CURRICULUM & SUPPLEMENTS

- Our Class Story // Storytelling & learning about each other
- Suburani online textbook // Stories and activities to learn about the ancient Roman world
- Comprehension-based™ readers // Novellas written for language learners

GRADING

Most of your grade will be based on your performance on short, summative assessments: listening, reading, writing, and just a little speaking.

Most activities that we do in class will be graded for completion or effort and will count toward your formative assessment grade.

A different language is a different vision of life.
- FEDERICO FELLINI
As you acquire language, you become more proficient. You are able to accomplish more and more tasks, communicate and read about more topics, and make yourself better understood.

We become more proficient in any language through communication: interpreting, expressing, and negotiating the meaning of messages in the language that we are learning.

In particular, listening to and reading language that you can make sense of will help you to make the biggest gains on the Path to Proficiency, and so that is what instruction in this course is geared toward.

**THE PATH TO PROFICIENCY**

- Novice Low
- Novice Mid
- Novice High
- Intermediate Low
- Intermediate Mid
- Intermediate High
- Advanced Low
- Advanced Mid
- Advanced High

**LATINE LOQUOR!**

**EXPECTATIONS**

**STUDENT + TEACHER**

Take care of ourselves and each other.

1. Show up to class
2. With materials
3. Willing to participate.

**STUDENT**

1. Show up to class
2. With a plan
3. Willing to adapt.

**TEACHER**

Ask questions when you don’t understand.

Ask questions to see whether students understand and adjust teaching as needed!

**HOMEWORK & MAKE UP WORK**

We are going to work hard in class every day, and any homework will always be geared toward helping you get more out of class.

Contact me to find out how to make up for the communicative activities you missed!

**STICK WITH IT.**

**ACTIVITIES**

- Co-create stories
- Discuss our lives
- Discuss our interests
- Discuss current events
- Watch short videos
- Play games
- Listen to stories
- Explore the ancient Roman world

...all in Latin!
MORE ABOUT GRADING…

On each assessment, your grade will be determined by how your performance compares to the target performance for that skill in your course. Here are the targets for this course:

**READING & LISTENING**
I can identify details from the text. I can give insightful evidence to support my conclusions and to make inferences. I can interpret unfamiliar words based on context.

**SPEAKING & WRITING**
I can negotiate meaning and present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences.

To see a detailed breakdown of all performance levels for this course in the areas of Reading and Listening (Interpretive & Interpersonal Mode) and Speaking and Writing (Presentational Mode), please see the “Performance Targets” reference document.

<table>
<thead>
<tr>
<th>Performance descriptor</th>
<th>What goes in the grade book</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVANCED</td>
<td>Adv A 100</td>
<td>Your performance shows confidence and demonstrates that you are already reaching for the next target.</td>
</tr>
<tr>
<td>PROFICIENT</td>
<td>Prof B 90</td>
<td>You performed at the target level (see above) without help. You are right on track!</td>
</tr>
<tr>
<td>DEVELOPING</td>
<td>Dev C 80</td>
<td>Your performance shows that you can do some of the things needed to hit the target, but you need a little more support to do all of them.</td>
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<tr>
<td>EMERGING</td>
<td>Em Cr. 70</td>
<td>You know what you are supposed to be able to do, but you need help putting the pieces together so that you can hit the target!</td>
</tr>
<tr>
<td>BEGINNING</td>
<td>Beg NC 60</td>
<td>Your performance shows that you are a bit confused and probably feeling frustrated. You need some help to get started working toward the target!</td>
</tr>
<tr>
<td>NO ATTEMPT</td>
<td>N/S NC 0</td>
<td>You have not done enough for your performance to be evaluated.</td>
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In this course, our goal will be to acquire Latin language. “Acquiring” a language is very different than “learning” a language. Acquiring is something that happens to you instead of something that you make happen.

When you “learned” how to speak your first language, you didn’t actually learn it; you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. Therefore, almost all of our class time will be spent using Latin to talk about interesting and important things in our lives and in the world. We will spend very little time learning about the Latin language (studying grammar rules, memorizing vocabulary, etc.), because the human brain is not designed to learn language in that way. Instead, we will focus on finding content to read in class (interpretive communication) in order to give our brains lots of ‘food’ to process and turn into language in our heads. We will do some speaking and writing, but those skills will come naturally as you take in more and more Latin through listening and reading, so they will not be a major focus of the course.

This Latin course is a Comprehension-based Latin course. That means that I will be using methods and strategies that are based on the theory of linguists and researchers such as Dr. Stephen Krashen and Bill Van Patten. We will use TPRS (Teaching Proficiency through Reading and Storytelling; developed by Blaine Ray and based on the work of Dr. James Asher) and modified MovieTalk (developed by Dr. Ashley Hastings), in addition to many other Comprehension-based activities.

For each of our units, you will be given a Core Vocabulary list. These are the most important new words that will be used in the activities in the unit, and they will be used in future units in the course. Most of our assessments will include Core Vocabulary words from the current unit and previous units (ex: they will be used in reading and listening passages, and you will probably need to use them to respond to speaking or writing prompts). If you miss a lot of class, memorizing Core Vocabulary words can help you to catch up and be able to follow what is happening in class, but beware—memorization only helps short-term! To acquire language, your brain needs repeated exposure to language in contextualized communication.

Academic Integrity is being honest and responsible with regard to your schoolwork. Most basically, it means that your work is your work, and anything that you have found somewhere else is credited to its source. Students will receive a “0” on any assignment in which academic integrity has been breached.

- You may not copy another student’s work or allow someone to copy your work
- You may not use online translators to write sentences or essays
- You must cite any website, book, article, etc. from which you gather information.
WHAT IS STORYASKING?

Storyasking is a form of storytelling in which the storyteller (in this case, the teacher) doesn't know what will happen in the story, and so he or she asks the audience what they want to happen at different points in the story. Therefore, the teacher is not telling the story to the students; she or he is asking the students what happens, and they come up with ideas.

In each storyasking session, we will have several target vocabulary terms that we must acquire and therefore include in the story. Our goal is to repeat those terms over and over and over. For example, “dog,” “eats,” and “dances.” The story could be about a dog that goes on a cruise and eats and dances every night. Or maybe the dog eats a huge piece of cake and dances off the calories at a in ancient Rome. It’s whatever the class decides.

Research shows that a word does not become a permanent part of our vocabulary until we have heard or seen it many times in context. I have a lot of tricks up my sleeve to help you understand new words with confidence through purposeful questioning and repeated exposure to the words in context.

The most important thing in storyasking is that you ALWAYS understand what I am saying, because your brain can only acquire language that it can make sense of. If you ever get confused, all you need to do is (1) make the confused gesture (make a fist and put it in your other hand) or (2) ask me in Latin to clarify. When that happens, I will either explain it differently in Latin or write it in English. I will do my best to make sure that you understand me, but sometimes I won’t see that you’re confused, so you need to be your own advocate and let me know!

Class will be fun sometimes, sometimes not—this is a rigorous academic elective class. I want you to be involved and engaged every day! Sometimes, we will be doing really fun activities or creating funny stories. Other days, we will be learning about important topics and working hard to have respectful, meaningful discussions. Whatever we are doing, we are in it together!!

RULES FOR STORYASKING

✓ Listen with the intent to understand
✓ Use text box to suggest fun answers
✓ One person speaks, everyone else listens
✓ Speak Latin, not English!
✓ Do your 50%
✓ Use our established hand gestures to communicate
The most important link!

**OUR CLASSROOM COURSE:**
www.classroom.google.com
join code: vizxuhh

**HOW TO JOIN:**
Click “+” and enter join code.

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**Weekly Schedule:**

**MONDAY**  
8:55 - 9:45am

**TUESDAY**  
8:55 - 9:45am

**WEDNESDAY**  
No class! Check Classroom for an update and short assignment.

**THURSDAY**  
No class! Go outside!

**FRIDAY**  
7:55 - 9:32am

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**Great Communication begins with Connection**

Oprah Winfrey

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**Online Expectations**

**Communication**
Email me with questions

**Zoom Meets**
- Have camera ON when possible
- Microphone OFF unless talking or in Break Out Room
- Interact with teacher & classmates

**Submitting Work**
Submit all completed work through Classroom. Do NOT email completed work to me!