



**SCHOLÉ ACADEMY**  
CLASSICAL ACADEMIC PRESS

## LATIN FOR CHILDREN C

Yearlong Course  
2019-2020



**Instructor:** Miss Amanda Reeves

**Class Dates:** *Tuesday*, September 3, 2019 - Thursday, May 21, 2020

**Weekly Meetings:** Tuesday & Thursday, 9:15 AM (EST)

**E-mail:** areeves@scholeacademy.com

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### ELIGIBLE STUDENT:

This course is designed to build on *Latin For Children B*, or a similar course; two years of prior Latin experience is assumed. The course is geared toward rising 6th–7th graders. Please keep in mind that in addition to readiness for the course content, students should be developmentally prepared to engage in a 6th- to 7th-grade corporate learning environment as well as the online classroom dynamic. If your student is outside the target grade range for this class, or if you have further questions about placement, please contact [Scholé Academy](#).

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### COURSE DESCRIPTION:

In this third-year Latin course, students learn to read and translate longer Latin paragraphs. They study the fourth and fifth noun declensions; review and use all four verb conjugations in past, present, and future tenses; and review and use all the parts of speech in Latin. Students also acquire a Latin vocabulary of another 240 words and learn many English words derived from these Latin words.

Since 2001, the award-winning Latin for Children curriculum has been and continues to be a strong, inviting, and creative program designed to introduce grammar school students to Latin. It incorporates elements that will engage students of every learning style. As a step beyond just an exposure to the language, this course trains students in grammar, vocabulary, and English derivatives in a lively, interactive way.

## REQUIRED TEXTS:

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[Latin for Children Primer C](#) (student edition)

[Latin for Children Primer C History Reader](#)

*Please note: MP3 versions of the Latin for Children C chants will be provided to the students enrolled in this course at no charge.*

\*Required texts are not included in the purchase of the course.

## OPTIONAL MATERIALS:

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[Latin for Children Primer C Activity Book](#)

[Latin for Children Primer C Answer Key](#)

[HeadventureLand.com](#)

*Please remember restful learning consists of accurate expectations, accurate preparation, and accurate attitude. –Joelle Hodge, principal of Scholé Academy*

## LATIN FOR CHILDREN C CLASS SESSION DATES

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Student/parent **orientation** will take place on *Tuesday, August 27*, one week before the first class meeting. **Class begins** *Tuesday, September 3, 2019*, and runs through Thursday, May 21, 2020.

*Please review the Scholé Academy Academic calendar for holidays and important dates. Remember September 16th is the last day to add/drop fall semester/yearlong courses unless provisional enrollment is granted during the enrollment process.*

## OFFICE HOURS:

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Our teachers are available outside of scheduled class times! During “Office Hours” students may raise questions, seek assistance, or review class material. This can happen via email or a meeting in the Zoom classroom. Your teacher will do her best to respond within 24-48 hours; please keep in mind that she likely will not respond immediately to messages after 5 p.m. EST.

## STUDENT EXPECTATIONS:

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The following is taken from the Scholé Academy Student-Parent Handbook:

### *Necessary Skills/Basic Requirements*

Students enrolling in Scholé Academy courses should be able to write and communicate at their grade level. Students enrolling in SA lower school courses should be at least eight (8) years of age before the first day of class but not older than thirteen (13) by the first day of class. Lower school students will be expected to write their work legibly by hand.

### *Participation*

All students enrolled in this course are expected to participate frequently in class discussion. Participation might be anything from active listening to asking a question or sharing an idea. To facilitate all students’ ability to meet these expectations, the instructor will encourage an atmosphere of thoughtful, cordial engagement with material and plenty of opportunity for student questions and responses.

### *Attitude & Behavior*

When students enter the classroom, they are committing to a joint pursuit of truth with their fellow pupils. In order to uphold an atmosphere where this is possible, all parties must maintain a posture of respect toward the material, toward one another, and toward the instructor.

Students should strive to uphold these virtues in the classroom:

- love
- humility
- patience
- constancy
- perseverance
- temperance/studiousness

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### **STUDENT GRADING AND EVALUATION:**

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The instructor will assign the following grades to your student's level of achievement according to Scholé Academy's grading policy: *magna cum laude* (with great praise), *cum laude* (with praise), *satis* (sufficient, satisfactory), and *non satis* (not sufficient).

Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will be the *magna cum laude* students. Students who do adequate but not praiseworthy work will be designated *satis*. *Non satis* means lacking sufficiency or adequacy. The hope is that this system of grading will aid both the student and the instructor in assessing an individual pupil's journey toward mastery.

In addition to the grading scale outlined above, the instructor will give narrative feedback on several writing assignments throughout the year. Narrative evaluations of student performance in the classroom will also be sent home periodically to keep parents abreast of their students' level of growth and achievement.

### **Types of Assignments**

#### **Homework**

Homework will be assigned regularly, at almost every class session, and must be completed by the set due date (usually the next class meeting). Students are expected to hand-write their homework assignments in their best writing with a pen or a pencil. In addition to the translations and worksheets from our primer assigned for homework, students will be expected to regularly practice their vocabulary and chants throughout the week. This memory work is an essential foundation for understanding in Latin.

#### **Tests**

At the end of each unit in our book, there will be a test covering the material from the relevant weeks. Specific instructions for how to study for and take these tests will be sent out at the end of Unit I.

#### **Quizzes**

The quizzes in this course will help students to stay on top of memory work and will help the instructor gauge each student is progressing toward mastery week-to-week. More information on these specifics will be given prior to the first quiz of the year.

## **In-Class Oral Assessments**

Students will undergo several in-class assessments over the course of the year (at least one per quarter). These assessments may or may not be announced ahead of time. They will primarily be a way to check for understanding and in-class retention.

### *Uploading Work*

Students will submit homework assignments by scanning and uploading them to their computer, then submitting the files to the *Latin for Children C* Schoology assignment page. Access will be granted to this page once enrollment is finalized. **Photographs of student work cannot be accepted, as they are difficult to read.**

### *Late Work*

In this class, the teacher will evaluate students holistically, for learning and mastery. However, learning to submit assignments on time is vital to developing the virtue of discipline. Late submissions will be noted as tardy, and repeat offenses will be reflected in the narrative Student Portrait at the end of the year (as well as in the evaluation: e.g., *cum laude, satis*, etc.). (*At the discretion of the teacher*, for each calendar day that an assignment is late, up to **20% per day** may be automatically deducted from the grade. This means that on the fifth day after an assignment is due, unless there is a previous agreement with the teacher, that assignment may no longer receive any credit.)

### *Absences*

The following is taken from the Student-Parent Handbook:

Our classes are live and highly interactive, with students regularly interacting with their instructor and peers and participating in class discussion. As such, we recommend students attend as many live class sessions as possible. There are, of course, circumstances, both planned and unplanned, in which students must miss a class. In such circumstances, we provide students with a recording of the live class session so that they may play back the session they missed. Whenever possible, we ask that students alert their instructor of their absence before missing class.

While recordings of live sessions are a helpful tool for occasional absences, they are not a sufficient replacement for class participation in the long term. **With this in mind, we allow a maximum of six absences for yearlong courses.**

In addition to watching a recording of a missed class, students may seek out the instructor during scheduled office hours for additional help catching up after an absence.

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## **THE VIRTUAL CLASSROOM:**

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We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provide such software. The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

*Please note: While this syllabus addresses details specific to this course, it is not extensive. Parents should also read the Student-Parent Handbook located on [scholeacademy.com](http://scholeacademy.com) and be familiar with the ideas, policies, and procedures outlined.*

## ABOUT THE INSTRUCTOR:

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**Amanda Reeves** has a BA in Greek and Latin from Stanford University, where she received recognition in her department for both her enthusiasm for the classical world as well as her excellence in scholarship. After finishing her degree, she spent a year living abroad in Rome, Italy, designing and facilitating short-term study-abroad programs for students studying Latin through the Paideia Institute for Humanistic Study. Currently, Amanda is back in Italy serving at Rome Baptist Church as a ministry intern. She enjoys keeping her interest in the ancient world current by working with elementary, middle, and high school Latin students. Having learned Latin online herself, Amanda is passionate about distance learning and enjoys integrating traditional grammar and translation methods with spoken Latin to produce the best educational experience for her students. She has taught and tutored Latin online for the last seven years and particularly enjoys seeing how each unique student's personality shapes the learning environment. When she is not exploring the many corners of Rome, she spends her time waxing poetic about the Parthenon Marbles and Stanford football, always with a strong cup of coffee in hand.