



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

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. 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.

CLASS DATES AND TIMES:

Class Dates: Class meets for 45 - 60 minutes 3 times a week for 32 weeks and 95 or 96 sessions, depending on section in which your student enrolls, on the following dates.*

NO CLASSES September 2, LABOR DAY

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, 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, [Holy Week], 13, 15, 17, 20, 22, 24, 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, 20, 21, 23, 27, 28, 30

February (9): 3, 4, 6, 10, 11, 13, [Winter Break], 24, 25, 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

Please remember restful learning consists of accurate expectations, accurate preparation, and accurate attitude.

–Joelle Hodge, principal of Scholé Academy

COURSE MAP:

QUARTER 1 (SEPTEMBER 3 – OCTOBER 25)

Chapter 1 – Chapter 8

First-Conjugation Verb: Amō; Present Tense Verb Endings; Person, Number, Tense; First-Declension Noun: mēnsa; Declension, Number, Gender, Case; First-Declension Noun Endings; Noun Cases; Second-Declension Masculine Noun: ludus; Masculine and Feminine Nouns; Second-Declension Masculine Noun Endings; Linking Verb (sum, esse), Sentence Labeling and Translation; Second-Declension Neuter Noun: dōnum; Neuter Nouns, More about Case;

QUARTER 2 (OCTOBER 28 – JANUARY 17)

Chapters 9 – 15

Second Declension Neuter Noun Endings; Nominative Case Subjects and Predicate Nominatives, Adjective Endings: Masculine, Feminine, and Neuter. (1st & 2nd Declension); Adjectives, Adjective Questions & Agreement; 1st & 2nd Declension Adjective: magnus; Predicate Adjective. Sentence Patterns A-C; 2nd Conjugation Verb Video; 1st Declension Masculine Exceptions, Sentence Patterns A-B Practice;

QUARTER 3 (JANUARY 20- MARCH 20)

Chapters 16 – 23

Imperfect Tense (past) Verb Endings; Translating Present & Imperfect Tense Verbs; Future Tense Verb Endings; Translating the Future Tense Accusative Case Endings; The Accusative Case Part I: The Direct Object; Imperfect Tense of sum, esse; Sum: The Imperfect Tense, Pattern D Sentence; Present. & Imperfect. Tense of sum; The Accusative. Case Part II: Objects of Prepositions; Future Tense of sum, esse;

QUARTER 4 (MARCH 23 – MAY 22)

Chapters 24 – 32

Future Tense of sum, esse; Accusative Preposition Flow Chart; The Accusative Case Part III: Objects of Prepositions Irregular Verb: ēo, ire; Compound Verbs with Prepositions as Prefixes; Ablative-Case Preposition Flow Chart; Abl. Case & Prepositions; Sum, Esse in Present, Imperfect, and Future Tense; Comp. Verbs Cont'd, Verbs: Principal Parts;

Please Note: *The pacing of this course is subject to change to fit the needs of the class.*

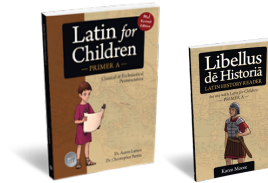
OFFICE HOURS:

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.

REQUIRED TEXT AND MATERIALS:

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, and helpful electronic materials will be provided to the students enrolled in this course at no charge.



One pack White 3x5 index cards
Two pack multipack 3x5 index cards

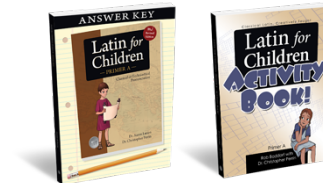


Highlighter, pencil, colored pencil to be used as we cover each Chapter lesson.

***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 Answer Key
Latin for Children Primer A Activity Book



Cassell's Latin & English Dictionary
Student Whiteboard
Dry Erase Markers and Eraser



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. As a step beyond just an exposure to the language, this course trains students in grammar, vocabulary, and English derivatives.

This course is designed to:

- model a discipline of mind that focuses on how the Latin language works.
- model pronunciation of Latin words and give students pronunciation practice through imitation.
- model for students how to analyze grammatical structure, interpret word form and use, and translate Latin both orally and in writing
- strengthen working memory by ‘seeing, hearing, and doing’ through the use of mnemonic aids (songs, chants), illustrating vocabulary and creating vocabulary flashcards, and writing sentences and short stories using English derivatives, thus improving storage and manipulation of information, and increasing students’ problem-solving skills.
- model for students how to use mnemonic aids (songs, chants) and give them practice using these aids.
- demonstrate to students the etymology of Latin words and how they are transformed into English derivatives
- give students practice copying texts accurately and reciting text from memory.
- expose students to beautiful illustrations as well as images and paintings of ancient Roman culture, and to provide exposure to Roman history, culture, and historical figures

STUDENT EXPECTATIONS – EXECUTIVE FUNCTION SKILLS:

Students enrolling in Scholé Academy’s Latin for Children A course 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 to better approach the courses, lectures, readings and teachers they will face in their future academic coursework.

1. **An Engaged Student:** One who is willing to step into the arena of class discussion, ask questions, and supply answers. During class, students should be actively engaged as the teacher employs various interactive methods such as class repetition, choral analysis, and recitation. Participation in these activities is central to class time and promotes a lively, delightful environment. Students should be active listeners during class time. They should be thoughtfully engaged with both each other and the teacher. All children should be viewing the class via Zoom on their computers and should not be browsing the internet. Students should approach class time as an opportunity to grow in fellowship as the class journeys together to obtain knowledge.
2. **Attention to Detail & Preparedness:** One who is consistently prepared with all assignments complete at the start of every class session, has submission requirements fulfilled before each session, has confirmed technology is working prior to the start of class, is responsible to determine how to proceed after an absence, is responsible for consulting the course syllabus and adjusting as the class proceeds, etc. This student should also come mentally prepared—ready to focus on the material being presented. He should arrive to the Zoom meeting on time and if late should respectfully listen to try to understand where the class is in relation to the text and should wait patiently for the teacher and classmates to finish their current task, which is when the teacher will catch the student up. Homework should be uploaded to Schoology before class begins. Students should try to develop the virtue of constancy by remaining focused and diligent and pushing away even “good” distractions that would inhibit learning and mastery.
3. **Self-Monitoring:** A student in the 4th-5th grade range should continually develop self-monitoring skills. One who successfully self-monitors can evaluate his own performance. This student is able to see both his own strengths and weaknesses. A self-monitoring student is one who determines which problems he can work through on his own and where he needs peer, teacher, or parent support. Students should follow behavior guidelines appropriate to the age and study of this course. They should practice hand-raising, speaking when called upon, listening to others, and focusing solely on the task at hand.
4. **Exhibit responsibility:** One who is able to recognize when it is time to begin working and is able to do so without procrastination. This student is able to initiate tasks easily adjusting from the whole-class Zoom to a breakout room while still maintaining a scholarly attitude. During class time, students shall uphold the integrity of the period by showing technological responsibility. They will refrain from playing computer games, viewing alternate screens, or otherwise engaging in distracting activities.
5. **Problem Solving:** A student with well-developed problem-solving skills is ready and willing to press through, even when he is unable to successfully solve the problem on

the first try. Mastering Latin involves perseverance and looking at each word individually and in context to decode word use, sentence structure, and accurately translate word meaning.

6. **Employ Critiques:** One who receives feedback to submissions, and then is sure to apply that feedback to future assignments rather than repeating mistakes. This student also gleans information from the live class critiques of fellow students and note mistakes to avoid by learning from others. Students should have an attitude of humility when receiving critiques. They should view class as an opportunity to grow and to develop their God-given talents. Students should be happy for the successes of their peers, even if the gifts and capacities of their classmates surpass their own.

STUDENT EXPECTATIONS IN ACTION:

The long-term, **ultimate** goal for the student will be to master the Latin language through imitation so that the original works of the great authors and thinkers of old will be read and understood well. To achieve this goal students at the grammar school level begin to develop the virtues of love; love of learning and of the Latin language, humility; humbly accepting instruction and recognizing one's own strengths and weaknesses and rejoicing when others' succeed, patience; with himself and fellow classmates, constancy; remaining focused and diligent in the face of distraction, and perseverance; being willing to do what must be done in order to achieve mastery. The Latin for Children A student will be expected to:

- be respectful of others during class time. This involves speaking when called upon, listening attentively, participating actively in the class discussion and practices, and focusing on the discussion. Conversely, it does not include speaking out of turn, distracting others, or bringing unrelated material to the conversation.
- strive for mastery of each concept. The activities and practices serve to promote understanding and enjoyment of the study of Latin. Students should apply their best effort in all work involved with the class. Should students encounter difficulty with the work, they should endeavor to understand and strive to complete the work, however inaccurately it may be. Putting forth effort exemplifies integrity in learning and fosters solid study habits as well as a **mind** inclined toward perseverance.
- arrive to class on time and 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 ultimately falls to the student.
- examine models for imitation, chanting and singing forms and studying vocabulary daily. Each week the teacher will model fluent recitation, accurate pronunciation, and provide practice designed to help the students grow as a competent Latin linguist.
- complete and upload all assignments by the due date into the appropriate Schoology Assignment folder prior to the start of class. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window. All work posted to Schoology is to be scanned and uploaded unless otherwise noted.

Please note: *Photographs of completed assignments will not be accepted as they are incredibly difficult to read. Documents must be scanned "right side up" and not sideways.*

STUDENT EVALUATION - GRADING:

While pursuing *Latin for Children A* through Scholé Academy will be “restful,” we also recognize the need to provide grades to students. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. The study of Latin is an important 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 higher-level Classical Education. In that sense then, attaining a mastery of these beginning Latin concepts is its own reward.

Students will not be measured against a traditional grading scale with letters and numbers. Instead, I will assess the student as a whole, including participation, attitude, behavior, growth, virtue, and understanding. I will assign the following broad categories 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).

Some student work and assessments will be completed in the text, using some online tools and assignments, through regular classroom participation, and through frequent practice assignments.

Ideally, every 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; students who receive *non satis* will need to do additional work to achieve understanding and be able to move on to subsequent levels of Latin study. 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, and that the emphasis will be on loving and knowing the subject rather than chasing a particular number or grade.

In conjunction with the grading scale outlined above, narrative evaluations of student performance in the classroom will be sent quarterly to keep parents abreast of their students’ level of growth and achievement. These narrative evaluations are the core of the student assessment process.

STUDENT EVALUATION: MASTERY PORTRAIT

Students who pay careful attention in class and make a practice of chanting forms and studying vocabulary on a regular basis, and complete practice exercises will achieve mastery of materials. At the completion of this course students will:

- be able to recall over 200 Latin words
- recognize English derivatives from Latin words
- be able to to construct and translate Latin sentences
- be able to successfully translate small portions of Latin text.
- be able to recognize errors in Latin sentences and make appropriate corrections.

Cum laude: “With Praise” The student has been following directions, doing homework, participating cheerfully, and clearly working hard as the weeks progress. This is work to be proud of. The student works toward mastery of self and the material presented.

Satis: The student is completing homework, attending class, understanding things with a few gaps, perhaps a forgotten homework assignment here and there.

Non Satis: The student has significant gaps, homework not turned in, missing class often, failing to participate in class.

Magna Cum Laude: Rarely achieved. The student goes above and beyond what is expect, consistently exhibiting mastery of material, demonstrating love, humility, patience, constancy, and perseverance in work and interactions with others.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

Communicate with students regarding assignment feedback and grading will be through the free online grading system, Schoology.

Student's grades will be comprised of:

1. Class Participation
 - a. Active listening
 - b. Group work
 - c. Participation in class discussions
 - d. Preparedness
 - e. Staying on task and following along with the text
 - f. Timely attendance
 - g. Putting forth one's best effort
 - h. Presentations
 - i. Attitude and approach towards the class and its members

2. Homework & Supplemental Assignments:
 - a. Homework response questions
 - b. Additional practice assignments to accompany each chapter
 - c. Memorization of maxims, forms, vocabulary, and Latin scripture
 - d. Timeliness when turning in assignments
 - e. Neatness
 - f. Putting forth one's best effort
 - g. Formal assessments

Note: All assignments will be weighted according to the time and energy needed to complete the task. For example, shorter smaller assignments will be worth less than longer, more difficult work. Students will be held accountable for both observed (active listening, participation in discussions) and written work. The overall grade will be determined by weighing student assignments and participation.

STUDENT EVALUATION: ACADEMIC DISHONESTY

Students will often take assessments or complete writing assignments 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.

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.

Students will submit documents by scanning and uploading them to their personal computer, **then attaching those files as .pdfs**. They will submit their work to the *Well-Ordered Language I* Schoology assignment page (access granted after enrollment is secured).

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 journeys!