



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

LATIN 2
Yearlong Course
2019-2020

Instructors: Mr. Edward J Kotynski and Miss Amanda Reeves
Class Dates: September 3, 2019 - May 21, 2020
Weekly Meetings: Biweekly
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ELIGIBLE STUDENTS:

Grades 8–10; 11th–12th graders welcome.

This course offers instruction in Latin grammar and reading, building on the foundation laid in Latin 1. It is designed for students who have successfully completed Scholé Academy's Latin 1 course, the *Latin Alive! Book 1* text, or an equivalent course of study. Students will complete *Latin Alive! Book 2*, studying at a deliberate pace that aims at mastery and delight. They will continue to translate the writings of original Latin authors from the period of the Roman Empire and learn some of the history and culture of ancient Rome. Students build on their previous Latin vocabulary and are introduced to hundreds of new Latin words and many English derivatives.

Please note: This course is the equivalent of one high school credit in foreign language.

SCHEDULE FOR LATIN 2

ORIENTATION SESSION:

Student/parent **orientation**: depends on class chosen.

CLASS SESSIONS DATES:

Class Session Dates depend on class chosen.

OFFICE HOURS:

In addition to scheduled class times, instructors will be available for office hour sessions as needed. During “Office Hours” students may raise questions, seek assistance, or review class material.

COURSE DESCRIPTION:

Latin 2 continues a clear, sophisticated, and imaginative introduction to the Latin language, building on the foundation laid in Latin 1, for Middle – Upper school students. Students will not only cover the fundamentals of Latin grammar, syntax, and vocabulary, but will study elements of the history and culture of the ancient Roman world. Students continue to translate the adapted writings of original Latin authors. The aim of Latin 2 is to cultivate delight in the language, which is the key to our literary and philosophical heritage.

The course map highlights the key points of grammar to be covered each quarter, as well as six Reading & Review Units. These Units are comprised of a reading and comprehension exercise and a review test that corresponds with the format of the National Latin Exam and the Advanced Placement Exam. **By the end of the year students will have reviewed the content of Latin 1 and be familiar with: all kinds of adjectives and adverbs, the passive voice, participles, gerunds & gerundives, deponent verbs, and intermediate syntax (relative clauses, indirect statements).**

Latin 2 teaches hundreds of new vocabulary words, meaning that students will be required to memorize and consolidate a lot of vocabulary each week. We will provide them with a cumulative list of both Latin-English and English-Latin vocabulary, as well as online flashcards, to help encourage systemic and consistent review. We shall explore different means of dwelling in the language, including some of the memory techniques used by the ancient and medieval authors themselves. Speaking the language will be encouraged through such activities as reading aloud, responding to questions in Latin where possible, and engaging in simple conversation. We aim not simply to train ourselves to be good translators, but also to develop an intuitive feel for the language. There are also a number of fun resources available on Headadventure land, accessed via the Scholé Academy website, which students might like to use for interactive vocabulary learning.

Lessons will be supplemented with readings and historical studies which put the language into its ancient context. Parents are encouraged to look through the textbook to get a sense of the scope and sequence of the course.

Homework will consist of written exercises, memorization of vocabulary, and review for tests. Students will also be encouraged to build their own timeline, based on the historical figures and events we encounter along the way. By the end of the year they should have developed their own chronological overview.

We have planned to cover the whole book (27 chapters), with the intention that students will be able to transition smoothly to *Latin Alive! Book 3* next year. **However flexibility has been allowed to adapt the pace if, after correspondence with students and parents, the need should arise to proceed more slowly.** Mastery is more important than quantity – *multum, non multa!* Nonetheless, we will cover no fewer than 24 of these chapters.

REQUIRED TEXTS:*

Latin Alive! Book 2 (Student Edition), **Version 1.2****

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

** Older versions of the student edition and answer key are not compatible with the course.

LATIN 2 COURSE MAP

QUARTER 1

- 1-4: Consolidation of grammar, vocabulary & reading skills
5. Unit 1 Reading & Review
6. Comparative and Superlative adjectives
7. Adverbs
8. Irregular comparative adjectives
9. Partitive expressions, further uses of the ablative

QUARTER 2

1. Irregular verbs: *nōlo, volo, mālo*
2. Unit 2 Reading & Review
3. The Passive voice: present tense
4. The Passive voice: imperfect & future tenses
5. The Passive voice: perfect tense
6. The Passive voice: pluperfect & future perfect tenses
7. Unit 3 Reading & Review
8. Syntax: types of sentences
9. Relative clauses

QUARTER 3

1. Interrogatives
2. -ius adjectives & irregular nouns
3. Unit 4 Reading & Review
4. Participles: present & future active
5. Participles: perfect passive
6. Participles: future passive & gerundives
7. Gerunds
8. Unit 5 Reading & Review

QUARTER 4

1. Indirect statement
 2. Intensive pronouns
 3. Reflexive pronouns
 4. Deponent & semi-deponent verbs
 5. The Supine
 6. Unit 6 Reading & Review
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STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's Latin Program will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to a set of qualities and skill sets students can develop and hone the better to approach the courses, lectures, readings, and teachers they will encounter in their future academic coursework.

Since we are learning a language together and will be using Latin to answer questions and engage in simple dialogue, it is of utmost importance that students come to class with a courageous willingness to make attempts without worrying about making mistakes. In this spirit, the classroom will be an environment of respectful, joyful, and friendly learning, which will facilitate the study of a difficult language.

This disposition is that of an 'engaged student'. Scholé Academy commends four other important skills which ought to be observed by students.

- 1. An Engaged Student:** One who is willing to step into the arena of class discussion, ask questions, supply answers, and consider how the discussion at hand applies to oneself.
- 2. Note Taking:** A student must be engaged with the class by taking notes on important and relevant content in an organized fashion. They should then independently consult those notes for assignments and in preparation for assessments. It is essential that all students acquire a notebook for use during the class, as this will keep them organized by subject.
- 3. Attention to Detail & Preparedness:** These students are ones who consistently adhere to deadlines, submission requirements, adhere to style guides and codes, confirm technology is working prior to the start of class, are responsible to determine how to proceed after an absence, and responsibly consult their course syllabus, adjusting as the class proceeds, etc.
- 4. Critical Reflection:** These students are ones who receive feedback to their submissions and then apply that feedback to future assignments rather than repeating mistakes. These students also glean information from the live class critiques of fellow students and learn from others what mistakes to avoid.
- 5. Initiative/Maturity:** This student will be proactive in listening to the teacher's comments, assessing how they apply to his/her work, taking the initiative to schedule office hours with the teacher if necessary.

STUDENT EXPECTATIONS IN ACTION

Students will be following the sequence of study contained in *Latin Alive! Book 2*. **The primary goal for the student will be to consolidate their foundations of Latin grammar, syntax, and vocabulary and put these into practice through translation and comprehension exercises.** They will also continue to build their knowledge of ancient Roman culture and history. The greater goal is that students develop an appreciation of the beauty and power of language. This appreciation will inform their other studies and their lives in the world.

Some student work and assessments will be completed in the textbook, through regular classroom participation, and over the course of six Unit Reviews (please consult textbook). Students will receive homework derived from exercises in the textbook and supplementary exercises designed by the department. Students will also be encouraged to use some online tools.

During class time, students will review answers, pose questions, and explain and justify their answers and solutions. They will be required to take notes documenting the new content covered each class. Each week the teacher will lead discussions informed by issues and problems raised by students, as well as issues introduced by the teacher.

In this class, students will be expected to listen attentively and participate actively in class discussions and practices. This includes active use of Latin when reading aloud, relaying answers, and engaging in simple teacher-led conversation. Students are expected to arrive to class on time with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments is ultimately the responsibility of the student.

Students who have not attached their homework to the appropriate Schoology assignment prior to the start of class will not be permitted to join the live class session. Those students will be invited into a separate Zoom breakout room to work privately until they have completed the day's assignment. After they have completed their homework submission, they will be permitted to rejoin the class in session. A day spent in a breakout room will constitute an absence from class.

All assignments will be due prior to the start of class each day, attached to the appropriate Schoology Assignment. Students turning in late work will earn a 25% penalty for each day the assignment is late. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window. **Photographs of completed assignments will not be accepted as they are incredibly difficult to read.**

STUDENT GRADING AND EVALUATION

While pursuing Latin 2 through Scholé Academy will be “restful” and enjoyable, we also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. Grammar (for our purposes, the Latin language in all its dimensions), like the studies of Logic and Rhetoric, is a “core” discipline in Classical Education and learning to own the concepts introduced in this class will be a necessary and significant component of future success in upper-level Classical Education. In that sense then, attaining a mastery of Latin is its own reward, though the teacher will assign the following grades to your student’s level of achievement: *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 receive *magna cum laude* for their work. Student work that shows adequate mastery will be designated *satis*. *Non satis* designates work that demonstrates insufficient mastery; a student with consistently *non satis* work will not be recommended for continuation to the next level of Latin.

Additionally, we will provide a transcript with a traditional percentage grade to the requesting parent at quarterly intervals. **All students will receive both a Scholé evaluation and a percentage grade at the end of the year.**

STUDENT EVALUATION : MASTERY PORTRAIT

In this course students will receive the foundations of linguistic training that will set them on the path to full mastery of the Latin language. A knowledge of Latin will also lead to a more sophisticated understanding of English grammar, syntax, and style. This course will provide the components necessary to achieve mastery of the foundations of the Latin language, and help students develop an analytical mind. Speaking Latin and learning about the cultural context of the language we study will also help engage the student in development of their moral virtues. **The following three aspects of the course comprise the learning target:**

1. At the completion of this course *cum laude* students will know by heart:
 - All kinds of adjectives and adverbs
 - The passive voice
 - All participles
 - Deponent verbs
2. Additionally, they will have attained the skills necessary to translate intermediate Latin narratives which include the vocabulary taught in *Latin Alive! Books 1 & 2*. They will be able to parse words, identify the structure of simple sentences, and recognize adjectives, adverbs, prepositions, and pronouns, as well as the main verb parts and moods.

3. Students will also be guided in development of the virtues of Truth, Goodness, and Wisdom. The ancients believed that the arts of speaking and acting well were interconnected. This course intends for students to encounter something of the beauty and power of the *logos*, as they engage with the Latin language in its fullness, that is, as it is written, spoken, and heard.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

The instructor will communicate with students regarding assignment feedback and grading through the free online grading system, Schoology. The teacher will provide students with more detailed information and access to the *Latin 2* course page.

Students' grades will have the following weight (out of 80):

1. Class Participation: 5
2. Homework assignments: 15
3. Regular Quizzing: 25
4. Regular Testing: 35

The incremental nature of the assessments is in place to ensure that students are continually reviewing previous material.

Typically Speaking:

- *magna cum laude* is the grade range of 94% or above.
- *cum laude* is the grade range of 85-93%
- *satis* is the grade range of 75-84%
- *non satis* is any grade lower than a 75%

This reflects the student's mastery and ability to move on to the next level. Nonetheless, if a student is unwilling to put the effort and energy into studying well and participating in class, they may not earn a *magna cum laude* (or perhaps even *cum laude*) even if their grade is high enough. Likewise, a student with a grade below 75% may get a *cum laude* on their virtue formation because of their work ethic, though they may not be recommended to go on to the next level without further tutoring.

STUDENT EVALUATION: ACADEMIC INTEGRITY

Students will often take tests and/or quizzes privately at home. Students are on their honor to abide by [Scholé Academy's Learning Philosophy](#) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook. **We ask that parents proctor quizzes and tests to help keep their children accountable.**

Specifically, cheating and plagiarism are punishable offenses. Copying the work of other students is prohibited and proper citation of all sources is essential.

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 in Schoology and 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.

Students will submit all homework and assessments as documents by scanning and uploading them to their personal computer and then attaching those files as .pdfs to the appropriate assignment on Schoology found on the *Latin 2* Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTORS:



Edward Kotynski is a Latin teacher and tutor for Scholé Academy. He received a BA in Ancient Languages from Wheaton College and an MA in Classical Languages from Vanderbilt University. He has been teaching Latin and Greek at various levels (elementary, middle school, high school, and college) for the last fifteen years. He also has been editing and authoring for Classical Academic Press for the last eleven years. He and the Scholé Academy Latin department are dedicated to developing the teaching of classical languages through the languages themselves (much as modern languages are taught).

Mr. Kotynski and his family live in Tennessee where he teaches for Scholé, helps homeschool his five children and four nieces and nephews, and helps out on a permaculture farm. He also enjoys soccer and unicycling.



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.