

## I. Course description and aims

The classical languages course is designed for students who have already been introduced to Latin or Classical Greek language and culture. It encourages students to achieve competence in Latin or Classical Greek so that they can experience ancient texts in the most immediate way possible. The course focuses on the reading of unadapted Latin or Classical Greek literature: but this is complemented by students' examination of other linguistic, historical, archaeological, and art historical evidence, to better understand the classical world.

Three areas of exploration ground the study of this evidence and provide a framework for students as they build their proficiency in the classical language, develop their analytical and interpretative skills, and further their understanding of the historical, cultural, political, and artistic concerns reflected in the texts they study.

The course invites students and teachers of classical languages to engage in a fully integrated study of language, literature, and culture, and to position themselves not as passive readers or receivers of the classical world, but rather as active participants in an ongoing classical tradition. At the end of the course, all students are expected to be able to read, analyse, and discuss classical literature written in the original language. In addition, HL students are expected to submit a short original composition in prose in the classical language.

The aims of the classical languages course are to:

1. enable students to develop knowledge and skills to engage with, use, and enjoy the classical language
2. enable students to understand and make connections between texts written in the classical language
3. provide students with an appreciation of both the classical world and the perspectives of Roman and ancient Greek people
4. develop students' appreciation of the ongoing relevance and the literary merits of classical texts and the issues raised in them
5. develop students' ability to engage in inquiry that involves both texts in the classical language and other products of classical cultures or their traditions
6. improve students' understanding of their own language(s) and other languages as a basis for work and for further study.

## II. Curriculum model overview

The recommended teaching time is 150 hours to complete the standard level (SL) course and 240 hours to complete the higher level (HL) course. The SL and HL syllabuses share a common list of prescribed core and companion texts, and a common set of areas of exploration through which to explore them.

The classical languages course contains three types of syllabus content, two of which are prescribed by the IB and a third selected by the school.

**Prescribed core texts** are long excerpts that allow students to become familiar with an author's style and the concerns of a particular literary work. For example: Lysias, *Against Simon*; seven poems from Ovid, *Amores* 1.

**Prescribed companion texts** are short excerpts that expand students' horizons, exposing them to different linguistic styles, text types, and genres. For example: Aulus Gellius, *Attic Nights* 5.14; Homer, *Odyssey* 4.138–264.

**Ongoing language development** is school-selected study using strategies and materials relevant to students' development of proficiency in the classical language, fostering a broader familiarity with classical literature, and expanding contextual knowledge through the study of non-literary texts.

The course is divided into three areas of exploration—how **meaning, form, and language** are related; the relationships between **text, author, and audience**; the dynamic connections across **time, space, and culture** that the study of the classical world affords.

These areas of exploration are not course parts, nor do they present a linear roadmap by which teachers and students should approach the course. Because the discussions they support engage with big ideas central to the study of classical languages, literatures, and cultures, the areas of exploration naturally overlap and are intrinsically linked.