

**Objectives:** This AP Latin course is designed to provide instruction necessary for students to achieve a high score on the College Board Advanced Placement Latin Exam. The course seeks to expand upon student learning in the following categories:

- A. Translation skills as they pertain to the required passages from Caesar’s *De bello Gallico* and Vergil’s *Aeneid* rendering the text with a focus on accuracy and finesse.
- B. Context and cultural awareness including topics in: politics, history, religion, literature and style, and general themes pertaining to ancient Rome and the Romans.
- C. Comprehension of writing style and authorial intent in using certain words and grammatical constructions.
- D. Analysis of Latin passages on the syllabus that is geared towards speculation of authorial intent and motive as evidenced in composition.
- E. The use of the original Latin to support arguments and theses regarding literary style, socio-political context, and overarching themes in both required texts.
- F. Analysis of Caesar’s use of consistent and clear prose and its impact in *De Bello Gallico* as well as poetic meter with an emphasis on Virgil’s use of meter in the *Aeneid*.

Students will be required to engage in thoughtful and meaningful discussion of advanced topics in Latin literature, supplemented by careful and swift translation of passages from the required readings in order to succeed on the AP exam. This course is designed to focus on these two main ideas and provide avenues for success on the exam.

### **Course Overview:**

Students will translate original Latin text from the required readings as literally as possible while preserving the meaning and emphasis of passages with measured finesse to display comprehension of the Latin passages from books 1, 4, 5, and 6 of Caesar’s *De bello Gallico* and passages from books 1, 2, 5, and 6 of Vergil’s *Aeneid* prior to taking the AP exam. **[CR2]**

Students will be provided an annotated text of *De bello Gallico* and the *Aeneid*, and will be expected to use them along with a modern translation to complete the following assignments:

- A. Daily literal translation: Students will maintain a notebook of annotated text as well as clean copies with lines below the original Latin for their completed translations. Students will engage with the required text for each day by completing a worksheet that guides translations and requires the answering of grammatical questions in keeping with the expectations of the AP exam. Questions will be split between short answer and multiple choice, further reflecting the exam format. Students will be expected to take notes on both stylistic and cultural concepts discussed in class during class translation, where individual work is solidified to help students track their progress.. **[CR2], [CR8]**

- a. Students will be engaged in further discussions of the stylistic composition and cultural context of read passages with additional questions from the instructor if there is time remaining at the end of each class. Student discussion on these topics may be moderated and facilitated by the instructor if time permits. **[CR3],[ CR8]**
- B. When appropriate, students will read assigned articles of literary criticism, historical analysis, and prepare their own responses to required readings in order to formulate well-reasoned arguments regarding Roman literature, history, and culture. **[CR9]**
- C. Homework: Students are required to complete Case and Reason worksheets at the conclusion of every chapter of Caesar and assigned section of Virgil. Answer keys will be provided in class following the successful completion of the assigned lines. Students will likewise complete multiple choice and short answer worksheets to prepare for the AP Exam and spend the majority of class time working on translation.
- D. Students will prepare for vocabulary and content quizzes by studying at home. AP students will likewise read and prepare to discuss any secondary materials and articles provided for their instruction.
- E. Students will take a test over the assigned passages approximately every 8 chapters of Caesar or 150 lines of Virgil. Tests will focus on the core AP criteria for evaluation and will include translation, multiple choice, short answer, scansion (when applicable), and essay questions. Tests will be scored according to AP rubrics.
  - a. Short answer questions will focus on identifying themes and uses of the language (including specific terminology for grammar and literary devices), relevant vocabulary, grammar, historical and cultural content, and literary techniques. **[CR7], [CR8], [CR9]**
  - b. Essays will involve analysis, discussion of motives, political and social relevance, and themes. The emphasis will be on finding evidence in the Latin text to support their ideas. **[CR10]**
- F. When reading prose, students will read the text aloud at least once a week to achieve a greater understanding of Caesar's style and the way in which he balances constructions for clarity. In addition, students will achieve greater mastery of pronunciation and develop a sense of the content of a given passage when listening as a pre-translation exercise. When reading poetry, students will scan dactylic hexameter and read aloud in meter at least once a week, for the purpose of evaluating grammar and style and as an aid for reading comprehension. **[CR7]**
- G. Multiple-choice questions based upon sight-readings will be practiced throughout the year. Sight readings will be drawn from non-syllabus-based prose and poetry, e.g., Cicero, Catullus, Ovid, Martial, Sallust, and Pliny. Special emphasis will be given to passages taken from prior AP exams, to give students as accurate a test as possible. Multiple-choice sight reading practice will supplement standard assessment and serve as quizzes to track progress on a monthly basis leading up to the AP exam. **[CR5]**



## Course Schedule [CR1]

### First Nine Weeks

- 1) Read *De bello Gallico* in translation, Books 1-7 [September]
  - a) Discuss important background information on Caesar and the *Gallic Wars* & rubric for creative project on Caesar or *De bello Gallico*) [September]
  - b) **Students will begin ongoing work for the first nine weeks on a presentation on Caesar or the *De Bello Gallico*. [First Nine Weeks]**
  - c) Read *De bello Gallico* Book 1: Chapter 1 [September]
- 2) Read *De bello Gallico* Book 1: Chapters 2-3 [September]
- 3) Read *De bello Gallico* Book 1: Chapters 4-5 [September]
- 4) Read *De bello Gallico* Book 1: Chapters 6-7 [September]
  - a) Review Book 1 [September]
  - b) Test Book 1 [September]
  - c) In Class Essay – Book 1 [September]
- 5) Read *De bello Gallico* Book Book 4: Chapters 24-26 [October]
- 6) Read *De bello Gallico* Book Book 4: Chapters 27-30 [October]
  - a) In Class Essay – Book 4 Chapters 24-30
- 7) Read *De bello Gallico* Book Book 4: Chapters 31-34 [October]
- 8) Read *De bello Gallico* Book Book 4: Chapter 35 and the first sentence of Chapter 36 [October]
- 9) Review and take Unit Exam on *Gallic Wars*, Books 1 and 4 and on the English readings. [November]
  - a) In Class Essay – Book 4 Chapters 31-35 [November]

### Second Nine Weeks

- 1) Read *De bello Gallico* Book 5: Chapters 24-29 [November]
- 2) Read *De bello Gallico* Book 5: Chapters 30-35 [November]
- 3) Read *De bello Gallico* Book 5: Chapters 36-41 [December]

- 4) Read *De bello Gallico* Book 5: Chapters 42-48 **[December]**
- 5) Test on Book 5 **[December]**
- 6) Read *De bello Gallico* Book 6: Chapters 13-14 **[December]**
- 7) Read *De bello Gallico* Book 6: Chapters 15-16 **[January]**
- 8) Read *De bello Gallico* Book 6: Chapters 17-18 **[January]**
- 9) Read *De bello Gallico* Book 6: Chapters 19-20 **[January]**
  - a) In Class Essay – Book 6
- 10) Review and take Semester Exam on the *Gallic Wars*, Books 1, 4, 5, 6 **[January]**

### **Third Nine Weeks**

- 1) Read the entire *Aeneid* in translation Books 1-12 and discuss as contextual background throughout the Latin readings & rubric for creative project on Virgil or *The Aeneid*. **[January]**
- 2) Discuss important background information on Vergil and the *Aeneid* **[February]**
  - a) **Students will begin ongoing work for the third nine weeks on a presentation on Virgil or the *Aeneid*. [Third Nine Weeks]**
- 3) Read *Aeneid* Book 1: 1-60 **[February]**
- 4) Read *Aeneid* Book 1: 61-120 **[February]**
- 5) Read *Aeneid* Book 1: 121-181 **[February]**
- 6) Read *Aeneid* Book 1: 182-209, 418-440 **[February]**
- 7) Read *Aeneid* Book 1: 494-578 **[February]**
- 8) Test on *Aeneid* Book 1 **[February]**
  - a) In Class Essay – *Aeneid* Book 1 **[February]**
  - b) Discuss background information on Book 2 **[March]**
- 9) Read *Aeneid* Book 2: 40-56, 201-249 **[March]**
- 10) Read *Aeneid* Book 2: 268-297, 559-589 **[March]**
- 11) Read *Aeneid* Book 2: 590-620 **[March]**

12) Review and take Unit Exam on *Aeneid* Books 1 and 2 [March]

a) In Class Essay – *Aeneid* Book 2 [March]

#### **Fourth Nine Weeks**

1) Discuss background information on Book 4 [March]

a) Read *Aeneid* Book 4: 160-218 [March]

2) Read *Aeneid* Book 4: 259-309 [March]

3) Read *Aeneid* Book 4: 310-361 [March]

4) Read *Aeneid* Book 4: 659-705 [March]

5) Test on *Aeneid* Book 4 [March]

a) In Class Essay – Book 4 [March]

b) Discuss background information on Book 6 [March]

c) Read *Aeneid* Book 6: 295-332, 384-404 [March]

6) **Spring Break [April]**

7) Read *Aeneid* Book 6: 405-425 [April]

8) Read *Aeneid* Book 6: 450-476, 847-877 [April]

9) Read *Aeneid* Book 6: 878-899 [April]

a) In Class Essay – *Aeneid* Book 6 [April]

b) Review *Aeneid* Books 1, 2, 4, 6 [May]

c) In Class Essay – *Aeneid* Book 6 [May]

10) Review and take Semester Exam on *Gallic Wars* Books 1, 4, 5, 6 and *Aeneid* Books 1, 2, 4, 6 [May]

a) In Class Essay – Caesar Book 4 and *Aeneid* Book 1 [May]

**11) AP Exam [May]**

12) Wrap-Up and Selections from other authors [Non-Syllabus] [June]

**13) School Dismissal [June]**

**Grading Policy:**

Grades will be weighted according to these categories:

- 10% **Classwork** – including translations, worksheets, practice exams, and writing
- 10% **Homework** – at least 3 assignments a week depending on pace
- 50% **Tests** – Tests in the style of the AP Exam
- 30% **Quizzes** – including grammar and translation

**Grading Scale – consistent with Eastern Regional High School policy mandate**

- A = 92 - 100%
- B = 83 - 91%
- C = 74 - 82%
- D = 65 - 73%
- F = 0 - 64%

**Student Support Plan**

- A Before Instruction: Students will know the purpose and outcome for the day's lesson. Readings will be contextualized so that students will be able to predict events in the day's assigned translation.
- B During Instruction: The instructor will be available in the classroom at all times during instructional time for one-on-one help in translating, and therefore students will be given ample opportunity to ask for assistance or clarification. Almost all daily work will involve collaborative learning in groups, so that students will be able to work cooperatively to help each other. If further assistance is needed, the instructor will be available for tutoring by appointment.
- C After Assessments: The instructor will be available by appointment for feedback so students can improve skills, study habits, and/or understanding of concepts. Instructor will also host a once weekly recitation session to facilitate review of difficult translations and special topics.

**Textbooks and Materials:**

**Each student will need a 1 inch or 1½ inch three-ring binder exclusively for AP Latin.**

### **Latin Textbooks**

1. Mueller, Hans-Friedrich. *Caesar: Selections from his Commentarii De Bello Gallico*. Wauconda, IL: Bolchazy-Carducci, 2012.
2. Boyd, Barbara. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4 and 6*. Mundelein, IL: Bolchazy-Carducci, 2012.
3. Boyd, Barbara, *A Vergil Workbook, Second Edition*. Mundelein, IL: Bolchazy-Carducci, 2012.
4. Nousek, Debra and Williams, Rose, *A Caesar Workbook*. Mundelein, IL: Bolchazy-Carducci, 2012.
5. Fagles, Robert, *The Aeneid*, New York, NY Penguin Classics, 2008.
6. Handford, S.A., *Caesar: The Conquest of Gaul*, New York, NY, 1982.
7. Steadman, Geoffrey, *College Caesar Latin Text with Facing Vocabulary and Commentary*, Steadman, 2011.

### **Online Resources:**

Whitaker's Words Parsing Tool and Dictionary: <http://archives.nd.edu/words.html>

Lacus Curtius Translations/Resources: <http://penelope.uchicago.edu/Thayer/E/Roman/home.html>

Dickinson College Commentary of Caesar's *De bello Gallico*: <http://dcc.dickinson.edu>