

Course Syllabus

Latin I Syllabus

Part 1: Course Information

Instructor Information

Instructor: Donna Poteet

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Please contact me by email anytime. This is the best way to communicate with me. I will get back to you as possible. If you need to call me, please do so between the hours of 12 to 6. If I am not able to answer, please send me an email.

Course Description

Classical Languages---Year One (Beginning)

I. Standard Number 1 (Goal One): Communicate in a Classical Language

Standard Rationale: This standard focuses on the pronunciation, structure, vocabulary, and grammar of classical languages. Since classical languages are the bedrock of many modern Western languages, an understanding of how classical languages were used to communicate is vital to a thorough knowledge of language and culture.

Learning Expectations:

1.1 Read, understand, and interpret Latin or Greek.

Performance Indicators:

The student is able to

- read words, phrases and simple sentences with pictures, and/or other words, phrases and simple sentences;
- exhibit a knowledge of vocabulary and syntax appropriate to his/her reading level;
- demonstrate reading comprehension by answering simple questions in Latin, Greek, or English about short passages of Latin or Greek;
- show a knowledge of indicative and imperatives of verbs;
- demonstrate a knowledge of case and declension for nouns and adjectives.

1.2 Use orally, listen to, and write Latin or Greek as part of the language learning process.

Performance Indicators:

The student is able to

- master and apply the rules of classical pronunciation for words, sentences, and short paragraphs;
- exchange greetings and follow classroom instructions;
- write simple phrases and sentences in Latin or Greek.

II Standard Number 2 (Goal Two): Gain knowledge and Understanding of Greco-Roman Culture

Standard Rationale: The study of classical languages enables students to acquire knowledge and gain perspective on societies that formed the basis for all of Western culture. Students need to understand the world views, patterns of behavior, and ways

of life of those cultures that drew the blueprint for modern-day democracies and republics.

Learning Expectations:

2.1 Demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Performance Indicators:

The student is able to

- recognize the geography of Italy;
- know basic terms and general information associated with the kingdom and empire.

2.2 Demonstrate knowledge of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

Performance Indicators:

The student is able to

- demonstrate a knowledge of Greek and Roman deities;
- identify Roman meals, Roman clothing, and parts of the Roman house;
- identify basic features of architecture (e.g., arches, columns).

III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Expand Knowledge

Standard Rationale: Since much of modern-day culture is built upon classical philosophy, political systems, mythology, and customs, classical languages form a solid basis for connections with disciplines across the curriculum.

Learning Expectations:

3.1 Reinforce and further the student's knowledge of other disciplines through the classical language.

Performance Indicators:

The student is able to

- use information from the language class in other school subjects such as geography, social studies, and music;

- use information from other subjects in the classics class;
- recognize some famous classical figures from history and mythology.

3.2 Expand the student's knowledge through the reading of Latin or Greek and the study of ancient culture.

Performance Indicators:

The student is able to

- recognize plots and themes of Greek and Roman myths;
- identify the modern equivalent of geographical and political structures.

IV. Standard Number 4 (Goal Four): Comparisons: Develop Insight into Own Language and Culture

Standard Rationale: Since so many aspects of Western culture and language (particularly vocabulary) rely so heavily on classical influences, much can be learned about the nature of one's culture by using classical societies as touchstones and by recognizing classical influences in language.

Learning Expectations:

4.1 Recognize and use elements of the Latin or Greek language to increase knowledge of the student's own language.

Performance Indicators:

The student is able to

- recognize loan words, Greek and Latin phrases, mottoes and abbreviations in English;
- demonstrate an understanding of basic language patterns of English as they relate to the structure of Latin or Greek.

4.2 Compare and contrast the student's own culture with that of the Greco-Roman world.

Performance Indicators:

The student is able to

- compare and contrast aspects of student's own public and private life to those of the Greeks and Romans;

- compare heroes and themes of classical mythology to the heroes and themes of the student's own culture.

V. Standard Number 5 (Goal Five): Participate in Wider Communities of Language and Culture

Standard Rationale: Much can be learned about the continuing role and influences of classical language and culture on the modern world by maintaining an awareness of these influences in school, community, and global situations. Classical roots can often provide a sense of continuity and reinforce relationships in an ever-changing, multicultural society.

Learning Expectations:

5.1 Use the student's knowledge of Latin and/or Greek in a multilingual world.

Performance Indicators:

The student is able to

- present and exchange information about his/her language experience in the school and in the community;
- recognize the influence of Latin and Greek in professional vocabulary (e.g., law, science, architecture).

5.2 Use the student's knowledge of Greco-Roman culture in a world of diverse cultures.

Performance Indicators:

The student is able to

- recognize from his/her study of Greco-Roman culture that cultural diversity has been an integral feature of society from antiquity;
- become a member of the school's Junior Classical League chapter;
- use technology to research classical sites.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with your account please contact your teacher or contact:

Gina Pavlovich

Assistant Coordinator for Online Learning

gpavlovich@niswongerfoundation.org

Jill Davis

jdavis@niswongerfoundation.org

Part 2: Course Outline

Module 1 – Intro, 1st declension nouns, forms of *sum*, Roman roads, the Forum, and prefixes

Module 2 – Genitive and Ablative cases, Dative case, noun case usage, translation, vocab, Imperfect tense of verbs, Future tense, *sum*, verb review, gladiators, mottoes & abbreviations, and derivatives

Module 3 – 2nd declension nouns, neuter nouns, translation, Ablative of means, Vocative and Imperative, noun test, master builders, Perfect system, *sum*, translation, verb test, and derivatives

Module 4 – 2nd conjugation verbs – present system, translation, infinitives, Roman education, adjectives, Roman numerals, abbreviations, derivatives, segment 1 exam.

Module 5 – passive voice, ablative of means vs ablative of agent, adjectives, Olympic gods, -er adjectives, Pandora, myths, adverbs, vocab test, derivatives, networking

Module 6 – Passive voice perfect system, Pluto and Proserpina, connectors, Rome translation, appositives, Roman calendar, Daphne, verb synopses, Roman life, verb test, phrases, derivatives

Module 7 – 3rd conjugation present system, 3rd future vs 2nd present, 3rd conjugation perfect system, translation, idioms, epic conventions, means vs agent, Vergil, Troy, 3rd conjugation passive, Book I (Vergil), vocab test, Book II (Vergil), derivatives,

Module 8 – 4th conjugation verbs, passive voice of the 3rd and 4th conjugations, derivative trees, Book III (Vergil), personal pronouns, verb review chart, verb test, The Rest of the Story (Vergil), derivatives, exam

Module 9 - review

Part 3: Grading Policy

I use a point system to determine grades. Each assignment is worth the amount of points designated.

Late Work Policy

Be sure to pay close attention to deadlines—late work will not be accepted without a serious and compelling reason and instructor approval. You have 1 week to complete each module. You have to keep on this pace in order to finish the class by the end date. If you are going to miss a deadline, please contact me as soon as possible. If I do not hear from you, a zero will be given. I will gladly work with my students. If you contact me, I can give you an extra day or two to finish with no late penalty. If you get behind more than that, you may not be able to finish the course.

Viewing Grades in Moodle

Points you receive for graded activities will be posted to your Moodle Grade Book. Click on the Grades link on the left navigation to view your grades and feedback.

Your instructor will update the online grades each time a due date has passed. Check back for updated grades and feedback 3-4 days after submission.

Part 4: Course Policies

Commit to Integrity

As a student in this course you are expected to maintain high degrees of professionalism and integrity.

Cheating is “the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.”

Plagiarism is “the practice of taking someone else’s work or ideas and passing them off as one’s own.”

Course Plagiarism Policy

Projects will receive penalty deductions. Also, students should refrain from using online translators to complete translation assignments. Many times students get the wrong or incomplete answers.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, will be reported to your parent/guardian and to your school administrators.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Moodle unless otherwise instructed. If you have any trouble submitting your assignment in Moodle you should email your teacher immediately.

If a PowerPoint is too large to submit, please email me the project.

Understand When You May Drop

This Course

Each school has its own policy on when a student may drop their online course. Please see your school counselor if you have any questions about this. Your teacher can NOT drop you from your course, only your school administrator.