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 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 the story of the fall of Troy and the founding of Rome, the Roman Empire and its expansion into Britain and Egypt, and additional ancient myths - are studied through readings, supplementary materials, projects, and games.

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.

- 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 – Review and Completion of CLC Book 1, Stage 10, 11, and 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.
- Cultural topics covered this quarter will include, Roman politics and elections, and the destruction of Pompeii.
- By the end of Checkpoint I students will demonstrate their proficiency through writing original stories, through telling familiar stories, and through conversations in Latin.

Checkpoint II-III – Provided Readings on the Trojan War, CLC Vocabulary Stages 13-14 and additional
- Grammatical topics covered will include infinitives, 1st, 2nd, 3rd, and 4th conjugations, the irregular verbs volō, nōlō, and malō the genitive and ablative case.
Prepositional phrases with the Ablative and Accusative, and the gender of nouns.
Cultural topics covered will include the fall of Troy, and the travels of Aeneas.
By the end of Checkpoint III students will demonstrate their proficiency through writing summaries of stories in Latin, through retelling familiar events of the Trojan war, and through short scaffolded conversations in Latin.

Checkpoint IV-V – Provided Readings on the Trojan War CLC Vocabulary Stages 15-16 and additional
Grammatical topics covered will include adjectives and adjective agreement with nouns, gender of nouns, singular and plural neuter nouns, relative pronouns and relative clauses, and the pluperfect tense of verbs.
Cultural topics covered will include the further travels of Aeneas, the founding of the Roman people in Italy, and the founding of Rome.
By the end of Checkpoint V students will demonstrate their proficiency through writing summaries of stories in Latin, through retelling familiar events of the Trojan war, and through short scaffolded conversations in Latin.

Checkpoint VI - VIII – Cambridge Latin Course, Unit 2: Stages 13-16 Review, and Vocabulary 17-20
Grammatical topics covered will include the 4th and 5th declensions, the demonstrative pronouns hic and ille, imperative verbs and Vocative case of nouns, participles and pronoun forms.
Cultural topics covered will include the tribes of ancient Britain, the Roman conquest and colonization of Britain, daily life in Roman Britain, and the history and diversity of the city of Alexandria.
By the end of Checkpoint VIII students will demonstrate their proficiency through writing original stories in Latin, through retelling familiar events of our CLC characters, and through reading comprehension assessments of students’ ability to read and understand familiar and unfamiliar texts.

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. WUHSMS 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>Anchor Standard: Interpretive Communication</th>
<th>Course Standard: Interpretive Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary Use &amp; Recognition</strong></td>
<td><strong>Beginning</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Approaching</strong></td>
</tr>
<tr>
<td><strong>NC</strong>*</td>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td><strong>NC</strong>*</td>
<td><strong>Distinguished</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>I recognize 95% or more of Stage 5 words.</td>
<td>I always translate Latin verbs correctly.</td>
</tr>
<tr>
<td>I recognize most other familiar Latin words.</td>
<td>I use verbs correctly in the &quot;distinguished&quot; question.</td>
</tr>
</tbody>
</table>

| **Mechanics (Verbs)**                       |                                              |
| I can translate few verbs correctly.        | I translate some verbs correctly but make several mistakes when translating the correct subject. |
| I translate most verbs correctly with one or two small mistakes. | I translate all correct verb endings. |
| I can provide all correct plural endings.   | I always translate Latin verbs correctly.       |
| I can provide correct verb endings.         | I use verbs correctly in the "distinguished" question. |

| **Mechanics (Nouns)**                       |                                              |
| I can provide one correct plural ending.    | I can provide two correct plural endings.     |
| I can provide three correct plural endings. | I can provide all correct plural endings (including in the "distinguished" question). |
| I can translate few nouns correctly based on their case and number. | I make some mistakes when translating nouns. |
| I make a small mistake or two when translating nouns. | I translate all nouns correctly. |

*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, a teacher 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
  - 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 this 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 Units 1 and 2, Readings about Aeneas, Pluto: Fabula Amoris
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: ____________