



SCHOLÉ ACADEMY  
CLASSICAL ACADEMIC PRESS

## LATIN 3

Yearlong Course

2023-2024

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### ELIGIBLE STUDENT:

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**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 (and unadapted!) 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.  
\* **Students who have not completed Latin 2 with Scholé Academy will be required to take a placement test.**

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### REQUIRED TEXTS:\*

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*Latin Alive! Book 3* (Version 1.2 OR 1.1 with code PGP.08.17)

\* 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

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**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.

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## **COURSE DESCRIPTION:**

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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.<sup>1</sup> 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!*

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<sup>1</sup> 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.

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## LATIN 3 COURSE MAP

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### 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. Miscellaneous Cases (Ch.15)
  4. Proviso and *dum* clauses (Ch.16)
  5. UNIT 3 TEST
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## **STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS**

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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

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Students will be following the sequence of study contained in *Latin Alive! Book 3*. **The primary goal for the student will be to learn the uses of the subjunctive and 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 submitted their homework prior to the start of class will be placed in waiting room (after the teacher ascertains the reasons for the issue) until they have turned their work in.** After they have completed their homework submission, they will be permitted to rejoin the class in session. Time spent in a breakout room will constitute an absence from class. Teacher's may make exceptions at their discretion.

All assignments will be due prior to the start of class each day. Students turning in late work will not be able to receive full credit, but will lose 25% per day late.<sup>2</sup> Students will submit their work by scanning their homework pages and uploading it into the Canvas assignment window in the format requested by the teacher. A common expectation is for assignments to be **uploaded as one PDF file**. **Assignments should be legible and complete to receive full credit.**

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<sup>2</sup> Homework turned in after class begins counts as one day late. The next day at the same time counts as a second day late, etc.

## STUDENT GRADING AND EVALUATION

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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. Learning to internalize and “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.

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

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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 tenses of the subjunctive and many of their functions.
  - 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.

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### STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

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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 100):

1. Class Participation: 10
2. Homework assignments: 20
3. Regular Quizzing: 30
4. Regular Testing: 40

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.

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### STUDENT EVALUATION: ACADEMIC INTEGRITY

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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:

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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. 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.

*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](http://scholeacademy.com) and be familiar with the ideas, policies, and procedures outlined.*