



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

Latin I

yearlong course 2021-2022

ELIGIBLE STUDENTS:

This course is intended for students in grades 7-9, or higher. The course is recommended for those who have no prior Latin training, as well as for those who have completed some introductory Latin or studied Latin roots and who are ready to embark on a formal study of the language.

Upon successful completion, the student will earn one high school credit in foreign language.

Class Dates: First class: September 7th. Last class: May 26th (see below for more details).

Class Times: Tuesdays & Thursdays: 9:30 — 10:45pm (EST).

Instructor: Dr. Francie Longshore.

E-mail: flongshore.scholeacademy@gmail.com.

SCHEDULE FOR *LATIN I*:

CLASS SESSIONS DATES:

Classes will take place on Tuesdays & Thursdays: 9:30 — 10:45am (EST) for 32 weeks and 64 classes on the following dates* --

September (8): 7, 9, 14, 16, 21, 23, 28, 30

October (8): 5, 7, 12, 14, 19, 21, 26, 28

November (7): 2, 4, 9, 11, 16, 18, [Thanksgiving Break], 30

December (5): 2, 7, 9, 14, 16, [Christmas Break]

January (6): [Christmas Break], 11, 13, 18, 20, 25, 27

February (6): 1, 3, 8, 10, [Winter Break] 22, 24

March (10): 1, 3, 8, 10, 15, 17, 22, 24, 29, 31

April (6): 5, 7, [Holy Week/Easter], 19, 21, 26, 28

May (8): 3, 5, 10, 12, 17, 19, 24, 26 [End 2nd Semester]

Holidays (no class):

Monday, September 6, 2021 (Labor Day)

Monday, November 22–Friday, November 26, 2021 (Thanksgiving)

Monday, December 20, 2021–Friday, January 7, 2022 (Christmas and New Year's)

Monday, February 14–Friday, February 18, 2022 (Winter Break)

Monday, April 11–Friday, April 15, 2022 (Holy Week/Easter)

**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.*

LATIN I COURSE MAP:

Quarter 1

1. Building blocks: alphabet, pronunciation, and sentence structure. (unit 1: c. 1)
2. 1st conjugation verbs, present tense (unit 1: c. 2-3)
3. Nouns: 1st and 2nd declensions (unit 1: c. 4)
4. Cases: Nominative, Accusative, and Dative (unit 1: c. 5-6; unit 4: c. 17)
5. Unit 1: Reading and Review
6. Adjectives: 1st and 2nd declension (unit 2: c. 7)
7. Irregular verb: *esse* (unit 2: c. 7)

Quarter 2

1. Verbs: 2nd conjugation, present system (unit 2: c. 8)
2. Perfect tense (unit 2: c. 8)
3. Ablative case (unit 2: c. 9)
4. Unit 2 Reading & Review
5. Nouns: 3rd declension (unit 3: c. 10; unit 4: c. 14-15)
6. Genitive case (unit 3: c. 12)
7. Verbs: 3rd conjugation (unit 3: c. 11, 13)

Quarter 3

1. Imperatives (unit 4: c. 16)
2. Vocative case (unit 4: c. 16)
3. Unit 4 Reading and Review
4. Irregular verbs: *ire, ferre, posse* (unit 5: c. 18)
5. Pronouns: personal, intensive & demonstrative (unit 5: c. 19-20)
6. -ius adjectives (unit 5: c. 21)
7. Unit 5 Reading and Review
8. Cardinal and ordinal numbers (unit 6: c. 22)

Quarter 4

1. Reflexive pronouns & adjectives (unit 6: c. 24)
2. More pronouns: relative & interrogative (unit 6: c. 25)
3. Adverbs (unit 6: c. 26)
4. 4th conjugation verbs (unit 7: c. 27)
5. The Perfect system: Pluperfect and Future Perfect tenses
6. Nouns: 4th and 5th declensions (unit 7: c. 28-29)
7. Unit 7: Reading and Review

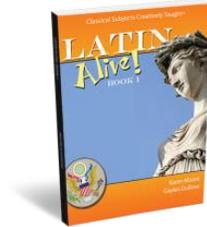
Please note: Textbook chapter numbers are included for reference. However, we will not always follow the textbook to the letter. Some vocabulary and chapter readings have been adapted, and I will be providing supplemental material, as needed. While students are free to complete any activities from the book on their own time, we will not be completing every exercise and reading available in the textbook as a class.

Please also note that a particular section may run slightly long or short based on student interest and need. For this reason, the quarter markings may be slightly off, even though we will aim to complete all the material and in this order.

OFFICE HOURS: During office hours students may raise questions, seek assistance, or review class material. I am available to answer questions immediately after each class session; students should feel free to stay online after class to ask a question or touch base. However, I do teach another class immediately after Latin, so I can only meet briefly. If a longer discussion is desired, please email me or talk to me right after class to set up a time to meet with me on Zoom. Note: Office hour meetings are meant to be occasional and relatively short. If more one-on-one time is needed, I would suggest contacting the tutoring center. If you would like me to be your tutor, please let me know. If you would like someone else to tutor you, also please let me know; I would be happy to supply you/your tutor with a list of topics or assignments you might want to work on or review.

REQUIRED COURSE TEXTS:

The main course text is *Latin Alive!: Book 1* (Student Edition; 2017 Revised Edition, Version 3.0), which is available for purchase from Classical Academic Press (www.ClassicalAcademicPress.com). *Note: Please do not use an older version of the text, as older versions are not compatible with the present iteration of the course.*



LATIN I COURSE DESCRIPTION:

Latin 1 offers a clear, sophisticated, and imaginative introduction to the Latin language for middle – upper school students; the aim is to cultivate delight in the language. Students will cover the fundamentals of Latin grammar, syntax, and vocabulary, as well as learning a bit about the history and culture of the ancient Roman world. The primary goal will be to acquire the foundations of Latin grammar, syntax, and vocabulary and put these into practice through translation and comprehension exercises. We will practice speaking Latin in class in order to train ourselves to be good translators and to develop an intuitive feel for the language. Students will begin the course by studying and translating simple, fun stories in Latin as well as adapted, original Latin paragraphs featuring the Roman historian Livy. By the end of the year, they will have covered all four conjugations, all five declensions, and the six cases. They will also have started to build a knowledge of ancient Roman culture and history. The greater goal is to develop an appreciation of the beauty and power of language that will inform their other studies and their lives in general.

We have planned to cover all 29 chapters of the textbook with the intention that students will be able to transition smoothly to *Latin Alive!: Book 2* 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. Nonetheless, we will cover at least 27 of the 29 chapters.

STUDENT EXPECTATIONS: HABITS OF MIND

Successful students in this course will possess certain *habits of mind*. Most, if not all of us, are continually in the process of developing these habits, and we will have ample opportunity to build these habits together over the course of the school year. Principal among these habits are:

1. **ability to stay on-task:** Since we only have 2.5 hours together on any given week, we will need to be very conscientious about how we use our time. Simply put, we don't have much time to goof around. Sometimes you will be asked to work with a small group of peers to discuss and complete an assignment and then report your findings to the class as a whole. Since I won't always

be with you in the breakout rooms, your group will need to be able to stay on-task on its own. You will also need to be on-task during at-home independent work time.

2. **growth mindset**: Studies have shown that individuals who have a growth mindset, as opposed to a “closed mindset,” are happier and more successful in both school and life in general. Someone who has a closed mindset prefers to stay within their comfort zone; they are afraid of failure; and they are reluctant to try new things, partly because they don’t think of themselves as someone who is able to change for the better. In contrast, a person with a growth mindset willingly steps outside their comfort zone, thinks of failure as an opportunity to learn, and enjoys trying new things and challenging themselves in new ways. Latin is hard and requires a good deal of diligence. But the longer you study Latin, the more rewarding it becomes, as you gain the ability not just to learn grammar but to read some of the great classical (and Medieval) texts in their original language! By the end of this course, it is my hope that you will have seen the value of challenging yourself and sticking with it even when the material is hard or difficult to memorize.
3. **intellectual curiosity** – If you have younger siblings, you’ve probably noticed that toddlers ask a *lot* of questions, particularly the question, “Why?”. They also tend to get really excited about things, including things many teenagers and adults ignore or take for granted, things like a caterpillar crawling on the ground or a freshly-made mud puddle. Part of the reason we want our class to be “restful” is so that we have time to stop and admire the Latin language equivalent of a “caterpillar,” for example, to marvel at an aspect of Roman culture or a turn of phrase from a Latin writer. Although the study of Latin is rigorous, there is also plenty of room for creativity and wonder. In fact, you will be a better translator of Latin if you have plenty of creativity and wonder, and if you frequently stop to ask, “Why?”
4. **kindness and respect** – A successful student in this, or any, course is one who sees the class as a team and class members as individuals who deserve kindness, respect, and the opportunity to have their voices heard. This means listening to both teachers and peers when they talk, trying to make room for others to join in the discussion, and “reading charitably” (we will talk about what this means in class). We will have lots of opportunities to have fun together and lots of opportunities to treat each other with kindness and respect.
5. **self-motivated work ethic** – The best way to learn Latin is to *practice, practice, practice*. You will need to memorize your forms early and often (*often* because you will forget some of the things you learned at the beginning of the year if you don’t keep practicing them throughout the year). A successful student will spend the necessary time not just to memorize but also to carefully think about nuances of translation and connections between concepts. Try to think of what you read, study, and translate not as assignments to complete, but as opportunities to absorb the material and learn more deeply. The better you learn your forms, the more fun translating will become. I will do everything I can to help you be successful, but the bulk of the work will come from you.

STUDENT EXPECTATIONS IN ACTION

Students will be following the sequence of study contained in *Latin Alive!: Book 1*. The ultimate goal is to be able to read Latin texts fluently and to enjoy and appreciate the language. To that end:

Class meetings will consist of introduction and discussion of new concepts, brief forays into Roman history and culture, group translation, games, and spoken Latin activities. Speaking the language will be practiced and encouraged through reading aloud, responding to questions in Latin where possible, and engaging in simple conversation. Games will be designed to reinforce grammar and syntax in fun, interactive ways. Each class will begin with a brief prayer or short Scripture reading in Latin.

Important: Class discussions are an important component of this course. This means, at a minimum, that each student must arrive to class on time with homework assignment fully prepared. While you are on the Zoom call, your camera should be turned on (if you are having technical problems, please let me

know) and you should be in as quiet an environment as possible. For those with noisy households, headsets are definitely recommended. *If you are not comfortable speaking in a Zoom discussion, please arrange to meet with me as soon as possible so we can talk about ways to help you get involved and become more comfortable sharing your thoughts in front of the group (this is all part of developing a growth mindset).*

Homework will consist of memorization of vocabulary and forms, review for assessments, written exercises, and prepared translation. Students should be prepared to regularly print supplemental PDF files supplied by me; these files will be made available via Schoology and will feature sentences and passages for translation, as well as other short readings and handouts.

Memorization of vocabulary and forms: Latin 1 teaches hundreds of vocabulary words, meaning that students will be required to memorize and consolidate a lot of vocabulary each week, thus the need for a self-motivated work ethic. There are a number of fun resources available on My Library from Classical Academic Press, accessed via the Scholé Academy website, which students might like to use for interactive vocabulary learning. Note that while students will have access to online flashcards through Quizlet, I highly recommend using physical (and handwritten) flashcards for a couple reasons: 1) The act of writing down the word in your own handwriting, helps you begin to memorize the word. 2) Hardcopy flashcards are portable, so that you can easily practice when you are out and about. 3) The less time spent on the computer the better! 4) Some students find it helpful to use color-coded flashcards, and this is easily done if one buys multi-colored index cards. We will talk about flashcard strategies at the beginning of the semester, as well as at orientation (in case you need to shop for index cards before school starts!)

Written exercises and prepared translations: *Written exercises* will consist of short sentences for translation. These will be used to reinforce newly learned grammar and syntax. Students will translate the sentences at home and will then translate the same sentences together in class without looking at what they wrote at home. They can then compare our in-class translation with their at-home translation and can make corrections as necessary. This method helps build mastery and fluency in translation. *Prepared translations* are longer exercises that students have a week or more to complete; students are welcome to send me drafts of their prepared translations, and/or to meet with me to ask questions about the translation texts. I will also try to allow time for in-class work and feedback for longer translations. Prepared translations will not be discussed in class, but I will return both rough and final drafts to the students along with my extensive written feedback. All *written exercises* and *prepared translations* should be turned into Schoology in PDF form **prior to the beginning of class** on the day they are due. Students who have not completed a *written exercise* by the start of class, may not be allowed to participate in the discussion of that exercise (if so, they will be invited to work on the exercise in a breakout room while the rest of us discuss). All written feedback will also be sent via Schoology.

Note that while written exercises do not receive a separate official grade, at-home completion of these exercises does count towards the class participation grade. This is because completing the exercise is preparation for our in-class discussion, and, quite frankly, students who complete these exercises will find that they participate more freely and effectively. As such, while students are welcome to turn in these written exercises late and I will give feedback on late assignments, written exercises that are turned in late will not be graded (unless there are extenuating circumstances that the student has discussed with me).

Prepared translations can be turned in late for reduced credit. They will receive the same amount of feedback that they would've received had they been turned in on time.

Assessments: There will be short periodic quizzes throughout the year to check memorization of vocabulary and grammatical forms. These will generally be given in class and will last no more than ten minutes each. Students can also expect one longer assessment per quarter; these assessments will test not only memorization but ability to apply that memorization to actual Latin sentences.

The final assessment of the year will be cumulative and will test mastery of vocabulary, grammar, and syntax learned throughout the year. Students will have the opportunity to take a version of this test up to six times (for grading of this test, see under “student evaluation,” below).

STUDENT EVALUATION: GRADING

While this course will be “restful” and hopefully enjoyable, Scholé Academy recognizes the need to provide grades for students who will be using this course as part of their prepared college transcript. Earning a specific grade should not overshadow achievement goals for mastery of this discipline. Attaining a mastery of Latin is its own reward.

I will give extensive written feedback on assignments through the free online grading system, Schoology. I do not write point or letter grades on individual assignments, as this puts too much emphasis on the grade rather than the learning experience. However, at the end of each quarter, families will receive an email from me outlining their student’s overall progress (i. e. What’s going well? What are some areas to work on?). And at the end of the year, you will receive a final course grade of *magnā cum laudē* (with great praise), *cum laudē* (with praise), *satis bene* (sufficient, satisfactory), or *nōn satis* (not sufficient).

Ideally, every student who works diligently should do praiseworthy work (*cum laudē*). Those who excel beyond this expectation will be the *magnā cum laudē* students. Students who do adequate but not praiseworthy work will receive a grade of *satis*. *Nōn satis* means lacking sufficiency or adequacy. If at any point, a student is in danger of dropping below *satis*, I will contact their family so we can remedy the situation (this might include redoing an assignment or receiving tutoring).

Note: Parents, if your student needs a letter-grade transcript for the purpose of college admissions, please email me at the end of the year, and I will send a transcript to the requesting parent.

STUDENT EVALUATION: MASTERY PORTRAIT

- At the completion of this course, *cum laudē* students will know by heart:
 - Stems and endings of the four verb conjugations.
 - Rules and endings of the five noun declensions.
 - Basic syntactical functions of the six cases.
 - The stems and endings of the present and perfect active tense systems.
- They will be able to parse words, identify the structure of simple sentences, and recognize adjectives, adverbs, prepositions, and pronouns.
- They should also be able to translate simple Latin narratives that include the vocabulary words in *Latin Alive!: Book 1*.
- In the process, a successful student will have grown in their practice of the habits of mind identified above, as well as in their understanding of, appreciation for, and delight in the Latin language.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

Students’ grades are based on:

First Semester:

1. Class Participation: 25%
2. Prepared Translations: 30%
3. Quizzes (on forms, vocabulary, etc.): 20%.
4. Longer Mastery Tests (one test per quarter): 25%

Second Semester:

5. Class Participation: 25%
6. Prepared Translations: 40%
7. Quizzes (on forms, vocabulary, etc.): 10%.
8. Longer Mastery Tests (one test per quarter*): 25%

Note: Since the goal is to master the subject by the end of the year, the final grade will weigh the second semester slightly more heavily (First semester = 40% of final grade; Second semester = 60% of final grade).

*The final mastery test can be taken more than once during the last six weeks of class (up to once per week), until the student scores a *magnā cum laudē* grade. If the student does not achieve a grade of *magnā cum laudē* on the mastery exam, they will receive the average of all attempts.

STUDENT EVALUATION: ACADEMIC DISHONESTY

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. Among other things, this means all your work must be your own, unless you are working on a written assignment where you are permitted to refer to someone else's work, in which case you must correctly cite the information you are referring to. Sometimes I will allow students to work together on a translation, but under no circumstances is it okay to use Google translate or to pass off someone else's translation as your own.

Note: *A plagiarized assignment will result in a failing grade.* Please feel free to ask if you have any questions about what counts as plagiarism.

Parents will be asked to proctor at-home mastery tests in order to help hold students accountable. These tests will occur once per quarter for the first three quarters and up to six times in the final quarter.

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 to an email. They will submit their work to the *Latin I: section 5* Schoology assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR:

Francie Longshore is new to Scholé Academy this year but not new to classical education or online teaching. Most recently, she served as the lead humanities teacher at an ecumenically-minded classical Christian school in Portland, Oregon. Courses she taught there include every level of high school Latin, the senior humanities seminar, and a doctrine course. For the past two summers, she also taught an online essay writing course for gifted eighth-tenth graders. Prior to teaching middle and high school students, she spent several years dabbling in academia, including earning an M.A. in Christian Thought (Trinity Divinity School), an M.A. in Medieval Studies (Catholic University of America), and a Ph.D. in philosophy (Catholic University of Leuven, [Belgium]), as well as teaching theology and philosophy to college undergraduates. She knows Latin paleography, and she's not afraid to use it!

Francie currently lives in St. Helens, Oregon with her husband, two homeschooled children, and three self-taught cats. She plays a mean game of Scrabble, enjoys a good play on words, and has a weakness for iced coffee and homemade blueberry muffins.