

ADLAI E. STEVENSON HIGH SCHOOL
COURSE DESCRIPTION
Latin 2

I. COURSE DESCRIPTION

Students begin to develop their competence in Latin primarily in the Interpretive Mode. They will explore the language in the context of the AP Themes: Leadership, Roman Values, Roman Religion, etc. Interpretive reading tasks are focused on the acquisition and recognition of basic stated information in the target language. Additionally, students explore the cultures of the Roman world, making comparisons and connections with their own experiences. Communication in class (teacher-student and student-student) is primarily in English with simple commands and conversation in Latin. Targeted performance-toward-proficiency level: Novice High. Novice High Learners can easily understand the main idea of texts related to familiar topics, personal interests, and studies. They can sometimes follow stories and descriptions about events and experiences in various time frames.

II. SKILLS & STANDARDS

The learning in this course is organized around four standards that each have 2 or 3 learning targets (see below.) Feedback on how well students are meeting proficiency in each learning target is provided using the gradation on pp 3-4 (see Scaled Learning Target.)

SKILLS	1. Translation	2. Reading Comprehension	3. Recognition of Content and Culture
STANDARDS	A. I can translate a passage of adapted Latin into English.	A. I can identify the majority of key words in a passage. B. I can identify the key parts of the main idea of the text. C. I can identify the majority of supporting details in the text.	A. Vocabulary: I can recognize the majority of words in the context of an adapted passage of Latin. B. Grammar: I can interpret grammatical constructions and their meanings. C. Culture: I can identify culture components both in and out of context correctly.

PROFICIENCY SCALE

The codes 1, 2, 3, 4, M, and N below will be used to communicate student progress in each learning target.

4	3	2	1	M	N
Exceeds Mastery	Demonstrates Mastery	Approaching Mastery	Developing Foundational Skills	Missing Evidence (Hasn't done yet)	Missing Evidence (Refused to do)

III. GRADE DETERMINATION:

The Interactive Report Card ([IRC](#)) communicates missing assessments/assignments, teacher comments, and concerns with students' social-emotional learning (SEL). The [IRC](#) will be used to communicate students' proficiency in each learning target, overall trend towards proficiency in each standard, and the *predicted* semester letter grade. The semester letter grade will be informed by the student's learning proficiencies over the semester-long body of work with consideration to retain proficiencies and growth over time. Mastery of learning targets leads to mastery of course standards which in turn leads to mastery of the course.

- A: All SKILLS mastered
- B: All SKILLS mastered except ONE that is approaching mastery
- C: Multiple SKILLS are approaching mastery
- D: One SKILL has neither evidence of mastery nor evidence approaching mastery.
- F: Multiple SKILLS have neither evidence of mastery nor evidence approaching mastery

Important Note: If a student has missing evidence in the form of M (can be made up) or N (cannot be made up) in any amount, then the student runs the risk of failing the course. In these cases, there may not be enough evidence to determine target proficiency nor a course grade.

PERFORMANCE ASSESSMENTS

Feedback on learning will be given through informal and formal assessments. This can occur through in-class work, formative events, mid-unit, end of unit, mid-course, and end of course assessments. It is possible to retake any assessment within one week of the time it was given. Retakes for grammar, translation, and reading comprehension require a remediation with instructor or with a peer tutor prior to the retake. Vocabulary retakes require proof of studying prior to the retake.

SPECIFIC COURSE ACTIVITIES

In order to make satisfactory progress towards course standards, students will need to:

1. Participate in class activities (take notes, contribute to group work, complete in class tasks, ask questions, etc.)
2. Complete assigned homework as needed in order to practice and improve learning.
3. Use formative assessments to track learning progress and identify strengths and weaknesses with the course content and complete outside practice in activities when necessary.
4. Complete all assessments, final unit assessment and final exam.
5. Create and follow through on a plan of improvement, when demonstrating little to no understanding of learning targets.

SPECIFIC COURSE TOPICS OF STUDY

Latin 102	Review 2-1-2 Nouns and Adjectives Review verb conjugations in the active and passive voice Introduce Subjunctive Introduce Pronouns Introduce Comparatives and Superlatives Introduce Participles Introduce Infinitives and Indirect Discourse Roman History and Culture
Latin 102	Review the Grammar of first semester Continue the study of Roman History Introduce the Hero's Journey - Jason and the Argonauts Authentic Latin - Livy

REQUIRED RESOURCES

Textbook	Latin for Americans: Second Year. (2007). Glencoe/McGraw- Hill.
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RESOURCES

Check Progress	Interactive Report Card (irc.d125.org)
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MAKEUP POLICY

Assessments that are missed will be marked “missing” or “not taken” in the gradebook until completed. Students have five school attendance days to complete a missed assessment. Incomplete assessments result in a lack of evidence of student’s understanding and may cause a student to fail.

GRADE DETERMINATION

The Interactive Report Card ([IRC](#)) communicates missing assessments/assignments, teacher comments, and concerns with students' social-emotional learning (SEL). The [IRC](#) will be used to communicate students' proficiency in each learning target, overall trend towards proficiency in each standard, and the *predicted* semester letter grade.

The semester letter grade will be informed by the student's learning proficiencies over the semester-long body of work with consideration to retained proficiencies and growth over time. Mastery of learning targets leads to mastery of course standards which in turn leads to mastery of the course.	
Semester Letter Grade	<p>Exceeds Mastery (4) Demonstrates Mastery (3) Approaching Mastery (2) Developing Foundational Skills (1)</p> <p>Trends in Proficiency Levels on Course Standards</p> <p>A B C D F</p> <p>All standards achieved at "3" or "4" levels All standards achieved at "2", "3" or "4" levels with at most one standard at "2" level All standards achieved at "2", "3" or "4" levels with two or more standards at "2" level All standards achieved at "1", "2", "3" or "4" levels with at most one standard at "1" level All standards achieved at "1", "2", "3" or "4" levels with two or more standards at "1" level</p>
Important Note: If a student has missing evidence in the form of M (can be made up) or N (cannot be made up) in any amount, then the student runs the risk of failing the course. In these cases, there may not be enough evidence to determine target proficiency nor a course grade.	

LEARNING TARGETS

Students will be given feedback on their level of proficiency towards mastery in each learning target using the gradations below.

STANDARD 1 - INTERPRETIVE COMMUNICATION: Translation

TARGET 1A - I CAN TRANSLATE A PASSAGE OF ADAPTED LATIN			
<p>EXCEEDS MASTERY (4)</p> <p>I can translate a passage of adapted Latin with few errors, demonstrating clear mastery of the language.</p>	<p>DEMONSTRATES MASTERY (3)</p> <p>I can translate a passage of adapted Latin, demonstrating a clear comprehension of the language.</p>	<p>APPROACHING MASTERY (2)</p> <p>I can translate a passage of adapted Latin, demonstrating partial comprehension of the language.</p>	<p>DEVELOPING FOUNDATIONAL SKILLS (1)</p> <p>I can translate a passage of Latin, demonstrating limited comprehension of the passage.</p>

STANDARD 2 - INTERPRETIVE COMMUNICATION: Reading Comprehension

TARGET 2A - I CAN RECOGNIZE KEY WORDS IN A PASSAGE OF LATIN.
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<p>EXCEEDS MASTERY (4)</p> <p>I can identify all the key words in a passage of Latin.</p>	<p>DEMONSTRATES MASTERY (3)</p> <p>I can identify the majority of the key words in a passage of Latin.</p>	<p>APPROACHING MASTERY (2)</p> <p>I can identify some of the key words in a passage of Latin.</p>	<p>DEVELOPING FOUNDATIONAL SKILLS (1)</p> <p>I can identify few of the the key words in a passage of Latin.</p>
TARGET 2B - I CAN IDENTIFY THE MAIN IDEA OF A PASSAGE OF LATIN.			
<p>EXCEEDS MASTERY (4)</p> <p>I can identify the complete main idea of the text and provide a few examples or details about it.</p>	<p>DEMONSTRATES MASTERY (3)</p> <p>I can identify the main idea and provide at least one example or detail about it.</p>	<p>APPROACHING MASTERY (2)</p> <p>I can identify a pertinent main idea but cannot elaborate on it.</p>	<p>DEVELOPING FOUNDATIONAL SKILLS (1)</p> <p>I can provide some details from the text, but do not determine a main idea.</p>
TARGET 2C - I CAN IDENTIFY SUPPORTING DETAILS IN A PASSAGE OF LATIN.			
<p>EXCEEDS MASTERY (4)</p> <p>I can identify all supporting details in the text and provide information from the text to explain these ideas.</p>	<p>DEMONSTRATES MASTERY (3)</p> <p>I can identify the majority of supporting details in the text and provide some information from the text to explain these details.</p>	<p>APPROACHING MASTERY (2)</p> <p>I can identify some supporting details in the text and may provide limited information from the text to explain these details.</p>	<p>DEVELOPING FOUNDATIONAL SKILLS (1)</p> <p>I can identify few supporting details in the text but may be unable to provide information from the text to explain these details.</p>

STANDARD 3 - RECOGNITION OF CONTENT AND CULTURE

TARGET 3A - I CAN RECOGNIZE VOCAB			
<p>EXCEEDS MASTERY (4)</p> <p>I can infer meaning of known adequately and unknown words in a word family.</p>	<p>DEMONSTRATES MASTERY (3)</p> <p>I can infer meaning of known words adequately.</p>	<p>APPROACHING MASTERY (2)</p> <p>I can infer basic meaning of known words.</p>	<p>DEVELOPING FOUNDATIONAL SKILLS (1)</p> <p>I can infer meaning of known words with guidance.</p>
TARGET 3B - I CAN INTERPRET GRAMMAR			

<p>EXCEEDS MASTERY (4)</p> <p>I can infer meaning of known and unknown words in a grammatical construction.</p>	<p>DEMONSTRATES MASTERY (3)</p> <p>I can infer adequate meaning of known words in a grammatical construction.</p>	<p>APPROACHING MASTERY (2)</p> <p>I can infer basic meaning of known words in a grammatical construction.</p>	<p>DEVELOPING FOUNDATIONAL SKILLS (1)</p> <p>I can infer meaning of known words in a grammatical construction with guidance.</p>
<p>TARGET 3C - I CAN INTERPRET CULTURE</p>			
<p>EXCEEDS MASTERY (4)</p> <p>I can recognize elements of Roman culture and make connections regularly to modern life.</p>	<p>DEMONSTRATES MASTERY (3)</p> <p>I can recognize elements of Roman culture and sometimes make connections to modern life.</p>	<p>APPROACHING MASTERY (2)</p> <p>I can recognize elements of Roman culture.</p>	<p>DEVELOPING FOUNDATIONAL SKILLS (1)</p> <p>I can recognize some elements of Roman culture.</p>