

Diploma Programme subject outline—Group 2: language acquisition

	Worthington Kilbourne High School	School code	7119
Subject (e)	Latin SL		
	Higher <i>(not applicable for languages ab initio)</i>	<input type="checkbox"/>	Standard completed in two years
		<input checked="" type="checkbox"/>	X
			Standard completed in one year * <i>(not applicable for languages ab initio)</i>
	<input type="checkbox"/>		<input type="checkbox"/>
Teacher (this)	Christiane Baker	Date of IB training	April 2014
	November 2018	Name of workshop <i>(indicate name of subject and workshop category)</i>	Category 3 SSS Classical Languages

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

1. If you will be teaching language B higher level, identify the two works of literature to be studied.

2. Course outline

- Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.

- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject.
- This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
- If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

	Topic (as identified in the IB subject guide) <i>State the topics in the order you are planning to teach</i>	Contents	One class <input type="text" value="50"/> m.	Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			In one <input type="text" value="5"/>		

<p>Year 1</p>	<p>Study of Language – grammar, syntax & vocabulary</p>	<p>Grammar:</p> <ul style="list-style-type: none"> * Review of Participles * Ablative Absolutes * Indirect Statement * Subjunctive Mood – all 4 tenses, active, passive & deponent * Use of the subjunctive in subordinate clauses – result, purpose, indirect question, indirect command, conditions, fear clauses * Gerund & Gerundive * Review of nouns, adjectives & pronouns in all cases * Review of all verb tenses, voices & moods 	<p>On - going, all year – emphasis of new grammar listed here will be taught for 18 weeks during 1st semester of 1st year</p> <p>Grammar topics will be reviewed continuously throughout the year as presented in the texts read</p>	<ul style="list-style-type: none"> * Translation quizzes * Vocabulary quizzes * Identification of specific grammatical constructions in a passage * Comprehension tests * Comparison of * grammatical constructions 	<p>Ecce Romani II & III</p> <p>teacher created materials</p>
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	<p>Paper 1 - Ovid, Metamorphoses</p>	<p>Juno and Semele 3. 253-315 Dictionary Skills</p>	<p>4 weeks - 16.4</p> <ul style="list-style-type: none"> * Understanding what information is provided for each part of speech in a dictionary * How to use the information of a word entry in the dictionary * Identifying part of speech of a word * Identifying stem of a word * Practice with easily-confused words * Selecting the appropriate meaning of a word according to the context required in the passage 		<p>The Tenth Book of the Aeneid by Herbert W. Benario, <i>TAPA</i> Vol. 98 (1967)pp. 23-36.</p> <p>Reading Ovid by Peter Jones</p>
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	<p><i>Required reading for Worthington Latin Graded Course of Study - Caesar</i></p>	<p><i>De Bello Gallico</i> 1. 1-7</p>	<p><i>4 weeks - 16.4</i></p> <ul style="list-style-type: none"> * Comprehension Quizzes modeled after style of questions used on AP exam * Vocabulary & Grammar Quizzes based on poems * Translation Quizzes – no dictionary 		<p>Caesar Selections from his Commentarii De Bello Gallico by Hans-Friedrich Mueller</p>
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Year 2	Villains	Sallust, Bellum Catilinae 1-2, 5-9 - Catilinarian conspiracy - Republican political system - Cicero's In Catilinam -	5 weeks - 21 hours		SALLUST Sallust Bellum Catilinae by J T Ramsay Lectiones Memorabiles Volume IV by Mary Jaeger The Imagery of "The Way" in the Proem to Sallust's "Bellum Catilinae" (1-4) by Christopher Krebs <i>The American Journal of Philology</i> , Vol. 129, No 4 (Winter, 2008), pp 581-594 Sallust and Fortune by Douglas J. Stewart, <i>History and Theory</i> , Vol. 7 NO. 3 (1968) pp 298-317
	Vergil	Vergil, Aeneid 12. 614-952 * Trojan War * Epic Poetry * Dactylic Hexameter * Stylistic Devices used in poetry – <i>alliteration, chiasmus, asyndeton, polysyndeton, etc.</i> * Augustus * Augustan Literature * Discussion of the historical and cultural context of the <i>Aeneid</i> in the ancient world	10 weeks - 42 hours		VERGIL A Song of War, Readings from Vergil's Aeneid by Richard A

	Ovid, Metamorphoses	<p>variety of stories - both full stories and selections to practice dictionary skills</p> <ul style="list-style-type: none"> -understanding what information is provided for each part of speech in a dictionary -how to use the information of a word entry in the dictionary -identifying part of speech of a word -identifying stem of a word -selecting the appropriate meaning of a word according to the context 	5 weeks - 21 hours - spread throughout the year		<p>LaFleur and Alexander G McKay</p> <p>Virgil Aeneid VII - XII by R D Williams</p> <p>Desecration and Expiation as a Theme in the Aeneid by Gerald J. Petter</p> <p>The Hesitation of Aeneas by Michael J Putnam</p> <p>The Anger of Aeneas by Karl Galinsky</p>
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	IA work	Research & writing - how to write a good research questions - how to annotate primary sources - requirements - good & bad examples - primary vs secondary sources - JSTOR - possible topics - how to find primary sources - how to use secondary	5 weeks - 21 hours		

3. IB Internal and external assessment requirements to be completed during the course

Briefly explain how and when you will work on them. Include the date when you will first introduce the internal and external assessment requirements, when they will be due and how students will be prepared to complete them.

At the beginning of the Year 1, students will be informed of course requirements and the format of both formative and summative assessments that will be utilized throughout the program to prepare students for the IB examinations. These formative and summative assessments will be modeled after the 3 hour external assessment for IB Latin (SL). Papers 1 and 2 will be presented in May according to the timeline published by the IBO. Throughout the year, class practice and the in-depth study of the prescribed authors will prepare students for the IB examination. Individual tests will be given over each author. Students will have several opportunities to practice translation and literary analysis in both written and oral formats. Each quarter of each school year there will be at least 1 sight translation test over Ovid that will follow the structure of Paper 1. As we cover the material for each genre for Paper 2, there will be at least 1 test at the end of the unit that follows the structure of Paper 2.

As for the Internal Assessment, I will introduce the requirements and expectations at the end of second semester of year 1. We will discuss how to and where to find primary sources. Students must choose a general topic by the end of 1st semester in year 1. During the summer and in second quarter of year 2, students will collect sources for the IA and form their research questions. At this point we will also discuss how to write a good research question and how to annotate the sources to answer the research questions. The final first draft of the IA is due December 12th of year 2. Students must complete the IA by February 1st of year 2.

4. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson/courses.

Topic	Link with TOK (including description of lesson plan)
Augustan Literature -social & political values	How do we know that Vergil reflects the social and political values of Augustus? How do we know that these are the values of the time? Students will research the political and social expectations of Augustus and in what ways he promoted these to all areas of the empire. Students will examine the different ways in which the literature reflects the historical reality and whether we can have this historical reality without the knowledge of the literature.

5. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Thinking	

6. International mindedness

Every IB course should contribute to the development of international-mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Roman Values	Students will discuss the different ways in which authors present Roman values and ideals. We will discuss how these values differ among the authors and whether non-Romans can have the same values. What are the strengths and weaknesses of these Roman values? How do the characters in the pieces of literature represent/follow these values. Do the authors raise any questions about Roman values?

7. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
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Villains & Vergil Augustan Literature IB learner profile - Open-Minded & Knowledgeable	Through analyzing various Roman authors (Livy, Vergil and Sallust) who wrote during the leadership of Augustus, students will evaluate the impact of politics on poetry to become knowledgeable inquirers who can reflect upon society in an open-minded fashion. This study will help students to become more knowledgeable about differing political and social viewpoints as expressed by authors or poets and their impact on the individual.
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8. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Briefly describe what plans are in place if changes are needed.

Students receive hard copies of the texts for Paper 2 and vocabulary lists created by the teacher. Since the curriculum for IB Latin recently changed, students do not have a textbook that covers those readings. All students have a copy of Peter Jones' Reading Ovid and a dictionary. Students have access to Google Classroom, where they can obtain copies of all class handouts and materials. Students also have access to the Internet, so they can use various related websites and research databases (which are available through our local library).

A variety of electronic sources will be utilized in class. The electronic sources will include websites, podcasts, Smart Board and online texts. The library has purchased books that cover the literature and history during the Roman Republic and Roman Empire.

