

Foreign Language Department Guide Latin Literature AP Overview

Course Description: Latin Literature AP

Latin Literature AP is offered to students usually in twelfth grade. The class meets four days out of seven for sixty minutes and one day for one hundred minutes. The midyear exam is in the format of the AP test. In place of a final exam, all students are assigned an independent project. The grade for this project has the value of a semester exams.

This course is designed to interest and challenge capable students who wish to develop a greater degree of proficiency in reading original Latin poetry as well as those intending to take the Advanced Placement examination in Latin Literature. The basic elements of poetry are reviewed, refined, and practiced as students examine the works of Ovid and Catullus. These poems are analyzed within their historical, social, and political contexts.

Prerequisites: B average or better in Latin III/IV Literature H, A in Latin II/IV CP

- Recommendation of third year teacher
- Approval of the department chairperson

Major Course Objectives

When students have completed Latin Literature AP

1. To read and translate as literally as possible from Latin to English the required passages from Catullus and Ovid;
2. To explicate specific words or phrases in context, thereby demonstrating familiarity with the vocabulary, syntax and constructions of Latin poetry.
3. To identify the context and significance of short excerpts from the poetry of Catullus and Ovid and to write critical analysis of said excerpts, with reference to the following in light of the demands of each particular question:
 - o stylistic and metrical techniques
 - o structure (e.g., ring composition)
 - o imagery, figures of speech, poetic devices
 - o historical, cultural, social and political context
 - o motifs and general themes
4. To scan the meters specified in the syllabus, i.e., dactylic hexameter, elegiac couplet, hendecasyllabic et al.
5. To read, comprehend and answer questions about Latin "sight passages" to prepare for the multiple choice portion of the AP Latin Literature exam.

Relationship to the Massachusetts Curriculum Framework

Students fulfill the requirements of the **Communication Strand (Standards 1-3)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error:

1. Perform French IV Learning Standards. (1, 2, 3)
2. Ask and respond to questions to gain or clarify information (1, 2)
3. Exchange opinions and ideas about people, activities or events. (1, 3)
4. Discuss class readings. (1)
5. Read authentic materials such as narratives, newspaper articles, advertisements and brochures (2)
6. Understand important ideas and details in highly contextualized authentic and adapted texts. (2)
7. Write compositions of several paragraphs using appropriate tenses and other grammatical structures to express an opinion, recount an event or analyze a literary text. (3)
8. Read, interpret signs, + excerpts from original literary + informational texts. (2)
9. Describe fully people, places and things. (3)
10. Write greeting cards, notes, letters and e-mails. (3)
11. Give presentations on planned activities or on cultural topics. (1, 3)
12. Share personal reactions to authentic literary texts such as poems, plays and short stories. (3)
13. Identify themes in fictional works and relate them to personal experiences. (2)
14. Read articles in a magazine, journal or newspaper and understand the main ideas (2)
15. Describe elements of stories such as characters, events and settings . (2)

Students fulfill the requirements of the **Culture Strand (Standard 4)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error in the target language, and English when necessary:

1. Perform French IV Learning Standards
2. Identify patterns of social behavior that are typical of the target culture.
3. Interact appropriately in social and cultural activities.
4. Identify distinctive aspects of the target culture presented in print literature, visual arts, films, videos, and relate these to the cultural perspectives of the target culture.
5. Identify, place in chronological order and describe the significance of important historical events in the target culture.
6. Identify historical and/or cultural figures from the target culture and describe their contributions.
7. Identify on maps and globes the locations and major geographic features of countries where the target language is or was used.

Students fulfill the requirements of the **Comparisons Strand (Standards 5, 6)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Perform French IV Learning Standards. (5, 6)
2. Recognize and identify in French grammatical categories such as tense, gender, agreement in French + English. (5)
3. Discuss cultural characteristics and traditions of the target culture, including folktales, music, visual arts, and theater and compare and contrast to cultural characteristics of their own culture. (6)
4. Continue to compare, contrast and report on cultural traditions and celebrations.
5. Compare the reporting of international and national events in US papers with the reporting of similar events in the media of the target culture (6)
6. Compare the use of stereotypes in American and Francophone cultures (6).

Students fulfill the requirements of the **Connections Strand (Standard 7)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Obtain more detailed information and knowledge related to other disciplines from sources in the target language. Examples of this include: obtaining political and economic information from newspapers, other print sources, and interactive CD ROMs in the target language and using this information to achieve the learning standards of the Civics and Government and Economic Strands of the History and Social Science Framework.; Learning songs or poetic lyrics written in the target language and applying the learning standards of the Music Strand of the Arts Framework when singing; Studying and analyzing artistic movements and artists of the target culture.

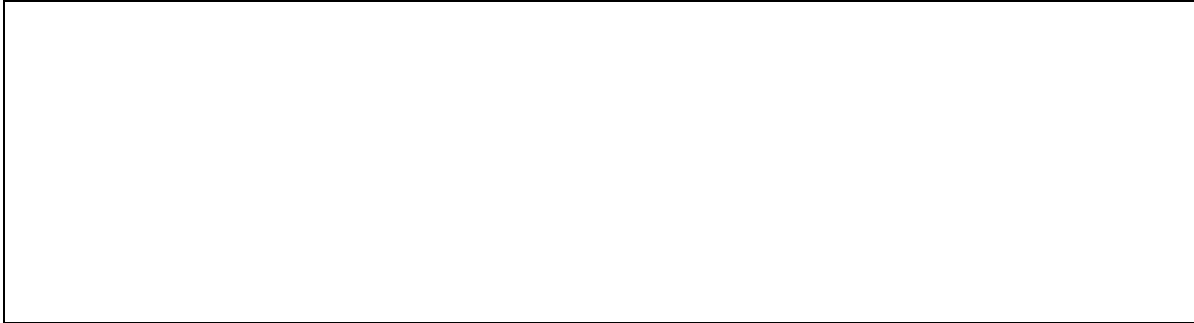
Students fulfill the requirements of the **Communities Strand (Standard 8)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include conversing with speakers of the target language, reading and writing e-mails or letters to speakers of French, or making and exchanging videotapes, photographs, diaries and artwork and discussing them orally or in letters and e-mail with students in another community in Massachusetts, the U.S., or another country.

Assessment Tools

Success in Latin Literature AP will be assessed by the following methods:

1. Quizzes and tests on translation, syntax, poetic devices
2. Essays requiring students to cite the Latin to support their answers
3. Comprehension and analysis questions of various texts.
4. Memorization and recitation and analysis of poetry
5. Reading, analysis and presentation of a major theme of an original work of literature.
6. Illustration of poems to indicate comprehension.
7. Interpretive project of one poem using artistic media, e.g., illustration, mosaic, photography, sculpting or original music



Instructional Strategies

Foreign Language Teachers will employ a variety of strategies to meet the diverse learning needs of their students. These strategies include

1. lecture and note-taking with the aid of pertinent information written on the board.
2. the use of pictures, posters, transparencies, and film segments to illustrate grammatical structures and stimulate conversation.
3. the physical manipulation of words and parts of sentences to practice new structures.
4. the use of white boards to demonstrate comprehension of stories, and to drill vocabulary and grammar.
5. the use of songs, taped conversations, and recited poetry to practice auditory comprehension and reinforce new material.
6. role playing to reinforce new material as well as to demonstrate control of vocabulary and structures.
7. carousel brain-storming to review learned material.
8. visits by native speakers to speak about customs of countries where the French is spoken.
9. memorization and recitation of prose passages or poetry for pronunciation practice.
10. physical demonstration of actions and key vocabulary by students or teacher to relate a concept or story.
11. oral and written completion exercises or substitution exercises.
12. the use of board games to review vocabulary.
13. regular journaling
14. dictations
15. battleship, jeopardy, pictionary, memory, typewriter, charades, placemat, relay races, flyswatter to practice vocabulary and grammatical structures.
16. micrologs
17. peer editing

Materials and Resources

Catullus, Expanded Edition, Phyllis Young Forsyth, Henry V. Bender,
edited by LeaAnn A. Osburn, Bolchazy- Carducci, 2005
Love and Betrayal, a Catullus Reader, Bruce Arnold, Andrew Aronson and Gilbert
Lawall, Prentice Hall, 2000.
Love and Transformation, an Ovid reader, Richard LeFleur, Scott Foresman- Addison
Wesley Longman, 1999.
The Metamorphoses of Ovid: a new verse translation, Allen Mendelbaum,
Harvest Book, Harcourt, Inc., 1993.

Relationship to the High School Expectations:

Given a basic vocabulary and grammatical structures suitable to Level IV Honors, V AP, the student is offered the opportunity to be:

- An effective reader of Latin
- An effective writer of Latin.
- An effective speaker/presenter/performer of selected topics.
- An effective problem solver when decoding grammar and comparing cultures.
- An effective information seeker when preparing short presentations.
- An observer of cultural influence of Latin in the community at large through excursions.