

Upper School Latin Reading Clubs

Summer 2022

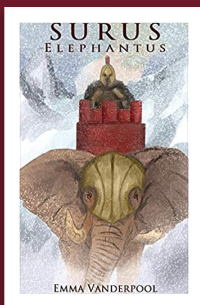
Upper School Latin Novellas

This course is suitable for rising 8th-12th graders who are advancing to Latin 2 or higher in the fall and want to practice reading, speaking, and writing in Latin. Through the use of simple Latin novellas, students will gradually learn to read for comprehension without first translating into English. These novellas are written by experienced Latin teachers specifically for this purpose, and use limited vocabulary to facilitate reading without a glossary.

Students who have completed Latin 2 or 3 will find this course comfortable, while those who have completed Latin 1 or Spoken Latin 1 will find it challenging but approachable. Younger Latin 1 students may find the Middle School Beginner Latin reading club more suitable.

In this course, about 50% of class time will be spent in Latin and 50% in English. Students should be prepared to spend 20-30 minutes reading and preparing for each class meeting.

REQUIRED TEXTS FOR UPPER SCHOOL LATIN NOVELLAS CLUB



Surus: Fabula Belli et Elephantum - Emma Vanderpool
 ISBN-13 : 979-8648057418
 Historical fiction following an elephant and his *mahout* during Hannibal's transalpine expedition in the 2nd Punic War

Eques Viridis - Andrew Olimpi
 ISBN-13 : 979-8656203074
 A Latin retelling of Gawain and the Green Knight



Instructor



Ms. Reagan Israel
 "Magistra Regina"
r.israel.scholeacademy@gmail.com

US Latin Novellas Club

Tuesdays &
 Thursdays 11:00
 AM - 12:00 Eastern,
 beginning Tuesday,
 June 14th, ending
 Thursday, July 21st

US Readings from the Vulgate

Thursdays
 1:30-3:00 PM ET
 for 8 weeks;
 beginning
 Thursday, June
 16th, and ending
 Th, August 4th

Upper School Readings from the Vulgate

This course is suitable for rising 9th-12th graders who are advancing to Latin 3 or beyond in the fall and want to practice reading in Latin. In this course we will work with tiered readings (simplified versions of the text followed by the original) selected from both the Old and New Testaments. Selected passages may include stories about the Exodus, Joseph, Hannah, Ruth, or David and Goliath, as well as parables of Jesus and a poetic selection from Psalms or Ecclesiastes. This is a traditional reading course where students will read in Latin, make some translations, and discuss in English. The instructor will use Ecclesiastical pronunciation during class and in recordings.

Students who have completed Latin 3 will find this course comfortable, while those who have completed Latin 2 or Spoken Latin 1 will find it challenging but approachable. When considering whether this course is a good fit for your student, please keep in mind that in addition to readiness for the course content, students should be developmentally prepared to engage in a high school corporate learning environment. Students should be prepared to spend about 40 minutes each week reading and preparing for the next meeting.

COURSE TEXTS FOR READINGS FROM THE VULGATE



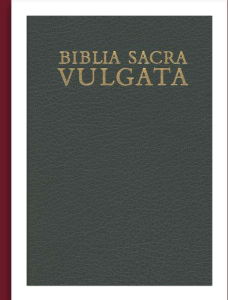
Optional:

Epitome Historiae Sacrae: Brevi Christi Vitae Narratione Addita

ISBN-13: 978-1585104253

Required:

Biblia Sacra Vulgata



(any Latin edition or regular access to an online version)

Students should be prepared to print out tiered readings from documents provided by the instructor.

Required Skills for Upper School Latin Reading Clubs

All students should have mastered the following:

- Nouns: all 5 declensions and common uses of the cases
- Verbs: all 4 conjugations, indicatives of the present system + perfect tense, common irregular verbs (*sum esse, eo ire, volo velle, possum posse*), the concept of the passive voice, infinitives, imperatives
- Adjectives: 1st/2nd declension, 3rd declension, comparatives, numbers
- Pronouns: personal (*ego, tu*), possessive (*meus, tuus*), demonstrative (*hic, ille*)
- Other: question words (such as *nonne? cur? quis? quomodo?*)

Students will encounter but are not expected to have yet mastered:

- Verbs: present subjunctives, *cum* clauses, purpose clauses with *ut/ne*, present active participles, perfect passive participles, ablative absolutes, accusative + infinitive, indirect statements, indirect questions
- Pronouns: relative (*qui quae quod*), intensive (*ipse*), reflexive (*se*)

This course teaches grammar only incidentally, as needed. If your student is outside the target grade range for this class, or if you have further questions about placement, please email the instructor.

Student Expectations

The following is taken from the Scholé Academy Student-Parent Handbook:

Attitude & Behavior

When students enter the classroom, they are committing to a joint pursuit of truth with their fellow pupils. In order to uphold an atmosphere where this is possible, all parties must maintain a posture of respect toward the material, toward one another, and toward the instructor.

Students should strive to uphold these virtues in the classroom:

- humility
- patience

- constancy
- temperance/studiousness

• *Since this course is a language class, frequent participation is central to the learning process. Students will make many mistakes and feel uncertain about speaking in Latin, but should not allow this to keep them from speaking up. Research shows that students will self-correct most of these mistakes over time, given enough speaking and listening practice.*

Note: Attendance is flexible for summer courses; while attending every class is optimal, students may attend as they are able. Video recordings will be provided for missed classes.

“Please remember restful learning consists of accurate expectations, accurate preparation, and accurate attitude.”
–Joelle Hodge, director of Scholé Academy

Homework and Grading

Homework:

Homework assignments will mainly be to read aloud assigned pages/chapters each week— both re-reading sections read together in the previous class, and reading ahead to what will be covered in the next class. Language researchers promote repeated readings as one of the best ways to acquire a language.

Students may also be asked to answer comprehension questions on online quizzes or complete optional illustration or written exercises. Audio recordings for some texts will be available.

Grading:

No grades will be assigned for summer courses. Summer courses are not designed to be used for credit.

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. Before the start of the term, we will provide students with a link (via email) that will enable students to join the Zoom 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 (<http://scholeacademy.com/student-parent-handbook/>).

Students will access assignments and supplementary materials on our learning platform, Schoology. Access codes will be provided before the first week of classes.

ABOUT THE INSTRUCTOR

Reagan Israel is originally from Texas and had a brief career as a professional ballet dancer before an injury set her on a new path.

As a homeschooler, Reagan had studied Latin from age 11 into high school. After completing a liberal arts degree at the University of Houston, she taught Latin and ancient humanities at a classical school for 4 years. During her time there, Reagan was introduced to “living Latin” pedagogy through a series of workshops and mentors and began to apply these methods in her classroom. In 2019-2020, she spent a year studying ancient Greek and Hebrew via the “active method” in a graduate philology program at the Polis Institute of Jerusalem.

Reagan currently lives in the mountains of western North Carolina with her husband and baby daughter.