



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

LATIN LEVEL AP LANGUAGE

A College Board Approved Advance Placement Latin class

Fall 2018 – Spring 2019

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Ad Rhenum! Ad Gallias! Donec Res Publica Romana cadenda!

Valete, Boii!

Vale, Phoenicia!

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, 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. Write in blue or black ink only.

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

Cultural Notes

Classwork/Homework

Quizzes

Funny Quotes, movie recommendations, odd things the teacher has said in class (for blackmail purposes)

If you do not keep it in this order, you will fall behind.

ESSENTIAL CLASS RULES

- Be respectful at all times of the teacher, the classroom, your fellow students, and yourself. I will help you do so.
- Have good phone discipline. Your cell phone must not be a distraction to you or those around you.
- If you're here, you're working. Students have a right to fail, but not in my room.
- Other class rules are posted in the classroom. Your attendance confirms your agreement to abide by these rules.

PLAGIARISM POLICY

Plagiarism is the deliberate use of another's work to pass off as one's own, be it copying from someone else's work or finding other people's work online. This is especially tempting when it comes to redoing work, doing one's worksheet, or translating at home. It is rarely difficult to spot. You need to do your own work, or you will not learn the language. To copy/plagiarize/cheat is to disrespect the already very generous redo policy. If you are caught doing so, you and your plagiarism partner will receive a zero on that assignment. A second instance will result in possibly failing the entire course. Dishonesty is easy to engage in, and very difficult to come back from. Don't start.

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 – you can still be shy and participate meaningfully. Participate well, loudly, and often, and I guarantee you will do well. If you choose not to participate, you will not be allowed to remain in class. When you are called on, you will be expected to be on-task, and ready to answer. This doesn't mean you have to get it right; but it does mean that you need to be present, prepared, and acting in good-faith.

TARDY POLICY

Tardies are unacceptable. They mean you are missing valuable time for learning, creating a cascade effect of falling behind. The school has an active tardy policy, and you should familiarize yourself with it. Don't be tardy.

CELL PHONE POLICY

Practice good phone discipline. Keep your phone on silent, and away, so that you are not distracted. Learning a language is hard enough without distractions. Having a phone as a distraction will only add to that difficulty. Unless I specifically tell you to have your phone out, don't have it out. While there are many things on your phone that will help you make short-cuts in your learning, this is a temptation that is best to avoid. Phones out without permission may be confiscated, bagged, and even sent to the office. This is a big hassle, and I'd rather just treat you respectfully like a person learning to be an adult. Exhibit good phone discipline, and I can do that.

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, as seen in antiquity. 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

printed name

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

printed name

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/guardian signature

date

printed name

night-time phone number to contact

daytime phone number to contact

email address – please print legibly