

The Well-Trained Mind Academy  
**Latin I**

**Course Blackboard site:** wtma.blackboard.com

**Required Texts**

- Oxford Latin Course Part I, published by Oxford University Press. ISBN 978-0195215502
- Oxford Latin Course Part II, published by Oxford University Press. ISBN 978-0195212051

Additional texts, readings, videos, and audio files will be provided for the students on Blackboard, either as PDFs or links.

**Course Description**

This introductory course is designed to excite students about Latin and give them a foundation for continued study in high school or at the college level.

Over the course of the academic year, students encounter Latin through a rich reading of Roman culture and history. Students will read, understand, and interpret Latin. To achieve these means, they will use and develop reading, writing, and listening skills. Students can expect to read, write, hear, and speak Latin.

Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities.

**Can-Do Statements**

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages and the American Classical League. The benchmarks of what you'll be able to communicate (a range from Novice Mid to Novice High, depending on the skill):

**I can** communicate by asking highly predictable and formulaic questions in Latin, and respond to such questions by listing, naming, and identifying using single words or phrases I have learned or memorized. (*Interpersonal Communication*)

**I can** present information in Latin about myself or other very familiar topics using a variety of words, phrases, or memorized expressions. (*Presentational Speaking*)

**I can** write lists and memorized phrases in Latin on familiar topics. (*Presentational Writing*)

**I can** recognize some familiar words and phrases when I hear them spoken. (*Interpretive Listening*)

**I can** understand some learned or memorized words and phrases when I read. **I can** easily understand the main idea of texts related to familiar topics, personal interests, and studies. **I can** sometimes follow stories and descriptions about events and experiences in various time frames. (*Interpretive Reading*)

## Course Methods

The approach to this course is to provide comprehensible input, first modeling language and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on reading and listening first, then reproducing speech and text, and finally generating language to express ideas using the target language.

Stories play a major role in developing the skills for effective communication in Latin. *Sententiae Latīnae et Fābulae* (Latin sentences and stories) will be assigned at various parts of the course to encourage students to develop their reading skills and gain exposure to Latin language, as well as provide additional opportunities for students to see how the language is used in the context of a larger narrative.

## Grading Breakdown

*Lūdus domesticus* (homework): 10 points each. (corrections must be made for full credit)  
*Parva probātiō* (small quiz): 10 points each (vocabulary assessments)  
*Magna/maior probātiō* (big/bigger quiz): 20 points each (weekly chapter assessments)  
*Maxima probātiō* (biggest quiz): 100 points (end of semester assessment)  
Participation points: 10 points a week (volunteer 10 times per week)  
Projects: 40 points

The final grade for the class will be a combination of homework, in-class activities, projects, participation and quizzes. Each assignment category has a percentage value.

### Labor

Class Preparation	15%
Participation	15%

### Formative and Summative Assessments

Quizzes	45%
Projects	25%

## Explanation of Assignments

### Homework (15%)

In general, there are four homework assignments per week. It is essential to place adequate time and effort into the homework. Consistent, daily engagement with the language will strengthen the student's comprehension and enrich their ability to read and write well in Latin. In class, we will spend time discussing the homework, and there will be opportunities for students to ask questions. Also, students MUST make corrections to any mistakes in the homework to receive full credit for the assignment. Assignments submitted but not corrected will receive half credit. We all make mistakes when learning a language and it is imperative that we learn from those mistakes!

### Participation (15%)

Engagement with the language in class is also essential to the development of Latin skills. If a student participates in a discussion or answers a question, he/she can earn a participation point. Students may earn ten points per week to receive full credit for participation. A student does not have to answer the question correctly, just honestly. A student can also earn participation points by asking a question, reading a Latin sentence, writing an answer on the board, or being actively engaged in a classroom review game.

### Quizzes (45%)

1. *Parva probātiō* (small quiz): These weekly vocabulary assessments will be 10 points each. Since vocabulary is very important for language acquisition, it is important that students study the vocabulary each day. I will attach a quizlet for each chapter (<https://quizlet.com/oxfordlatincourse>). By the time of the quiz, students will need to be able to know the assigned vocabulary. This quiz will be fill in the blank, matching, or multiple choice.
2. *Magna/maior probātiō* (big/bigger quiz): These weekly chapter assessments will be 20 points each, and will assess the grammar students have learned that week, as well as translation skills. Students will review and practice the content in class before the quiz. This will be a multiple choice assessment.
3. *Maxima probātiō* (biggest quiz): This multiple choice assessment at the end of each semester will be 100 points. It will be a cumulative assessment of all the grammar learned from the beginning of the year.

### Projects (25%)

Each quarter, students will have the opportunity to explore the world of the ancient Greeks and Romans, examining their culture, life, history, or impact on Western literature, language, and art. These projects will incorporate a research element as well as a creative element. More information and guidelines will be provided when projects are assigned.

## Expectations for Class

Meeting these expectations for our live class sessions will ensure a positive and successful Latin experience for all students!

### Students will:

1. Complete all tasks (homework, quizzes, class activities) by the assigned due date.
2. Be on time and on Blackboard when class starts.
3. Have the required materials (textbook, notes) ready to go when class starts.
4. Use the course room tools (chat, drawing on the whiteboard, speaking on the microphone) appropriately, as directed by the teacher.
5. Follow directions the first time they are given.
6. Speak considerately to classmates and teacher.
7. Have cell phones or other electronic devices off/away and not be on any other websites during class.

### Example schedule:

<i>Week</i>	<i>Caput (Chapter)</i>	<i>Metae (Targets)</i> <i>Ludus Domesticus die Lunae (Homework on Monday)</i> <i>Ludus Domesticus die Martis (Homework on Tuesday)</i> <i>Ludus Domesticus die Mercurii (Homework on Wednesday)</i> <i>Ludus Domesticus die Iovis (Homework on Thursday)</i>
Week 1	<i>Caput I</i>	<i>Metae:</i> <i>Discipuli will: categorize nouns in their appropriate declension and verbs in their appropriate conjugation, analyze a noun according to how it functions in a sentence, develop Latin vocabulary, and read and comprehend a passage in Latin.</i>

Week 2	<i>Caput II</i>	<p><i>Metae:</i>  <i>Discipuli will: define the function of the cases as well apply the cases in simple sentences and read and understand a passage in Latin.</i></p>
Week 3	<i>Caput III</i>	<p><i>Metae:</i>  <i>Discipuli will: memorize the first declension endings as well as apply the appropriate endings as it relates to case and understand a passage in Latin that they read and hear.</i></p>
Week 4	<i>Caput IV</i>	<p><i>Metae:</i>  <i>Discipuli will: conjugate and 1st and 2nd conjugation verbs in the present tense, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 5	<i>Caput V</i>	<p><i>Metae:</i>  <i>Discipuli will: decline a 2nd declension noun and apply the function of the cases, decline an adjective to modify a noun, conjugate 3rd conjugation verbs in the present tense, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>

Week 6	<i>Caput VI</i>	<p><i>Metae:</i>  <i>Discipuli will: conjugate 3rd io and 4th conjugation verbs in the present tense, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 7	<i>Caput VII</i>	<p><i>Metae:</i>  <i>Discipuli will: decline a third declension noun and apply the function of the cases, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 8	<p><i>Caput VII</i>  <i>(Yes, we are spending another week on chapter 7. N.B. The exercise and vocab lists are now longer!)</i></p>	<p><i>Metae:</i>  <i>Discipuli will: decline a third declension noun and adjective and apply the function of the cases, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 9	<i>Caput VIII</i>	<p><i>Metae:</i>  <i>Discipuli will: command one person/many people to do/not do something (imperative), understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>  <i>QUARTER PROJECTS DUE! Please see description in Blackboard.</i></p>

Week 10	<i>Caput VIII</i>	<p><i>Metae:</i>  <i>Discipuli will: continue to form the imperative and conjugate a verb in the imperfect for conjugations 1-3 , understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 11	<i>Caput VIII</i>	<p><i>Metae:</i>  <i>Discipuli will: continue to form the imperative and conjugate a verb in the imperfect for conjugations 1-3 , understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 12	<i>Caput IX</i>	<p><i>Metae:</i>  <i>Discipuli will: continue to form the imperative and conjugate a verb in the imperfect for 3rd io and 4th conjugations, review the genitive case, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>

Week 13	<i>Caput IX</i>	<p><i>Metae:</i>  <i>Discipuli will: form the positive form of the adverb, review the genitive case, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 14	<i>Caput X</i>	<p><i>Metae:</i>  <i>Discipuli will: decline neuter nouns, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 15	<i>Caput X</i>	<p><i>Review Week #1</i>  <i>Metae:</i>  <i>Discipuli will: review how to decline and apply nouns/adjectives in declensions 1-3, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 16	<i>Caput XI</i>	<p><i>Review Week #2</i>  <i>Metae:</i>  <i>Discipuli will: review how to form the present and imperfect tense as well as the imperative for all verbs, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 17	<i>Exam Week</i>	<p><i>No class meetings</i>  <i>End of Semester</i></p>



Week 18	<i>Caput XI</i>	<p><i>Metae:</i>  <i>Discipuli will: review how to decline nouns and adjectives as well as conjugate verbs, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 19	<i>Caput XII</i>	<p><i>Metae:</i>  <i>Discipuli will: decline a noun according to the preposition, conjugate a 1st and 2nd conjugation verb in the future tense as well as recognize the tense in English, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 20	<i>Caput XII</i>	<p><i>Metae:</i>  <i>Discipuli will: conjugate a 3rd, 3rd io, and 4th conjugation verb in the future tense as well as recognize the tense in English, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 21	<i>Caput XIII</i>	<p><i>Metae:</i>  <i>Discipuli will: learn about subordinate clauses, select the relative pronoun in the nominative, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>

Week 22	<i>Caput XIII</i>	<i>Metae:</i> <i>Discipuli will: select the relative pronoun based on the Latin antecedent, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>
Week 23	<i>Caput XIV</i>	<i>Metae:</i> <i>Discipuli will: conjugate any verb in the perfect tense as well as recognize the tense in English, identify a personal and reflexive pronoun, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>
Week 24	<i>Caput XIV</i>	<i>Metae:</i> <i>Discipuli will: conjugate any verb in the perfect tense as well as recognize the tense in English, identify a personal and reflexive pronoun, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>

<p>Week 25</p>	<p><i>Caput XV</i></p>	<p><i>Metae:</i>  <i>Discipuli will: be able to identify and apply demonstrative and intensive pronouns, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>  <i>Next week is Spring Break! Quarter Ends QUARTER PROJECTS DUE! Please see description in Blackboard.</i></p>
<p>Week 26</p>	<p><i>Caput XV</i></p>	<p><i>Metae:</i>  <i>Discipuli will: continue to identify and apply demonstrative and intensive pronouns, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
<p>Week 27</p>	<p><i>Caput XVI</i>   <i>N.B.</i>  <i>Next week, you will need the part 2 book!</i></p>	<p><i>Metae:</i>  <i>Discipuli will: review the application of the cases, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
<p>Week 28</p>	<p><i>Caput XVII</i></p>	<p><i>Metae:</i>  <i>Discipuli will: conjugate any verb as well as translate any verb in the present, imperfect, future, and perfect, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>

Week 29	<i>Caput XVII</i>	<p><i>Metae:</i>  <i>Discipuli will: conjugate any verb as well as translate any verb in the pluperfect, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 30	<i>Caput XVIII</i>	<p><i>Metae:</i>  <i>Discipuli will: write sentences using the accusative of duration and the ablative of time, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 31	<i>Caput XVIII</i>	<p><i>Metae:</i>  <i>Discipuli will: write continue to write sentences using the accusative of duration and the ablative of time, conjugate and translate any verbs in the future perfect, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 32	<i>Caput XIX</i>	<p><i>Metae: Review Week #1</i>  <i>Discipuli will: review the applications of the cases regarding the nouns, pronouns, and adjectives with an emphasis on place expressions, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>

Week 33	<i>Caput XIX</i>	<i>Metae: Review Week #2</i> <i>Discipuli will: review conjugating and translating any verb in any indicative tense, active voice, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i> <i>QUARTER PROJECTS DUE! Please see description in Blackboard.</i>
Week 34		<i>No class meetings</i> <i>Do not forget to take your semester exam!</i> <i>All review materials are posted on Blackboard.</i> <i>Bonam Fortunam!</i> <i>End of Semester</i> <i>Gratias et Valet Discipuli!</i>

The Well-Trained Mind Academy  
**Latin II**

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**Required Texts**

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- Oxford Latin Course Part III, published by Oxford University Press. ISBN 978-0195215526

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**Course Description**

This course builds on the foundation established in Latin I. It is designed to excite students about Latin and encourage them to continue study in high school or at the college level. Over the course of the academic year, students will encounter Latin through a rich reading of Roman history and culture, using excerpts from Latin texts. Students will read, understand, and interpret Latin. They will also deepen their understanding of Latin grammar.

Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities.

**Can-Do Statements**

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages and the American Classical League. The benchmarks of what you'll be able to communicate (a range from Novice High to Intermediate Low, depending on the skill):

**I can** communicate and exchange information about familiar topics using Latin phrases and simple sentences, supported by words and phrases in the text I have read.  
*(Interpersonal Communication)*

**I can** present information in Latin on myself and very familiar topics using phrases and simple sentences that I have practiced in class. *(Presentational Speaking)*

**I can** write short messages and notes in Latin on familiar topics. *(Presentational Writing)*

**I can** understand words, phrases, and simple sentences in the context they have been learned. **I can** recognize pieces of information and sometimes understand the main topic of what is being said. (*Interpretive Listening*)

**I can** easily understand the main idea of Latin texts related to familiar topics, personal interests, and studies. **I can** follow stories and descriptions about events and experiences in various time frames. (*Interpretive Reading*)

## Course Methods

The approach to this course is to provide comprehensible input, first modeling language and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on reading and listening first, then reproducing speech and text, and finally generating language to express ideas using the target language.

Stories play a major role in developing the skills for effective communication in Latin. *Sententiae Latīnae et Fābulae* (Latin sentences and stories) will be assigned at various parts of the course to encourage students to develop their reading skills and gain exposure to Latin language, as well as provide additional opportunities for students to see how the language is used in the context of a larger narrative.

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Projects: 40 points

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### Labor

Class Preparation	15%
Participation	15%

### Formative and Summative Assessments

Quizzes	45%
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## Explanation of Assignments

### Homework (15%)

In general, there are four homework assignments per week. It is essential to place adequate time and effort into the homework. Consistent, daily engagement with the language will strengthen the student's comprehension and enrich their ability to read and write well in Latin. In class, we will spend time discussing the homework, and there will be opportunities for students to ask questions. Also, students MUST make corrections to any mistakes in the homework to receive full credit for the assignment. Assignments submitted but not corrected will receive half credit. We all make mistakes when learning a language and it is imperative that we learn from those mistakes!

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### Example Schedule:

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<i>Week 1</i>	<i>Caput XX</i>	<i>Metae:</i> <i>Discipuli will: decline a 4th declension noun and apply the uses of the cases, review conjugating and translating any verb in any indicative tense, active voice, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>

<p>Week 2</p>	<p><i>Caput XX</i></p>	<p><i>Metae:</i>  <i>Discipuli will: decline a 4th declension noun and apply the uses of the cases, review conjugating and translating any verb in any indicative tense, active voice, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
<p>Week 3</p>	<p><i>Caput XXI</i></p>	<p><i>Metae:</i>  <i>Discipuli will: decline a 5th declension noun and apply the uses of the cases, review the pronouns, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
<p>Week 4</p>	<p><i>Caput XXI</i></p>	<p><i>Metae:</i>  <i>Discipuli will: continue to decline a 5th declension noun and apply the uses of the cases, review the pronouns, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
<p>Week 5</p>	<p><i>Caput XXII</i></p>	<p><i>Metae:</i>  <i>Discipuli will: continue to review the pronouns as well as uses of the ablative case, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>

Week 6	<i>Caput XXIII</i>	<p><i>Metae:</i>  <i>Discipuli will: apply the uses of the ablative case by composing sententiae, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 7	<i>Caput XXIV</i>	<p><i>Metae:</i>  <i>Discipuli will: form the comparative and superlative of an adjective and apply the cases, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 8	<i>Caput XXIV</i>	<p><i>Metae:</i>  <i>Discipuli will: continue to form the comparative and superlative of an adjective and apply the cases, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 9	<i>Caput XXV</i>	<p><i>Metae:</i>  <i>Discipuli will: form the comparative and superlative of an adverb, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>  <i>END OF QUARTER</i>  <i>QUARTER PROJECTS DUE! Please see description in Blackboard.</i></p>

Week 10	<i>Caput XXV</i>	<i>Metae:</i> <i>Discipuli will: continue to form the comparative and superlative of an adverb, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>
Week 11	<i>Caput XXVI</i>	<i>Metae:</i> <i>Discipuli will: form the present active participle of all conjugations, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>
Week 12	<i>Caput XXVI</i>	<i>Metae:</i> <i>Discipuli will: write sententiae Latinae using the present active participle of all cases, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>
Week 13	<i>Caput XXVII</i>	<i>Metae:</i> <i>Discipuli will: write sententiae reviewing the future tense in all conjugations, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>
Week 14	<i>Caput XXVII</i>	<i>Metae:</i> <i>Discipuli will: write sententiae reviewing the future tense in all conjugations, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>

<p>Week 15</p>	<p><i>Caput XXVIII</i></p>	<p><i>Review Week #1</i>  <i>Metae:</i>  <i>Discipuli will: write sententiae reviewing all verb tenses and participles as well as relative pronouns, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>  <i>Winter Break!</i> <span style="float: right;"><i>Io Saturnalia!</i></span></p>
<p>Week 16</p>	<p><i>Caput XXIX</i></p>	<p><i>Review Week #2</i>  <i>Metae:</i>  <i>Discipuli will: write sententiae reviewing all uses of the cases and the pronouns, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
<p>Week 17</p>	<p><i>Exam Week</i></p>	<p><i>No class meetings</i>  <i>Do not forget to take your semester exam!</i>  <i>All review materials are posted on Blackboard.</i>  <i>Bonam Fortunam!</i>  <i>QUARTER PROJECTS DUE! Please see description in Blackboard.</i>  <i>End of Semester</i></p>
<p>Week 18</p>	<p><i>Caput XXX</i></p>	<p><i>Metae:</i>  <i>Discipuli will: form the perfect passive participle and apply the function of the cases, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>

Week 19	<i>Caput XXX</i>	<i>Metae: Discipuli will: form the perfect passive participle and apply the function of the cases, form the passive voice in the present system, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>
Week 20	<i>Caput XXXI</i>	<i>Metae: Discipuli will: form the passive voice in the present and perfect system, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>
Week 21	<i>Caput XXXI</i>	<i>Metae: Discipuli will: continue to form the passive voice in the present and perfect system, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>
Week 22	<i>Caput XXXII</i>	<i>Metae: Discipuli will: continue to form the passive voice in the present and perfect system, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>

Week 23	<i>Caput XXXII</i>	<i>Metae:</i> <i>Discipuli will: continue to form the passive voice in the present and perfect system, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>
Week 24	<i>Caput XXXIII</i>	<i>Metae:</i> <i>Discipuli will: continue to form the passive voice in the present and perfect system, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>
Week 25	<i>Caput XXXIV Part III of OLC</i>	<i>Metae:</i> <i>Discipuli will: meet the present and imperfect subjunctive and be introduced to purpose clauses and jussives, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>  <i>Next week is Spring Break! Quarter Ends QUARTER PROJECTS DUE! Please see description in Blackboard.</i>
Week 26	<i>Caput XXXIV</i>	<i>Metae:</i> <i>Discipuli will: conjugate a verb in the present and imperfect subjunctive and write sententiae using purpose clauses and jussives, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>

Week 27	<i>Caput XXXV</i>	<p><i>Metae:</i>  <i>Discipuli will: conjugate a verb in the present and imperfect subjunctive and read sententiae using purpose clauses and indirect commands, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 28	<i>Caput XXXV</i>	<p><i>Metae:</i>  <i>Discipuli will: conjugate a verb in the present and imperfect subjunctive and compose sententiae using purpose clauses and indirect commands, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 29	<i>Caput XXXVI</i>	<p><i>Metae:</i>  <i>Discipuli will: conjugate a deponent verb in all tenses and moods and be able to read sentences with deponent verbs, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
Week 30	<i>Caput XXXVI</i>	<p><i>Metae:</i>  <i>Discipuli will: conjugate a deponent verb in all tenses and moods and be able to write sentences with deponent verbs, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>



<p><i>Week 31</i></p>	<p><i>Caput XXXVII</i></p>	<p><i>Metae:</i> <i>Discipuli will: form the ablative absolute and be able to write sentences with said construction, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
<p><i>Week 32</i></p>	<p><i>Caput XXVIII</i></p>	<p><i>Metae: Review Week #1</i> <i>Discipuli will: form the future active participle and be able to write sentences with said construction, review how to conjugate all verbs in any voice and mood, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p>
<p><i>Week 33</i></p>	<p><i>Caput XXVIII</i></p>	<p><i>Metae: Review Week #2</i> <i>Discipuli will: review how to decline any noun, pronoun, adjective, and participle, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i></p> <p><i>QUARTER PROJECTS DUE! Please see description in Blackboard.</i></p>
<p><i>Week 34</i></p>		<p><i>No class meetings</i></p> <p><i>End of Semester</i> <i>Gratias et Valet Discipuli!</i></p>

The Well-Trained Mind Academy  
**Latin III**

**School Blackboard Address:** [www.wtma.blackboard.com](http://www.wtma.blackboard.com)

**Required Texts:**

- *Oxford Latin Course, Part III*

*Additional texts, readings, videos, and audio files will be provided for the students on Blackboard, either as PDFs or links.*

**Course Description**

Latin III is designed to finish the *Oxford Latin Course* and begin reading upper intermediate Latin passages. By the end of this course, students will be able to read and interpret the works written by Roman authors in their original form. They will be familiar with poetry and prose, meter, and the idiosyncrasies found within the writing of certain authors. Students will have the pleasure of reading selections from the works of Eutropius, Horace, and Ovid, and they will also study the rhetorical devices employed by these various authors and learn about the authors and the times in which they were writing.

In addition to solidifying understanding of the Latin language, the selection of readings is intended to provide students with a variety of styles and themes from the canon of Latin authors. This will allow students to become familiar with a number of writing styles and will allow them to analyze the content of these works within the parameters of Roman culture and history. To achieve these means, students will use and develop reading, writing, and listening skills. Students can expect to read, write, hear, and speak Latin.

Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from the American Council on the Teaching of Foreign Languages: Communication, Cultures, Connections, Comparisons, and Communities.

**Can-Do Statements**

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages and the American Classical League. The benchmarks of what you'll be able to communicate (a range from Intermediate Low to Intermediate Mid, depending on the skill):

**I can** communicate and exchange information about familiar topics in simple Latin sentences, using phrases and sentences that are supported by words and phrases in the reading at hand, and engage in conversation to satisfy basic needs. (*Interpersonal Communication*)

**I can** present information in Latin on familiar topics using a series of properly phrased simple sentences. (*Presentational Speaking*)

**I can** write briefly about most familiar topics and present information using a series of properly phrased simple sentences. (*Presentational Writing*)

**I can** understand the main idea in short, simple Latin presentations on familiar topics. **I can** understand the main idea of a simple narrative or conversation that I hear. (*Interpretive Listening*)

**I can** easily understand the main idea of short and simple Latin texts when the topic is familiar. **I can** often understand the main idea of paragraph-length Latin texts related to familiar topics, personal interests, and studies. (*Interpretive Reading*)

## Course Methods

The approach to this course is to provide comprehensible input, first modeling language and then providing ample opportunities for students to practice words and structures necessary for expressing themselves. As a result, there is an emphasis on reading and listening first, then reproducing speech and text, and finally generating language to express ideas using the target language.

Stories play a major role in developing the skills for effective communication in Latin. *Sententiae Latīnae et Fābulae* (Latin sentences and stories) will be assigned at various parts of the course to encourage students to develop their reading skills and gain exposure to Latin language, as well as provide additional opportunities for students to see how the language is used in the context of a larger narrative.

## Grading Breakdown

*Lūdus domesticus* (homework): 10 points each. (corrections must be made for full credit)

*Parva probātiō* (small quiz): 10 points each (vocabulary assessments)

*Magna/maior probātiō* (big/bigger quiz): 20 points each (weekly chapter assessments)

*Maxima probātiō* (biggest quiz): 100 points (end of semester assessment)

Participation points: 10 points a week (volunteer 10 times per week)

Projects: 40 points

The final grade for the class will be a combination of homework, in-class activities, projects, participation and quizzes. Each assignment category has a percentage value.

**Labor**

Class Preparation	15%
Participation	15%

**Formative and Summative Assessments**

Quizzes	45%
Projects	25%

**Explanation of Assignments**

**Homework (15%)**

In general, there are four homework assignments per week. It is essential to place adequate time and effort into the homework. Consistent, daily engagement with the language will strengthen the student's comprehension and enrich their ability to read and write well in Latin. In class, we will spend time discussing the homework, and there will be opportunities for students to ask questions. Also, students **MUST** make corrections to any mistakes in the homework to receive full credit for the assignment. Assignments submitted but not corrected will receive half credit. We all make mistakes when learning a language and it is imperative that we learn from those mistakes!

**Participation (15%)**

Engagement with the language in class is also essential to the development of Latin skills. If a student participates in a discussion or answers a question, he/she can earn a participation point. Students may earn ten points per week to receive full credit for participation. A student does not have to answer the question correctly, just honestly. A student can also earn participation points by asking a question, reading a Latin sentence, writing an answer on the board, or being actively engaged in a classroom review game.

**Quizzes (45%)**

1. *Parva probātiō* (small quiz): These weekly vocabulary assessments will be 10 points each. Since vocabulary is very important for language acquisition, it is important that students study the vocabulary each day. I will attach a quizlet for each chapter (<https://quizlet.com/oxfordlatincourse>). By the time of the quiz, students will need to be able to know the assigned vocabulary. This quiz will be fill in the blank, matching, or multiple choice.
2. *Magna/maior probātiō* (big/bigger quiz): These weekly chapter assessments will be 20 points each, and will assess the grammar students have learned that week, as well as translation skills. Students will review and practice the content in class before the quiz. This will be a multiple choice assessment.

3. *Maxima probātiō* (biggest quiz): This multiple choice assessment at the end of each semester will be 100 points. It will be a cumulative assessment of all the grammar learned from the beginning of the year.

### **Projects (25%)**

Each quarter, students will have the opportunity to explore the world of the ancient Greeks and Romans, examining their culture, life, history, or impact on Western literature, language, and art. These projects will incorporate a research element as well as a creative element. More information and guidelines will be provided when projects are assigned.

### **Expectations for Class**

Meeting these expectations for our live class sessions will ensure a positive and successful Latin experience for all students!

#### **Students will:**

1. Complete all tasks (homework, quizzes, class activities) by the assigned due date.
2. Be on time and on Blackboard when class starts.
3. Have the required materials (textbook, notes) ready to go when class starts.
4. Use the course room tools (chat, drawing on the whiteboard, speaking on the microphone) appropriately, as directed by the teacher.
5. Follow directions the first time they are given.
6. Speak considerately to classmates and teacher.
7. Have cell phones or other electronic devices off/away and not be on any other websites during class.

Example Schedule:

<i>Week</i>	<i>Caput (Chapter)</i>	<i>Metae (Targets)</i>
<i>Week 1</i>	<i>Caput 39</i>	<i>Metae:</i> Discipuli will: read and write Latin sentences using the indirect question, paying attention to the sequence of tenses, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.

<i>Week 2</i>	<i>Caput 39</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write Latin sentences using the indirect question, paying attention to the sequence of tenses, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 3</i>	<i>Caput 40</i>	<p><i>Metae:</i></p> <p>Discipuli will: conjugate and translate a semi-deponent in all of its verbal forms, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 4</i>	<i>Caput 40</i>	<p><i>Metae:</i></p> <p>Discipuli will: conjugate and translate a semi-deponent in all of its verbal forms, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 5</i>	<i>Caput 41</i>	<p><i>Metae:</i></p> <p>Discipuli will: review the tenses of the infinitive, read and write sentences using the indirect statement, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 6</i>	<i>Caput 41</i>	<p><i>Metae:</i></p> <p>Discipuli will: review the tenses of the infinitive, read and write sentences using the indirect statement, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 7</i>	<i>Caput 42</i>	<p><i>Metae:</i></p> <p>Discipuli will: review the subjunctive clauses, read and write sentences with a result clause, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>

<i>Week 8</i>	<i>Caput 42</i>	<i>Metae:</i> Discipuli will: review the subjunctive clauses, read and write sentences with a result clause, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.
<i>Week 9</i>	<i>Caput 43</i>	<i>Metae:</i> Discipuli will: read and write sentences with a result clause, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.
<i>Week 10</i>	<i>Caput 43</i>	<i>Metae:</i> Discipuli will: read and write sentences with a result clause, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.
<i>Week 11</i>	<i>Caput 44</i>	<i>Metae:</i> Discipuli will: read and write sentences using the conditional, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.
<i>Week 12</i>	<i>Caput 44</i>	<i>Metae:</i> Discipuli will: read and write sentences using the conditional, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.
<i>Week 13</i>	<i>Caput 45</i>	<i>Metae:</i> Discipuli will: read and write sentences using the independent uses of the subjunctive, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.

<i>Week 14</i>	<i>Caput 45</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using the independent uses of the subjunctive, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 15</i>	<i>Caput 46</i>	<p><i>Review Week #1</i></p> <p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using the independent and dependent uses of the subjunctive, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 16</i>	<i>Caput 46</i>	<p><i>Review Week #2</i></p> <p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using the independent and dependent uses of the subjunctive, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 17</i>	<i>Caput 47</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences distinguishing between the temporal, concessive, circumstantial, and causal clauses as well as the connecting relative, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 18</i>		<i>Exam Week: No classes</i>
<i>Week 19</i>	<i>Caput 47</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences distinguishing between the temporal, concessive, circumstantial, and causal clauses as well as the connecting relative, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>



<i>Week 20</i>	<i>Caput 48</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using verbs of fearing, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 21</i>	<i>Caput 48</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using verbs of fearing, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 22</i>	<i>Caput 49</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using impersonal verbs, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 23</i>	<i>Caput 49</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using impersonal verbs, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 24</i>	<i>Caput 50</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using gerunds, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 25</i>	<i>Caput 50</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using gerunds, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>

<i>Week 26</i>	<i>Caput 51</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using gerundives, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 27</i>	<i>Caput 51</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using gerundives, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 28</i>	<i>Caput 52</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using gerundives of obligation, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 29</i>	<i>Caput 52</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using gerundives of obligation, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 30</i>	<i>Caput 53</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using the predicate dative, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>
<i>Week 31</i>	<i>Caput 53</i>	<p><i>Metae:</i></p> <p>Discipuli will: read and write sentences using the predicate dative, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</p>

<i>Week 32</i>	<i>Caput 54</i>	<i>Review #1</i> <i>Metae:</i> Discipuli will: read and write sentences using the dependent uses of the subjunctive, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.
<i>Week 33</i>	<i>Caput 54</i>	<i>Review #2</i> <i>Metae:</i> <i>Discipuli will: read and write sentences using the dependent uses of the subjunctive, understand a passage in Latin that they read and hear, and communicate and exchange information using Latin supported by words in the text they have read.</i>
<i>Week 34</i>		<i>Exam Week - no classes</i>

The Well-Trained Mind Academy  
**Latin IV/V**

**School Blackboard Address:** [www.wtma.blackboard.com](http://www.wtma.blackboard.com)

**Required Texts:**

- Mueller, Hans-Friedrich. Caesar: Selections from His Commentarii de Bello Gallico. ISBN: 978-0-86516-752-0
- Boyd, Barbara Weiden. Vergil's Aeneid: Selections From Books 1, 2, 4, and 6. ISBN: 978-0-86516-752-0
- Nousek, Debra L. and Rose L. Williams. A Caesar Workbook. ISBN: 978-0-86516-753-7
- Boyd, Barbara Weiden and Katherine Bradley. A Vergil Workbook. ISBN: 978-0-86516-774-2

**Course Description**

Latin IV and Latin V are offered as a combined course. Students are able to take the course twice and receive full high school credit for each year. The course will alternate between study of the works of Ovid/Catullus (Year A) and Vergil/Caesar (Year B), and it does not matter in which order students take the courses. Students completing both years will complete the full Latin high school offerings at the Well-Trained Mind Academy and be prepared for ongoing study at the intermediate college level.

This course differs from Latin I-III in that the primary focus is reading authentic Latin literature, rather than learning grammatical forms. Students will read and interpret works written by Roman authors in their original form. New vocabulary will be introduced in the context of these works of literature, and unfamiliar words are defined on the same page in the text, allowing students to read for understanding. Students will identify and review grammatical structures and rhetorical devices employed by these authors, analyze themes found in their works, and understand the historical, societal, and religious contexts in which the works were written. In achieving these means, they will use and develop reading, writing, speaking, and listening skills. Students can expect to read, write, hear, and speak Latin in this course.

Students will use skills in the following areas and build global competency skills for future careers and experience based on the [World-readiness Standards for Learning Languages](#) from ACTFL: Communication, Cultures, Connections, Comparisons, and Communities.

**Can-Do Statements**

To track student development, we will be using the [Can Do Statements](#) established by the American Council on the Teaching of Foreign Languages and the American Classical League.

The benchmarks of what you'll be able to communicate (a range from Intermediate Mid to Advanced Low depending on the skill):

**I can** communicate and exchange information about less familiar topics in full Latin sentences, using phrases and sentences that are supported by words and phrases in the reading at hand, and that are informed by vocabulary and grammar I have learned and accumulated. **I can** sometimes communicate and exchange information in full Latin sentences about topics related to a reading or cultural lesson, using sentences that are composed from my understanding of Latin grammar, syntax and vocabulary. (*Interpersonal Communication*)

**I can** make generally organized presentations using properly phrased connected sentences in Latin or in various time frames on events, experiences, people, and researched topics. (*Presentational Speaking*)

**I can** write on researched topics related to school, history, culture, and literature in a generally organized way. **I can** write connected sentences in various time frames about events, experiences, and people. **I can** sometimes write on researched academic, social, and cultural topics in (properly phrased) connected sentences and paragraphs using various time frames and moods. (*Presentational Writing*)

**I can** understand the main idea in Latin presentations on a variety of topics. **I can** usually understand a few details of what I hear in conversations, even when something unexpected is expressed. **I can** sometimes follow what I hear about events and experiences in various time frames. (*Interpretive Listening*)

**I can** easily understand the main idea of paragraph-length Latin texts related to familiar topics, personal interests, and studies. **I can** often understand the main idea and some supporting details in Latin texts on a variety of topics of personal and general interest, as well as some authentic, annotated Latin texts. **I can** follow stories and descriptions of some length and in various time frames and genres. (*Interpretive Reading*)

## **Explanation of Assignments and Grading Breakdown**

The final grade for the class will be a combination of homework, projects, daily participation and quizzes. Each assignment category has a percentage value.

### **Homework (15%)**

It is imperative that adequate time and energy be placed into the homework since homework develops one's Latin skills. It enriches one's ability to read and write well in Latin. **Homework is required and necessary for success!**

Homework assignments will consist of activities in the workbook that are designed to practice grammar, vocabulary, rhetorical devices, scansion of poetry and reading comprehension. After

each class, students should complete the workbook pages pertaining to the passages read in class, and they will submit the completed pages at the end of each unit.

### **Attendance/Participation (15%)**

Active participation in class is essential to better understanding of the material we are learning. Students will earn a five point participation grade for each class. To earn full credit, students will take responsibility for a small portion (1-2 lines) of the day's reading, and identify vocabulary words, grammatical structures, and rhetorical devices for the rest of the class. It is perfectly acceptable to ask your *magistra* questions or to check an answer before you share your part of the reading with the rest of the class!

### **Quizzes (45%)**

*Vocabulary quizzes:* at the end of every week, students will have a ten point fill-in-the-blank vocabulary quiz. The vocabulary words will consist of selected words in the readings from that unit.

*Unit quizzes:* at the end of every unit (approximately every two weeks), students will have a multiple choice quiz on the grammar, vocabulary, rhetorical devices, and content of the unit's readings.

*End-of-semester quiz:* at the end of each semester, students will be given a larger (100 point) multiple choice quiz to assess what they have learned throughout the semester. This quiz will have the same format as the smaller quizzes.

### **Projects (25%)**

Each quarter, students will have the opportunity to complete a larger assignment outside of the normal pattern of assignments. Topics will change each quarter, but at least one will be a critical essay analyzing the literature we have read.

### **Example Schedule**

*The schedule is subject to change. Please consult Blackboard for the most updated version and specific readings. Latin readings will be a mixture of prepared readings and in-class sight reading.*

Week #	Topic	Assessments
Week 1	Vergil, <i>Aeneid</i> Book I Themes: Literary Style and Genre; Leadership, Humans and the Gods Readings: Lines 1-80	Vocabulary quiz
Week 2	Vergil, <i>Aeneid</i> Book I Readings: Lines 81-156	Vocabulary quiz

Week 3	Vergil, <i>Aeneid</i> Book I Readings: Lines 157-209; 418-440	Vocabulary quiz
Week 4	Vergil, <i>Aeneid</i> Book I Readings: Lines 494-578	Vocabulary quiz, Unit quiz
Week 5	Caesar, <i>Gallic War</i> , Books I and VI (Themes: Roman Values; Leadership; Views of Non-Romans) Readings: Book I.1, I.2, I.3	Vocabulary quiz
Week 6	Caesar, <i>Gallic War</i> , Books I and VI Readings: Book I.4, Book I.5, Book I.6	Vocabulary quiz
Week 7	Caesar, <i>Gallic War</i> , Books I and VI Readings: Book I.7, Book VI.13	Vocabulary quiz
Week 8 (Fall Break)	Caesar, <i>Gallic War</i> , Books I and VI Readings: Book VI.14-16	
Week 9	Caesar, <i>Gallic War</i> , Books I and VI Readings: Book VI.17-20	Vocabulary quiz, Unit quiz
Week 10	Vergil, <i>Aeneid</i> , Book II (Themes: War and Empire; History and Memory; Humans and the Gods) Readings: Lines 40-56; 201-249	Vocabulary quiz
Week 11	Vergil, <i>Aeneid</i> , Book II Readings: Lines 268-297; 559-600	Vocabulary quiz
Week 12	Vergil, <i>Aeneid</i> , Book II Readings: Lines 600-620	Vocabulary quiz, Unit Quiz
Week 13	Caesar, <i>Gallic War</i> , Book IV (Themes: Leadership; War and Empire, Views of Non-Romans) Readings: Book IV. 24-26	Vocabulary quiz

Week 14	Caesar, <i>Gallic War</i> , Book IV Readings: Book IV. 27-29	Vocabulary quiz
Week 15 (Thanksgiving Break)	Caesar, <i>Gallic War</i> , Book IV Readings: Book IV. 30-31	
Week 16	Caesar, <i>Gallic War</i> , Book IV Readings: Book IV. 32-34	Vocabulary quiz
Week 17	Caesar, <i>Gallic War</i> , Book IV Readings: Book IV. 35-36	Vocabulary quiz, Unit Quiz
Week 18	Exam Week: No Classes	Midterm <i>Maxima Probatio</i> (big quiz)
Week 19	Vergil, <i>Aeneid</i> , Book IV (Themes: Literary Style and Genre; Roman Values; Views of Non-Romans) Readings: Lines 160-218	Vocabulary quiz
Week 20	Vergil, <i>Aeneid</i> , Book IV Readings: Lines 259-304	Vocabulary quiz
Week 21	Vergil, <i>Aeneid</i> , Book IV Readings: Lines 305-361	Vocabulary quiz
Week 22	Vergil, <i>Aeneid</i> , Book IV Readings: Lines 659-705	Vocabulary quiz, Unit quiz
Week 23	Caesar, <i>Gallic War</i> , Book V Part I (Themes: Literary Style and Genre; Leadership; Roman Values Readings: Book V. 24-26	Vocabulary quiz
Week 24	Caesar, <i>Gallic War</i> , Book V Part I Readings: Book V. 27-28	Vocabulary quiz
Week 25	Caesar, <i>Gallic War</i> , Book V Part I Readings: Book V. 29-32	Vocabulary quiz
Week 26	Caesar, <i>Gallic War</i> , Book V Part I Readings: Book V. 33-35	Vocabulary quiz, Unit quiz
Week 27	Caesar, <i>Gallic War</i> , Book V Part II (War and Empire; History and Memory; Leadership) Readings: Book V. 36-39	Vocabulary quiz



Week 28	Caesar, <i>Gallic War</i> , Book V Part I Readings: Book V. 40-42	Vocabulary quiz
Week 29	Caesar, <i>Gallic War</i> , Book V Part II Readings: Book V. 43-44	Vocabulary quiz
Week 30	Caesar, <i>Gallic War</i> , Book V Part II Readings: Book V. 45-48	Vocabulary quiz, Unit quiz
Week 31	Vergil, <i>Aeneid</i> , Book VI (Themes: Literary Style and Genre; History and Memory; Humans and the Gods) Readings: Lines 295-332	Vocabulary quiz
Week 32	Vergil, <i>Aeneid</i> , Book VI Readings: Lines 384-425; 450-476	Vocabulary quiz
Week 33	Vergil, <i>Aeneid</i> , Book VI Readings: Lines 847-899	Vocabulary quiz
Week 34	Vergil, <i>Aeneid</i> , Books 6, 8, 12 Readings: Selected English Readings	Vocabulary quiz, Unit quiz
Week 35	Exam Week-No Class	Final <i>Maxima Probatio</i> (big quiz)