



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

LATIN 3

Yearlong Course
2020-2021



Instructor: Mr. Edward J. Kotynski
Class Dates: Tuesday, September 8, 2020 - Friday, May 28, 2021
Section 2: Tuesday and Thursday, 9:30-10:45 AM EST
E-mail: ejkotynski.scholeacademy@gmail.com



Instructor: Ms. Danae Edsall
Class Dates: Tuesday, September 8, 2020 – Thursday May 27, 2021
Section 1: Tuesday and Thursday, 8:00-9:15 AM EST
E-mail: dmedsall.scholeacademy@gmail.com

ELIGIBLE STUDENT:

Grades 9-11; 12th graders welcome.

This course offers instruction in Latin grammar and reading, building on the foundation laid in Latin 1 and 2. It is designed for students who have successfully completed Scholé Academy's Latin 2 course, the *Latin Alive! Book 2* text, or an equivalent course of study. Students will complete *Latin Alive! Book 3*, studying at a deliberate pace that aims at mastery and delight. They will continue to translate adapted writings of original Latin authors from the periods of the Roman Republic and 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.

REQUIRED TEXTS:*

Latin Alive! Book 3 (Student Edition)

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

NOTE: While our primary text will be *Latin Alive! Book 3*, the teaching staff will be adapting and augmenting the curriculum as they see best for the learning objectives of the course. This includes adaptation of vocabulary and chapter readings. As such, students should also be prepared to regularly print PDF files supplied by the instructors. Students should know that while they are free to complete any activities from the book on their own time, we will not be completing every exercise and reading available in the textbook as a class.

SCHEDULE FOR LATIN 3

ORIENTATION SESSION:

The date and time of the student/parent orientation will depend on the particular section in which you are enrolled, but all orientation sessions will be scheduled the week prior to the start of the class.

CLASS SESSION DATES: The dates of your class depend on the particular section in which you are enrolled. Consult the Scholé Academy [academic calendar](#) for details concerning scheduled, school-wide breaks.

OFFICE HOURS: Your 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 their best to respond within 24-48 hours; please keep in mind that they likely will not respond immediately to messages after 5 p.m. EST.

COURSE DESCRIPTION:

Latin 3 continues a clear, sophisticated, and imaginative introduction to the Latin language, building on the foundation laid in Latin 1 and 2, 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 adapted and unadapted writings of original Latin authors. The aim of Latin 3 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 three Unit Reviews. **By the end of the year students will have reviewed the content of Latin 1 and 2 and be familiar with: all tenses of the subjunctive, the various subjunctive clauses, types of conditions, more obscure uses of cases, and the basics of Latin poetry.**

Latin 3 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 access to online flashcards through quizlet to help encourage systematic 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 practices such 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.¹ 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 Latin reference grammar in their notebooks. This will enable them to study well for assessments as well as provide a reference for translations and exercises.

We have planned to cover the whole book, with the intention that students will be able to transition smoothly to the *Latin Alive! Reader* next year. It is exciting that, with fewer chapters this year (16), we will be able to slow down the pace of the course and take time for other interesting activities. Mastery is more important than quantity – *multum, non multa!*

¹ Be aware that these resources will include the vocabulary from the book which we have omitted and does not include some of the supplementary material found in this course.

LATIN 3 COURSE MAP

QUARTER 1

1. Consolidation of grammar, vocabulary & reading skills (Chapters 1-3)
2. Deponents and PUFFV verbs (Ch.3)
3. Unit 1a TEST

QUARTER 2

1. Present Subjunctive and some uses (Ch.4)
2. Imperfect Subjunctive and some uses (Ch.5)
3. Indirect Command (Ch.6)
4. UNIT 1b TEST
5. Fear Clauses (Ch.7)
6. Perfect System Subjunctive and review of Indirect Clauses (Ch.8)
7. UNIT 2a TEST

QUARTER 3

1. Miscellaneous Review (Ch.9)
2. *cum* Clauses & Review of Participles (Ch.10)
3. Conditions and Doubt Clauses (Ch.11)
4. Review: Fear and Description Clauses (Ch.12)
5. UNIT 2b TEST

QUARTER 4

1. Poetry (Ch.13)
 2. Relative Clauses of Characteristic (Ch.14)
 3. UNIT 3a TEST
 4. Miscellaneous Cases (Ch.15)
 5. Proviso and *dum* clauses (Ch.16)
 6. UNIT 3b TEST (cumulative)
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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 3*. **The primary goal for the student will be to consolidate their foundations in 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 will be completed in the textbook. However, a large portion of the class will involve regular classroom participation, taking notes on grammar and vocabulary, and reading adaptations based on the readings in the 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 be not be able to receive full credit. Students will submit their work by scanning their homework pages and uploading them into the Schoology assignment window as **one PDF document**. **Photographs of completed assignments will not be accepted as they are incredibly difficult to read.**

STUDENT GRADING AND EVALUATION

While pursuing Latin 3 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 subjunctives and their uses.
 - Conditional Clauses
 - Sequence of Tense
2. Additionally, they will have attained the skills necessary to translate intermediate Latin narratives and poetry that include the vocabulary taught in *Latin Alive! Books 1-3*. 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 teacher 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 3* 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. A student with a grade below 75% 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 3* Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTORS:

Edward Kotynski, Chair of Latin Department, grew up as a missionary kid in Indonesia, where his parents were Bible translators. He attributes his love of languages partly to his parents’ work and his childhood experience. He received his BA in ancient languages from Wheaton College in Illinois in 2004, and his MA in classical languages from Vanderbilt University in Tennessee in 2007. Mr. Kotynski has been teaching Latin and Greek for the last fifteen years, mostly at classical Christian schools. He loves sharing his passion for the ancient languages with his students, weaving in historical context and modern connections. He has edited two volumes of *Latin Alive!* for Classical Academic Press and has also been working on their Greek for Children series with Erin Valdez. He is excited to be returning Scholé Academy this year. Besides Latin and Greek, Mr. Kotynski enjoys playing soccer, unicycling, and playing board games. He lives with his wife, five children, and two cats, enjoying the craziness of life together.

Danae McGregor Edsall holds a B.A. in Classical Liberal Arts with an emphasis in Literature and Latin from Patrick Henry College in Purcellville, VA. Danae’s own background in the public, home, and private school traditions has provided her with a unique perspective on the intricacies of each system. She has taught in a variety of education models, including private, homeschool co-op, classical, and subject-specific tutoring. Her teaching experience spans nearly all levels of education from primary to secondary school. Danae finds her deepest joy in teaching the Humanities, including English, Composition, Logic, Literature, History, Poetry, and Latin. Most recently, she taught Latin for five years and served one year as the Foreign Language Department Chair at a private school in northern Virginia, where she oversaw the administration of the Spanish, French, and Latin programs for the school. Danae believes that language plays a beautiful and powerful role in the pursuit of the true, the good, and the beautiful. Whether through reading well-known stories or writing a complex epigram, she is convinced that the study of language offers something for everyone to learn. In fact, it was the learning, studying and ultimately, teaching of Latin that solidified Danae’s desire to educate: docendo, discitur (by teaching, one learns).

Danae currently lives in the mountains of Blacksburg, VA where she enjoys an active and often adventurous lifestyle. She spends much of her time weight training at a local gym, biking around the New River Valley on both road and trail, hiking on the weekend with friends, cooking and baking with her husband, reading yet another book, or traveling to see family. Danae is thankful for the Lord's providence in her life to infuse her multi-faceted background with greater purpose than she can see, and she is excited to partner with her brothers and sisters in growing Christ's kingdom through education.