

Latin for Children A

Yearlong Course
2019-2020



Instructor: Miss Amanda Reeves

Class Dates: Begin *Tuesday*, September 3, 2019; running through Friday, May 22, 2020

Section 1: Monday, Wednesday & Friday 9:15AM (EST)

Section 3: Tuesday, Wednesday & Thursday 2:15PM (EST)

E-mail: areeves@scholeacademy.com



Instructor: Mrs. Margaret Weaver

Class Dates: Begin *Tuesday*, September 3, 2019; running through Friday, May 22, 2020

Section 2: Monday, Wednesday & Friday 10:30AM (EST)

Section 4: Monday, Tuesday & Thursday 4:45PM (EST)

E-mail: mweaver@scholeacademy.com

ELIGIBLE STUDENT:

This course is designed as an introductory Latin course; no prior Latin instruction is required or expected. The course is geared toward rising 4th–5th graders. Rising 6th graders are welcome. When considering whether this course is a good fit for your student, please keep in mind that in addition to readiness for the course content, students should be developmentally prepared to engage in a 4th- to 5th-grade corporate learning environment as well as the online classroom dynamic.

COURSE DESCRIPTION:

Students in this course will enjoy a clear introduction to Latin grammar and reading that will also delight them and cultivate in them the wonder of language. Students study the first 2 noun declensions; the first 2 verb conjugations; the present, imperfect, and future tenses; other parts of speech (adjectives, prepositions, and adverbs); and learn to read and translate basic Latin sentences. They also acquire a Latin vocabulary of 240 words and learn many English words derived from Latin. This course utilizes *Latin for Children Primer A (NEW Revised Edition)*, the first of three texts in the Latin for Children series.

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.

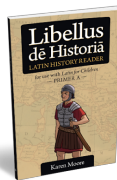
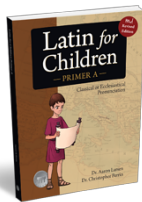
PLACEMENT OF STUDENTS:

- This course is designed as an introductory Latin course; no prior Latin instruction is required or expected.
- The course is geared toward rising 4th-5th graders. Rising 6th graders are welcome; we encourage rising 7th graders to consider our Upper School Latin 1 course. When considering whether this course is a good fit for your student, please keep in mind that in addition to readiness for the course content, students should be developmentally prepared to engage in a 4th- to 5th-grade corporate learning environment as well as the online classroom dynamic.
- Students should be comfortable reading fluently and writing independently (and legibly!) by hand.
- It is recommended (though not required) that students have at least a preliminary understanding of the basics of English grammar. This entails knowing how to recognize the following parts of speech: noun, pronoun, verb, adjective, preposition. A familiarity with the basic functionality of the following parts of a sentence is also helpful: subject, direct object, object of the preposition.
- Students should be prepared to study 2–3 times per week outside of class time.

If your student is outside the target grade range for this class, or if you have further questions about placement, please contact Scholé Academy.

REQUIRED TEXT:

Latin for Children Primer A (student edition) **NEW Revised Edition, Version 4.0****
Latin for Children Primer A History Reader **NEW Revised Edition, Version 5.0****



Please note: MP3 versions of the Latin for Children Primer A 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.*

***The new revised edition is required for this course. Older versions of the student edition, answer key, and history reader are not compatible with the course.*

OPTIONAL MATERIALS:

Latin for Children Primer A Activity Book,
Latin for Children Primer A 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 A CLASS SESSION DATES:

Class Dates: 95 or 96 classes depending on course section on the following dates*

No classes on Labor Day, September 2

SECTIONS 1 & 2: MONDAY, WEDNESDAY, FRIDAY

September (12): 4, 6, 9, 11, 13, 16, 18, 20, 23, 25, 27, 30

October (14): 2, 4, 7, 9, 11, 12, 14, 16, 18, 21, 23, 25, 28, 30

November (10): 1, 4, 6, 8, 11, 13, 15, 18, 20, 22 [Thanksgiving Break]

December (6): 2, 4, 6, 9, 11, 13, [Christmas Break]

January (12): [Christmas Break], 6, 8, 10, 13, 15, 17, [End 1st Semester], 20, 22, 24, 27, 29, 31

February (9): 3, 5, 7, 10, 12, 14, [Winter Break], 24, 26, 28

March (13): 2, 4, 6, 9, 11, 13, 16, 18, 20, 23, 25, 27, 30

April (10): 1, 3, 5, [Holy Week], 13, 15, 17, 20, 22, 27, 29

May (10): 1, 4, 6, 8, 11, 13, 15, 18, 20, 22, [End 2nd Semester]

SECTIONS 3: TUESDAY, WEDNESDAY, THURSDAY

September (12): 3, 4, 5, 10, 11, 12, 17, 18, 19, 24, 25, 26,

October (15): 1, 2, 3, 8, 9, 10, 15, 16, 17, 22, 23, 24, 29, 30, 31

November (9): 5, 6, 7, 12, 13, 14, 19, 20, 21 [Thanksgiving Break]

December (6): 3, 4, 5, 10, 11, 12, [Christmas Break]

January (12): [Christmas Break], 7, 8, 9, 14, 15, 16, [End 1st Semester], 21, 22, 23, 28, 29, 30

February (9): 4, 5, 6, 11, 12, 13, [Winter Break], 25, 26, 27

March (13): 3, 4, 5, 10, 11, 12, 17, 18, 19, 24, 25, 26, 31

April (11): 1, 2, [Holy Week], 14, 15, 16, 22, 23, 28, 29, 30

May (9): 5, 6, 7, 12, 13, 14, 19, 20, 21 [End 2nd Semester]

SECTIONS 4: MONDAY, TUESDAY, THURSDAY

September (12): 3, 5, 9, 10, 12, 16, 17, 19, 23, 24, 26, 30

October (14): 1, 3, 7, 8, 10, 14, 15, 17, 21, 22, 24, 28, 29, 31

November (9): 4, 5, 7, 11, 12, 14, 18, 19, 21, [Thanksgiving Break]

December (6): 2, 3, 5, 9, 10, 12 [Christmas Break]

January (12): [Christmas Break], 6, 7, 9, 13, 14, 16, [End 1st Semester], 20, 21, 23, 27, 28, 30

February (9): 4, 5, 6, 11, 12, 13, [Winter Break], 25, 26, 27

March (14): 2, 3, 5, 9, 10, 12, 16, 17, 19, 23, 24, 26, 30, 31

April (10): 2, [Holy Week], 13, 14, 16, 20, 21, 23, 27, 28, 30

May (9): 4, 5, 7, 11, 12, 14, 18, 19, 21 [End 2nd Semester]

**Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.*

Please review the Scholé Academy Academic calendar for 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:

In addition to scheduled class times, teachers will generally designate an optional weekly session as needed. During "Office Hours" students may raise questions, seek assistance, or review class material.

STUDENT EXPECTATIONS:

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. Students enrolling in SA upper school courses should be at least twelve (12) years of age before the first day of class, unless otherwise specified in the course listing on the SA website. 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

STUDENT GRADING AND EVALUATION:

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.

Homework

Students will submit homework assignments by scanning and uploading them to their computer, then submitting their work to the Latin for Children A: Section 2: 2018/19 Schoology assignment folder. Access will be granted to this page once enrollment is finalized. *Photographs of student work cannot be accepted.*

Students are expected to hand-write their homework assignments in their best writing with a pen or a pencil.

Late Work

In order to be accurately assess learning goals, both academically and in terms of character development, a record will be kept of homework, quizzes, and test numerically. These 'grades' are not noted on any assignment, quiz or test. A Late Work policy is in place so that accurate calculations can be made, and so that the teacher is aware of, and addresses the issue of late submission if it becomes a habit.

Homework will not be accepted past the due date. Students need to complete homework on time to full participate in and to benefit from class time.

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 nine 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.

THE VIRTUAL CLASSROOM:

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides 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/student-parent-handbook/ and be familiar with the ideas, policies, and procedures outlined.

ABOUT THE INSTRUCTORS:

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. 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.

Margaret Weaver holds a BS in education from Lock Haven University. She has nearly 23 years of experience as an educator, having begun her career as a private reading and math tutor. For the past 14 years Mrs. Weaver, through her company, Stand Firm Educational Service, has been dedicated to work with local home school families as a teacher, consultant, course of study coordinator, and evaluator. She began her journey toward classical education when she took on the responsibility of educating her own children. Wanting to understand the Bible more clearly inspired her to study Latin. Under the tutelage of Peter and Laurie Brown of Lancaster Center of Classical Studies Mrs. Weaver added to her love of languages Latin and Greek. She is continuing her own classical studies as a student of Classical Academic Press’s ClassicalU. As an educator she enthusiastically brings writing, grammar, and Latin into conversation with each other. Mrs. Weaver is looking forward to continuing to bring her love of learning to the live, online classroom as she guides her students on their own classical journys!