



**Webb Bridge Middle School**  
**2021-2022 Latin 1 SYLLABUS**

*Through an inclusive community, we commit to cultivate each facet of each child in order to  
 have a positive impact on tomorrow's world.*  
**Exemplifying Excellence Every Day through the Webb Way!**

Respect • Responsibility • Citizenship • Perseverance • Integrity • Positivity

**1. Teachers:**

<u>Teacher Name</u>	<u>Email</u>
Josephus Disraeli	disraeli@fultonschools.org

**2. Textbook:** *Cambridge Latin Course, Unit 2, 5<sup>th</sup> ed.* New York: Cambridge University Press, 2016.

Resource Replacement: Latin Cambridge University Press, Cambridge Latin Course Levels 1-3, 2015; Text (Units 1 and 2) \$124.94 each; (Units 3 and 4) \$84.94 each Caesar de bello Gallico AP Latin; Text \$50.00; Workbook \$29.00 Vergil Aeneid AP Latin Text \$50.00 Workbook \$29.00

Useful Textbook Related Websites: [elevate.cambridge.org](http://elevate.cambridge.org)

**3. Course Description:** The Latin 1 course is designed for the student who is motivated to learn the language and culture of the ancient Romans and their influence on the modern world. Students will develop reading comprehension and grammatical skills in accordance with the Georgia Performance Standards (**GPS**) for World Languages. Students will also learn about Greco-Roman mythology, Roman history and daily life, and derivatives. Students will apply reading comprehension skills throughout this course.

**4. Course Outline:**

<b>First Semester</b>	<b>Second Semester</b>
Stage 13: Infinitives; conjugations of verbs; volo, nolo, possum; -que. Mining and farming; life in the Roman empire; British tribal system.	Stage 17: Genitive case, singular and plural. Roman Alexandria: trade, key buildings, racial tensions.
Stage 14: Infinitives + difficile, necesse; noun-adjective agreement; prepositional phrases; ablative singular and plural. The Romans in Britain; invasions of Caesar and Claudius; Romanization and trade; public buildings and housing.	Stage 18: 4th and 5th declension nouns. Glassmaking; government and economy of Egypt; peasant farmers.
Stage 15: Relative clauses; imperfect tense of possum, volo, nolo; infinitive + debeo. Reaction of the Celts to the arrival of the Romans; Cogidubnus, Cartimandua, Boudica.	Stage 19: Demonstratives hic and ille; imperative mood; noli, nolite; vocative case. The worship of Isis; spring festival, initiation, spread of worship.

Stage 16: Pluperfect indicative active; relative clauses introduced by the accusative case. The palace at Fishbourne.	Stage 20: Present active participle; demonstratives is and ea in the genitive, dative, and accusative cases.
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**The information provided below pertains to policies and procedures consistent in every Webb Bridge Middle School classroom.**

### **GRADING CATEGORIES AND WEIGHTS:**

All middle school course gradebooks at WBMS are set up the same:

- **60% - Major:** An assignment or assessment that is cumulative in nature, measuring multiple standards/skills, and/or when there is a significant amount of dedicated instructional time devoted to the content being assessed. *Major assessments evaluate learning and standards mastery at the end of an instructional unit; possibilities - tests, projects, presentations, papers, and performance-based assessment.*
- **40% - Minor:** An assignment or assessment that measures an individual standard or subset of standards/skills within a unit and/or when there is a small amount of dedicated instructional time devoted to the content being assessed. *Minor assessments monitors, provides feedback, and checks in on student learning throughout the instructional unit; possibilities - quizzes, classwork, **graded** homework.*
- **0% - Practice:** Daily assignments, observations, and/or engagement activities given in class or for homework given to students to build and/or remediate skills. *Practice assessments monitors, provides feedback, and checks in on student learning throughout the instructional unit but does not count in the course grade*

### **GRADING SCALE**

Letter grades will be assigned according to Fulton County's approved grading scale, which is as follows: A—100-90, B—89-80, C—79-70, F—69-0.

### **INFINITE CAMPUS**-Campus Parent and Campus Student Portal

The Infinite Campus portals - Campus Parent and Campus Student - provide access to information for all enrolled students in their household. Information includes grades, attendance, assignments, and school announcements.

Have questions regarding your Parent/Student Portal account? Help is available by calling 470-254-2700 Monday through Friday, 7:30 a.m. - 6:00 p.m. or by emailing [campusparent@fultonschools.org](mailto:campusparent@fultonschools.org)

Please click here for more information- <https://www.fultonschools.org/infinitecampus>

### **LOST/DAMAGED BOOK POLICY**

Students are financially responsible for all books issued by Webb Bridge Middle School. Textbooks may not be left in classrooms, and teachers are not responsible for students' books once books have been issued to the student. The copy issued to the student must be turned in at the end of the course. Students will not receive credit for turning in another student's book, and students may not turn in replacement books. The cost of replacement will be assigned to any student that fails to turn in the exact book she/he was issued and/or to any student that turns in a damaged book.

## **MAKE-UP WORK POLICY**

Students should make every effort to complete any missing work in a timely manner. Student must complete any make-up work at least ten (10) school days prior to the end of the grading period. The student and/or parent/guardian must assume the responsibility for contacting the teacher about any missing work. If the work is satisfactory, no matter if the absence was excused or unexcused, full credit should be given.

## **LATE ASSIGNMENTS:**

In an effort to promote accountability, responsibility, and executive functioning growth, students are expected to submit academic work on the due date assignment by teachers. Work that is not turned in should be marked as a "NHI", until a student turns it in, which counts as a zero in the gradebook.

## **WBMS RECOVERY POLICY**

### Re-teaching/Reassessment/Recovery

Student grades represent what a student knows, understands, and can do. To that end, if students are failing, they are not learning.

- All students will have one (1) opportunity each nine weeks to redo/retake one (1) major assignment/assessment, per course.
- Eligibility for a redo/retake is for students who receive a 79 or below on a specific major assignment/assessment.
- Students are eligible to earn a replacement grade on a redo/retake no higher than 79. ***For clarity, grades should be input into the gradebook as "highest grade.lowest grade" EX: 79.65***
- Student redo/retakes must be completed before the next major assignment/assessment is given or five school days before the end of a marking period if there is not another major assignment/assessment given (exceptions can be made for students who have excused absences during this five-day window).

**If students are struggling, these are suggested academic skills to avoid reassessment may include:**

- Regularly attended help sessions
- Conferenced with teacher
- Completed all unit work
- Actively engaged in class
- Ask and respond to questions in class
- Completed study aides prior to assessments when provided
- Participate in class activities
- Taken notes and create study aides

## **WBMS CONTENT HELP SESSIONS SCHEDULE**

**HELP SESSION SCHEDULE (Students may attend any teacher's help session)**

Monday—ELA/Reading/World Language

Tuesday--None

Wednesday—Math

Thursday— Social Studies and Connections

Friday—Science

## **COMMUNICATION WITH FACULTY**

### [WBMS Communication Protocol](#)

#### **HONOR CODE:**

To embrace our value word integrity and to encourage good study habits, fair competition, and positive development in the area of academics, the Webb Bridge faculty supports a strong policy for academic honesty. Student assignments turned in for grading should be the sole work of that individual student. To prevent cheating, including plagiarism, students may not collaborate with other students or adults on their assignments unless the teacher has given explicit permission to do so. This includes the giving or receiving of information in any manner, including electronically. In situations where collaboration is allowed, the teacher will clearly define what level of collaboration is appropriate. Under no circumstances is it acceptable for two students to submit identical work, unless the assignment included a group component that makes it permissible or copy and paste from a resource. Students are encouraged to consult with their teacher regarding what level of collaboration is acceptable prior to completing an assignment.

An environment of academic integrity is the work of all members of the WBMS community; thus, the duty to report any part of academic dishonesty falls on all including students. If any community member suspects or witnesses academic dishonesty, he or she is required to report the incident immediately (within 24 hours) to his or her teacher or administrator. Students who knowingly make false accusations are subject to disciplinary consequences.

Students who are found in violation of the WBMS Honor Code Policy will receive academic and disciplinary consequences. Students will be responsible for re-assessment up to 70 percent and disciplinary consequences will be based on the student's responsibility cycle. Classroom teachers will handle infractions that fall in the formative assessment category; grade level administrators will handle infractions that fall in the summative assessment category.

Students will learn about the school honor code and will sign an integrity commitment in Compass.

\*No electronic device may be displayed during any assessment without the explicit direction from the teacher. Violating this requirement may result in an Honor Code violation.

#### **MIDDLE SCHOOL WORLD LANGUAGES PHILOSOPHY**

Language and communication are at the heart of the human experience. Early exposure to language instruction offers students the opportunity to attain high levels of proficiency. Fulton County Schools provides an articulated WL program beginning in the 6th grade in order to provide a long sequence of language study. We offer Spanish and French in every middle and high School. In select schools we offer Arabic, Chinese, German, Japanese and Latin. We also offer American Sign Language via Fulton Virtual School.

Goals: The goal of Fulton County Schools World Languages is to guide students in their mastery of the FCS World Languages Prioritized Standards [adopted from the American Council on the Teaching of Foreign Languages (ACTFL) national performance standards] by providing proficiency-based instruction that is personalized to student needs. Specific proficiency targets for middle school fall in the Novice and Intermediate-Low levels of the ACTFL Proficiency Scale.

For Modern Languages, these standards consist of “The 5 Cs”:

- Communication – students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.
- Culture – Students will learn about target culture products, practices and perspectives.
- Connections – Students will connect aspects of their target language learning with information acquired in other subject areas such as math, science, social studies, English and the arts.
- Comparisons – Students will demonstrate an understanding of the nature of language and culture, making comparisons between those of the target language and their own.
- Communities – Students will find and engage in the target language outside of the school environment and show evidence of building a life-long skill for their own personal enjoyment and enrichment.

For Latin, these standards consist of “The 4 Cs”:

- Communication – students will read passages, comprehend spoken Latin phrases, quotations, and expressions, and provide accurate, written English translations.
- Culture – students will demonstrate an understanding of perspectives, practices, and products of the Greco-Roman culture.
- Connections – students will reinforce and further the knowledge of other disciplines through the study of Latin.
- Comparisons – students will acquire information and recognize distinctive viewpoints via the study of Latin and the Greco-Roman civilization, as well as identify similarities and differences in ancient Roman and contemporary culture.

By the end of middle school, students will be in the novice-high proficiency level in the target language of which they are studying. For more information regarding what students can do by the end of middle school world language coursework, please refer to the following link: <https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

Program Description: Students in 6th grade, based on their performance on standardized reading assessments in elementary school, may have an opportunity to enroll in year-long or nine-week world language courses. These are designed to introduce students to the sound system, to cultural information, and to using and understanding basic expressions. Students are engaged in a variety of hands-on and role-play activities to immerse themselves in the target language. These experiences will help students determine whether to continue in that same language or to change to another language which they will pursue in the seventh and eighth grades and beyond. Grades 6, 7 and 8 Students may begin formal language study in either sixth or seventh grade by selecting the one language, offered at their school, they would like to pursue. At the conclusion of both the grade seven and grade eight world language program, students will have completed the equivalent of the level one high school course and may be eligible for level two language study in grade nine. Students who successfully complete the grade eight course may receive one unit of credit toward high school graduation. Successful completion can be defined as four (4) semesters of the same World Language in which the student has received a grade of 70 or above. A passing grade is necessary in the first and second semesters of grades seven and eight in order to receive a High School credit. Passing scores are based on individual semesters and are not averaged.

Textbooks:

Chinese EMC Publishing, Zhēn Bǎng! Level 1, 2017

French Vista Higher Learning, D'Accord Level 1, 2015

German Vista Higher Learning, Mosaik Level 1, 2018

Japanese Cheng & Tsui, Adventures in Japanese Level 1, 2015

Latin Cambridge University Press, Cambridge Latin Course Units 1 and 2, 2015

Spanish Vista Higher Learning, Descubre Level 1, 2017

Assessment: Assessment is an important part of the educational process that communicates the value which our society places on learning. Assessment results keep both parents and students informed about their progress in the course. Students are evaluated in a variety of ways including unit tests and quizzes (both teacher-made and commercially-produced), oral and written performance on designated material as well as impromptu situations, responding to questions and other language expressions, class participation, projects, and completion of class and homework assignments. Performance based assessments are also used throughout the school year to assess student proficiency in speaking and writing. District-wide Final Common Assessments are administered at the end of the school year to assess overall student performance.<sup>1</sup>

#### Proficiency Targets (Level I)

Interpersonal (Novice Low)

Speaking (Novice Low)

Listening (Novice Low)

Reading (Intermediate Low)

Writing (Novice Low)

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<sup>1</sup> Performance Based Assessments and oral communication do not apply to the evaluation rubrics within the Latin program. All other areas of communication (e.g., reading, translation, composition) are applicable for assessing students' Latin language skills.