Latin II

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Texts: *Latin for Americans: Latin 1*
There is an online version of the text available to students of CHS at http://www.glencoe.com/sec/worldlanguages/latin/ose/index_nonfl.html.
The username is: LAT12003
The password is: jeth5feb

*Latin for Americans: Latin 2*
There is an online version of the text available to students of CHS at http://www.glencoe.com/sec/worldlanguages/latin/ose/index_nonfl.html.
The username is: LAT22004
The password is: ph5tRutu

Other supplemental readings include:
- A Roman Map Workbook
- To Be A Roman: Topics in Roman Culture
- 38 Latin Stories
- Wheelock’s Latin
- Duces Romanorum

**Strongly Recommended:** Allen & Greenough’s *New Latin Grammar* is available for purchase or download as a pdf. This is an indispensable grammar and syntax reference. Students who are serious about language study should definitely purchase a hardcopy for ease of use. The link for the .pdf is posted on www.edmodo.com.

**Course Objectives:** In Latin II, students build their knowledge of the language, literature, and culture of Rome. Students will further develop reading skills introduced in Latin I, including pronunciation, translation and comprehension. Students will build familiarity with Latin vocabulary, grammar and syntax including more complex formations and usages. In Latin II, students continue to build knowledge of Greco-Roman culture and society. By the end of Latin II, students should be able to:

- recognize Latin roots and derivatives in modern languages
- write in Latin from dictation
- construct complex sentences in Latin
- recognize influences on modern world cultures including social and political structures, art and literature
- comprehend reading selections and oral instructions

**Course Policies:**

**Behavior:** In this class, students will adhere to the rules of conduct and policies listed in the CHS Handbook. Inappropriate and disruptive behaviors will result in consequences including detention and parent contact. In addition to those rules, there are a few expectations for professional behavior that I would like to stress.

1. **Be Respectful** – Respect yourself, your classmates, and your teacher. Do not speak while another person is speaking; it is rude, distracting, and reflects disrespect to everyone trying to hear the speaker. Do not pack up your belongings until you are instructed to do so.
2. **Be Prepared** – Come to class on time and ready to learn. You should be prepared to work for the entire class period. If you come to class without your materials, detention will be assigned.
3. **Be Responsible** – Take ownership of your work and area. Use the avenues of communication available. Arrange make-up work promptly. Keep the classroom clean!
4. **Water is the only consumable allowed in class.**

**Procedures:**

1. All assignments are due at the beginning of class time on the due date. Electronic assignments will be handled through www.edmodo.com and Canvas which mark late assignments automatically.
2. Hard copies of assignments or work should be turned in and retrieved from the designated locations within the classroom. Turning in and retrieving activities should be conducted during warm-ups and other appropriate times.
3. Volume should remain at a reasonable level. Communication is necessary in this class, but, please, use your “inside voices”.
4. Textbooks that have been checked out to students are the responsibility of those students. Be sure to put your name in your book.
**Technology:**
Sometimes electronic devices will be used in class for specific purposes. Students should put their devices in the pocketed organizer at the front of the room unless they are specifically told that devices will be used. If a phone or device is used or seen at an inappropriate time, consequences following the CHS Student Handbook will be applied.

**Academic Integrity:** Giving or receiving help on tests and graded assignments will be considered cheating. Cheating also includes plagiarism, talking during tests and use of electronic translators. Cheating will not be tolerated. Plagiarism includes undocumented or incorrect paraphrasing. Peer edits of essays and designated pair or group activities are not considered cheating. If you have any questions, please ask before you get into trouble.

Copying homework assignments is cheating. Any copying of homework will result in a grade of “0” for all students involved.

**Late Work:**
It is important that work is completed for practice and understanding. However, late work will be penalized! Late homework assignments will receive a maximum of 90%. TMAs and Papers will receive deductions of 10 points per day.

**Make-up Work:**
In accordance with the CHS Handbook, work that is missed because of an unexcused will receive a grade of “0”. Work that is missed due to an excused absence may be made up. Due to the rapid pace of the course, most assignments should be completed within a 3 day period. Students have 3 days to make arrangements for missed quizzes and tests. If a student is absent on the day of a test, the teacher reserves the right to give the student an alternate test. Attendance at Academic Saturday School is required to receive credit from excused absences.

**Grading:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation and Practice</td>
<td>25%</td>
</tr>
<tr>
<td>Reading and Listening Proficiency</td>
<td>25%</td>
</tr>
<tr>
<td>Writing and Speaking Proficiency</td>
<td>25%</td>
</tr>
<tr>
<td>Knowledge and Fact exercises</td>
<td>15%</td>
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<tr>
<td>Knowledge Tests</td>
<td>10%</td>
</tr>
<tr>
<td>Proficiency Portfolio (Formative)</td>
<td>0%</td>
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</tbody>
</table>

The Foreign Language department at Columbus High School is focused on building proficiency in language skills. The American Council on Teaching Foreign Languages (ACTFL) has identified proficiency targets that should be reached at the end of each course. In level two, the minimum goal is attainment of Novice High Proficiency rating. Each course will use the targets provided by the ACTFL to measure student proficiency throughout the year. Here is an example of the criteria for the different levels of Intermediate Proficiency from the ACTFL website:

**NOVICE HIGH**

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

Grading procedures will emphasize building skill proficiency while including practice and knowledge, or fact-based, assessments. Students will be constantly assessed formally and informally to support improving proficiency.

1. **Participation and practice**– This category will include daily class participation, in-class communication practice, warm-ups, bell-ringers or other completion grades.
2. **Reading & Listening Proficiency**– Students will be formally assessed twice during each 9 weeks to identify their level of proficiency in receiving and understanding information. The listening assessment and the
reading assessment will be averaged to show the overall proficiency in that 9 week period. Each assessment will be cumulative and increase in scope over the course of the year.

3. **Writing & Speaking Proficiency**– Students will be formally assessed twice during each 9 weeks to identify their level of proficiency in communicating information to other people. The writing assessment and the speaking assessment will be averaged to show the overall proficiency in that 9 week period. Each assessment will be cumulative and increase in scope over the course of the year.

4. **Knowledge & Fact Exercises**- Practice with vocabulary, grammar, cultural knowledge, geography, and other facts will be in this category. Vocabulary quizzes are included here.

5. **Knowledge & Fact Tests** – There will be an exam near the end of each 9 weeks. The dates are listed on the calendar attached. All Grammar, Vocabulary and Culture Facts and Rules covered up to that point in the course may be included in these tests. Focused review will be provided in class.

6. **Proficiency Portfolio**—This formative assessment category will be used to show students’ progress and help identify areas for growth or learning.

**Recommended Supplies:**
- Highlighters
- Index cards (either cut in half or the small size cards)-Electronic Flashcards are acceptable for study but will not receive credit for flashcard checks.
- Colored pencils-24 pack is suggested for interactive notebooks and parsing.

**Course Advice:**
Latin II deals with a lot more advanced grammar and vocabulary. For this reason, vocabulary cards are required to record peculiarities and other reminders about each word. Some vocabulary terms will require full declension or conjugation to be memorized. As in Latin I, vocabulary fluency is absolutely critical. Also, in Latin II, reading moves from simple comprehension to basic analysis which requires more than a basic familiarity with vocabulary.

[www.edmodo.com](http://www.edmodo.com), Canvas, and [www.quia.com](http://www.quia.com) will be used in this class.

**Tutoring:** Students who need help should schedule a tutoring session at least 2 days in advance. Generally, tutoring is available on Tuesdays from 3:30-4:00. Other times may be scheduled individually to accommodate schedule conflicts.

See attached Calendar for major assessments and projects. The calendar is tentative and may be adjusted to accommodate pacing changes in the course.