

## WELCOME TO LATIN II



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Textbooks: Wheelock, Frederick, *Wheelock's Latin, 7th Edition; Latin For Americans Book II*

*Cambridge and Oxford Latin Courses, Books I-II*     *Labyrinthus*, Andrew Olympi

Fagles, Robert. *Homer's Iliad/Odyssey et Vergil's Aeneid* (print/online copy excerpts)

Simpson, D.P. *Cassell's Latin & English Dictionary; Perseus Digital Library*

***Gratias for taking Latin!***

### Purpose:

Students in grades nine - twelve will deeply study several periods of ancient history, mythology, geography and the Latin language to complement their understanding of Latin vocabulary, arts, Classics, Humanities and translation applied to the Present-day. We will use various texts and studies from multiple diverse perspectives, original sources and university organizations to further develop personal & professional Latin skills and apply linguistic competencies learned and practiced – among other contexts – in Latin II towards successful graduation, sharing interests and abilities together.

We will be growing and maintaining the best possible Latin, JCL et English program for Reynolds students and the community now and in the future. The benefits of learning the language, legacy and cultures of past Greek + Roman civilizations will certainly assist kids with exciting skills in classrooms, teams, activities and their various continuing life goals by encouraging perseverance, curiosity, participation & learning in class subjects, clubs, social groups, career, civic & college readiness plus everyday opportunities!

### Examples of Lessons, Projects & Activities students may explore:

- Illustrated Latin Quotes posters, Comic Stories, Greeting Cards, Geography Maps
- Interpreting Classical Mythology stories, pantheons and etiologies
- Archaeology of Italy (Pompeii, Etruscan tombs, Ostia trade, aqueducts, roads art, works and Roman architecture engineering)
- *SPQR*, the Roman *Res publica* and Early *Imperium Romanum*
- Vergil's *Aeneid*, Roman plays and letters in original formats

- Junior Classical League - state & national academic, athletic and artistic conference opportunities (Certamen quiz bowl trivia team, craft contests, chariot races, videos, theater performances, club meetings, and scholarships!!!)  
<https://www.njcl.org/>
- Grammar syntax and translation practice.
- And, *one* research paper where students will conduct their own original research on a topic of choice pertaining to Latin culture, authors, and surviving evidence.

### Course Objectives:

Students will leave the course able to:

- Read write and speak Latin at proficient beginning and intermediate levels
- Interpret, evaluate and use source materials (e.g. Perseus.tufts.edu) with versatility
- Identify & recognize Latin cases, endings and phrases plus how they function or express ideas
- Connect myths and relate to stories, knowledge, truth and fellowship
- Take effective notes on documents.
- Develop skills to be a leader, friend and of service
- Outline and Plan a research paper.
- Examine or investigate Latin roots,, words, sentences, paragraphs and stories for clues, main ideas and details to determine their meaning
- Use transitional words, charts and phrases to link knowledge logically.
- Participate everyday in a variety of immersive activities
- Join National Junior Classical League
- Use notes and articles to express and communicate who you are
- Plan and manage time to accomplish short and long-term goals
- Continue education and advanced Latin courses
- Learn, Have fun!

### Course Requirements:

Students in the course will complete a portfolio that will give evidence that they have achieved the course objectives. The portfolio components will include:

- Class work and homework – Students will have in-class work and homework (such as readings, projects, quizzes, and writing tasks) assigned each day. Classwork and homework constitutes 37.5% of their grade.
- Papers/Projects – Students will complete five (5) or more research papers and projects, one on a topic of the instructors choosing, three of their own, limited, choosing, and one on a piece of original research on a topic of their choice, proposed to and approved by the teacher. The papers and larger projects together constitute 37.5% of their grade.
- Final Exam – Students will take a Final. The final will be derived from course lessons as well as resources from the North Carolina and National Latin Exams and is worth 25% of their grade.\*

Class Supply List

For this class, students will need:

2 pencils or pens (blue or black ink only) – your choice      Three Highlighters (Yellow, Blue, and Green)

A binder or a section of your all-school notebook      Binder Paper for Cornell Notes.

***Please bring your laptops, fully charged, every day!***

*Nota bene:* Phones are not encouraged or allowed in class without permission. Kindly put tech devices away in pockets or bags out of notice.

Grading:

Grades will be based on a percentage of points earned out of total points available. Papers and projects will be graded on a rubric that students will have prior to starting their rough drafts and turning in their final products.

94-100% = A	89- 87% = B+	79- 77% = C+
93- 90% = A-	86- 84% = B	76- 74% = C
	83- 80% = B-	73- 70% = C-

< 70% = Not Yet, let's redo this... ☺

Failure is NOT an option – all sub-standard work will be revised until it meets minimum standards or above. Excelsior!

**Assignment Descriptions**

1) Student Mini Lessons - Specialized Latin Topics + Novellas (10 points)

For this course, you will work in pairs or small groups ( $\leq 3$ ) to prepare a brief presentation (no more than 5 slides) and 1 page essay about a specialized topic or case study in Latin or Classics that is grounded in research. This presentation should address aspects such as historiography, context, and multiple perspectives, to provide your classmates with an overview of this linguistic subject. 1-2 mini lessons will be presented and peer-reviewed in class per week or as scheduled.. Presentations should last no more than 10 minutes. A grading rubric will be posted on the course website.

2) 5 Quizzes (20 points each)

Most of our in-class time is spent in hands-on activities and focusing on “how to” processes so it may be easy to sideboard the course videos and homework readings. At

the same time, the course materials provide valuable information to help you prepare for your future studies. Quizzes at intervals will provide a way to assess your understanding or progress with the content in the course while preserving time for engaging lessons.

3) Midterm (50 points)

The midterm will consist of a term identification section, vocabulary, short response questions, translation comprehension and a choice of essay topics. A test review period, study guide, and more detailed instructions will be provided in the days before the exam.

4) 3 Reading Discussion Socratic Seminars and Simulations (20 points each)

Students will conduct a number of seminar discussions and reenactments (festive Latin party celebrations) on the following themes:

- Roman Public and Domestic Spaces (Houses + Temples)
- Roman Citizenship, Military + Territories: what was everyday life like for individuals and groups of people? Ordinary Romans TEDx Capstone Research Presentation
- Ides of March/Julius Caesar Remembrance Day (*Idus Martiae* novella)
- Roman Art, Greek vs Roman Influences Mythology + Society
- Mock Trial (*Triumvirates vs SPQR*)

5) *Ancient Leaders* Personal Leadership Poster (10 points)

Following a lesson activity from the *100 Leaders* website (<http://100leaders.org/>) - in which students will obtain handouts or figure biographies of figures from Latin class as a sample guide - you will make a one sheet poster from various media displaying your name, picture, sphere of influence (on a map), a quote or definition on leadership, and at least 3 key leadership qualities (strengths) you possess. (e.g. academic, athletic, social, artistic, service, etc.). These posters will be shared in class and evaluated on the rubric criteria (5 points) and presentation (5 points).

6) Latin Movie and Book Project (30 points)

Your task will be to critique the historicity (historical authenticity) of popular media sources' depictions of people and events in a review of an appropriate Latin-related movie or book that can be corroborated with primary text chapters and peer-reviewed secondary sources (journals, books, articles) with established credibility. Students will consult with the teacher on topics and academic resources and create a 2-3 page written essay (single spaced, Times New Roman, 12 pt. font, 1 inch margins) and visual component (minimalist art poster) to demonstrate mastery understanding of assignment.