

AP Latin

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Description: The course is designed to develop and increase each student's ability to read, literally translate, and analyze Latin texts in both poetry and prose at the Advanced Level. Details of themes and skills can be found in the attached summary and in the AP Course Exam and Description available in AP Classroom.

Course Required Reading: All lines as prescribed in the AP Latin Curriculum Framework are covered in homework assignments, literal in-class translations, and in test review. Each day there will be some time set aside for sight-reading of Vergil, Caesar and other authors.

Syllabus for the Exam

Required Readings in Latin

Vergil, *Aeneid*

Book 1: Lines 1–209, 418–440, 494–578

Book 2: Lines 40–56, 201–249, 268–297, 559–620

Book 4: Lines 160–218, 259–361, 659–705

Book 6: Lines 295–332, 384–425, 450–476, 847–899

Caesar, *Gallic War*

Book 1: Chapters 1–7

Book 4: Chapters 24–35 and the first sentence of Chapter 36
(*Eodem die legati ... venerunt.*)

Book 5: Chapters 24–48

Book 6: Chapters 13–20

Required Readings in English

Vergil, *Aeneid*

Books 1, 2, 4, 6, 8, 12

Caesar, *Gallic War*

Books 1, 6, 7

Students will be assessed on the content of all English readings in concert with Latin assignments and thematic discussions.

Expectations and Assessment: Students will be expected to prepare translation, workbook and reading assignments in advance and show evidence of preparation when called upon to translate orally or for discussion. Students will actively participate in class discussions.

Grading is based on percentages which reflect the breakdown of the AP exam

- Objective assignments (multiple choice): 50%
- Essays: 20%
- Short Answer: 15%
- Translations: 15%

Each of the above categories will include shorter, in-class assignments and AP style quizzes and FRQs. All of the Quizzes and FRQs will be scaled to reflect the AP Performance descriptors which are available in an attachment.

Students will take the AP Exam on Friday, May17, 2024 at 12:00 PM (noon).

Overview: AP Latin is designed to provide students with a rich and rigorous Latin course, approximately equivalent to an upper-intermediate (typically fourth or fifth semester) college or university Latin course. Students who successfully complete the course are able to read, understand, translate, and analyze Latin poetry and prose. AP Latin students prepare and translate Vergil's *Aeneid* and Caesar's *Gallic War* with an accuracy that reflects precise understanding of the Latin in all its details; they also read and comprehend passages at sight, even if not with full understanding of every detail. Students also should master the terms that have been devised by scholars and teachers over the years to describe and analyze Latin grammar, syntax, and literary style. Linguistic competence is not the only goal of AP Latin. The required texts allow students to develop cultural and historical understanding of people, events, and literary genres of Roman times, focusing on the core periods of the late Republic and the early Principate. Using Vergil and Caesar as a base, the course helps students reach beyond translation to read with critical, historical, and literary sensitivity.

The course is structured to allow students to complete the entire required reading list published in the AP® Latin Curriculum Framework.

Schedule and Procedures:

Fall

- Weeks 1-5: Unit I—Introduction to the Aeneid
Vergil Aeneid Book I. 1-209, 418-440, and 499-578
Aeneid Book I in translation
- Weeks 6-10: Unit II- The Land and People
Caesar, De Bello Gallico, Book I.1-7, VI.13-20
Gallic War Book I in translation
- Weeks 10-13: Unit III- The Story of a War
Vergil Aeneid Book II. 40-56, 201-249, 268-297, and 559-620
Aeneid Book II in Translation
- Weeks 13-16: Unit IV-Stormy Weather
De Bello Gallico IV Chapters 24-35
- Weeks 16-18: Unit V-The Original (Doomed) Love Story
Vergil Aeneid Book IV. 160-218, 259-361, 659-705
Aeneid Book IV in translation

Spring

- Weeks 20-22: Unit VI- Deception and Intrigue...or just poor decision-making
De Bello Gallico V.24-37
- Weeks 23-25: Unit VII- Tough Times for the Romans
De Bello Gallico V chapters 38-48
De Bello Gallico VI & VII in translation
- Weeks 26-28: Unit VIII- Sugar, we're going down... to the Underworld
Vergil Aeneid Book VI.295-332, 384-425, 450-476, 847-899
Aeneid Book VI in translation
- Weeks 29-31: Unit IX- *Vergil Aeneid VIII & XII*
- Weeks 32-36: Comprehensive Review
Mock Exam
Summation Project—Individual inquiry

Course Activities (50-minute classes)

Warm-up activity: Each day, students will examine an individual sentence or quotation to review grammatical usage, figure of speech, or contextual references using specific literary terms for grammar, rhetorical figures, and literary devices. **[CR8]**

Discussion and comprehension: Daily literal translation and analysis through discussion of grammatical structure, scansion (if applicable), sentence structure, contextual references, figures of speech, characters

and their motivation, themes, and essential questions, and the English context of the passage. [CR2], [CR7], [CR3] & [CR4]

Sight translation: Students will have the **weekly** opportunity to read passages at-sight from other authors including Nepos, Catullus, Cicero, Ovid, Pliny the Younger, and Livy, and passages from sections not read in Latin from Caesar and Vergil. [CR5]

Analysis & Contextualization: Each day students will be asked to write a reflection focused on the assigned lines and the essential question using specific examples to discuss literary, linguistic, or contextual aspects of the passage. At least **once every two weeks students** will be required to write timed analytical essays using specific terminology related to grammar, rhetorical figures, and literary devices. [CR10] & [CR9]

Reading aloud of the assigned passages. Each student will read aloud at least once a week and when reading poetry students will practice scansion and reading aloud in dactylic hexameter. [CR6] & [CR7]

Mini reviews of aspects of grammar, vocabulary, and of specific terminology, which students apply to stylistic, literary, and rhetorical devices. [CR8]

Student Texts:

Boyd, Barbara. Ed. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL:

Bolchazy-Carducci, 2012.

Boyd, Barbara and Katherine Bradley. *A Vergil Workbook*. Second edition. Mundelein, IL:

Bolchazy-Carducci, 2012.

Mueller, Hans-Friedrich. *Caesar: Selections from his Commentarii De Bello Gallico*. Mundelein, IL:

Bolchazy-Carducci, 2012.

Nousek, Debra L. and Rose Williams. *A Caesar Workbook*. Mundelein, IL: Bolchazy-Carducci, 2012.

Virgil and Robert Fitzgerald. *The Aeneid*. New York: Random House, 1983.

Supplementary Texts and Resources:

Adkins, Lesley and Roy A. Adkins. *Handbook to Life in Ancient Rome*. New York: Oxford University Press, 1994.

Anderson, William S. *The Art of the Aeneid*. Wauconda, IL: Bolchazy-Carducci, 1989.

Knox, Bernard M. W. "The serpent and the flame: The imagery of the second book of the Aeneid."

American Journal of Philology. New York: Johns Hopkins Press, 1950, 71(4), 379-400.

www.jstor.org/stable/292386.

Miller, Frank J. "Vergil's Motivation of the Aeneid." *The Classical Journal*, 24(1), 28-44. Classical Association of the Middle West and South, 1928. www.jstor.org/stable/3289751.

Parry, Adam. "The two voices of Virgil's Aeneid." *Arion*. Boston: Trustees of Boston University, 1963, 12(4), 66-80. www.jstor.org/stable/20162871.

Perkell, C. Rev. of *Narrative Structure and Poetics in the Aeneid: The Frame of Book 6*, by Stratis Kyriakidis. *Bryn Mawr Classical Review*, 10 November 1999.

<http://bmcr.brynmawr.edu/1999/1999-11-10.html>.

- Todd, F.A. "Virgil's invocation of Erato." *The Classical Review*. The Classical Association, 1931, 45(6), 216-218. www.jstor.org/stable/699992.
- Toll, Katherine. "Making Roman-ness and the *Aeneid*". *Classical Antiquity*, 16 (1), 34-56. University of California, 1997. www.jstor.org/stable/25011053.
- Woodworth, Dorothea Clinton. "The function of the gods in Vergil's *Aeneid*." *The Classical Journal*, 26(2), 112-126. Classical Association of the Middle West and South, 1930. www.jstor.org/stable/3290514.

Supplemental information: Literature of Rome: Poetry and Prose
Various authors and readings including: Pliny, Ovid, Horace, Catullus, Nepos And Cicero

In addition to the reading list, themes and skills are integrated throughout the AP Latin course.

The skills:

Skill Category 1	Skill Category 2	Skill Category 3	Skill Category 4	Skill Category 5
Reading and Comprehension 1 Read and comprehend Latin poetry and prose.	Translation 2 Translate Latin texts into English.	Contextualization 3 Relate Latin texts to Roman historical, cultural, and literary contexts.	Textual Analysis 4 Analyze linguistic and literary features of Latin texts.	Argumentation 5 Develop an argument that analyzes Latin poetry and/or prose.
SKILLS				
<p>1.A Demonstrate knowledge of Latin vocabulary.</p> <p>1.B Explain the meaning of Latin words and phrases in context.</p> <p>1.C Use specific terminology to identify grammatical forms and syntactic structures.</p> <p>1.D Demonstrate knowledge of Latin syntax to read and comprehend Latin texts.</p> <p>1.E Scan dactylic hexameter in Latin poetry.</p> <p>1.F Read Latin poetry and prose aloud with attention to linguistic and artistic qualities. (not assessed on Exam)</p> <p>1.G Identify stylistic features in Latin poetry and prose.</p> <p>1.H Identify references to Roman culture, history, and mythology in Latin texts.</p> <p>1.I Demonstrate overall comprehension of passages in Latin texts.</p>	<p>2.A Demonstrate knowledge of Latin vocabulary when translating Latin texts into English.</p> <p>2.B Demonstrate knowledge of Latin morphology when translating Latin texts into English.</p> <p>2.C Demonstrate knowledge of Latin grammar and syntax when translating Latin texts into English.</p> <p>2.D Demonstrate an understanding of differences between Latin and English usage when translating Latin texts into English.</p>	<p>3.A Use knowledge of influential people and key historical events to demonstrate understanding of Latin texts.</p> <p>3.B Use knowledge of Roman political ideas to demonstrate understanding of Roman culture in Latin texts.</p> <p>3.C Relate Roman cultural products in Latin texts to perspectives of Roman culture.</p> <p>3.D Relate Roman cultural practices in Latin texts to perspectives of Roman culture.</p> <p>3.E Use knowledge of mythology and legends to demonstrate understanding of Latin texts.</p> <p>3.F Use knowledge of authors or literary conventions to demonstrate understanding of Latin texts.</p>	<p>4.A Analyze the effects of language usage and stylistic features in Latin texts.</p> <p>4.B Analyze Latin texts based on knowledge of products, practices, and perspectives of Roman culture.</p>	<p>5.A Articulate a defensible claim or thesis.</p> <p>5.B Support the argument using relevant evidence from Latin texts and readings in English.</p> <p>5.C Use accurate, specific, and relevant references to Latin texts.</p> <p>5.D Use reasoning to draw conclusions and make inferences based on textual features.</p> <p>5.E Use contextual knowledge and references to support the analysis.</p>

Themes throughout the course and content:

Theme 1: Literary Style and Genre (LIT)
Theme 2: Roman Values (RMV)
Theme 3: War and Empire (WAE)
Theme 4: Leadership (LDR)
Theme 5: Views of Non-Romans (VNR)
Theme 6: History and Memory (HIS)
Theme 7: Human Beings and the Gods (HBG)

Not every theme is evident in every text or passage. You don't have to force them but you should be able to recognize them when you read. If you look at the skills table, you should see that at least one part of each skill benefits from or relies on the themes.

Don't worry-I will point them out a lot!