

MORRIS SCHOOL DISTRICT

COURSE TITLE: AP Latin -- Vergil

CURRICULUM AREA: World Language -- Latin

COURSE PRE-REQUISITES: A grade of C or better in Latin III, or permission of the instructor

1. COURSE DESCRIPTION

Narrative summary of content, activities, and expectations

AP Latin – Vergil focuses on the study of Latin, especially the Aeneid. Students are expected to make the transition from reading prose and simple poetry to more advanced poetry. Students study effective word placement, meter, rhyming devices, and various stylistic devices. The syllabus includes the reading in Latin of portions of Books I, II, IV, VI, X, and XII of Vergil’s Aeneid. In addition students will read the entire Aeneid in English translation and will complete a research project.

2. COURSE PHILOSOPHY

Provide a statement of the rationale that guides curriculum content, instructional methodology, student activities, use of instructional resources, and the assessment of student progress and performance.

The world language program in the Morris School District has two primary goals: to develop within each foreign language student proficiency in the four basic language skills of listening, speaking, reading, and writing, and to broaden each student’s understanding of other cultures. To achieve these goals, the language teacher will employ pedagogical methods designed to replicate as closely as possible the natural processes of language learning.

3. SCOPE AND SEQUENCE

This section of the curriculum specifies the course’s units, subtopics, outcome proficiencies and performance assessments. These outcome proficiencies should be indexed to each of the relevant N.J. Core Curriculum Content Standards and the N.J. Cross-Content Workplace Readiness Standards, and should be specific enough to allow uniform interpretation among the teachers who will use this curriculum.

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
	<i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 3.1.21, 3.2.11, 3.2.13, 3.4.26, 3.4.27, 3.4.28</i>
Introduction to Vergil’s life, his times and the Aeneid	<p>Students will:</p> <ul style="list-style-type: none"> -- Define the Augustan period of literature -- Identify important personages and historical events related to Vergil’s life and the production of the Aeneid -- Construct a poster labeling these people and events -- Examine the production of the Aeneid as a consequence of its time in history. -- Rank the Augustan period amongst other Roman periods.
INSTRUCTIONAL BENCHMARK	
<p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>By the end of this unit, students will satisfactorily pass a Unit Test based upon the important personages and events related to Vergil’s life and the production of the Aeneid. Questions on part one of this test will come directly from lecture and class presentations and will be of a matching and fill in the blank nature. Section two of this test will be short answer and relate to the actual production of the Aeneid as a consequence of the its historical framework. Student will be graded in this second section on a holistic grading system, exactly like the HSPT rubric for English the short answer questions. The two sections will average into a 100 point grading system.</p>	

SCOPE AND SEQUENCE

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<p>Epic Poetry Introduction</p> <p>Good reference for information – <i>G.L. Huxley, Greek Epic Poetry from Eumelos to Panyassis (1969)</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> -- List those defining qualities of epic poetry (7.1.1, 7.2.3) -- Locate examples of epic poetry from the internet and library crossing different languages and historical periods -- Paraphrase the techniques and style of classical epic poetry including but not limited to panegyric epics, nationalistic epics, historical epics, legend (7.1.3, 7.2.2, and 7.2.3) -- Analyze specific passages from the Aeneid for these epic techniques and styles.

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By the end of this Epic Poetry Unit, students will be required to satisfactorily pass a written Unit test. This test will be composed of selected passages in English and students will be required to identify those epic techniques and styles which have been studied throughout the passage. Students will be graded solely on the number of epic techniques and styles that they are able to identify in the passage. The score is based upon a 100 point system.

SCOPE AND SEQUENCE

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<p>General AP preparation for the Translation Question, Long Essay, and Free-Response Questions</p> <p>[This unit will extend throughout the remainder of the year. It is taught through the text and is an essential part of the curriculum.]</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- Define the phrase “as literally as possible” from the AP curriculum -- Translate unfamiliar Latin passages into English “as literally as possible” -- Define description and analysis and recognize the difference between the two in a written passage. We want analysis. -- Analyze Latin passages, using the Latin itself to support their arguments -- Examine the holistic grading rubric for the Long Essay section and the Free-Response Questions -- Rank student-written essays according to the Long Essay rubric and the Free-Response Questions -- Evaluate their own performance on Long Essay and Free-Response questions according to the appropriate rubrics

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At the completion of this unit, students will complete a grading exam where they are asked to act as the AP graders for each of the three sections identified in this unit. In section one, students will be given a sample student translation and the grading mechanism for that particular translation. They will then evaluate the student’s performance on that translation. Their score on the translation section will be based upon how close they come to the actual student score. For each ½ point that they err from the actual score, a percentage will be deducted from their test grade. In section two students will be asked to grade a sample student essay according to the AP Long Essay rubric. In section three students will be asked to grade sample student Free-Response questions according to the AP Free-Response rubric. For each point they err from the actual score of the Essay and Free-Response questions, a percentage will be deducted from their overall test score.

SCOPE AND SEQUENCE

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<p>Aeneid Book I: lines 1-519 <i>The Storm at Sea and Aeneas at Carthage</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> -- Translate lines literally from the Aeneid into English -- Memorize new Latin vocabulary related to this unit -- Interpret and memorize Latin idioms within this reading selection -- Describe Aeneas’ character in this first book -- Find out relevant information about Odysseus character. -- Contrast Aeneas’ character to Odysseus in the Odyssey. -- Construct a running Venn Diagram that will be used to compare these two characters over the course of the year.

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At the completion of Book I, students will satisfactorily complete a “mock” AP examination which will cover translation, Long Essay, and Free-Response questions based upon this unit. Grading for this test will be based upon the Latin AP grading rubrics.

SCOPE AND SEQUENCE

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<p>Grammar and Vocabulary</p> <p>This unit will extend throughout the remainder of the year. It is taught through the text and is an essential component of the curriculum.</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- Define new grammatical forms as they appear in the readings -- Summarize the grammatical rules in their notebooks -- Give an example how these grammatical rules might be used in Latin -- Differentiate this grammatical usage from other similar uses (e.g.: How does the dative of reference differ from the dative of indirect object?) -- Construct an original Latin sentence that demonstrates an understanding of the new grammatical principle. -- Judge other students' sentences for appropriate use of the new grammatical forms. -- Increase their English vocabulary through the study of classical vocabulary. This includes the study of roots, prefixes, suffixes, etymology, derivatives, cognates, and loan words. -- Infer the meanings of words in English and/or other languages through their knowledge of classical vocabulary.

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#1) At the completion of each new grammatical unit, students will satisfactorily complete a unit notebook quiz. In their notebooks, students will be asked to dedicate a half page to each new grammatical form that is covered in that unit and to find examples of that grammatical usage from the text. Students will rewrite the line in the notebook citing the appropriate book and line numbers, translate the grammatical phrase into English, and underline the essential elements of that grammatical form in the Latin. Students will receive credit for each form correctly identified, and they will be graded according to the number of times that the grammatical form is found within a specified number of lines. This quiz will be graded on a 100 point scale.

#2) At the completion of each new vocabulary unit, students will satisfactorily complete a vocabulary quiz. Students will identify in English the meanings of Latin words that are provided to them from that particular unit. Student may also need to memorize the full form of the dictionary entry for certain important Latin words. This quiz will be graded on a 100 point scale.

SCOPE AND SEQUENCE

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<p>Devices of Style and Grammar</p> <p>[This unit will extend throughout the remainder of the year. It is taught through the text and is an essential part of the curriculum.]</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- Define and memorize poetic devices including, but not limited to, Alliteration, Anaphora, Anastrophe, Apostrophe, Asyndeton, Chiasmus, Hendiadys, Hysteron Proteron, Litotes, Metaphor, Metonymy, Onomatopoeia, Oxymoron, Personification, Polysyndeton, Prolepsis, Simile, Synchysis, Synecdoche, Tmesis, Zeugma -- List these devices in their notebooks -- Analyze poetic devices as they appear within the text. -- Locate Vergil’s poetic devices from unprepared passages

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Based upon self-selected passages, students will compose a three-page essay which concentrates on one poetic device and its relationship to the meaning of those selected passages. Students will be asked to elicit a larger, thematic current based upon Vergil’s employment of these devices within their answer. Students will be graded upon the AP rubric for the Long Essay Question, and it will count as a full test grade. Students will be said to have performed satisfactorily with a score of 3 or above.

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<p>The Aeneid Book II: (lines 1-56, 199-297, 496-566, and 735-805) <i>The Wooden Horse, The Capture and Sack of Troy</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> -- Translate lines literally from the Aeneid into English -- Memorize new Latin vocabulary related to this unit -- Read excerpts from Homer’s Odyssey retelling these stories from the Greek point of view. -- Interpret the similarities and differences between these two stories. -- Originate an English screenplay for an in-class performance of a talkshow interviewing Aeneas, Odysseus, and other major characters from these events. -- Examine artwork based upon the story of Laocoon -- Define stereotype and prejudice -- Debate about stereotypes and prejudice within the context of the Aeneid and its counter in modern culture. -- Discuss warfare and technology within ancient societies as compared to today

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At the completion of Book II, students will satisfactorily complete a “mock” AP examination which will cover translation, Long Essay, and Free-Response questions based upon this unit. Grading for this test will be based upon the Latin AP grading rubrics.

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<p>Latin Meter</p> <p>[This unit will extend throughout the remainder of the year. It is taught through the text and is an essential part of the curriculum.]</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- Define and be able to label the following metrical terms: scanning, long and short syllable, foot, caesura (masculine and feminine), dactyl, spondee, iamb, trochee, elision, prodelision, hexameter. -- Memorize the advanced terms for prosody including, but not limited to: Arsis, Diaeresis, Diastole, Hiatus, Ictus, Syllaba anceps, Synizesis, Systole, Thesis -- Dissect sample lines of Latin into metrical feet with the appropriate syllable lengths. -- Recite Latin lines using the appropriate meter -- Apply the rules for elision and prodelision to a line of poetry -- Examine how scansion reflects the literal meaning of a line in well-crafted poetry -- Compose simple dactylic hexameter couplets in Latin -- Defend a line analysis in short answer format

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At various points in the year, students will perform satisfactorily on scansion quizzes. Students will need to scan lines in Latin into their appropriate feet and syllable lengths. They will also be asked to comment on any important prosodic features in the line as well as to relate the significance that the scansion holds for the literal meaning of the lines. Quizzes will be based on a 100 point scale.

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<p>The Aeneid Book IV: lines 1-448, 642-705 <i>The Love and Death of Dido</i> The Dido Project</p>	<p>Students will:</p> <ul style="list-style-type: none"> -- Translate lines literally from the Aeneid into English -- Memorize new Latin vocabulary related to this unit -- Research and explain the role of women in the ancient world using a variety of resources from the internet to magazine articles -- List their preconceived ideas of feminist philosophy -- Find out about Feminist philosophy and apply a feminist reading to the death of Dido -- Change the ending of book IV so that Dido lives. Show how this might change the story and our feminist reading. This is as near perfect a chapter as any that has ever been written in the history of mankind, how does Vergil’s adaption differ from ours? Why is he so much more brilliant than we are? -- Define symbolism, interpret specific symbols from this chapter (e.g.: Aeneas’ sword), and suggest other symbols that Vergil might have used in the text. -- Debate the role of duties and obligations in this unit
INSTRUCTIONAL BENCHMARK	
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<p>The Aeneid Book VI: lines 1-211, 450-476, and 847-901 <i>Arrival of Aeneas at Cumae, His Descent into the Underworld, Meeting with the Shade of Anchises</i></p>	<ul style="list-style-type: none"> -- Translate lines literally from the Aeneid into English -- Memorize new Latin vocabulary related to this unit -- Research and give oral in-class presentations on the following topics: ancient fortunetelling and prophecy, Sibyls, the classical underworld, Odysseus’s journey to the underworld in comparison to Aeneas’ journey. -- Label a map of the classical underworld -- Apply an ancient method of fortune telling in class -- Recreate the steps for proceeding to the underworld -- Define fate and free will in the classical sense -- Categorize provided examples as belonging to either fate and free will in the classical sense -- Select one example from each category that best evokes the definition of fate or free will -- Find other examples of fate and freewill in the text -- Give your opinion about the larger thematic role of fate and free will in Vergil’s text. What is Vergil saying?

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At the completion of Book VI, students will satisfactorily complete a “mock” AP examination which will cover translation, Long Essay, and Free-Response questions based upon this unit. Grading for this test will be based upon the Latin AP grading rubrics.

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<p>The Aeneid Book X: lines 420-509 <i>Turnus and Pallas</i></p> <p>The Aeneid Book XII: lines 791-842, 887-952 <i>Final Conflict between Aeneas and Turnus</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> -- Translate lines literally from the Aeneid into English -- Memorize new Latin vocabulary related to this unit -- Trace the development of the characters Turnus and Pallas up through Book X: line 420 -- Dissect comparable details between the death of Dido and the death of Pallas -- Show the parallel structures between books 1-VI and books VII – XII -- Evaluate Book XII and the battle between Aeneas and Turnus as an “appropriate” conclusion to this epic. Does Aeneas fit the mold of an epic hero?

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Upon completing Books X and XII , students will satisfactorily complete a single “mock” AP examination which will cover translation, Long Essay, and Free-Response questions based upon this unit. Grading for this test will be based upon the Latin AP grading rubrics.

4. REQUIRED INSTRUCTIONAL RESOURCES

Listing of textbooks, supplemental readings, field study, software, equipment, and materials that are required for instruction and/or student learning activities.

Pharr, Clyde: Vergil's Aeneid: Books I-VI. Wauconda, IL: Bolchazy-Carducci, 1998.
and Boyd, Barbara Weiden. Vergil's Aeneid 10 and 12 Pallas and Turnus. Wauconda, IL: Bolchazy-Carducci, 1998
or
Boyd, Barbara: Vergil's Aeneid: Selections from the AP exam. Wauconda, IL: Bolchazy-Carducci, 2001.

5. EVALUATION AND GRADING

Identify criteria for evaluation of student performance, for the course of study (i.e., completion of specific activities, levels of skill proficiency, participation, performance or product); include exemplars, rubrics, performance checklists, etc.

Students will be evaluated through:

written tests covering a specified section of the material (see benchmarks)

weekly announced and unannounced quizzes (e.g.: see benchmarks)

daily homework

oral quizzes -- students are graded upon the accuracy of their wording, pronunciation, and meter.

oral presentations on Roman and Greek history and mythology (grades will be assigned according to accuracy of the material presented, quality and depth of the material presented, flow of the presentation, and professionalism of the presenter)

class participation

in-class compositions targeting selected "interesting" passages (see benchmarks)

formal essays addressing larger themes within the text (see scope and sequence)

notebook checks to make sure students are up to date with the material

notebook quizzes based on grammar (see benchmarks)

portfolio assessing the student's overall progress within the course

and cooperative learning activities (e.g.: team translations with assigned roles)

6. NEW JERSEY CORE CONTENT STANDARDS

To be inserted for reference

7. NEW JERSEY CROSS-CONTENT WORKPLACE READINESS SKILLS

To be inserted for reference

SUBMITTED BY: ____Mark C. Gutkowski_____ DATE: ____12 July 2001_____

CURRICULUM COUNCIL APPROVAL: YES NO DATE: _____

BOARD OF EDUCATION CURR. COMMITTEE: YES NO DATE: _____

BOARD OF EDUCATION APPROVAL: YES NO DATE: _____