

Course Description for Classical Latin at High Point Central

Language B: Classical Latin SL/HL at HPC 2 year Course Incorporates the IB Learner Profile for the IB Diploma Programme

IB Course Goals for Latin at HPC

- What does it mean to read? How many pieces of information can a single Latin word convey?
- To what extent is knowledge about the past different from other kinds of knowledge?
- In what ways does written language differ from spoken language in its relationship?
- How does culture manipulate history and mythology to articulate its values?
- Why study the ancient world? Is it possible to know who we are without knowledge of the past?
- Can a study of the ancient world provide a guide to understanding contemporary affairs?
- What is lost in translation from one language to another? Why?

There are five Aims listed in the IBO Classical Language Guide:

1. Enable the student to reach an appropriate level of knowledge and understanding of the language and to use this understanding for a variety of purposes, including translation, comprehension and research.
2. Develop the student's appreciation of the literary merit of classical texts and an awareness of the issues raised in them, as well as their connections and relevance to our times.
3. Encourage, through the study of texts and other products of classical cultures, an awareness and appreciation in the student of the different perspectives of people from those cultures.
4. Provide the student with an opportunity for intellectual engagement through the process of inquiry and the development of critical thinking and learning skills.
5. Provide the student with a basis for further study, work and enjoyment in a variety of contexts.

Assessment Objectives:

It is expected that by the end of the classical languages course, students will be able to:

1. understand and translate texts in the original language
2. demonstrate their knowledge and understanding of texts in the original language and other products of Classical culture within their historical, political, cultural and geographical contexts

3. analyze the style of, and demonstrate a critical understanding of, a variety of classical texts in the original language
4. construct an argument supported by relevant examples in the original language or supplementary reading.

Approaches to Teaching and Learning Classical Latin (Parts 1, 2 and 3)

Involve five areas of genitive, metacognitive and affective skills. These are as follows:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

In Part 1: Study of the Language there are three strands emphasized:

1. Ensure that students have an adequate foundation in grammar and syntax for reading Latin texts.
2. Ensure that students have an adequate foundation in vocabulary and proper dictionary skills for reading Latin texts.
3. Teach one prescribed author. Teachers should both teach extended passages from the chosen prescribed author and short passages for translation. Teachers must enable students to develop a familiarity with the style of the author, the particular vocabulary used and the kinds of topics associated with the author. The purpose of this study is to allow students to develop a facility with reading and comprehension that will be demonstrated by each student's ability to translate a passage from the original language into English. Paper 1 is a translation paper, so teachers must stress in class the various elements that contribute to an accurate translation. These elements include:
 4.
 - producing a translation that shows understanding of phrasing, syntax, grammar and vocabulary found in the passage
 - producing a translation that makes sense in English, and that incorporates standard word order and grammar usage of the response language
 - producing a translation that retains the meaning of the original.

In Part 2: Study of Literature

The teacher must select two of the five available options for in-depth study. The choice is generally determined by a variety of factors, such as teacher or student preference or alignment of options with other programs (for example, national, state or provincial examinations). Options chosen for study in this section must be studied in depth.

Supplementary reading is recommended as it will enhance students' understanding of the historical and cultural influences upon the literature being studied in the original language. Teachers must encourage students to read more widely in order to give students a broader base of knowledge about the authors whose works have been prescribed. For example, the teacher might assign the entire *Aeneid* to be read in translation outside of class, so that students gain a better understanding of where their portion fits into the complete work. In addition, the teacher might assign secondary literature, such as commentary or critical scholarship, so that students gain a better understanding of the work, the author or their contexts.

The prescribed passages should be studied in class under the direction of the teacher. This study requires careful note of stylistic, poetic and rhetorical nuances in addition to grammatical and syntactical points. The teacher must encourage students to look closely at the text, preparing them to analyze critically each text's meaning, style, vocabulary and figures of speech. At HL, students must also demonstrate knowledge and understanding of texts within their historical, political and cultural contexts, supplemented by additional readings of option authors in translation. Ideally, students will also study the writing from a broader perspective, speculating as to what factors contributed to the author's point of view, and why the author continues to be important to the modern-day world.

In Part 3: Individual Study

The teacher should encourage students to reflect upon which aspects of classical studies are of most interest to them, combining this with a consideration of the students' personal strengths. The teacher must also ensure that each student is familiar with the information given for the individual study under "Syllabus content" in this subject guide.

The research dossier is by design very broad in its possibilities, since it is intended to allow the student wide latitude in topic and format. Teachers must ensure that the research question allows an argument to be developed. Students may annotate just about anything relevant to their personal interest in classical language, history or civilization, as long as the relevance to the research question can be demonstrated.

The guidelines for presenting the dossier must be followed. It is good practice for teachers to copy the assessment criteria for internal assessment that are found in this guide and give them to the students. As a result, students will be aware of the standard they will be expected to reach at the end of the two-year Diploma Programme course.

Syllabus Outline: Teaching hours SL 150/HL 240

Part 1: Study of language Latin: IB Junior Year

The study of Ovid's *Metamorphoses* select passages Books I to XV in order to develop language skills. One extract from this author will be set and students will be required to translate it with the aid of a Latin/English Dictionary for Paper 1 of the IB Exam.

Teaching hours: SL 135, HL 220

Engaging Theory of Knowledge (TOK) in part 1

Approaches to the teaching of study of language are directly informed by TOK principles: students are encouraged to reflect on the structure of language, how it influences the way we think and relate within our communities, and how meaning is conveyed; to evaluate how meaning is changed, lost or added in translation; to identify the elements which contribute to a good translation.

Engaging Creativity, Activity and Service (CAS)

A student of Classical Latin can see easily the influence of the Romans for a variety of CAS projects. Habitat for Humanity recognizes building homes for people; creating art in public spaces recognizes sharing beauty; participating in a sport reveals the competitive nature and developing athletic skills; helping with a food drive or working at the soup kitchen shows how we provide food to our fellow men; and participating in a play demonstrates how entertaining a live audience makes for a unique learning experience. All of these activities reflect the beliefs and values that the ancient Romans had during their republic and empire periods.

Engaging the Extended Essay (EE)

One of the key components for an IB Diploma candidate is the completion of a 4,000 word essay of original thought and argument. Students are not required to select Classical Latin for a topic, but if they so choose, they will receive a copy of the EE Subject Guide for Classical Languages and a Teacher/Supervisor to assist them.

Examples of an EE in Classical Latin might cover such topics as:

- To what extent have Roman laws influenced modern jurisprudence at trials?
- How do the ancient Olympics compare to the modern Olympics?
- To what extent did Roman authors influence Shakespeare's play, *Antony and Cleopatra*?
- How significant were aspects of ancient architecture used by L'Enfant to plan Washington, D.C.?
- Polarization: In what ways did the optimates and populares during the time of Marius and Sulla contribute to the end of the Roman republic?

Part 2: Study of literature: IB Senior Year

A detailed study of literature from two options in the original language chosen from five prescribed options. Select passages from epic poetry of Vergil's *Aeneid*; and select lyric love poetry from the poems of Catullus, Propertius and Tibullus. Students must be able to read and answer specific content questions without the aid of a Latin/English Dictionary for Paper 2 of the IB Exam. Teaching hours combined with study of language Latin.

Engaging Theory of Knowledge(TOK) in part 2

Approaches to the teaching of the study of literature are directly informed by TOK principles: students are encouraged to consider how the artistry of language contributes to meaning; how we can know for certain what an author wants to say; to what extent are the conventions of these literary languages, and the communities that produced them, different from and similar to the student's own.

Part 3: Individual study—Research dossier (SL)

A collection of 7 to 9 annotated primary source materials demonstrating an in depth exploration of an aspect of classical history, literature, language, religion, mythology, art, archeology or some aspect of classical influence chosen by the student. The topic must be in the form of a research question relating to one of the above aspects.

Sources students may use but are not limited to:

- a selection of passages from an author or range of authors
- a selection of material remains
- a selection of pictures or drawings
- a selection of architectural designs
- a combination of the above

The relevance of individual sources to the research question and how they contribute to a wide coverage of the topic is assessed under criterion A

Annotations must analyze the chosen source

Maximum word count 1,000. Teaching hours SL 15, HL 20. The Internal Assessment Criteria and methodology for the Research Dossier are listed in the IBO Classical Language Guide.

Engaging Theory of Knowledge(TOK) in part 3

Approaches to the teaching of individual study are directly informed by TOK principles: students are encouraged to develop a critical approach to both primary and secondary sources; to compare and contrast; in exploring a topic, to discuss how values and knowledge shared by Latin and Greek authors and their communities are still relevant to the student's own knowledge and communities.

Prescribed Passages for Latin Examination 2016, 2017, 2018

Vergil, *Aeneid* 1.1–49, 223–493 SL and HL

Vergil, *Georgics* 4.315–529 HL additional

Catullus, *Carmina* 3, 5, 7, 8, 9, 45, 50, 65, 72, 85, 86, 92, 107, 109

Propertius, *Elegies* 1.1; 2.12, 17, 19; 3.23 SL and HL

Catullus, *Carmina* 76 Tibullus, *Elegies* 1.1; 3.2, 3, 13, 14, 15, 16, 17, 18 HL additional

Assessment: for SL

External assessment (2 hours 45 minutes total)

Paper 1 (1 hour 15 minutes) Translation of one extract from Ovid's *Metamorphoses*. (90 marks for Latin.) **35% weight**

Paper 2 (1 hour 30 minutes) Questions based on 10 genre options, 2 from each option. Students answer questions on three extracts from two options. (45 marks) At HPC the genre options are epic poetry and lyric/love poetry. **45% weight**

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual study—Research dossier An annotated collection of 7 to 9 primary source materials relating to a topic in classical history, literature, language, religion, mythology, art, archeology or some aspect of classical influence.

Maximum word limit 1,000. (24 marks) **20% weight**

Assessment: for HL

Paper 1 (1 hour 30 minutes) Translation of one extract from Ovid's *Metamorphoses*. (180 marks for Latin.) **35% weight**

Paper 2 (2 hours) Questions based on 10 genre options, 2 from each option. Students answer questions on four extracts from two options (40 marks), and provide a written response to a prompt on one option. (12 marks) At HPC the genre options are epic poetry and lyric/love poetry. **45% weight.**

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. The Research dossier is an annotated collection of 10–12 primary source materials relating to a topic in classical history, literature, language,

religion, mythology, art, archeology or some aspect of classical influence. **Maximum word limit 1,500.** (24 marks) **20% weight**

IB Policies at HPC that are part of the study of Classical Latin

- HPC Language policy (Class content and whole school)
- Special Needs (Student IEPs and Tutoring)
- Honor Policy (Student behavior and authentic work)
- Assessment (World Language Grading system and IB criteria.)