

- Reading and interpreting short stories
- Telling short stories about the texts we read
- Conversing in Latin in pairs, small groups, and among our whole class
- Watching short film clips and longer educational videos, some in English and some in Latin
- Improving our skills at writing progressively longer and more complex stories
- Analyzing and synthesizing authentic resources verbally and in writing
- Completing grammar practice activities
- Making connections between Latin words and their English derivatives
- Playing vocabulary review games and practicing vocabulary in a variety of ways
- Making cultural comparisons through oral presentations and in writing

Checkpoint I-II – Cambridge Latin Course, Unit I: Stages 1-4

- Grammatical topics covered this quarter will include Subjects and Direct Objects, singular nouns in the Nominative and Accusative cases, an introduction to the 1st, 2nd, and 3rd declension, and verbs in the 1st, 2nd, and 3rd person singular present tense.
- Cultural topics covered this quarter will include daily life in Pompeii, Roman clothing, food and dining customs, Roman families, client and patron relationships, the town of Pompeii, and the purpose of the Forum.
- By the end of Checkpoint II students will demonstrate their proficiency through writing simple sentences in Latin, through telling short familiar stories in Latin, and through answering questions in Latin.
Checkpoint III - IV – Cambridge Latin Course, Unit 1: Stages 5-7
- Grammatical topics covered this quarter will include plural Nominative and Accusative nouns, the infinitive and first three principal parts of verbs, 3rd person plural verbs, the imperfect and perfect tenses in the 3rd person singular.
- Cultural topics covered this quarter will include ancient theatre, the life and treatment of slaves and freedmen, and mythology around Hercules.
- By the end of Checkpoint IV students will demonstrate their proficiency through writing short summaries or extensions of stories, through telling short familiar stories, and through answering questions in Latin.

Checkpoint V-VI – Cambridge Latin Course, Unit 1: Stages 8-10
- Grammatical topics covered this quarter will include the Dative case, all subjects of verbs in the present tense, the irregular verb sum, and superlative adjectives.
- Cultural topics covered this quarter will include the Roman baths and bathing practices, ancient education systems and writing materials.
- By the end of Checkpoint VI students will demonstrate their proficiency through writing original stories or more detailed extensions of stories in Latin, through telling short familiar stories in Latin, and through short practiced conversations in Latin.

Checkpoint VII-VIII– Cambridge Latin Course, Unit 1: Stages 10-12
- Grammatical topics covered this quarter will include special uses of the Dative case, comparative adjectives, and all subjects of the imperfect and perfect tenses.
- Cultural topics covered this quarter will include, Roman politics and elections, and the destruction of Pompeii.
- By the end of Checkpoint VIII students will demonstrate their proficiency through writing original stories, through telling familiar stories, and through reading comprehension assessments that allow students to demonstrate their understanding of the language.

Standards: What knowledge and skills will I gain by the end of this course?
This course will assess the knowledge and skills students build in key Anchor Standards and Content Standards which come from the American Council on the Teaching of Foreign Languages (ACTFL).

Anchor Standards:
Interpretive Communication - Students will understand, interpret, and analyze what is heard, read, or viewed in Latin on a variety of topics.

Presentational Communication- Students will present information 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.

Interpersonal Communication - Students will interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.

Intercultural Communication - Students will investigate, explain, and reflect on the relationship between the practices and perspectives of the Romans as well as the products and perspectives of the Romans. Students will connect Latin and the history of the Ancient Romans with other disciplines and acquire information and diverse perspectives.

Comparisons- Students will investigate, explain, and reflect on the nature of language through comparisons of Latin and other languages and will use this knowledge to build their vocabulary in Latin and in English.
Assessment of Learning - Assessment Types:
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

**Formative Assessments:** *Formative = Forming my knowledge and skills.* Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

**Summative Assessments:** *Summative = Summation of my knowledge and skills.* Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

**Habits of Work for Learning:** Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

Assessment Scoring:
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

<table>
<thead>
<tr>
<th><strong>Anchor Standard:</strong> Interpretive Communication</th>
<th><strong>Course Standard:</strong> Interpretive Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary Use &amp; Recognition</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Approaching</strong></td>
</tr>
<tr>
<td>I recognize few Stage 5 words.</td>
<td>I recognize 70% or more of Stage 5 words.</td>
</tr>
<tr>
<td><strong>Mechanics (Verbs)</strong></td>
<td></td>
</tr>
<tr>
<td>I can translate few verbs correctly. I cannot provide correct verb endings.</td>
<td>I translate some verbs correctly but make several mistakes identifying/translating the correct subject. I can provide some correct verb endings.</td>
</tr>
<tr>
<td><strong>Mechanics (Nouns)</strong></td>
<td></td>
</tr>
<tr>
<td>I can provide one correct plural ending. I translate few nouns correctly based on their case and number.</td>
<td>I can provide two correct plural endings. I make some mistakes when translating nouns.</td>
</tr>
</tbody>
</table>

* *scores in the “Beginning range” are well below proficient and thus they are below passing.*
HOWL Scoring:
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

How is my Overall Course Grade Determined?
Overall course grades will be reported as letter grades and will be comprised of:

- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

Communication:
How Do I Know My Grades?
- On Summative Assessments, I will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to you on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards

Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running. I will also put it on our Google Classroom page.

How Do I See What’s Due?
- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students. I will also put these on our Google Classroom page. Please keep hard copies of any worksheets, assignments, or notes passed out to you. These will not necessarily be available in another place, and it’s important that you build your organizational skills.

How Do I See What’s Past Due?
- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

Best Way to Contact Me:
E-pistula (email): sallen@wcsu.net
Telephonum (phone): 457-1317 ext. 1236
Auxilium (for additional help): Come see me during A.R.E Block! (Or with some advanced notice)
Blocks D or H, before or after school,

Course Materials:

Liber (Book): Cambridge Latin Course Unit 1
Materiales: A 3-ring binder with 5 organized sections. Bring this and your book to each class!
Schoolwide Procedures:

Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook

Classroom Expectations:

In class I expect you to:

Be Engaged!
Pay attention
Listen Carefully
Respond Appropriately
Ask Questions

Be Prepared!
Be on Time
Bring your Binder and your Book
Bring a pencil and/or pen.

Outside of class I expect you to:

Think about Latin!
Complete your homework on time
Try to spend a little time each day reviewing Latin. (A little can go a long way!)

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ____________________________________

Student Signed: ______________________________________  Date: ____________________

Parent/Guardian name (printed): ________________________________

Parent Signed: ______________________________________  Date: ____________________