

Latin IA  
Mrs. Smith  
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### **Course Description:**

This course is designed to enable students to have a foundational knowledge of both Latin vocabulary and grammar to enhance reading proficiency. It will provide students with a deeper understanding of grammar, a richer English vocabulary, as well as provide a basic understanding of Roman culture as an interpretive lens to assess our own culture. Not only will students be learning Latin, but they will simultaneously develop important skills such as problem solving and reading comprehension through interacting with the target language through reading, writing listening, speaking. This class focuses on the first part of *Lingua Latina – Pars I: Familia Romana*, which contains the story of the family of a Roman nobleman.

### **Phonology:**

The Latin alphabet and pronunciation, pertaining to all vowels, consonants, diphthongs and digraphs in the Latin alphabet, as well as pronunciation and phrasing of Latin sentences.

### **Grammar:**

*Verbs:* all four conjugations formed in the indicative, infinitive, and imperative moods

*Nouns:* 1- 5<sup>th</sup> declensions and basic uses of each noun case

*Adjectives:* adjectives of 1-3<sup>rd</sup> declension, also agreement, interrogatives and numbers

*Adverbs:* those formed from 1<sup>st</sup> & 2<sup>nd</sup> declension adjectives.

*Pronouns:* personal, relative, intensive, reflexive, interrogative, demonstrative

### **Vocabulary:**

Students will acquire a strong working vocabulary of basic Latin words including prepositions, conjunctions, enclitics and examples of all parts of speech listed above.

### **Culture:**

*Geography:* Rome and the Roman world, i.e. sites around the ancient Mediterranean

*History:* basic terms and general information associated with the major epochs of Roman history: Monarchy, Republic, and Empire

*Mythology:* Basic traits, relationships and stories of the Olympian gods, heroes, and other mythological figures as understood by the Romans

*Roman Life:* Basic layout and significance of the city of Rome, introductory Roman architecture, and basics of Roman daily life

*Connections:* Students will discover connections between modern and Roman society, Latin and the English language, ancient and modern literature as well as develop an awareness for interdisciplinary connections.

### **Latin in Use:**

Students will receive basic instructions and questions in the target language and be able to respond to such questions in the target language. They will learn basic spoken phrases, Derivatives, Expressions, Mottoes, Abbreviations, &c...

### **Course Materials**

Primary text: *Lingua Latina (Pars 1): Familia Romana* Hans Orberg

Supplementary text: *Lingua Latina (Pars 1): Exercitia*, by Hans Orberg

Other supplementary materials will be provided by Mrs. Smith.

## **Grading: The Basics**

Each student's grade will track his/her learning progress at all times. Grades in Latin class are not a reward or a punishment, but are purely an indicator of progress. As such, a student's grades are most valuable as a communication tool. They let the student and his/her parents know what areas need to be improved, and what areas are strengths. Therefore, Latin grades are divided into weighted "Learning Skill" categories. Each assessment or assignment students complete will be recorded within one of these categories. When a student checks his/her grades, he/she will be able to see a separate grade % for each "Learning Skill" in Latin class and their overall score for the class.

## **Grading: Weighted Categories (Learning Skills)**

- Vocabulary Summative (15%)
  - This category will contain one activity entitled "Vocabulary" that changes every time students take a vocabulary assessment. Each vocabulary assessment is cumulative, and this category reflects what percentage of the required words he/she knows at any given time.
- Vocabulary Process (10%)
  - Every vocabulary assessment will also be entered into this category as its own entry. This is to encourage students to learn the vocabulary on schedule and not fall behind.
- Grammar (25%)
  - Verb and noun quizzes, as well as verb, noun, and grammar sections on unit tests will be entered here.
- Translation (30%)
  - Translation assessments and sentence sections on tests will be entered here.
- Culture (10%)
  - Culture sections on tests will be entered here.
- "Indicia" (10%)
  - This category displays the evidence of a student participating in the learning process and practicing good stewardship of class time.
  - For homework, classwork, projects, and class participation.

## **Grading: Tests**

Each unit test will not appear in the grade book as a single grade. Rather, a unit test is a collection of assessments: a vocabulary assessment, a grammar assessment, a translation assessment, and a culture assessment. Each individual section of the unit test will be entered into the grade book separately and into the appropriate weighted category.

### **Late/Make-up Work Procedures:**

- Late/Missed Assignments: The student is responsible for requesting makeup assignments. Any late or missed assignment will receive an 11% per day deduction unless the student has made prior arrangements with Mrs. Smith.
- Homework assignments: Homework should always be completed on time and will receive zero credit **unless prior arrangements** are made with Mrs. Smith due to absence, illness or other serious matters. **However, homework assignments are designed to practice concepts covered in the classroom so they are a vital part of the learning process and should be completed with or without credit. Homework assignments are graded as follows:**
  - 10/10 -Assignment has been fully completed and student has displayed evidence of learning, effort and sufficient practice with the desired concept.
  - 5/10 -Assignment is partially complete. Multiple problems or exercises were not completed. Evidence of learning and effort are partial.
  - 0/10- Assignment is mostly incomplete or not attempted at all. Words were written at random to give the appearance of completion. Assignment was completed as class begins.
- Absences and Assignment Due Dates: If a student is absent on the day an assignment is due, the student will receive two days for each day absent to complete the assignment for full credit. Exceptions can be made if the student has made prior arrangements with Mrs. Smith and the exemption from normal policy is approved by an administrator
- If a student is absent at any point after an assignment is introduced, that student is still responsible for turning in the assignment on time unless he/she has made prior arrangements with Mrs. Smith.
- Absences and Assessments: If a student misses a test or quiz due to absence, it is up to the student to make arrangements with Mrs. Smith **within 2 days of returning to class.** After doing so, it is up to the student to be present and on time for the make-up test.
- If a student is absent at any point prior to an assessment, that student is still required to take the assessment with the rest of the class, unless he/she has made prior arrangements with Mrs. Smith.
- Retaking a test: Students may not retake assessments unless absent on the day of the assessment and prior arrangements have been made to make up the assessment.
- Unfinished assessments: Mrs. Smith's assessments will be designed for a specific amount of time. **No extra time will be given unless it is specifically stipulated.** In some cases, Mrs. Smith can use her judgment to allow a student extra time.

### **Student Binders**

Every student will be responsible for keeping all of his or her work in a binder. Binders must be organized and every entry must be labeled. Students will use a three-ring binder and divide it into the following five sections:

- **Practice** (practice done in class and at home)
- **Packets/Notes** (for note packets and objectives)
- **Vocabulary** (students will receive a new vocabulary list for each unit of study)
- **Culture** (for cultural material such as mythology, history, daily life, etc.)
- **Review** (for study guides, graded assessments, and other review materials)

## Latin Class Expectations

### 1. Be Honest

- Be truthful in all situations, no matter the consequences.
- All academic work is to be completed by the student alone, unless otherwise specified by Mrs. Smith. It is not a problem to ask a classmate for help on difficult sections of an assignment, but students are never allowed to work together and merely exchange answers. This act is a hindrance to the learning process and will receive disciplinary action.

### 2. Be Respectful

- Be kind to everyone, (Ephesians 4:32) treat one's peers with dignity and love your neighbor (Matt 18: 37)
- We will achieve greatness, as the Romans did before us, because we will work as a team. This means we take responsibility not only for our own learning, but also for helping the learning of our classmates.
- Work and converse with a positive attitude and do not distract your peers.
- Listen and follow the instructions given by Mrs. Smith and do not speak unless called upon. **Electronic devices should be turned off and remain out of sight** unless otherwise specified by Mrs. Smith.

**3. Be Diligent (Proverbs 21: 5)** (Latin is challenging, but with effort and participation one can and will master the language, I ask that you come to class...

- **On time:** Be in the room at the start of class time and begin following directions.
- **Prepared:** All students should come to class with...
  - A writing utensil.
  - Their textbook.
  - Any required handouts or materials from Mrs. Smith
- **Ready to work:**
  - Classwork is worth points in order to enhance understanding and provide time for practicing concepts. Students should begin working **as soon as class time begins.**
  - Weekly participation points will be deducted when:
    - Students are unprepared for class (expectation #3).
    - Students are off task and don't complete their work (expectation #2,3).
    - Students do not do their best to understand and complete tasks assigned in class (expectation #2,3).
    - Students do not do their best to help their classmates succeed in learning class material and understanding how to accomplish assigned tasks (expectation #2,3).
  - Give 100% effort, wrong answers are not only ok, they are a vital part of the learning process. It is better to do your best and get something wrong than not to try at all.

### Consequences for not Meeting Class Expectations

Failure to meet class expectations will be met with discipline. The following are possible consequences according to the Westminster Student Handbook.

- Verbal Warning
- Loss of privileges
- Referral/ Detention: For minor infractions, students will receive a referral note, if a student receives 3 referrals within a 60 day period, a detention will be issued.
- Parent Contact: If the offense is of a more serious nature, or if a student receives 3 or more referrals, a student will be assigned detention as well as have their parents contacted.
- Office referred—If the offense is of an extreme nature or there is consistent behavior accruing minor infractions, students will be referred to the Dean of Students or Upper School Head, who will then decide the appropriate disciplinary action.
- Tardies: Students will receive a referral for being tardy. If a student is tardy 3 times, they will receive a detention.
- **Electronic Devices: Cell phones are completely prohibited during the school day. Unauthorized possession and/or use of a device will result in a disciplinary referral and the device will be taken and given to Mrs. Messer.**

### Parent and Student Signatures:

1. Ask your parents to read this syllabus and show they have done so by giving their signature.
2. Read the syllabus yourself and show you have done so by giving your signature.
3. Tear off this page and return it to Mrs. Smith

**Student Signature:**

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**Date:**

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**Parent Signature:**

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**Date:**

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