



**BELLOWS FREE ACADEMY
WORLD LANGUAGES AND CLASSICS DEPARTMENT**

Course: Latin III
Course ID: 10538Y
Credit: 1

Prerequisite: Successful completion of Latin II

ROOM A215
Teacher: Lydia Batten
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Texts: *Cambridge Latin Course*, Units 2, 3 (5th edition, American version); Cambridge website; workbook activities, *other ancillary sources* for culture, and *additional Latin text sources*.

Course Outline: The journey in the Roman World accelerates to trickier territory as the intricacies and grammar constructs of Latin sentences build and intensify. Speaking and listening activities contribute to enhanced reading and writing experiences in preparation for the challenge to begin reading primary source authors of the ancient world (such as Ovid, Catullus, Horace, Vergil).

Materials Required: Students have access to a textbook in the classroom. Once a digital password is set up, they will be able to access the book digitally via the website which supports it.

- **School-assigned Chromebook** (or own personal device—not a cell phone)
- **A PENCIL! Or a pen, EVERYDAY!!!!** I have paper on hand, but you may have your own if you prefer
- **A notebook is required**— students will keep all handouts, copies, and any cultural information given in class, as well as all assessments both for practice and for historical viewing of scores

Teacher Expectations: Students come to class every day, on time, with a positive, enthusiastic attitude. Homework should always be done (to the best of his/her ability), as assigned. There will be frequent follow up to any assigned work with review and practice in class. Occasionally, I will collect (either through google classroom or in class) and officially grade homework assignments. There will be project(s) and will be introduced and discussed well in advance of due dates. Students are expected to act courteously and respectfully toward each other and towards me and should be considerate of others' learning needs and preferences.

Scoring: Students will need to demonstrate proficiency (**3 or better**) in EACH of the **5 World Language Standards in order to advance to the next language level. See below for receiving credit options.**

- **Speaking** – Learners communicate through spoken language to share information, reactions, feelings, and opinions. Learners orally present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics.
- **Writing** – Learners communicate through written language to share information, reactions, and feelings. Learners convey in writing information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics.
- **Reading** – Learners understand, interpret, and analyze what is read or viewed on a variety of topics.
- **Listening** – Learners understand, interpret, and analyze what is heard on a variety of topics.
- **Culture** – Students demonstrate understanding of customs, beliefs, cultural differences, and traditions worldwide.

AND the following Transferable Skills **Self Direction, Responsible & Involved Citizenship, Clear & Effective Communication** will also be reported out on. **Informed and Integrated Thinking, Creative and Practical Problem Solving** may also apply to certain learning situations.

- **Clear & Effective Communication**: Presentation and organization of information, using evidence to support claim, poise, language control, and collaborative discussion

- **Self-Direction**: Demonstrate preparation, initiative and responsibility for learning, complete assignments in a timely manner, demonstrate flexibility with learning and persevere in challenging situations
- **Responsible & Involved Citizenship**: Take responsibility for personal decisions and actions, work collaboratively with others, use technology and digital media responsibly

Scoring: A course score average of 2.5 or better will receive credit for the course.

TO ADVANCE TO THE NEXT LEVEL:

Student must be proficient (3 or better) in ALL 5 content standards.

Standard and Course Scoring Procedures:

See the BFA Student Handbook for a clear and concise explanation of scoring procedures for this year.

This resource also provides valuable supporting documentation for many other aspects of expectations.

Assessments: Each unit of study will consist of the following assessment strategies outlined below.

1. **Formative (PRACTICE) Assessments**: Students will be engaged in a variety of reading, writing, speaking, listening, vocabulary activities, both in class and as homework, which will guide and inform the learning as we go, and will prepare students for their summative assessments. The more students engage in these formative practices, the more likely they will be successful on the summatives. Students **MUST** show effort on these learning tasks as they are assigned to be prepared for the summative assessments.
2. **Unit (Summative) Assessment**: Students will be assessed in a variety of ways, after guided practice, in Speaking, Listening, Reading, and Writing activities (both in person and through electronic/digital sources/platforms). Students will have the opportunity to redo/retake an assessment if not proficient but only if they have demonstrated active engagement in the formative assessments leading up to the summative. A student cannot 'wing it'...
3. **CULTURE Projects**: These will be assigned at various times throughout the year. They are integral parts of our learning and must be completed along with the other tasks to achieve overall proficiency in the class at the end of the year.

Redo/Retake Opportunities: Up to two weeks* after an assessment has been returned. Extra help sessions will be provided as needed to ensure success, sometimes in class, but most likely during any enrichment period or before school. ***Students need to show effort for this opportunity—the option to retake/redo is not an automatic 'given'.*** This will be monitored through homework and practice work leading up to scored assessments. **Extenuating circumstances can change this time frame—however, this must be discussed and agreed upon between student, teacher, and parent(s) (if necessary).* **Availability for Extra Help and Make-ups:** During Enrichment, the Student Support period before school on Mon, Tue, Thu, or after school, if needed.

Make-Up Policy: When absent, it is a student's responsibility to find out what was missed (see me within two days of returning) and complete the assignment or make up the missed assessment within 2 weeks. When absent, I expect an email from the student, that day, asking what s/he missed and what future work has been assigned. Please see the guidelines in the Student Handbook.

COURSE OUTLINE: Here is a survey of topics that are generally covered in Latin 3:

Speaking—Restored Classical Pronunciation (recitations, Google Voice); additional, more elaborate sentence structures (clauses, participles, Pluperfect tense, Genitive Case); Parts of Speech, cont'd; ALL Declensions 1st – 5th (all endings, S & PL), Conjugation reinforcement; daily life post Pompeii and Vesuvius eruption—from the Romans' occupation of Britain to Alexandria, Egypt; the military; the relationships between Romans and their British/Celtic subjects.

Extras: Vermont Latin Day; International Festival; potential to take part in a trip to Italy when a trip is being offered.