

TEACHING PORTFOLIO



Jennifer Brown

August 2009

LAT9N 4770: Methods and Materials for Teaching Latin

Professor R. A. LaFleur

TABLE OF CONTENTS



INTRODUCTION.....	3
CURRICULUM VITAE.....	4
TEACHING PHILOSOPHY.....	6
SAMPLES OF ARTIFACTS.....	8
Syllabus	9
Lesson Plan	10
Quiz design	12
Quarter Project	13
Samples of reading, writing, and listening assignments	15
Rubric example.....	16
EVALUATIONS	17
GOALS	17

INTRODUCTION



This portfolio is designed to illustrate my advancement and evolution as a teacher and as a student of languages, history, and education. It is my hope that this portfolio will demonstrate a comprehensive guide to my educational methods, techniques, and beliefs.

The main focus for the portfolio is for Latin IA and IB, which is taught in the 7th and 8th grade, respectively. Examples of syllabi, assessments, and projects for Latin I, II, III, IV Honors, and AP Latin, as well as World History are available upon request.

CURRICULUM VITAE



Education

1997-2000: Randolph-Macon College

Bachelor of Arts in History and Classical Studies with a concentration in Latin

Eta Sigma Phi

Teaching Experience

2008-2009: Spotsylvania County Public Schools

- *Latin IA*: 7th grade introductory course of Latin part I
- *Latin IB*: 8th grade introductory course of Latin part II
- Certamen Sponsor

2005-2006: Walsingham Academy- Upper School

- *Latin I*: 8th-12th grade introductory language course
- *Latin II*: 9th-10th grade introductory language course
- *Latin III*: 10th grade upper level language course; Caesar and Cicero
- *Latin IV Honors*: Vergil
- *AP Latin*: Ovid and Catullus
- *World History*: To the 1500's
- Latin Club Sponsor

2002-2005: Alexandria City Public Schools

- *Latin IA*: 7th grade introductory course of Latin part I
- *Latin IB*: 8th grade introductory course of Latin part II
- *World Languages*: 6th grade foreign language course
- *Math*: 6th through 8th grade general middle school math courses
- *Science*: 6th grade earth science course; 7th grade life sciences course; 8th grade physical science course
- Latin Club Sponsor
- Certamen Sponsor

CURRICULUM VITAE (CONTINUED)

Professional Development

Curriculum Development:

- World Languages' Geography Curriculum Development Committee(2003)
- Latin I, II, III textbook adoption committee (2006)

Supplemental Courses in Education:

- Reading Strategies for Students with Mild Learning Disabilities (2003)
- Introduction to Talented and Gifted Education (2003)
- Introduction to Talented and Gifted Curriculum (2004)
- Methods and Strategies for the Talented and Gifted (2005)
- Vergil's Aeneid (2006)
- Ovid's Amores and Metamorphoses (2009)
- Methods and Materials for Teaching Latin (2009)

Professional Development Courses and Activities:

- Incorporating Dance and Movement into World Languages (2002)
- American Memory Professional Development- sponsored by the Library of Congress (2005)
- Co-Teaching and Special Education in the classroom (2008)
- World Languages Fair (2009)
- New Teacher Orientation for Spotsylvania County Schools (2008/09)

Professional Organizations

- American Classical League

Professional Interest

- Archaeology
- Cultural Anthropology
- Historical Geology
- Climate changes and its affect on history
- World history – Greek, Roman, Egyptian, British, French, and Russian
- Early Colonial history and American cultural history
- Language acquisition
- Languages study (beginner level): Greek, Russian, French, and Italian.

TEACHING PHILOSOPHY



Classical studies are my life. I have studied Latin since 8th grade and my scholarship has continued for the past twenty years. My junior year in high school was my first clue that I was to become a Latin teacher. My peers decided that it was the right career choice for me. I had tutored a number of them in Latin I-IV; I loved everything about Latin and classical history; I was very active in the Latin Club and served as the president during my senior year. So to become a Latin teacher was the obvious choice, but my real goal was to become a world famous archaeologist. It incorporated everything I loved about languages, cultures, and history.

So how did I end up being a Latin teacher? I have been told that it is in my blood to be an educator, and hence a life-long learner. While I was an archaeologist here in the States, I served as an instructor in field schools for elementary and middle school students. It was a great opportunity, which allowed me to share my knowledge of archaeology and the classical world. To see the students with a sparkle of curiosity in their eyes, to have them go home with excitement for learning makes teaching worthwhile. I strive to instill in my students the same passion for learning, so that they too will become life-long learners and continue in their studies of Latin and history.

My philosophy for teaching involves these following concepts:

Inspiring and Fun. Lessons and activities should be challenging for both teacher and students. Students learn more from being active learners rather than passive. Teachers should find challenges in delivering assignments in new and exciting ways to keep students active in the learning process. I strive to find new methods to inspire students to participate actively in discussions and conversations within the target language and to keep students excited about the language.

Community and Individuality. Students are valued for bringing something new to the table each class. They are encouraged to ask questions, to seek answers, and to present these ideas to class through a variety of media outlets. Students realize through discussions that they have similar interests and goals that lend to a sense of community in the classroom.

Real World Application. Middle school students have unmatched curiosity, and it makes them the most ideal group of students to teach. My goal is for students to realize the importance of the classical world, and its influence on the modern world. Introductory Latin course is a wonderful forum for students to research the history of human thought and ancient influences. I incorporate core subject curricula and modern language studies into Latin as much as possible. For example, students research geographical influences, while studying historic events.

Flexibility. I strive to be flexible in scheduling lesson plans for students' interests and learning styles. For example, I have chosen over the past years of teaching to implement several forms of alternative assessments for students. Students create portfolios of classroom activities that show competency in the *Ecce Romani* chapters. This is great for students who have test anxiety. I also have implemented writing assessments for Latin IB, so that students can demonstrate their proficiency in all concepts presented in the book. I would like for students to go beyond just the grade and find motivation in knowledge gain in the class.

Learning. Communication is the key to learning a language. Students must be expected to speak, listen, read, and write in the target language. Students participate in Total Physical Response activities, where they perform commands and respond to dialogue. Writing prompts also offers a way for students to express ideas and thoughts concerning the classical world. All of which leads to the long-term goal of reading comprehension and literature appreciation in the upper levels of Latin.

SAMPLES



- Syllabus: Attached is a syllabus for middle school Latin IB course.
- Lesson Plan: The following lesson plan is designed for a 90 minute block for a middle school classroom. The main goal is to increase reading comprehension and vocabulary skills. Students work in a cooperative group setting to study the new vocabulary, to improve reading and listening skills, and to discuss modern debates about the classical world. Students are also encouraged to evaluate different perspectives when debating activities, as well as expressing themselves in a writing format.
- Quiz: Students have some small assessment everyday. Some take a form of vocabulary or grammar quiz. This particular quiz grade is where students are to demonstrate their understanding of verb tense through a creative outlet. Grading is based on the general writing rubric from the beginning of the year.
- Quarter Project: I often give projects based on interest of my students and learning abilities I have in class. It is one of the many ways I differentiate instruction in class. Mythology projects are always popular with my middle school students. This particular project list has readings of varying grade levels, art projects that involve technology and different artistic abilities, writing of original compositions, creation of games for students, and research topics. Students can also choose assignments that require them to compare and contrast ancient cultures beliefs with that of the Romans and Greeks, and research topics that find allusions of mythology in the modern world.
- Brief summaries of writing journals and Latin compositions; speaking and listening activities.
- Rubric: This is a rubric I have used this past year and is adapted from the Fairfax County foreign language curriculum (2004). Although the rubric is based on writing assignments, I use the same measurement with other projects. This is given to students at the beginning of the year, and is referred when students are writing journal entries and Latin compositions.

Latin IB
Syllabus 2008-2009
Ms. Brown

TEXTBOOKS:

Ecce Romani I

Ecce Romani – workbook IA

Latin/ English Dictionary

COURSE OBJECTIVES:

Latin IB is the second part of the Latin I course. You will be finishing the final 13 chapters in the *Ecce Romani* textbook. The following is a list of overall objectives for the Latin IB course.

- Students will understand simple written Latin based on a variety of subjects and presented through different types of media.
- Student will use orally, listen to, and write Latin as a part of the language learning process.
- Students will develop an awareness of Roman culture through the study of perspectives, products, and practices, and understand how each is interrelated.
- Students will understand how the study of Latin and Roman culture will reinforce other subject areas.
- Students will compare the basic structures and vocabulary of Latin to that of other Romance languages and English.

NOTEBOOK/SUPPLIES:

- 3-ring binder with dividers (with tabs)
- Pencils or erasable blue or black pens – Please use pencils, or erasable pens, for assignments. It is easier to read and allows for mistakes to be easily corrected.
- Loose leaf paper

EXPECTATIONS:

- Be on time to class.
- Be respectful to each other and to school property.
- Be responsible for your actions.
- Be neat on your assignments.
- Be prepared for class.
- ALWAYS ask questions when you do not understand.

GRADING SYSTEM:

The grading system includes: tests on every four chapters, one project per quarter, vocabulary and grammar quizzes, journals, class work, and homework. The weights of each of the grades are as follow:

- Test and Projects – 50%
- Quizzes – 15%
- Notebooks – 15%
- Homework/Class work – 20%

A = 93-100

B= 85-92

C= 77-84

D= 70-76

F=69 and below

LESSON PLANS: Latin IB – 8th grade
90 minute block schedule

OBJECTIVE: Students will:

- speak and listen to chosen passage for reading comprehension;
- learn new vocabulary and derivatives;
- learn the future tense for the first and second conjugations;
- learn 1st and 2nd declension adjectives and how they agree with nouns;
- translate the story of Io using new grammar learned;
- identify attributes of the gods and goddesses through the use of art;
- develop an understanding of Greek and Roman mythology – how they differ and alike;
- read current event articles concerning the classical world and art.

MATERIALS: Ecce Romani, Latin to English dictionary, worksheet on new vocabulary, Adventure's of Io translation.

WARM-UP: (20)

1. Classical Moments - Students give examples of allusions to classical world that they have seen in everyday life.

2. Vocabulary

- Students will be given a handout of new vocabulary words they will see in the translation of "The Adventures of Io" from 38 Latin Stories.
- Students will determine the meaning of each of the words by identifying derivatives.
- Go over vocabulary

3. Anticipatory Guide

- Questions pertaining to the Jupiter and Io (English).

How much do you know about Jupiter and his antics? Write true or false next to the following statements to test your knowledge.

1. Jupiter never worried about Juno's anger.
2. Juno is just another one of those ditzy deities.
3. Io was turned into a chicken.
4. Argus defeats Mercury in the battle to free Io.
5. Argus has been memorialized on the tail of the peacock.

INTRODUCTORY: (30)

1. Translation

- Students translate "Adventures of Io" adapted from 38 Latin Stories. This is supplementary text to further the understanding of Latin grammar.
- Students scan text to find words they do not know or have trouble with.
- Students read text aloud to each other.
- Students try to summarize what they had just read in Latin to see if they understand the text.
- Translation of the text.

2. Assessment

- Responde Latine - Students will be questioned orally and in writing for reading comprehension. This will allow students to correct their anticipatory guides.

3. Closure to Translation: TPR – review vocabulary, use commands

PRESENTATION: (15)

- Lecture on the Elgin Marbles and the Parthenon with visual aids - PowerPoint.
- Article "Parthenon marbles back in play" from Art in America.

GROUP ACTIVITY: (20)

- Discussion web: Should the Elgin Marbles be returned to Greece?
- Students will gather in groups of four to discuss the article and the discussion web.
- One student from each group will be asked to write on the board two reasons for each side- yes or no.
- Vote.

CLOSURE: (5)

- Students will be asked to write a RAFT or point of view chart about the Elgin Marbles for homework.
- Read poem by Lord Byron. To give yet another perspective on the theft of the marbles.

QUIZ

Objective: Create a story board that uses all six tenses for verbs.

Materials: White construction paper (8 ½ x 11)
Color Pencils or markers
Latin dictionary

Scenario: What really happened to Flavia after the Cornelian family left?

Directions:

Pre-Plan: Write a summary of your story

Write: Write out six English sentences that have six tenses in an order that the story would make sense.

Translate: Translate the sentences into Latin.

Edit: Check your work for endings, spelling, punctuation, and macrons.

Draw: Fold your paper into eighths. Two squares will be used for your title and the ending credits, and the other six are, of course, for drawing and the Latin descriptions.

Latin Project – Mythology



This quarter's project has plenty of items to choose from. Notice that each of the categories has several choices to choose from with point values (out of 100) assigned to each of the assignments. In order to receive all points your project must be NEAT and PRESENTABLE and COMPLETE. Keep in mind the rubric when completing the project from the beginning of the year. You may turn in portions of the project as the quarter progresses. Turn in the project list at the end to tell which projects you have decided on.

Readings

Ovid's Metamorphoses (50 points)

Virgil's Aeneid (50 points)

Homer's Iliad and Odyssey (50 points)

- Read and complete a questionnaire on each of the readings to receive full credit.

Percy Jackson Series (25 points)

- Compare and contrast the Percy Jackson Series allusion to myth. How is the story accurate or inaccurate in the portrayal of the mythological characters (e.g. Zeus)? Must be at least three pages in length.

Advertising

- Compile a list of advertisements that have used mythology to promote their goods. Explain the importance of each of the characters used in the ad and how it promotes the product. Present the ads in any format that includes a picture. You must have 10 ads or products to receive full credit. (15 points)
- Create 5 advertisements using myths for everyday product that you use. You may create a poster, commercial, etc. for display. Be creative. The more creative the more points you will receive. (20 points)

Writing

- Create a children's book involving ancient Greek and Roman myths. (15 points per story)
- Create your own myth. Must be at least 2 pages long. (10 points each + 5 points for drawings)
- "This is who I am" – write a 2 page essay on which character in mythology that you most identify with. (10 points)
- Write a play based on a myth and perform for class. This can be a group assignment. (20 points for each of the people participating)
- Create a complete family tree of the Greek Gods. Basic family tree – 5 points, Illustrations of characters, art, geography, architecture – 25 points maximum.
- Find allusions to myths in your literature books. Explain each of them and how they relate to the story. An example is Prometheus description used to describe a character in the story Raisin in the Sun. (2 points for each of the examples).

Research

- Research other cultures religion and mythology. Compare the different culture’s religion to that of Roman and Greek. What does the religion and myths of these cultures tell you about the people? For example – creation and apocalypse stories. Essay must be at least 5 pages (maximum of 50 points).

Games

- Create a board game based on mythology. You may use the game “By Jove” as an example. (25points)

Greek and Roman myths in the Arts

- Visit an art museum. View the sculptures, pottery, jewelry and coins of ancient Greece and Rome. Record the myths that inspired them. Draw sketches of some of your favorite items. (10 points for each)
- Find photographs of the famous buildings of ancient Greece and Rome (e.g. Parthenon, Pantheon, and Delphi). Prepare a PowerPoint to present to the class for about five of them. (20 points)
- Find pictures of Greek vases. An excellent site to find items is the Perseus Project (www.perseus.tufts.edu). List the myths that were used in the decoration of the vases. (15 points)
- Model a figure out of clay of one of the heroes or gods from the myths. (20 points)
- Make your own design on paper to be used for one of the following: a vase, a shield for a hero, or a robe for a goddess. (15 points)
- Research Roman frescos and the different styles. Using the different styles as a guide, create a panel mural depicting one of your favorite myths. (maximum of 50 points)
- Create a mosaic with a mythological creature that we have studied this quarter, or one that is depicting a story from D’Aulaires’ mythology book (max.50 points)

DUE BY JANUARY 31



Nomen: _____

Final Grade: _____

Assignment	Date	Out of ____ points	Points received
TOTAL			

SAMPLE READING, WRITING, AND LISTENING ASSIGNMENTS

- **Journal Writing Samples**

- RAFT's: R.A.F.T is a writing assignment where students take on a role in a story, select an audience, choose a media format, and a topic. Roles can be a historical figure, mythological creature, or fictional character depending on the lesson for the day. Format of the assignments can vary from a speech to a diary entry, and for those who are more artistically inclined, I allow them to create murals as long as they keep in mind the perspective of the story. An example is the founding of Rome story. Here were the choices I gave the students.

Role = Romulus, Remus, Mars, Rhea Silvia, She-wolf

Audience = Latin class, the gods, children, senate, etc.

Format = speech, diary entry, mural, etc

Topic = founding of Rome (using historic evidence)

- Response essay: Students read an article or story and answer an opinion question, or they reflect on what they have learned.

- **Latin Composition**

- Children's book: This is an end of the year assignment which I assign for both levels of Latin. Latin IA students compose a number and colors book using adjective and noun agreement. Latin IB students translate a children's book into Latin or write an original story. These books are later passed to World Language 6th grade class to be read to the students.

- **Total Physical Response**

- TPR: Students use manipulatives to perform commands given by the teacher. This is a great warm-up to review vocabulary words. The teacher can then change the vocabulary forms to increase morphology awareness and aural proficiency.
- Drama: This is a particular favorite among the students. Ecce Romani has a few plays intersperse through the chapters. Traupman's Conversational Latin for Oral Proficiency offers great scenarios for students to practice and perform in class. These plays can be revamped to accommodate learning styles and language proficiency.

RUBRIC

.5 – 1 points = Does Not Meet Expectations = 69 – 76% (D)

- Minimal task completion
- Content is inappropriate to subject matter
- Text is not comprehensible
- Attempted use of complete sentences
- Inaccurate use of vocabulary
- Inaccurate use of sentence structure
- Incorrect spelling, use of macrons, and punctuation.

1.5 – 2 points = Almost Meets Expectations = 77-85% (C)

- Partial completion of task
- Content somewhat appropriate to subject matter
- Text requires interpretation by reader
- Use of complete sentences but repetitive
- No cohesive devices in the text
- Somewhat inaccurate use of vocabulary
- Emerging use of basic language structure
- Somewhat inaccurate spelling, macrons, and punctuation

2.5 – 3 points = Meets Expectations = 86 – 92% (B)

- Completion of task
- Content is appropriate with well developed ideas
- Text is comprehensible, requiring little interpretation
- Emerging variety of complete sentences
- Adequate and accurate use of vocabulary
- Emerging control of basic language structures
- Mostly accurate spelling use of macrons, and punctuation

3.5 – 4 points = Exceeds Expectations = 93 – 100% (A)

- Superior completion of task
- Ideas are well-developed and organized
- Text is comprehensible requiring no interpretation
- Variety of complete sentences
- Rich use of vocabulary
- Control of basic language structures
- Few or no errors in spelling, use of macrons, and punctuation

EVALUATIONS



QUOTES of ACCLAIM

“Ms. Brown creates a positive learning climate.”

“Ms. Brown has done a wonderful job with the students and encourages them to do their best.”

“...good job circulating, providing individual instruction and assistance.”

“Students were well behaved and actively participating in the class. Specific commendation – students view and correct their errors.”

“Her efforts and energy is boundless...she works well with this supervisor and implements ideas and suggestions willingly.”

“Ms. Brown is well respected and liked by her students and has been able to build our Latin program significantly during her time (at our middle school).”

“Jennifer’s work was exemplary. She was enthusiastic, self-motivated, and eager to master new subjects. Jenn combines natural intelligence with diligence and resolve to create an ideal employee.”

GOALS



My future goals and professional development will focus on:

- incorporating more technology into instruction;
- continuing to research new methodologies to meet the needs of individual students;
- incorporating oral practice in lesson plans through TPR activities and plays;
- researching strategies so that students will improve reading comprehension and vocabulary skills.