



# *Lingua Latina II*

yearlong 2021/22



## **ELIGIBLE STUDENTS:**

Grades 9-12, Middle School Placements possible. This course is designed for graduates of *Lingua Latina I* (or equivalent) who wish to continue building their fluency in Latin with the *Lingua Latina per se Illustrata* method. The course is especially aimed at:

- graduates of Scholé Academy's *Lingua Latina I* program who achieved 80+ (*cum laude*)
- students who have studied up to Chapter 20 of *Familia Romana* and achieved 80%+ in an equivalent Latin immersion course.

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

**Class Dates:** Tuesday, September 7, 2021; running through Friday, May 27, 2022

**Class Times: Tuesdays & Thursdays: 2:00 – 3:15pm (EST)**

**Instructor:** J. Daniel Faubus

**Email:** [jdfaibus.scholeacademy@gmail.com](mailto:jdfaibus.scholeacademy@gmail.com)

---

## **SCHEDULE FOR LINGUA LATINA II:**

---

### **CLASS SESSIONS DATES:**

Classes will take place on Tuesdays & Thursdays: 2:00 – 3:15pm (EST) for 32 weeks and 64 classes on the following dates\* --

**September (8):** 7, 9, 14, 16, 21, 24, 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 [End 1<sup>st</sup> Semester], 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] 19, 21, 26, 28

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

*\*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.*

## **LINGUA LATINA II COURSE MAP:**

---

This course aims to cover chapters 20-35 of *Familia Romana* (LLPSI). Only four chapters aim to be covered each quarter, which will allow time for: consolidation work using supplementary materials, discussion and self-marking of homework assignments in class, and individual composition and presentations. A degree of flexibility will be allowed for, depending on the pace of the group.

### **Quarter 1      Chapters 20-23**

We will begin by reviewing core topics learned in the final quarter of *Lingua Latina I*. We will then proceed to read about Roman parenting, school scuffles, dangerous dogs, and a grumpy teacher! Along the way we will study the future tense (active and passive), the perfect and imperfect past tenses, the perfect passive participle, the supine, and the future active participle and infinitive.

### **Quarter 2      Chapters 24-27**

Quintus is still ill from his fall back in chapter X! He will help us learn the pluperfect tense. Faithful Syra the *ancilla* tells Quintus the story of Theseus and the Minotaur, introducing us to deponent verbs along the way. Reading the story of Daedalus and Icarus, we learn the gerund and its functions. In chapter 27 the present subjunctive mood (both voices) is introduced, primarily through indirect commands.

### **Quarter 3      Chapters 28-31**

In the context of a stormy sea voyage, we learn the imperfect subjunctive and are introduced to consecutive (result) clauses. This is followed by the introduction of the future perfect and the gerundive.

### **Quarter 4      Chapters 32-35**

Finally, we study the perfect and pluperfect tenses of the subjunctive mood. At the end of the book we are introduced to Latin poetry through reading small passages from Catullus and Martial. We also have the opportunity to see how Latin grammar was taught in antiquity by reviewing paraphrased dialogue by the grammarian Donatus.

**OFFICE HOURS:** In addition to scheduled class time, students may request to meet during an “office hour” to raise any questions, seek assistance, or review class material. Mr. Faubus will be available to give one on one support for up to one hour per week on a first-come-first-served basis.

## REQUIRED COURSE TEXTS:

The course text is the world's premiere textbook for learning Latin via the natural method:

<https://www.hackettpublishing.com/lingua-latina-per-se-illustrata-series>

LATINA  
PER SE ILLUSTRATA

PARS I  
FAMILIA  
ROMANA



## CLASSES AND HOMEWORK:

Classes will consist in reading the text together and reviewing the lesson from the previous week. Accompanying oral and written exercises, *scaenae* (dialogues), and *fabulae* (myths) will be used to supplement the core text. A substantial amount of new vocabulary, available in list form at the end of each chapter, will be introduced each week. Students will be required to memorize and consolidate all new learning material outside of class by:

- rereading the extracts covered in class
- listening to Hans Ørberg's audio recording
- completing the written and oral exercises at the end of each chapter
- completing supplementary exercises

## LINGUA LATINA II: COURSE DESCRIPTION:

Lingua Latina II continues to build on the foundation acquired after studying chapters 1-20 of *Familia Romana* (LLPSI). Classes will be conducted entirely in Latin. Some institutions offer this course as a translation course alone; however this does not reap the full fruits of Ørberg's method. With Scholé, students will consolidate the fundamentals of Latin grammar, syntax, and vocabulary as well as study elements of the culture of the ancient Roman world through full Latin immersion following the story of a Roman family in the 2<sup>nd</sup> century A.D. This narrative is carefully constructed in strict imitation of key classical authors including Cicero, Seneca, Ovid, and Vergil, incorporating their most frequent vocabulary and syntax.

The learning of grammar and vocabulary *in context* is key to the Natural Method. Instead of a heavy emphasis on Latin-English translation and the memorization of grammar charts and vocabulary in isolation, the Natural method maximizes student engagement with the actual language through techniques including:

- reading aloud of stories
- questioning and oral comprehension
- memorization of example phrases and sentences
- dramatic enactment of *scaenae*
- Latin-Latin paraphrasing and written composition

Such training nurtures in students a deeper familiarity with and fluency in classical Latin, equipping them well to continue refining the art of translation later on. In addition, a concise grammar summary will be provided for each chapter. While this will be given in English, Latin examples from the text will always be used to illustrate each point.

The course map highlights the chapters to be covered each quarter. The grammar covered is equivalent to that of *Latin Alive! II* and *III* (the Subjunctive mood being introduced in chapter 27 of *Familia Romana* and book III of *Latin Alive!*). By the end of the year students will be confident in reading intermediate-advanced Latin passages fluently, without a dictionary. They will be familiar with all verb tenses in both the active and passive voices, all participles, the subjunctive mood and subjunctive constructions (*ut/ne* commands, *cum* clauses, indirect questions, clauses of doubting), as well as an increased number of case functions. Additional time will be devoted to consolidating the extensive repertoire of vocabulary learned in chapters 1-20, and to learning new vocabulary.

### **STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS**

---

Students enrolling Lingua Latina II 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.

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 participate without worrying about making mistakes. In this spirit, the classroom will be a true *ludus* – and environment of respectful, joyful, and friendly learning, which will facilitate the study of a difficult language. Scholé Academy commends 5 important qualities for students to cultivate:

- 1. An Engaged Student:** One who is willing to step into the arena of class discussion, ask questions, supply answers, generate the internal dialogue necessary to determine if what's being discussed is important and necessary to himself.
- 2. Note Taking:** A student who during and after being engaged with the class has been trained to note important and relevant content in an organized fashion. His notes would then be consulted, independently, for application in assignments and assessments.
- 3. Attention to Detail & Preparedness:** These students are ones who consistently adhere to deadlines, submission requirements, adhering to style guides and codes, confirm technology is working prior to the start of class, be responsible to determine how to proceed after an absence, be responsible for consulting his course syllabus and adjusting as the class proceeds, etc.

**4. Critical Reflection:** These students are ones who receive feedback to one of their submissions, and then are sure to 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 would hear the teacher comments and be able to assess whether or not the teacher was describing his/her work, and then take the initiative to schedule office hours with his teacher if necessary.

### **STUDENT EXPECTATIONS IN ACTION**

---

Students will be following the sequence of study contained in *Familia Romana* chapters 20-35. The primary goal for the student will be to consolidate their foundation of Latin grammar, syntax, and vocabulary and build their fluency and familiarity with the language orally and aurally in a narrative context and through written exercises. They will also continue to build upon their knowledge of ancient Roman culture and history. Due to the immersive nature of the course and the nature of language acquisition it is critical for students to always demonstrate engagement and active participation in class. Students must also be diligent in completing and submitting their homework and reviewing feedback outside of class. It is highly advised that students apply themselves for at least 15 minutes per day. A suggested homework plan will be provided which students can adapt to fit their own schedules.

In this class, students will be expected to listen attentively, participate actively in class discussions and practices. During class time, students will read aloud, questions and respond to their teacher and classmates in Latin. Students are required to take notes documenting the new content covered each class. Each week the teacher will lead a review of the previous session, informed by issues and problems encountered by students, as well as points introduced by the teacher.

Students are expected to 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.

Students who have not submitted their homework to the appropriate Schoology assignment folder 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, and students will have to catch up by watching the class recording. It is crucial, particularly for this language course, that students stay current with their assignments and attendance.

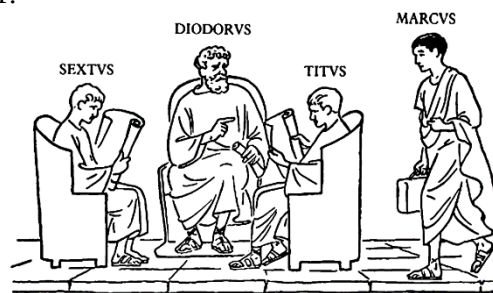
All assignments will be due into the appropriate Schoology Assignment folder prior to the start of class each day. Students turning in late work will earn a 10% penalty for each day the assignment is late. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment window. **Photographs of completed assignments will not be accepted as they are incredibly difficult to read.**

## STUDENT EVALUATION: GRADING

While pursuing Lingua Latina II through Scholé Academy will be “restful” (if not delightful), 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 and as the teacher I can 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 be the *magna cum laude* students. Students who do adequate but not praiseworthy work be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

In addition, traditional percentage grades will be provided and will be readily accessible on the Lingua Latina II Schoology page. We will also provide a transcript of that grade upon parental request at the end of the year.



*Exercitatio intellegendi prudentiam acuit.*

Cicero, *De Oratore*, I.90

‘Exercising intelligence sharpens prudence.’

## STUDENT EVALUATION: MASTERY PORTRAIT

---

In this course students will consolidate the foundations of linguistic training gained in Lingua Latina I that have set them on the path to a mature appreciation of the Latin language. This course will provide the components necessary to achieve mastery of the building blocks 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. These three aspects of the course would comprise the “learning target”.

At the completion of this course *cum laude* students will have attained the skills necessary to read simple Latin narratives without a dictionary and be confident users of that language. They will be able to read and identify the structure of complex sentences unaided, and to recognize in context and actively use:

- all verb tenses in both the active and passive voice
- all participles
- common constructions using the subjunctive mood
- a wide range of vocabulary and syntactic constructions

## STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

---

Mr. Faubus 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 Lingua Latina II course page.

Student's grades will be comprised of

1. Class Participation: 50%
2. Weekly homework assignment: 30%
3. Quizzes: 20%

Please note that **class participation** constitutes a high percentage of the overall grade. Mr. Faubus will be monitoring students' oral ability and grasp of the language in class and oral reviews of new material will be conducted on a weekly basis.

Typically speaking:

*magna cum laude* = 90 – 100%

*cum laude* = 80 – 89%

*satis* = 70 – 79%

*non satis* = 69% and below

If a student is unwilling to put forth the effort and energy into studying well and participating in class, (s)he will be unable to progress in this course.

*Longum est iter per praecepta, breve et efficax per exempla.*

Seneca

‘Long is the journey through precepts, brief and efficient through examples.’

## STUDENT EVALUATION: ACADEMIC DISHONESTY

---

Students will often take assessment 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.

Additionally, plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through any source. A plagiarized assignment will result in a failing grade. Students should consult their chosen style manual (see Student Expectations above) for specific direction on obtaining, quoting and paraphrasing sources.

## 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 *Lingua Latina II* Schoology assignment page (access granted after enrollment is secured).

## ABOUT THE INSTRUCTOR:

---

**J. Daniel Faubus** holds a B.A. in Classical Studies from Luther College. There he became enamored with the language, literature, culture, and history of the ancient Greeks and Romans.

He particularly enjoys reading epic and lyric poetry as well as studying the history of Bronze Age Greece and Italy. Faubus has taught Latin and Greek at Classical Christian schools for over fifteen years and loves to share his knowledge and enthusiasm about the ancient world with his students. Apart from his pursuits in classics, he enjoys practicing various stringed instruments and spending time with his wife and three children at their home in Fort Worth, TX.

\* Disclaimer: As we move along through the semester, we may need to make small modifications to this syllabus so that better learning can take place.