



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching & Learning
Parent/Student Course Information

ADVANCED PLACEMENT LATIN
(FL 5360)
One credit, one year
GRADES 10-12

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students develop the ability to read, translate, understand, analyze, and interpret the required selections of Caesar and Vergil.

The Advanced Placement (AP) Latin course prepares students to take the AP Latin Examination in May. College credit may be granted, subject to the requirements of the college or university.

PREREQUISITE

Latin IV or V

OPTIONS FOR NEXT COURSE

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas, Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., French I or Spanish I (Grades 6-12), German I or Japanese I (Grades 7-12) or Russian I (Grades 9-12).

REQUIRED STUDENT TEXTBOOKS

Vergil's Aeneid Selected Readings from 1, 2, 4, & 6 (Bolchazy-Carducci, 2012)

Selections from his Commentarii De Bello Gallico (Bolchazy-Carducci, 2012)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other audio/visual media, primary source documents, simulations, and computer programs.

For more information on this or any other Advanced Placement course, visit College Board Online at www.collegeboard.org.

Advanced Placement LATIN

Learning Objectives and Evidence Statements for Reading and Comprehending

Primary Objective: The student reads and comprehends Latin poetry and prose from selected authors with appropriate assistance.

- The student demonstrates knowledge of Latin vocabulary in reading passages.
 - definition of Latin words and idioms
 - distinction between easily confused Latin words (e.g., vir/vis, mos/mora)
 - response that indicates understanding that more than one Latin word may be appropriately translated by the same English word (e.g., mare, aequor, fluctus as “sea”)
 - response that indicates understanding that one Latin word may be appropriately translated by more than one English word (e.g., vir as “man,” “hero,” “husband”)
- The student explains the meaning of specific Latin words and phrases in context.
 - identification of the meanings of Latin words and phrases in context
 - explanation of the meaning of Latin words and phrases in context
 - explanation of the figurative meaning of Latin words and phrases in context (e.g., ferrum as “sword,” lumina as “eyes”)
- The student uses specific terminology to identify grammatical forms and syntactic structures.
 - identification of grammatical forms (e.g., gender, number, and case of nouns; tense and mood of verbs)
 - identification of syntactic structures (e.g., indirect statement)
- The student demonstrates knowledge of Latin syntax to read and comprehend Latin texts.
 - paraphrase of text that reflects knowledge of syntax
 - literal translation of text that reflects knowledge of syntax
 - response that reflects knowledge of syntax
- The student scans dactylic hexameter in Latin poetry.
 - identification of the elements of scansion of dactylic hexameter (e.g., dactyls, spondees, elision)
 - scansion of dactylic hexameter
 - determination of vocabulary, grammar, and syntax based on scansion (e.g., case and number of nouns and adjectives, tense of verbs, distinction between similar words)

Primary Objective: The student reads and comprehends Latin poetry and prose from selected authors with appropriate assistance. (*continued*)

- The student reads aloud Latin poetry and prose with attention to linguistic and artistic qualities.
 - attention to linguistic qualities (e.g., pronunciation, vowel quantities, accentuation) of Latin prose and poetry
 - attention to artistic qualities (e.g., emphasis, phrasing, inflection, tone) of Latin prose and poetry
 - attention to meter and elision in Latin poetry
- The student identifies stylistic features in Latin poetry and prose.
 - identification of rhetorical devices and figures of speech (e.g., anaphora, hyperbole, metaphor, rhetorical questions) in Latin texts
- The student identifies references to Roman culture, history and mythology in Latin texts.
 - identification of references to Roman culture (e.g., Penates, centurio, virtus, pietas) in Latin texts
 - identification of references to Roman history (e.g., Augustus, invasion of Britain) in Latin texts
 - identification of references to Greco-Roman mythology (e.g., Jupiter and Venus) in Latin texts
- The student demonstrates overall comprehension of passages in Latin texts.
 - response to a factual question that reflects overall comprehension of the passage (e.g., main ideas in the passage, setting of the passage, sequence of events in the passage)
 - summary or paraphrase that reflects overall comprehension of the passage
 - translation that reflects overall comprehension of the passage
 - response to an interpretive question that reflects overall comprehension of the passage (e.g., inference of an implied meaning, conclusion based on comprehension of a premise)

Learning Objectives and Evidence Statements for Translation

Primary Objective: The student translates previously prepared Latin texts into English as literally as possible.

- The student demonstrates knowledge of Latin vocabulary when translating Latin texts into English.
 - rendering in English that reflects an appropriate meaning of the Latin words
 - rendering in English that reflects the parts of speech of the Latin words
- The student demonstrates knowledge of Latin morphology when translating Latin texts into English.
 - rendering in English that reflects the grammatical forms of the Latin words (e.g., gender, case and number of nouns, adjectives, and pronouns; person, number, tense, voice, and mood of verbs; degree of adjectives and adverbs)

- The student demonstrates knowledge of Latin grammar and syntax when translating Latin texts into English.
 - rendering in English that reflects the Latin grammatical constructions (e.g., subject-verb agreement, pronouns, and their antecedents, subordinate clauses)
 - rendering in English that reflects the relationships between clauses
- The student demonstrates an understanding of the differences between Latin and English usage when translating Latin texts into English.

Learning Objectives and Evidence Statements for Contextualization

Primary Objective: The student relates the Latin texts to Roman historical, cultural, and literary contexts.

- The student uses knowledge of influential people and key historical events to demonstrate understanding of Latin texts.
 - identification of influential people in Roman history (e.g., Julius Caesar, Augustus, Romulus) not directly stated in the Latin texts, based on context or outside knowledge
 - explanation of the roles of influential people in Roman history as relevant to the Latin texts
 - explanation of key events in Roman history (e.g., Punic Wars, Roman Civil Wars) as relevant to the Latin texts
 - connection of information in the required English readings to information in the Latin texts, as relevant to influential people and key events in Roman history
- The student uses knowledge of Roman political ideas to demonstrate understanding of Roman culture in the Latin texts.
 - identification of Roman political ideas (e.g., libertas, pietas, virtus) not directly stated in the Latin texts, based on context or outside knowledge
 - explanation of Roman political ideas as relevant to Latin texts
 - connection of information in the required English readings to information in the Latin texts, as relevant to Roman political ideas
- The student relates Roman cultural products in the Latin texts to perspectives of Roman culture.
 - identification of Roman cultural products (e.g., fasces, Penates, legio) not directly stated in the Latin texts, based on context or outside knowledge
 - explanation of the significance of Roman cultural products as relevant to the Latin texts
 - connection of information in the required English readings to information in the Latin texts, as relevant to Roman cultural products
- The student relates Roman cultural products in the Latin texts to perspectives of Roman culture.

- identification of Roman cultural practices (e.g., marriage ceremonies, military organization, interpretation of omens) not directly stated in the Latin texts, based on context or outside knowledge
- explanation of the significance of Roman cultural practices as relevant to the Latin texts
- connection of information in the required English readings to information in the Latin texts, as relevant to Roman cultural practices
- The student uses knowledge of mythology and legends to demonstrate understanding of the Latin texts.
 - identification of elements of mythology and legends (e.g., gods, Trojan War, heroes) not directly stated in the Latin texts, based on context or outside knowledge
 - explanation of the mythology and legends as relevant to the Latin texts
 - connection of information in the required English readings to information in the Latin texts, as relevant to mythology and legends
- The student uses knowledge of authors or literary conventions to demonstrate understanding of the Latin texts.
 - identification of characteristics of literary genres (e.g., epic, commentarii) in the Latin texts
 - identification of literary conventions (e.g., invocation to the Muse, address to the troops, characterization) in the Latin texts
 - explanation of characteristics of literary genres as relevant to the understanding of the Latin texts
 - explanation of literary conventions as relevant to the understanding of the Latin texts
 - explanation of an author's circumstances, background, and life as relevant to the understanding of Latin texts

Learning Objectives and Evidence Statements for Analysis of Texts

Primary Objective: The student analyzes linguistic and literary features of one or more Latin texts.

- The student develops clear and coherent arguments in /English about the Latin texts.
 - use of coherent structure and logical development
 - use of relevant examples from the Latin texts to support the student's argument
 - use of relevant examples from reading sin English and class discussions to support the student's argument
 - articulation of conclusions and inferences abased on textual features or contextual knowledge (e.g., imagery, characterization, knowledge of Roman culture, knowledge of other Latin literature)
- The student analyzes the effects of language usage and stylistic features in the Latin texts.
 - analysis of the effects of language usage (e.g., word choice, ambiguity, word order)

- analysis of the effects of stylistic features (e.g., characterization, rhetorical strategies, poetic devices)
- The student analyzes the Latin texts based on knowledge of products, practices, and perspectives of Roman culture.
 - analysis of the Latin texts based on knowledge of Roman culture (e.g., use of cultural products such as the signa; cultural practices such as military techniques: cultural perspectives such as virtus, dignitas, pietas, auctoritas)
 - analysis of the effects of stylistic features (e.g., characterization, rhetorical strategies, poetic devices)

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Produced by the Department of Media and Communications for the Department of Teaching and Learning.
For further information please call (757) 263-1070.

Notice of Non-Discrimination Policy

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To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email her at Jennifer.Carson@VBSchools.com

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(Rev. 8/16)