

Trumbull High School  
Trumbull, CT  
AP® Latin Syllabus  
2017-2018

Magister Brust

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## Course Overview and Description.

This course is designed for highly motivated Latin students who wish to pursue in-depth study of authentic Latin texts through two of Rome’s greatest authors: Gaius Iulius Caesar and Publius Vergilius Maro. Students will focus on the three modes of communication—interpersonal, interpretive, and presentational—through the four skill areas of reading, writing, listening, and speaking. Although all modes of communication and skill areas are touched upon, there is a focus on interpretive communication through the reading of authentic texts [CR10]. The course is designed around the newly revised Standards for Classical Language Learning from the ACFTL and the ACL.

The following themes will be explored through the two primary works, and are set up to allow students to compare and contrast ancient practices and products with modern ones [CR9]:

- Civitas et Identitas Nationalis (Citizenship and National Identity)
- Bellum et Pax (War and Peace)
- Imperium et Res Publica (Empire and the State)
- Virtus et Heroicitas et Ducatus (Virtue, Heroism, and Leadership)
- Di et Mortales (Gods and Mortals)
- Historia et Memoria (History and Memory)
- Mores Romani (Roman Values)
- Literatura (Literature)

The course begins with a review of Latin 3 and the summer packet, exploration and presentations about some of the authors covered this year (besides Caesar and Vergilius), and then moves onto the two main works of the course (*De Bello Gallico* and *Aeneis*). It is divided in two halves: the first semester deals mainly with prose and *De Bello Gallico*, and the second semester deals mainly with poetry and *Aeneis*. The capstone project of this course (taking place at the end of the year, after the AP® exam) involves students writing and reciting their own poetry in dactylic hexameter, based on what they have learned throughout the year [CR7].

## Course Design Rationale.

This course first and foremost gives students the opportunity to read and engage with authentic Latin texts [CR3], and prepares students to be successful on the College Board’s AP® Latin Exam. Because the AP® Latin Exam requires students to complete literal translations of selections from the aforementioned works, translation is a component of this class. Students will (a) learn how to do literal and sight translations; (b) use them as one of many tools for engaging with a text; and (c) complete translations in class [CR2]. Furthermore, reading authentic Latin for comprehension [CR3], and exploring the themes of Caesar and Vergilius in the context of the works in their original language and culture [CR9] are a primary focus of this class. Through these things the curricular requirements of the AP® Latin course are met.

## Course Goal

The primary goal of this course is to help students learn to read authentic Latin texts for comprehension and enjoyment [CR3]. The secondary goals of this class are (a) to give students a cultural background through which they can interpret the texts they read [CR9]; and (b) to conduct literary analyses of the texts, form their own opinions, and draw their own conclusions about them—in Latin, whenever possible [CR3]. These goals are met through the objectives and activities listed below.

## Course Objectives.

The objectives listed below include examples of class activities that will accompany them. While every objective is accounted for, the list of activities that accompany them is not exhaustive.

In this course, students will...

- Read and recite Latin for comprehension both aloud and silently [CR3,6,10]
  - Read unmodified selections from *De Bello Gallico*
  - Read unmodified selections from *Aeneis*
  - Summarize and paraphrase (orally and in writing) Latin text selections in both Latin and English
  - Extract main ideas and themes from text selections
  - Answer comprehension questions about the text selections that range from simple comprehension questions to questions that require higher-order thinking
- Read and engage with translations of the full works of the course texts for a boarder understanding [CR4]
  - Read a complete English translation of *De Bello Gallico* by C. Iulius Caesar (About the Gallic War)
  - Read a complete English translation of *Aeneis* by P. Vergilius Maro (The Aeneid)
  - Answer comprehension questions about the text selections that range from simple comprehension questions to questions that require higher-order thinking
- Read supplementary texts in English and Latin and view films/documentaries about both the time period covered by our works and about the themes and concepts covered by the two main works of this course [CR5]
- Discuss, write about, and explore the course's themes in both Latin and English [CR3,10]
  - Participate in class discussions in Latin and English about the works, their content, and their themes
  - Write essays and reviews in both Latin and English about the works, their content, and their themes
  - Conduct independent research and make presentations in both Latin and English about the works, their contents, and their themes
- Analyze not only the content of Latin texts but also the grammar and syntax [CR8]
  - Be able to identify and describe the purpose of different grammatical structures
  - Be able to use grammatical terms to explain syntax
  - Be able to explain why the authors chose to use certain words in certain ways, especially with poetry
- Read, scan, recite, and write Latin poetry in dactylic hexameter [CR4,7]

- Acquire and use thematic and topical vocabulary [CR8]
- Be able to explain and identify Latin literary and poetic devices used in the works read in this course [CR8]
- Be able to explain and identify references to Roman history, culture, and literature found in the works of this course [CR9]
- Be able to explain Roman cultural and religious practices and products seen in the works of this course, compare those practices and products to contemporary ones, and make judgements about them within a historical framework [CR9]
  - Make judgements about them from a Roman perspective
  - Make judgements about them from a contemporary perspective
  - Draw connections and determine relationships between Roman practices and products and contemporary practices and products
- Complete literal translations of text selections from Latin to English [CR2]
- Complete literal translations of “guiding material” from English to Latin [CR2]

## Grading Policy

The AP® Latin class will be graded on the World Language Department gradebook scheme, which is:

- 60%: formal assessment (tests, projects, presentations, and prepared assignments)
- 30% informal assessment (classwork, homework, discussions, and spontaneous assignments)
- 10% level of engagement (class participation, preparedness, interactivity)

## College Board Curricular Requirements

The requirements listed below are the College Board’s AP® Latin curricular requirements. The page numbers to the right of each requirement show where in this the requirement the reader can see that the requirement is met.

	<b>Curricular Requirement</b>	<b>Page</b>
CR1	The course is structured to allow students to complete the entire required reading list published in the AP® Latin Curriculum Framework.	8
CR2	The course provides ongoing opportunities for students to translate Latin poetry and prose from the required list into English as literally as possible.	3,5
CR3	The course provides ongoing opportunities for students to demonstrate comprehension of Latin passages from the required reading list.	3,4
CR4	The course provides ongoing opportunities for students to demonstrate understanding of the required English readings as context for the required Latin readings.	4,8
CR5	The course provides ongoing opportunities for students to demonstrate comprehension of non-syllabus-based Caesar and Vergil passages and passages from other authors by reading at sight.	4,8,9
CR6	The course provides ongoing opportunities for students to enhance comprehension of Latin passages by reading aloud.	4,9
CR7	The course provides ongoing opportunities for students to scan dactylic hexameter in Latin poetry.	4,9
CR8	The course provides ongoing opportunities for students to learn and use specific terminology in their study of the required Latin texts.	4,5
CR9	The course provides ongoing opportunities for students to relate the required Latin passages to Roman historical, cultural, and literary contexts.	3,4,5
CR10	The course provides opportunities for students to interpret and analyze the required Latin passages in essays and other written responses.	3,4

## Course Materials

Material Name	Type	How To Access
<b>Vergil's Aeneid: Selected readings from books 1,2,3 and 6.</b>  Boyd, B. (2012). Bolchazy-Carducci Publishers, Inc. ISBN978-0-86516-764-3	Hardcover/ website	Provided by the school. Core text. Alternate free locations are below listed in order of preference:  <a href="http://perseus.tufts.edu">perseus.tufts.edu</a> <a href="http://thelatinlibrary.com">thelatinlibrary.com</a>
<b>Caesar: Selections from his Commentarii De Bello Gallico</b>  Mueller, H. (2012). Bolchazy-Carducci Publishers, Inc. ISBN 978-0-86516-778-0	Hardcover/ website	Online (printouts available in class for specific sections). Core text  <a href="http://perseus.tufts.edu">perseus.tufts.edu</a> <a href="http://thelatinlibrary.com">thelatinlibrary.com</a>
<b>A Caesar Workbook</b>  Williams, R. & Nousek, D. (2012). Bolchazy-Carducci Publishers, Inc. ISBN 978-0-86516-753-7	Paperback workbook with readings	Provided by the school. Workbook
<b>A Vergil Workbook</b>  Bradley, K. & Boyd B. (2012). Bolchazy-Carducci Publishers, Inc. ISBN 978-0-86516-774-2	Paperback workbook with readings	Provided by the school. Workbook
<b>The Aeneid (Translation)</b>  Fitzgerald, R. (1990). Penguin Random House. ISBN 978-067972-952-5	Paperback/ website	Provided by the school. Core text. Alternate free locations are below listed in order of preference:  <a href="http://poetryintranslation.com">poetryintranslation.com</a> <a href="http://classics.mit.edu">classics.mit.edu</a> <a href="http://perseus.tufts.edu">perseus.tufts.edu</a>
<b>The Gallic War: Seven Commentaries on The Gallic War (Translation)</b>  Hammond, C. (2008). Oxford University Press. ISBN 978-019954-026-6	Paperback/ website	Provided by the school. Core text. Alternate free locations are below listed in order of preference:  <a href="http://classics.mit.edu">classics.mit.edu</a> <a href="http://perseus.tufts.edu">perseus.tufts.edu</a>
Quizlet	Website	User accounts are free and necessary for class vocabulary work.  <a href="http://quizlet.com">quizlet.com</a>
Hexameter.co	Website	User accounts are free and necessary for working with scansion and meter.  <a href="http://hexameter.co">hexameter.co</a>
Additional supplementary materials of public domain works will be provided to students on an as-needed basis. This includes, but is not limited to, non-AP® selections from Caesar and Vergilius, as well as other Roman authors.		

## Course Schedule

Below is a general overview of the schedule for big tasks and major assignments. It does not include every possible activity, nor does it include daily classwork (it is not a lesson plan outline). It is subject to change based on changes to the school's schedule, like snow days, assemblies, etc. The readings listed below are all the readings mandated by the AP® Latin curricular requirements [CR1]. The schedule below is based roughly on the College Board's AP® Latin sample syllabus #876506v1.

Month	Task
Summer	Complete summer packet prior to the first week in September
September	Presentations on authors
	<b>Exam on summer packet</b>
	Review of Latin 3
	<b>Exam on review of Latin 3</b>
	<i>De Bello Gallico</i> Books 1-7 in translation (ongoing during semester 1) [CR4]
	<i>De Bello Gallico</i> 1:1
	<i>De Bello Gallico</i> 1:2-3
October	<i>De Bello Gallico</i> 1:4-5
	<i>De Bello Gallico</i> 1:6-7
	<i>De Bello Gallico</i> Book 1 Review
	<b>Assessment on <i>De Bello Gallico</i> Book 1</b>
	<i>De Bello Gallico</i> 4:24-26
	<i>De Bello Gallico</i> 4:27-30
	<i>De Bello Gallico</i> 4:31-34
	<i>De Bello Gallico</i> 4:35-36
<i>De Bello Gallico</i> Book 4 Review	
<b>Assessment on <i>De Bello Gallico</i> Book 4</b>	
November	<i>De Bello Gallico</i> 5:24-29
	<i>De Bello Gallico</i> 5:30-35
	<i>De Bello Gallico</i> 5:36-41
	<i>De Bello Gallico</i> 5:42-48
	<i>De Bello Gallico</i> Book 5 Review
	<b>Assessment on <i>De Bello Gallico</i> Book 5</b>
December	<i>De Bello Gallico</i> 6:13-14
	<i>De Bello Gallico</i> 6:15-16
	<i>De Bello Gallico</i> 6:17-18
January	<i>De Bello Gallico</i> 6:19-20
	<i>De Bello Gallico</i> Book 6 Review
	<b>Assessment on <i>De Bello Gallico</i> Book 6</b>
	Non-AP® selections from <i>De Bello Gallico</i> [CR5]
	<b>Semester Exam on <i>De Bello Gallico</i> [Midterm Exam]</b>
	<i>Aeneis</i> in translation (ongoing during semester 2) [CR4]
	<i>Aeneis</i> 1:1-60
<i>Aeneis</i> 1:61-120	



February	<i>Aeneis</i> 1:121-181
	<i>Aeneis</i> 1:182-209
	<i>Aeneis</i> 1:418-440
	<i>Aeneis</i> 1:495-587
	Review of <i>Aeneis</i> Book 1
	<b>Assessment on <i>Aeneis</i> Book 1</b>
	<i>Aeneis</i> 2:40-56
	<i>Aeneis</i> 2:201-249
March	<i>Aeneis</i> 2:268-297
	<i>Aeneis</i> 2:559-589
	<i>Aeneis</i> 2:590-620
	Review of <i>Aeneis</i> Book 2
	<b>Assessment on <i>Aeneis</i> Book 2</b>
	<i>Aeneis</i> 4:160-218
	<i>Aeneis</i> 4:259-309
	<i>Aeneis</i> 4:310-361
	<i>Aeneis</i> 4:659-705
	Review of <i>Aeneis</i> Book 4
<b>Assessment on <i>Aeneis</i> Book 4</b>	
April	<i>Aeneis</i> 6:295-332
	<i>Aeneis</i> 6:384-404
	<i>Aeneis</i> 6:405-425
	<i>Aeneis</i> 6:450-476
	<i>Aeneis</i> 6:847-877
	<i>Aeneis</i> 6:878-899
	Review of <i>Aeneis</i> Book 6
	<b>Assessment on <i>Aeneis</i> Book 6</b>
May	<b>AP® Latin Exam</b>
	Non-AP® selections from <i>Aeneis</i> : Book 9 [CR5]
	Non-AP® selections from <i>Aeneis</i> : Book 12 [CR5]
	<b>Capstone Project [CR6,7]</b>
June	Non-AP® selections from other authors [CR5]
	<b>Semester Exam on <i>Aeneis</i> and Non-AP® selections [Final Exam]</b>