

Lingua Latina: Pars I

Spoken Latin I — Yearlong Course 2021-2022



“Tale a me tibi super hoc traditur consilium: ut per rivulus, et non statim in mare, eligas introire; quia per facilia ad difficilia oportet devenire.”

“Concerning this I hand over to you this plan of study: that you choose to enter through a little stream, and not immediately plunge into the ocean; because it is necessary to arrive at the difficult places through easy paths.”

- St. Thomas Aquinas



Instructor

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

Class Dates

Begin Tuesday,
 September 7, 2021;
 end Thursday,
 May 26, 2022

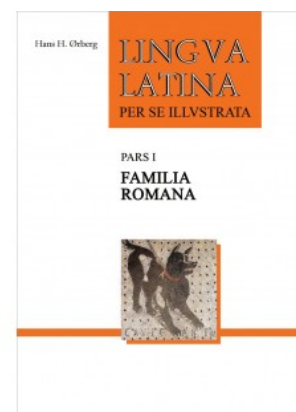
Section 1

Tuesday/Thursday
 12:30-1:45 PM EST

REQUIRED TEXT: LINGUA LATINA FAMILIA ROMANA

Hans Ørberg's **Lingua Latina per se illustrata** is the world's most popular textbook for learning Latin via what is variously called “living Latin”, “CI” (Comprehensive Input), and “the Natural Method”. Students acquire grammar and vocabulary intuitively through extended contextual reading and an innovative system of marginal notes. It is the only textbook currently available that gives students the opportunity to read and comprehend Latin without first resorting to translation.

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



Course Description

Lingua Latina I offers a immersive experience in the Latin language, with classes conducted almost entirely in Latin. Students will consolidate the fundamentals of Latin grammar, syntax, and vocabulary, and study elements of the culture of the ancient Roman world, through full Latin immersion and by following the story of a fictional Roman *familia* in the 2nd century A.D. Our textbook is carefully constructed in imitation of key classical authors including Cicero, Seneca, Ovid and Vergil, incorporating their most frequent vocabulary and syntax.

Our class meetings will employ a variety of pedagogical techniques commonly used in modern language classes, including listening, reading aloud, oral and written questions and answers, illustrating, TPR (Total Physical Response), and even reenacting dialogue and summarizing scenes from the text — *all in Latin*.

By the end of the year, students will be able to approach low-intermediate Latin passages and read fluently, without parsing and without a dictionary. They will have practiced all 4 verb conjugations, the active and passive voices, and all noun declensions. They will be familiar with a variety of adjectives, adverbs, pronouns, prepositions, and participles, as well as an increasing number of case functions. After completing Spoken Latin 1, students may continue to Spoken Latin 2 or return to a high school Latin grammar-translation course sequence, depending on their goals.



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

ELIGIBILITY

Grades 7-9; 10th-12th graders welcome. This course is designed for students who have studied the basics of Latin grammar and wish to **build reading, listening, and speaking fluency in Latin**. The course is aimed at Latin Alive! I graduates of mid-high ability and Latin Alive! II graduates of low-mid ability. Additionally, able and motivated graduates of the Latin for Children series are invited to attend, upon successful completion of a placement evaluation. All students who have not completed a Latin course at Scholé Academy will be required to complete a placement assessment administered by the instructor prior to the finalization of the student's enrollment. Depending on the outcome of the placement evaluation, the instructor will either approve the student's enrollment in the course, make recommendations for further preparation and later reevaluation, or recommend enrollment in a different course more suitable for the student's level.

Note: This course is the equivalent of one high school credit in foreign language.

Schedule

Section 1: Tuesdays and Thursdays

September: 7, 9, 14, 16, 21, 23, 28, 30

October: 5, 7, 12, 14, 19, 21, 26, 28

November: 2, 4, 9, 11, 16, 18, [Thanksgiving Break], 30

December: 2, 7, 9, 14, 16, [Christmas Break]

January: 11, 13, 18, 20, 25, 27

February: 1, 3, 8, 10, [Winter Break], 22, 24

March: 1, 3, 8, 10, 15, 18, 22, 24, 29, 31

April: 5, 7, [Easter Break], 19, 21, 26, 28

May: 3, 5, 10, 12, 17, 19, 24, 26

Office Hours

Ms. Israel is 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 material you would like to go over. Be aware that your instructor cannot meet same-day meeting requests and will respond the next day to messages sent after 5 p.m. EST.

Course Map

We will cover the first 18-20 chapters of *Familia Romana* during this course. A degree of flexibil-

ity will be allowed to suit the unique composition and pace of the group.

Quarter 1: Chapters 1-7 Our text begins with a lesson in the geography of the Roman Empire and an introduction to the *familia Romana*. 1st and 2nd declension nouns, adjectives, present tense verbs, imperatives, interrogatives, personal pronouns, and the nominative, genitive, accusative and ablative cases are gradually introduced.

Quarter 2: Chapters 8-12 Social life, a love story, the natural world, the human body, and the military life are among the topics covered in this section. These chapters use demonstrative and relative pronouns, the imperative mood, vocative and dative cases, 3rd declension nouns, and the passive voice of verbs.

Quarter 3: Chapters 13-16 Numbers, units of time, nature, seasons, and sailing are all explored. The main grammar topics are 4th and 5th declension nouns, participles and deponent verbs, and by now students will be familiar with a variety of syntactical constructions.

Quarter 4: Chapters 17-18/20 Letters and familial roles are the main themes of this final section. By the end of the year, students will have a functional knowledge of adverbs and adjectives in all their degrees and the imperfect and future tenses in both active and passive voices. They will be able to confidently read and interrogate the text orally and in written exercises.

Note: The subjunctive mood is not covered in this first half of the textbook, but students will be introduced to present subjunctives over the course of the year. The subjunctives are officially taught in Spoken Latin 2 and Latin Alive 3.

Classes & Homework

During class time, we will read the text aloud together and review the reading from the previous week. Accompanying oral and written exercises, *scaenae* (dialogues), and *fabulae* (myths) will be used to supplement the core text. New vocabulary, which can be found in list-form at the end of each chapter, will be introduced each week. Students will be required to study and consolidate all new learning material outside of class by:

- rereading the *lectiones* covered in class
- listening to audio recordings of the chapter
- completing the written and oral exercises at the end of each chapter, and/or:
- completing supplementary exercises

Student Expectations

Students enrolling in *Lingua Latina I* 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 face in their future academic coursework.

Since we are learning a language together and will be using Latin to answer questions and engage in simple dialogue, it is of utmost importance that students come to class with a courageous willingness to participate without worrying about making mistakes. In this spirit, the classroom will be a true *ludus*, - an environment of respectful, playful, and joyful learning, which will facilitate the study of a difficult language. This disposition is that of an ‘engaged student’. Scholé Academy commends 4 other important skills which ought to be observed by students.

An Engaged Student: One who is willing to step into the arena of class discussion, ask questions, supply answers, and generate the internal dialogue necessary to determine if what’s being discussed is important and necessary to themselves.

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.

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, are responsible for consulting their course syllabus and adjusting as the class proceeds, etc.

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.

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.

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

Student Expectations in Action

Students will be following the sequence of study contained in Familia Romana chapters 1-20. The primary goal for the student will be to consolidate their foundations of Latin grammar, syntax and vocabulary and build their fluency and familiarity with the language orally and aurally in a narrative context and through written exercises. They will also continue to build on 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.

Due to the immersive nature of the course and the fact that we are learning a language, being an ‘engaged student’, who is always willing to participate in class, is crucial to the learning process. In addition, students must be diligent in completing and submitting their homework and reviewing feedback outside of class. It is highly advised that students apply themselves for 15 minutes a day. ‘Little and often’ is the first rule of language learning. A suggested homework plan will be provided, which students can adapt to fit their own schedules.

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

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.

Depending on the assignment, students who have not submitted their homework to the appropriate Schoology assignment folder prior to the start of class may not be permitted to join the live class session. In such a case, the student will be invited into a separate Zoom breakout room to work privately until they have completed the day's assignment. After they have completed their homework submission, they will be permitted to rejoin the class in session. A day spent in a breakout room will constitute an absence from class, and students will have to catch up by watching the class recording. It is crucial, particularly for this language course, that students avoid this error. When classes started to be substituted with videos there is a real risk that students will fall behind.

All written and recorded assignments will be due in the appropriate Schoology Assignment folder prior to the start of class on the due date. Students will submit their work by scanning their homework pages and uploading the file into the Schoology assignment window. Students will be allowed up to three late assignments per quarter at the teacher's discretion, beyond which any late assignments will receive zero credit.

GRADING

While pursuing *Lingua Latina I* 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, and learning to own the concepts introduced in this class will be a necessary and significant component of future success in upper-level Classical Education. In that sense then, attaining a mastery of Latin is its own reward.

Your student's work will be marked by level of achievement:

magna cum laude (with great praise)

cum laude (with praise)

satis (sufficient, satisfactory)

non satis (not sufficient)

Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will be the *magna cum laude* students. Students who do adequate but not praiseworthy work be designated *satis*.

In addition, traditional percentage grades will be provided and will be readily accessible on our course Schoology page. Additionally, we will provide a transcript of that grade to the requesting parent at the end of the year.

Student Mastery Portrait

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. These three aspects of the course would comprise the “learning target”.

At the completion of this course *cum laude* students will have attained the skills necessary to read simple Latin narratives without a dictionary, and be confident users of the language. They will be able to read and identify the structure of simple sentences unaided, recognize adjectives, adverbs, prepositions, pronouns and participles, as well as the main verb parts and moods.

They will be able to recognize in context and actively use:

- the 4 verb conjugations, their stems and endings
- the 5 noun declensions, their endings
- syntactical functions of the 6 cases
- present, imperfect and future tenses in both active and passive voices
- participles

The ancients believed that the arts of speaking and acting well were interconnected. This course intends for students encounter something of the beauty and power of the *logos*, as they engage with the Latin language in its fullness, as it is written, spoken, and heard.

Assessment

Students will receive assignment feedback and grading through the free online grading system, Schoology. The teacher will provide students with more detailed information and access to the Lingua Latina I course page at the start of the term.

Student’s grades will comprise of:

- Class Participation: 50%
- Weekly homework assignments: 30%
- Regular quizzing (written and oral): 20%

Please note that class participation constitutes a high percentage of the overall grade in this course. ***This is a spoken language course.*** If a student is unwilling to participate in class, they will find themselves unable to progress in this method of study.

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 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 (<http://scholeacademy.com/student-parent-handbook/>).

Students will submit documents by scanning and uploading them to their personal computer, then submitting them to Schoology, our classroom portal. They will submit their work to the Lingua Latina I Schoology assignment page (access granted after enrollment is secured).



SCHOLÉ ACADEMY
CLASSICAL ACADEMIC PRESS

ABOUT THE INSTRUCTOR

Reagan Israel has a BS in psychology and is currently taking a hiatus from graduate school at the Polis Institute in Jerusalem, where she has been studying ancient Greek and Hebrew philology. A Texas native, Ms. Israel taught Latin and ancient humanities at Trinity Classical School in Houston for four years. She was introduced to “living Latin” pedagogy through a series of workshops and intensive courses, and began to apply these communication-focused methods in her Latin classroom. In a past life, Ms. Israel was a professional ballet dancer and she has stayed connected to the art through teaching and choreographing. In both the studio and the academic classroom, she enjoys working with middle schoolers and being a part of their lives as they grow from childhood into adolescence.

Ms. Israel currently lives in western North Carolina with her husband and, soon, their first child.