

Latin
7th Grade
Whitefield Academy
Dr. Andrew M. Selby

Introduction:

Wisdom teaches us: “Nothing ventured, nothing gained.” People who accomplish significant feats are only capable of them because they chose a worthy course in their earlier lives. So, congratulations! You have embarked on an adventure in studying Latin. I am pleased to assure you that you will be well rewarded if you apply yourself to the task of learning Latin this year. You will form your mind to be a far clearer thinker, a better writer, a better student of all languages (especially Romance languages), and a better reader. You will encounter some of the most beautiful and profound literature in the history of the world. I look forward to guiding you into the adventure of further studies in Latin.

Goals: Whitefield’s Latin program aims to produce students who:

- Are able to read authentic, unadapted Latin literature...
 - with skill and accuracy in translation;
 - with appreciation of the Latin’s artistry and beauty;
 - with a general knowledge of the work’s cultural, historical, and literary context;
 - with a view toward what the work tells us about the Roman world;
 - with a view toward what we can learn from the work, namely how it can point us toward truth and virtue;
 - and with joy overall;
- Become happier people through cultivating the virtues of appreciation of beauty, discipline, clarity, precision, and perseverance;
- Know how to read Latin with confidence, even when it is a brand-new passage;
- Learn the core aspects of Latin grammar;
- Gain skills in composing in Latin;
- Possess a base-line comprehensive knowledge of the Roman world, including history and mythology.

Assigned Texts and Materials:

- *Cambridge Latin I*
- Various handouts from the instructor
- A 3-ring notebook

Assignments:

Students will be required to do daily homework, generally consisting of exercises from *Cambridge Latin*. Sometimes homework crafted by the instructor will be handed out, however. Students will be expected to study for various quizzes and tests. Homework assignments lead to tests.

Assessments:

- Homework checks: Homework is expected to be complete, organized, and submitted in a timely fashion. Late work is not accepted for credit, though students may ask.
- Participation: Please see appended participation rubric on the next page for specifics.
- Quizzes: These will generally be over 1-2 concepts (e.g. translation of a story, a grammatical point, or a declension and/or conjugation, etc.) introduced and practiced in the homework already.
- Tests: These will cover more substantial areas. One or two will be given per quarter.

Grading:

- Homework: 40%
- Participation: 30%
- Quizzes: 20%
- Tests: 10%

Behavior:

- Students will always show respect for the instructor and fellow-students
- Students will come to class prepared with all necessary materials
- Assignments will be submitted on time and properly headed (name, class, date, teacher, assignment pages). *Late work is not accepted for credit.*
- Students will joyfully participate
- If a student does not understand, he or she will seek out the answer by asking questions.
- Students will not create a problem

I have read, understood, and agree to the rules and expectations of this syllabus:

Student's signature: _____

Parent's signature: _____

Appendix: Participation

A significant part of each student's grade is participation. To participate in class, a student should always (1) be a contributor and (2) not cause a problem. The first time a student disrupts learning, he or she will be given a verbal warning. Subsequent disruption may result in being sent outside, staying after class, receiving a call home, or further consequences. Below is an explanation of how participation is graded.

9-10: Students always take a voluntary, thoughtful, and active role in their own learning, challenging themselves on a daily basis. Through participation and inquiry, they consistently demonstrate a genuine desire to learn and share ideas with the teacher and their classmates. They initiate discussions, ask significant questions, and act as leaders within the group. They are willing to take risks, to assert an opinion and support it, and to listen actively to others. These students are always well prepared to contribute to the class as a result of having thoughtfully completed assignments, and the thoroughness of their work demonstrates the high regard they hold for learning. In class, they demonstrate a superior work ethic and focus on the tasks at hand.

8: Students consistently take an active role in their own learning. They participate regularly in class discussions and frequently volunteer their ideas, ask thoughtful questions, and defend opinions. They listen respectfully to their classmates and are willing to share ideas as a result of having completed assignments. Though never causing disruption to the class, these students do not always demonstrate a consistent commitment to make the most out of our class time each and every day. In class, they demonstrate a satisfactory work ethic and focus.

7: Students sometimes take an active role in their own learning, sharing relevant ideas and asking appropriate questions. They contribute modestly to class discussions. These students listen to their classmates and respect their opinions. As a result of having completed assignments, these students are prepared to ask or answer questions when called upon. They may need occasional reminders to stay on task, make the most of our class time, and to increase their level of commitment to the course. In class, the work ethic and focus demonstrated generally needs improvement.

6: Students rarely take an active role in their own learning. They often do not participate and rarely share ideas or ask questions. These students display poor listening skills, and they may be intolerant of the opinions of others. As a result of being unprepared for or disengaged from class, these students are unable to offer ideas even when called upon. In class, their work ethic and focus is lacking.

0-5: Students are absent, unprepared, disrespectful, inattentive, or otherwise posing a significant behavioral and/or academic concern in class.