Latin I

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. 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 comparisons can be made between ancient and modern 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 – Establishment of classroom routines basic conversational Latin; Cambridge Latin Course, Unit I: Stages 1-3

- 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 he/she/it verbs, and constructions for expressing likes and dislikes, and terms for the weather.
- 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.

Checkpoint III-IV – Cambridge Latin Course, Unit 1: Stages 4-5; We may also read an additional novella together depending on student interests.

- Grammatical topics covered this quarter will include plural Nominative and Accusative nouns, and “I”, “you” and “they” verbs, and constructions for expressing wants and desires.
- Cultural topics covered this quarter will include the purpose and design of ancient fora, and the history and practices of ancient theater.

Checkpoint V-VI – Cambridge Latin Course, Unit 1: Stages 6-7

- Grammatical topics covered this quarter will include the infinitive and first three principal parts of verbs, 3rd person plural verbs, the imperfect and perfect tenses.
- Cultural topics covered this quarter will include, the life and treatment of slaves and freedmen, and Roman beliefs about life after death.

Checkpoint VII-VIII– 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 verbs sum and possum, and superlative adjectives.
- Cultural topics covered this quarter will include Roman entertainment, Roman baths and bathing practices, ancient education systems and writing materials.

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.

### Anchor Standard: Interpretive Communication

<table>
<thead>
<tr>
<th>Course Standard: Interpretive Reading and Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary Use &amp; Recognition</strong></td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
</tr>
<tr>
<td>I recognize few Stage 5 words.</td>
</tr>
<tr>
<td><strong>Approaching</strong></td>
</tr>
<tr>
<td>I recognize 70% or more of Stage 5 words.</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
</tr>
<tr>
<td>I recognize 85% or more of Stage 5 words. I also recognize most other familiar Latin vocabulary.</td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
</tr>
<tr>
<td>I recognize 95% or more of Stage 5 words. I also recognize almost all other Latin words.</td>
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</tbody>
</table>

| **Mechanics (Verbs)**                         |
| I can translate few verbs correctly. I cannot provide correct verb endings. |
| I translate some verbs correctly but make several mistakes identifying/translating the correct subject. I can provide some correct verb endings. |
| I translate most verbs correctly with one or two small mistakes. I can provide all correct verb endings. |
| I always translate Latin verbs correctly. I can provide all correct endings. I use verbs correctly in the "distinguished" question. |

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

| **Reading comprehension**                     |
| I can answer few questions about what happened in the story |
| I can answer some questions about what happened in the story, but made some mistakes that affected my understanding |
| 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. |
| 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. |

* 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 be accessible 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!