



**JOHN F. KENNEDY HIGH SCHOOL
COURSE SYLLABUS
DEPARTMENT OF WORLD LANGUAGES**

LATIN LEVEL AP LANGUAGE

A College Board Approved Advance Placement Latin class

Fall 2016 – Spring 2017

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Sciens libertas est.

Vis vobiscum.

INTRODUCTION

This AP Latin course is designed to give students the experiences needed to be successful on the College Board AP Latin exam. The course's goals are to develop the students' abilities to translate the required passages from Caesar's *De Bello Gallico* and Vergil's *Aeneid* into English as literally as possible, to help them understand the context of the written passages (including the political, historical, literary, and cultural background of each author and text), and to help them understand the reasons behind the particular style of writing and the rhetorical devices employed. The course should also help students to be successful in analyzing Latin passages to understand how and why the author uses the language in a particular way and the effects he is hoping to produce. Students will learn to analyze the text and draw their own logical conclusions. This course should give students tools to read Latin prose and poetry aloud and with accurate comprehension and appreciation. For the Vergil text, students will learn dactylic hexameter and how it is used to enhance the text and create effect, and students will scan and read the poetry at least once a week.

ENGLISH READING REQUIREMENTS

Students will read *De Bello Gallico* and the *Aeneid* in English, and demonstrate knowledge of the major themes, events, characters, and relevant historical background. Students will also receive handouts and articles that complement their reading, and which are designed to enrich their understanding of the primary sources. Each quiz and the comprehensive final exam will include questions concerning the texts in English as well as in Latin, and all essays must include analysis drawn from the readings in English.

TEXTBOOKS

Caesar – Mueller, Hans-Freidrich. Sprague, Donald, ed. *Caesar: Selections from his Comentarii De Bello Gallico*. 2012.

Vergil – Weiden, Barbara. Buchholz, Bridget, ed. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. 2012.

COURSE DESCRIPTION

This course is designed as an advanced Latin course. It will put into practice what you've been learning for the last three years. At first, it will seem tougher than last year, but then this class will be easier, as you find your feet. Stick with it, because this is what you've been working toward for the last 3 years.

PEDAGOGY

There will be a tremendous focus on translation and understanding the contexts of what we translate. Students will be required to translate at home daily, in addition to daily translations in class. Parsing will continue in class as well. Most translations in class will be with your fellow students – as groups do better than individuals when trying to understand the meanings behind the meanings. Tuesdays are reserved for weekly quizzes, which will include scansion, parsing, and text analysis. Further practice of these aspects will be done at the first fifteen minutes of each class. Mondays will be scansion, Wednesdays will be short-answer text/theme analysis, Thursdays will be parsing, and Fridays will be sight-translating and reading both prose and poetry aloud. The rest of the class period will be translating and discussing the AP texts.

REQUIREMENTS

Students will be required to bring their own pens, pencils, paper, and textbooks to class daily. Additionally, they will need to bring their notes to class daily, maintain a binder, and bring any work to class that the instructor has given out.

In short, bring your binder, book, and pen to class. If you come to class wearing a shirt and shoes, if you bring your cell phone to class, you can bring these things that matter to your grade.

BINDER

Keep your binder in five sections, in this order (with the syllabus at the very beginning):

Vocabulary/Grammar Notes/Scansion

Cultural Notes

Classwork/Homework

Quizzes

Funny Quotes the teacher has said in class

PARTICIPATION POLICY

Any hope you have of learning a language depends on your participation verbally and loudly. Shyness is not a good excuse. We will all sound foolish learning a language, so get past that. Participate well, loudly, and often, and I guarantee you will do well. If you do not want to participate, you will not be allowed to remain in class. You have the right to fail, just not in my room.

ESSENTIAL CLASS RULES

- Be respectful at all times of the teacher, the classroom, your fellow students, and yourself. I will make sure that you do so.
- Your cell phone should be on silent in your pocket or book bag, unless approved by the instructor. Anything else risks immediate confiscation by the instructor.
- Tardies are not acceptable. You will miss class time, and it is disrespectful to the learning process.
- You must be working if you want to stay. Students have a right to fail, but not in my room. If you're here, you're working.
- Other class rules are posted in the classroom. Your attendance confirms your agreement to abide by these rules.

TARDY POLICY

As stated above, tardies are unacceptable. You are allowed 5 tardies a semester. You need to keep track of how many times you are tardy, because I will only tell you when you've gone over 5, by assigning a detention. Tardy means missing class, or not being ready when the bell rings. If you are late to class, you are tardy. If you go to the potty, you are tardy. If you do not have your materials out and ready, you are tardy. This is why I give you 5 for free. You should not need to go to the bathroom during class more than once a month. If you need to do so more often, reschedule your day.

CELL PHONE POLICY

Do not have your cell phone out or audible during class, unless otherwise directed by the instructor. Your phone will be confiscated, and it will be turned in to the office upon the first offense. Please, save yourself the trouble, and me the paperwork. Just go without the danged phone for an hour while you're with me. If your family really needs to get a hold of you, they will call the school, or you can get to it after this class. If you believe you have an exception to this rule, you must see me ahead of time.

GRADING POLICY

A = 90-100%
 B = 80-89.99%
 C = 70-79.99%
 D = 60-69.99%
 F = 0-59.99%

The grading will go as follows:

Quizzes	33%
Translations/Scansion	33%
Comprehensive Final	34%

Quizzes: Students will take a quiz over the assigned passages each Tuesday. Quizzes consist of giving a literal translation of a section of the passage; short answers on identifying themes and uses of the language including literary devices historical & cultural content, literary techniques, parsing relevant grammar & high frequency vocabulary, and scansion. Every major book will have a Cumulative Review Quiz (CRQ) which will take on the form of a timed essay based on a passage, which students must interpret and analyze, using textual evidence to support their claims. Additionally, the CRQs will contain timed selections of multiple choice questions based on grammar, vocabulary, and content from the course's translations.

Translations/Scansion: Students will literally translate the assigned texts (Caesar and Vergil), additional weekly sight-translations (in addition to Caesar and Vergil, prose and poetry consisting of Horace, Juvenal, Persius Flaccus, Catullus, Ovid, Martial, Livy, Cicero, and Pliny the Younger), and answer questions about those translations on a nearly-daily basis. This will be the main focus of the course; it's why we are here. Students will write one essay per unit (typically once a month), analyzing themes in each book such as War and Roman Conceptions of Masculinity (Caesar), Historiography and Mass Appeal (Caesar), Humans and the Gods (Vergil), Roman Values (Vergil and Caesar), Views of Non-Romans (Vergil and Caesar), Leadership (Caesar and Vergil), and Literary Style (Caesar and Vergil).

Students will also be required, once per semester, to produce a presentation (one for Caesar, one for Vergil). They will use their knowledge of the text and the authors to create a multimedia class presentation on some historical event or cultural theme related to the readings.

Comprehensive Final: The comprehensive final will consist of a larger version of the quizzes, combined with an essay involving analysis, discussion of motives, political and social relevance, and themes. Additionally, there will be several multiple choice questions based on grammar, vocabulary, and content from the course's translations.

MAKE-UP WORK

I will allow make-up work if the following conditions are met:

- You provide me with a doctor's note, **or**
- You call or tell me ahead of time about the planned absence, and we arrange for you to make up the work

The make-up work will often be the same as the assigned work – in terms of you classwork and homework. Please make work up when you have been absent, or get the assignments from a partner in class, and do it during your absence.

COURSE OUTLINE (vocab, parsing, scansion, sight-translating will be ongoing)**Semester 1**

Unit 1 – 3 weeks. Discuss important background information on Caesar and the Gallic Wars; Translate *De bello Gallico* 1.1-1.7, Read Book 1 of *De bello Gallico*

Review and Test Book 1

Unit 2 – 4 weeks. Discuss important background information on Caesar's reasons for staying in Gaul, Gallic culture, Briton culture, and the Roman navy.

Read *De bello Gallico* 4.1-4.23, Translate *De bello Gallico* 4.24 - 4.36.1, Read Book 4 of *De bello Gallico*

Review and Test Book 4

Unit 3 – 8 weeks. Discuss important background information on Gallic tribes, Ambiorix, Roman camps, and the Roman army.

Read *De bello Gallico* 5.1-5.23, Translate *De bello Gallico* 5.24-5.48

Review and Test Book 5

Unit 4 – 2 weeks. Discuss important background information on Bronze Age religion, cultural assumptions in the ancient world, and the Druids

Read *De bello Gallico* 6.1-12, Translate *De bello Gallico* 6.13-6.20, Read Book 6 of *De bello Gallico*

Review and Test Book 6

FINALS WEEK**Semester 2**

Unit 1 – 5 weeks. Discuss Aeneid in its entirety and the historical context for the Aeneid, Vergil, and Epic writing. Begin weekly scansion exercises, discuss dactylic hexameter and other terms dealing with meter and verse.

Translate *Aeneid* Book 1.1-209, 1.418-440, 1.494-578, Read *Aeneid* Book 1.

Review and Test Book 1

Unit 2 – 4 weeks. Discuss Livy's version of Aeneas' wanderings, and the different goals of each writer. Discuss specific rhetorical terms used in the *Aeneid*, including specific metrical devices.

Translate *Aeneid* Book 2.40-56, 2.201-249, 2.268-297, 2.559-620, Read *Aeneid* Book 2.

Review and Test Book 2

Unit 3 – 5 weeks. Examine the map of Aeneas' wanderings, discuss psychology of Dido, continue weekly scansion exercises, continue work with other verse and meter exercises.

Translate *Aeneid* Book 4.160-218, 4.259-361, 4.659-705, Read *Aeneid* Book 4.

Review and Test Book 4

Unit 4 – 4 weeks. Examine Roman and Greek ideas of the underworld and afterlife, continue weekly scansion exercises, continue work with other verse and meter exercises.

Translate *Aeneid* Book 6.295-332, 6.384-425, 6.450-476, 6.847-899. Read Book 6.

Review for AP Test

FINAL INFORMATION

This syllabus, and all of the information contained therein, is subject to change at the teacher's discretion. I want you to succeed. You just need to want to as well.

MOVIES AND MUSIC

At times, we will watch movies and listen to music in this class. Some words and images will be considered adult themes, including language, violence, and brief partial nudity. Your parents/guardians must sign this slip if they **DO NOT** want you to see these movies. If they do not have a problem with this, then this does not need to be signed. I assure you and your parents/guardians that the movies are picked with the utmost educational value in mind, not for entertainment value.

By signing here, I affirm that I **DO NOT** want my child to watch movies in Mr. Harmony's Latin class. I understand that his choices are educationally-minded, but I do not find them acceptable for my child/ward to watch. I understand that my child will not suffer any scholastic pressure to watch these movies, and that a fair and alternate assignment will be given.

parent/guardian signature

date

I understand, and though I may not like them, I fully accept Mr. Harmony's terms and methods for my learning Latin from him. My signature at the bottom of this page signifies my deliberate agreement to abide by Mr. Harmony's requirements. Failure to turn in this signature sheet signifies my tacit consent to abide by Mr. Harmony's requirements.

student signature

date

I have read, and though my child may not want me to, I also agree to help hold my child to the high standards he/she deserves to be held to. I fully understand Mr. Harmony's intentions, policies, and reasons. Failure to sign is my tacit acceptance of these terms.

parent signature

date

night-time phone number to contact

daytime phone number to contact

email address – please print legibly