



Classical Charter School Language Committee
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LANGUAGE COMMITTEE MEETING MINUTES

February 11th, 2016, 3:50- 4:50 pm
Classical School Room 122

- ❖ Attendance -
Stacey Foley, Tom Bomann, Gwen Bomann, Staci DeGoey, Bridgette Osorio, Jessica Crownhart, Ellen Holcomb, Anna Cihlar, Sara Lariviere, Sarah Roe, Nancy Fischer, Joanne Bielmeier, and Kiran Chawla

- ❖ Latin pacing/pronunciation discussion with K-3 teachers
 - Latin would be covered in K-3 for a total of no more than 30 min/week, with no mastery expectation or tests, using the Memoria Press (MP) materials (booklets) in ecclesiastical pronunciation. Some optional activities provided by Memoria Press could be used in addition to classroom recitation.
 - When the teachers would teach Latin during the day would be at their own discretion, and they could choose to group lessons together. It is expected that nothing will be cut from other curriculum to allow incorporation of Latin instruction. Rather, since there is no expectation of mastery and the primary goal of Latin instruction in K-3 is exposure to/familiarization with the language, Latin words could be incorporated as everyday phrases when possible and/or used for transition management. For example, the first four lessons of the kindergarten curriculum are greeting words that could be incorporated in one lesson and used throughout the year when students greet their teacher.
 - While it is expected no other curriculum will be cut to allow incorporation of Latin instruction, teachers may use their discretion regarding the detail with which other material is covered, looking for areas that may be covered to a level that is not necessary. Possibilities may exist to scale back the redundancies in some areas to allow time for Latin instruction. For example, it was noted some teachers may currently spend a lot of extra time on things such as Core Knowledge sayings that may not be entirely necessary to student understanding.
 - Implemented in this way, the entire booklet at each grade level should be possible to cover in a school year; however, ideally at least half the booklet at each grade level is expected to be covered. Instruction in a grade does not depend upon instruction in the previous grade. If, for example, only half the booklet were covered in 1st grade, those students in 2nd grade the following year would not be behind in instruction. Each year's booklet begins at the same point, merely covering material a bit more quickly. MP has flash cards that could be used in small groups of students and larger visuals could be made for the classroom. CDs are available for help with pronunciation.
 - The curriculum will be revisited over time, with the Language committee checking in after the first 3 months of the 2016-17 school year by meeting with the K-3 teachers. At this point ideas would be shared to improve the program.
 - By middle of March all the training material will be provided to K-3 teachers.
 - 2nd and 3rd grade material will be the same for the upcoming school year, with a different program to be developed with the help of Memoria Press for year two of the implementation (2017-18) in 3rd grade. The time allotted for Latin in these grades will remain no more than 30 minutes/week.
 - Starting with 4th grade, which is not scheduled for implementation for the upcoming school year, the plan is to teach for 45 min/week with Latin roots & phrases removed from the existing curriculum for 4th grade and up.
 - Eventually tying Latin to Spanish could be beneficial, perhaps syncing same vocabulary words between Spanish and Latin for the grammar concepts.
 - An email will be sent out to the K-3 teachers to gain feedback regarding concerns with the implementation, before the proposal is sent to the board for approval of the Latin implementation plan for K-3 for the 2016-2017 school year.
 - Different Latin levels and grade level implementation discussion summary:

- 1st form Latin can stand on its own as is the beginning of Latin grammar study in earnest. Latin instruction prior to 1st form Latin, which is slated for 5th grade, is intended to create exposure and introduce grammar concepts in 4th grade.
 - In Prima Latina, which may be used in 2017-18 in 3rd grade, Latin concepts could be tied to Shurley Grammar. For example, Latin nouns could possibly be introduced while nouns are being reviewed as part of Shurley Grammar to utilize class time efficiently. Prima Latina used in this way would provide an introduction to the MP Grammar School Latin program.
 - Grammar School Latin is the grammar school teaching of Latin which is currently slated for use in 4th grade.
- ❖ Review teacher training opportunities/pronunciation discussion
 - Continuing with ecclesiastical pronunciation, which is currently used in the instruction of Latin roots and sayings, is desirable to maintain consistency and leverage existing expertise with this pronunciation. Also, per Paul Schaeffer at Memoria Press, ecclesiastical pronunciation is more natural to the new Latin learner, and there is also more exposure to the ecclesiastical pronunciation in everyday life in music, and medical and legal terminology. Classical pronunciation is used almost exclusively in the study of classics in a college setting.
 - There are more classical Latin pronunciation training opportunities available for adults; however, Memoria Press has student materials in ecclesiastical pronunciation, including DVDs that could be used for teacher training.
 - The Summer Symposium will likely be used for some Latin teacher training. The committee can work together to help determine this training. Any instructor that would be brought in for teacher training should be capable of conducting training in either pronunciation, per Paul Schaeffer.
 - Also per Paul Schaeffer, the transition from ecclesiastical to classical pronunciation, should a student choose to continue their Latin study after Classical School, is relatively easy at that age, taking about a month to transition.
- ❖ For 4th grade and above, use of Memoria Press (MP) materials vs. Classical Academic Press (CAP) Materials
 - Mrs. Foley briefly reviewed MP and CAP materials to compare them to Shurley Grammar
 - CAP is possibly more enticing to the students with more graphics; however, some considered the CAP materials too busy/distracting in their design
 - MP has provided us with a lot of support, including producing the K-3 materials specifically for Classical School. The MP materials are cleaner and follow a more typically classical approach.
 - Need some direction with regards to philosophy from the board. The board needs to determine if the use of CAP materials are worth considering or if the materials are not a philosophical fit at all.
 - If the board agrees that CAP materials need to be looked at, the Language committee can spend the time to see which materials would work best for Latin training for grades 4 and above
 - Per Sra. Cihlar, as a language teacher you don't translate, you read/write and work on the grammar concepts. Language acquisition comes from comprehensive activities. Sra. Cihlar could be consulted to develop activities for Latin instruction.
- ❖ Action items:
 - Joanne will send an email to K-3 grade teachers regarding concerns about materials & implementation, prior to bringing the proposal to the board in March.
 - Nancy will have both the CAP and MP materials available for the board to review.
 - Joanne will send an email to the board asking them to review the materials prior to the next board meeting in March.
 - CCSA board will review the CAP and MP materials to decide if the Language committee needs to look at CAP materials as an option to be used for 4th grade and above and vote on it during the March meeting
- ❖ Public comment - None

Conclusion

- ❖ Next meeting : possibly on April 14th after school. Committee members and all other interested in attending, please check your calendars and let Joanne Bielmeier know your availability.