LATIN FOR CHILDREN C

Yearlong Course
2022 - 2023

Scholé Academy
CLASSICAL ACADEMIC PRESS

Instructor: Ms. Amanda Reeves
Class Dates: Begin Tuesday, September 6, 2022; end Friday, May 26, 2023
    Section 1: Tuesday and Thursday, 11:00 – 12:15 PM EST
E-mail: magistrareeves@gmail.com

Instructor: Mrs. Sarah Williams
Class Dates: Begin Tuesday, September 6, 2022; end Friday, May 26, 2023
    Section 2: Tuesday and Thursday, 3:30 – 4:45 PM EST
E-mail: swilliams.scholeacademy@gmail.com

Instructor: Mr. Philip Cialini
Class Dates: Begin Tuesday, September 6, 2022; end Friday, May 26, 2023
    Section 3: Monday and Wednesday, 5:00 – 6:15 PM EST
E-mail: pcialini.scholeacademy@gmail.com

ELIGIBLE STUDENT:

This course is designed to build on Latin For Children B, or a similar course; two years of prior Latin experience is assumed. The course is geared toward rising 6th–7th graders. Please keep in mind that in addition to readiness for the course content, students should be developmentally prepared to engage in a 6th- to 7th-grade corporate learning environment as well as the online classroom dynamic. If your student is outside the target grade range for this class, or if you have further questions about placement, please contact Scholé Academy.

Classes meet for 60 – 75 minutes, two times a week for 32 weeks on the following dates:

Section 1: Tuesday and Thursday
September: 6, 8, 13, 15, 20, 22, 27, 29
October: 4, 6, 11, 13, 18, 20, 25, 27
November: 1, 3, 8, 10, 15, 17, **[Thanksgiving Break]**, 29
December: 1, 6, 8, 13, 15 **[Christmas Break]**
January: **[Christmas Break]**, 10, 12, 17, 19, 24, 26, 31
February: 2, 7, 9, 14, 16, **[Winter Break]**, 28
March: 2, 7, 9, 14, 16, 21, 23, 28, 30
April: **[Easter Break]**, 11, 13, 18, 20, 25, 27
May: 2, 4, 9, 11, 16, 18, 23, 25

Section 2: Tuesday and Thursday
September: 6, 8, 13, 15, 20, 22, 27, 29
October: 4, 6, 11, 13, 18, 20, 25, 27
November: 1, 3, 8, 10, 15, 17, **[Thanksgiving Break]**, 29
December: 1, 6, 8, 13, 15 **[Christmas Break]**
January: **[Christmas Break]**, 10, 12, 17, 19, 24, 26, 31
February: 2, 7, 9, 14, 16, **[Winter Break]**, 28
March: 2, 7, 9, 14, 16, 21, 23, 28, 30
April: **[Easter Break]**, 11, 13, 18, 20, 25, 27
May: 2, 4, 9, 11, 16, 18, 23, 25

Section 3: Monday and Wednesday
September: 7, 12, 14, 19, 21, 26, 28
October: 3, 5, 10, 12, 17, 19, 24, 26, 31
November: 2, 7, 9, 14, 16, **[Thanksgiving Break]**, 28, 30
December: 5, 7, 12, 14, **[Christmas Break]**
January: **[Christmas Break]**, 9, 11, 16, 18, 23, 25, 30
February: 1, 6, 8, 13, 15, **[Winter Break]**, 27
March: 1, 6, 8, 13, 15, 20, 22, 27, 29
April: **[Easter Break]**, 10, 12, 17, 19, 24, 26
May: 1, 3, 8, 10, 15, 17, 22, 24

Please note that while your instructors fully intend to provide classes on these dates, they too are human and occasionally become sick or have other pressing concerns to attend to. In the unlikely event that your instructor is unable to attend one of the scheduled classes, they will either arrange for an equally qualified substitute to instruct the students on that day or will provide students with a video recording of the class.

Office hours:

Your teachers are available outside of scheduled class times should you need additional assistance with the material. During office hours, students may raise questions, go over material from absences, or review class material. To arrange office hours, please send an email request to your instructor with your availability and the concept you would like to go over. Your teacher will do her best to respond to office hours requests within 24-48 hours.

Latin for Children Primer C (student edition)
Latin for Children Primer C History Reader

Please note: MP3 versions of the Latin for Children C chants will be provided to the students enrolled in this course at no charge.

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

Note that while our primary text will be the Latin for Children Primer C and History Reader, the teaching staff will be adapting and augmenting the curriculum as they see best for the learning objectives of the course. As such, students should also be prepared to regularly print PDF files supplied by the instructors.

OPTIONAL MATERIALS:

Lingua Latina per se Illustrata, Pars I: Familia Romana by Hans H. Ørberg (recommended for summer reading prior to the course)
Latin for Children Primer C Activity Book
Latin for Children Primer C Answer Key
Binder to organize course materials

COURSE DESCRIPTION:

In this third-year Latin course, students learn to read and translate longer Latin paragraphs. They study the fourth and fifth noun declensions, the perfect system for all four conjugations, review and use all four verb conjugations in past, present, and future tenses, and review and use all the parts of speech in Latin. Students also acquire a Latin vocabulary of another 240 words and learn many English words derived from these Latin words. As a step beyond just an exposure to the language, this course trains students in grammar, vocabulary, and English derivatives in a lively, interactive way.

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.
● Model for students how to use mnemonic aids and give them practice using these aids.
● Demonstrate to students the etymology of Latin words and how they are transformed into English derivatives.
● 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.

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 many Latin words.
- Recognize English derivatives from Latin words.
- Be able 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.

Mastery of the material of the course will be designated by the following categories:

Magna Cum Laude: "with great praise"; the student goes above and beyond what is expected, consistently exhibiting mastery of material, demonstrating love, humility, patience, constancy, and perseverance in work and interactions with others. This mark is rarely achieved.

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: "sufficient"; the student is completing homework, attending class, understanding things with a few gaps, perhaps a forgotten homework assignment here and there.

Non Satis: "not sufficient"; the student has significant gaps, homework is not turned in, missing class often, failing to participate in class.

Students enrolling in Scholé Academy's Latin for Children C course will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speak 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, asks questions, and supply answers. During class, students should be actively engaged as the teacher employs various interactive methods such as class repetition 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 students 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 6th-7th 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:** One who 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 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 notes mistakes to avoid by learning 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.

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 lower school level begin to develop the virtues of love, both of learning and of the Latin language, humility, as they humbly accept instruction, recognize their own strengths and weaknesses, and rejoice when others succeed, patience, with themselves and fellow classmates, constancy, through remaining focused and diligent in the face of distraction, and perseverance, or being willing to do what must be done in order to achieve mastery. The Latin for Children C 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 their 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 towards 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. Students who have not completed their assignments by the start of class will be excused to a breakout room to complete their work and will be welcomed back once their work is finished. This will count as a tardy. If the student is gone for more than half the class, it will count as an absence.

- 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 competent Latin linguists.

- 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. Assignments submitted by email will not be accepted. Photographs of completed assignments will not be accepted as they are incredibly difficult to read and grade. Submissions that are not scanned right side up or are not entirely legible will be noted and given one opportunity to be submitted correctly.

While pursuing Latin for Children C 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, we will assess the student as a whole, including participation, attitude, behavior, growth, virtue, and understanding. We 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. Any additional assignments not included in the required textbooks will be posted on Schoology with ample time before the start of class and should be printed in preparation for the student's participation in class.

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.

Homework
Homework will be assigned regularly, at almost every class session, and must be completed by the set due date (usually the next class meeting). Students are expected to hand-write their homework assignments in their best writing with a pen or a pencil. In addition to the translations and worksheets from our primer assigned for homework, students will be expected to regularly practice their vocabulary and chants throughout the week. This memory work is an essential foundation for understanding in Latin.

Quizzes
The quizzes in this course will help students to stay on top of memory work and will help the instructor gauge each student is progressing toward mastery week-to-week. More information on these specifics will be given prior to the first quiz of the year.

Tests
At the end of each unit in our book, there will be a test covering the material from the relevant weeks. Specific instructions for how to study for and take these tests will be sent out at the end of Unit I.

Participation
Students will be expected to actively engage with their peers during class time, demonstrating preparedness, diligence, timeliness, and a positive attitude and approach to their studies. Students will receive points each day based on their timeliness, completion of work, participation, and attitude towards the teacher and their peers.

Uploading Work
Students will submit homework assignments by scanning and uploading them to their computer, then submitting the files to the Latin for Children C Schoology assignment page. Access will be granted to this page once enrollment is finalized. **Photographs of student work cannot be accepted, as they are difficult to read.**

Late Work
For each calendar day (not each class session date!) that an assignment is late, **20% per day** will be automatically deducted from the grade. This means that on the fifth day after an assignment is due, it will no longer receive any credit. The 20% deduction does not include any points the student may also miss during the actual grading process.

Absences
The following is taken from the Student-Parent Handbook:

> Our classes are live and highly interactive, with students regularly interacting with their instructor and peers and participating in class discussion. As such, we recommend students attend as many live class sessions as possible. There are, of course, circumstances, both planned and unplanned, in which students must miss a class. In such circumstances, we provide students with a recording of the live class session so that they may play back the session they missed. Whenever possible, we ask that students alert their instructor of their absence before missing class.
>
> While recordings of live sessions are a helpful tool for occasional absences, they are not a sufficient replacement for class participation in the long term. **With this in mind, we allow a maximum of six absences for yearlong courses.**

THE VIRTUAL CLASSROOM:

We will be using the free online "virtual classroom" software provided by Zoom, one of the leading companies that provide such software. The virtual classroom will provide students with interactive audio and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed.

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.

Please note: While this syllabus addresses details specific to this course, it is not extensive. Parents should also read the Student-Parent Handbook located on scholeacademy.com and be familiar with the ideas, policies, and procedures outlined.

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. She currently lives in New Haven, Connecticut, but as an avid traveler, can more times than not be found in Italy, Brazil, or anywhere else she thinks would be interesting to get to know. It is one of the great joys of her life to pass along her enthusiasm for Latin to her elementary, middle, and high school students. Having learned Latin online herself, Amanda is passionate about distance learning and enjoys integrating traditional grammar and translation methods with spoken Latin to produce the best educational experience for her students. She has taught and tutored Latin online for the last ten years and particularly enjoys seeing how each unique student's personality shapes the learning environment. When she is not exploring the world, she spends her time waxing poetic about the Parthenon Marbles and Stanford football, always with a strong cup of coffee in hand.

Sarah Williams brings a lifelong love of learning into her vocation as a teacher, having been formed by her own classical Christian education and her years teaching Latin and Humanities to students of all ages in the beautiful Blue Ridge Mountains of Roanoke, Virginia. After graduating from Gardner-Webb University with a B.A. in Biblical Studies and a minor in Philosophy and Ethics, she joined the faculty of Faith Christian School, where she met and married her husband and fellow teacher, Stephen. When not conjugating verbs or formulating syllogisms, Sarah greatly enjoys experimenting in the kitchen with the latest Half-Baked Harvest recipe and exploring the sacramental realities underlying the worlds of food and hospitality. As Stephen now pursues his pastoral calling at Beeson Divinity School in Birmingham, Alabama, Sarah delights to sow seeds of joy for God's works and world in her students through Scholé's vision of restful learning.

Philip Cialini After earning a BA in History from Eastern University, Mr. Cialini taught Latin, Ancient and Medieval History, and English at Regina Angelorum Academy in Ardmore, PA. Currently, he teaches Latin and Medieval History at Main Line Classical Academy in the suburbs of Philadelphia. In 2020, he completed his MAT in Classical Education from Templeton Honors College. Mr. Cialini has also taught and worked for various international programs. He and his wife enjoy traveling, reading good books, watching old movies, being with family, and raising their twin daughters.