Course Overview: Latin II
This course continues students’ introduction to the ancient Romans through their language, the basis of the modern Romance languages. Students will continue to build their 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 around, Roman daily life, entertainment, public baths, mythology and foods - are studied through readings, supplementary materials, projects, and games. Students will also begin to be asked to think critically about the reception and use of classical cultures in modern times.

Units and Activities (Cursus Descriptio): What will we be learning about and doing in Latin II?
Below is a list of various activities we will often engage in followed by a detailed outline of the units for this course. Given the constraints of COVID-19 we may not cover all material or be able to do all activities as in the past. There will be a focus on the essential language skill of reading for comprehension; understanding the ways that nouns, adjectives, verbs, and participles function; and building our working knowledge of essential vocabulary and learning how to use resources and reading strategies to understand unfamiliar words.

- 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
- Learning about Roman culture and considering such questions as:
  - Why is it important to study other cultures?
  - What does the study of ancient cultures teach us about ourselves?
  - How have ancient cultures influenced modern culture in the United States?
- By the end of each quarter students will have demonstrated their proficiency by responding to comprehension and grammar questions about familiar and unfamiliar Latin passages, and/or by writing or retelling summaries in Latin of familiar stories and/or by demonstrating critical thinking regarding essential questions around culture.
Checkpoint I-II – Cambridge Latin Course, Unit 1: Review of Stages 1-7, Introduction to Stage 8; Establishment of classroom routines and daily conversations.
- Grammatical topics reviewed this quarter will include the use and construction of nouns, verbs, and adjectives.
- The main cultural topic covered this quarter will be Roman gladiatorial practices.

Checkpoint III-IV – Cambridge Latin Course, Unit 1: Stages 9-10
- Grammatical topics covered this quarter will include the dative case, and comparative adjectives.
- Cultural topics covered this quarter will include, Roman bathing and education practices.

Checkpoint V-VI – Cambridge Latin Course, Unit 1: Stages 11-12
- Grammatical topics covered this checkpoint will include special uses of the Dative case, review of comparative adjectives, and a review of all subjects of the imperfect and perfect tenses.
- Students will be introduced to the important learning possibilities of Silent Reading and will have choice in short novellas to read at their own pace and according to their own interests.
- Cultural topics covered this quarter will include, Roman politics and elections, and the destruction of Pompeii.

Checkpoint VII-VIII – This quarter is subject to change depending on student interest! We may continue to Stages 13-14 in Unit 2 of the Cambridge Latin Course, or we may choose an appropriate novella to read as a class, or we may develop our own story.
- Grammatical topics covered will include infinitives, 1st, 2nd, 3rd, and 4th conjugations, the irregular verbs volō, nōlō, and malō, and the genitive and ablative case.
- Prepositional phrases with the Ablative and Accusative, and the gender of nouns.
- Cultural topics covered may include the fall of Troy, and the travels of Aeneas, Roman Britain, or other appropriate topics depending on student interest.

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). Depending on student interest, time constraints, and the particularities of potentially giving summative assessments in an online environment, not all standards may be assessed.

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:
For information about assessment types, scoring, and overall grade calculation: [click here].

Assessment Scoring:
Magistra will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below. Magistra will endeavor to be very clear about expectations for summative assessments before you take them so you can plan and study accordingly.

<table>
<thead>
<tr>
<th>Anchor Standard: Interpretive Communication</th>
<th>Course Standard: Interpretive Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Use &amp; Recognition</td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td>Approaching</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>NC*</td>
<td>I recognize 85% or more of Stage 5 words.</td>
</tr>
<tr>
<td>I recognize 70% or more of Stage 5 words.</td>
<td>I also recognize other familiar Latin vocabulary.</td>
</tr>
<tr>
<td>Quality</td>
<td>Proficient</td>
</tr>
<tr>
<td>I recognize 85% or more of Stage 5 words.</td>
<td>I translate most verbs correctly with one or two small mistakes. I can provide all correct verb endings.</td>
</tr>
<tr>
<td>I also recognize other familiar Latin vocabulary.</td>
<td>I always translate Latin verbs correctly. I can provide all correct endings. I use verbs correctly in the &quot;distinguished&quot; question.</td>
</tr>
<tr>
<td>Mechanics (Verbs)</td>
<td></td>
</tr>
<tr>
<td>I can translate few verbs correctly.</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>I translate some verbs correctly but make several mistakes identifying/translating the correct subject. I can provide some correct verb endings.</td>
<td>I translate most verbs correctly with one or two small mistakes. I can provide all correct verb endings.</td>
</tr>
<tr>
<td>Mechanics (Nouns)</td>
<td></td>
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<tr>
<td>I can provide one correct plural ending.</td>
<td>I can provide two correct plural endings.</td>
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<tr>
<td>I translate few nouns correctly based on their case and number.</td>
<td>I can provide three correct plural endings. I make a small mistake or two when translating nouns.</td>
</tr>
<tr>
<td>I can provide two correct plural endings.</td>
<td>I can provide three correct plural endings.</td>
</tr>
<tr>
<td>I make some mistakes when translating nouns.</td>
<td>I can provide all correct plural endings (including in the &quot;distinguished&quot; question). I translate all nouns correctly.</td>
</tr>
<tr>
<td>Reading comprehension</td>
<td></td>
</tr>
<tr>
<td>I can answer few questions about what happened in the story</td>
<td>I can answer some questions about what happened in the story, but made some mistakes that affected my understanding</td>
</tr>
<tr>
<td>I can answer some questions about what happened in the story</td>
<td>I can answer most questions about what happened in the story. I have a pretty good idea of the main actions, but may have missed some details.</td>
</tr>
<tr>
<td>I can answer most questions about what happened in the story. I have a pretty good idea of the main actions, but may have missed some details.</td>
<td>I can answer all questions about what happened in the story. I demonstrate that I understood the story thoroughly and show signs of making sense of unfamiliar words from context.</td>
</tr>
</tbody>
</table>

*scores in the "Beginning range" are well below proficient and thus they are below passing.

Communication:

How Do I Access Work from Home, and What Should I Expect?
- All work will be posted in Google Classroom.
- The work will be explained during our in-person meetings and/or by video posted to Google Classroom.
- The work will also be explained in our Class Planner posted to Google Classroom. This will also accessibly to parents through the “Bulletin” tab in Alma.
- If you have any questions, email Magistra or talk to her in class!

How Do I Know What My Grades Are?
- On Summative Assessments, teachers 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 students on summative assessments.
○ By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope. Reminders to check grades will be sent from the school.
○ Communicating with Magistra if something is unclear.

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. It will also be available in our Google Classroom.

How Do I See What’s Due?
● Assignment and summative assessment due dates with handouts are posted in Google Classroom, with connection to Google Calendar, for student access.

How Do I See What’s Past Due?
● If a student is missing a grade on an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments. Please contact Magistra if you have any questions.

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!)

Utilize new study skills to maximize your time and learning!