AP Latin

PREVIEW REVISED COURSE FRAMEWORK

Note: Earliest Possible Implementation
is 2025-2026 School Year

What AP® Stands For

Thousands of Advanced Placement teachers have contributed to the principles articulated here. These principles are not new; they are, rather, a reminder of how AP already works in classrooms nationwide. The following principles are designed to ensure that teachers' expertise is respected, required course content is understood, and that students are academically challenged and free to make up their own minds.

1. AP stands for clarity and transparency. Teachers and students deserve clear expectations. The Advanced Placement Program makes public its course frameworks and sample assessments. Confusion about what is permitted in the classroom disrupts teachers and students as they navigate demanding work.

2. AP is an unflinching encounter with evidence. AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses.

3. AP opposes censorship. AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology.

4. AP opposes indoctrination. AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with any specific viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students' abilities to assess the credibility of sources, draw conclusions, and make up their own minds.

   As the AP English Literature course description states: "AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole."

5. AP courses foster an open-minded approach to the histories and cultures of different peoples. The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.

6. Every AP student who engages with evidence is listened to and respected. Students are encouraged to evaluate arguments but not one another. AP classrooms respect diversity in backgrounds, experiences, and viewpoints. The perspectives and contributions of the full range of AP students are sought and considered. Respectful debate of ideas is cultivated and protected; personal attacks have no place in AP.

7. AP is a choice for parents and students. Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. Parents do not define which college-level topics are suitable within AP courses; AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

The AP Program encourages educators to review these principles with parents and students so they know what to expect in an AP course. Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

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Acknowledgements

About AP

The Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 40 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores—more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses, selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers' time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students with free formative assessments—Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

Enrolling Students: Equity and Access

The AP Program strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course "Advanced Placement" or "AP." Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit **collegeboard.org/apcourseaudit** for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on **apcentral.collegeboard.org**.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement and/or college credit.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points a student must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- Performance that researchers have found to be predictive of an AP student succeeding when placed into a subsequent higher-level college course.
- The number of points college faculty indicate, after reviewing each AP question, that they expect is necessary to achieve each AP grade level.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, a search engine is available at **apstudent.org/creditpolicies**.

BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.

- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.

- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.

- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check **collegeboard.org/apreading** for details.

- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

How to Apply

Visit **collegeboard.org/apreading** for eligibility requirements and to start the application process.

About the AP Latin Course

The AP Latin course focuses on continued Latin language acquisition, with the inclusion of textual analysis and contextualization skills. The course centers around selections from two influential works of Latin literature: Vergil's *Aeneid* and Pliny the Younger's *Letters*. Significant time, however, is also dedicated to the reading of non-syllabus texts chosen by or with the teachers and provided by the College Board, in the form of the Course Project passages, that may extend beyond authors of the early imperial era of classical Rome. Students will prepare and translate the readings and thus further refine their knowledge of the Latin language. Students will also place these texts in a meaningful context, which will help develop their critical, historical, and literary sensitivities. Throughout the course, students will consider the main ideas, effects or purposes, and points of view expressed in these works in order to gain a deeper understanding of them and the culture in which they were created.

College Course Equivalent

AP Latin is approximately equivalent to an intermediate (typically third- or fourth-semester) college or university Latin course.

Prerequisites

There are no prerequisites; however, students are typically in their fourth year of high-school-level study.

Course
Framework

Course Framework Components

Course Units

Unit 1: Teacher's Choice – Latin Prose

Unit 2: Pliny's *Letters* – Eruption of Mt. Vesuvius

Unit 3: Pliny's *Letters* – Ghosts and Apparitions, Letters to Trajan and Calpurnia, and Teacher's Choice – Latin Prose

Unit 4: Teacher's Choice – Latin Poetry and Vergil's *Aeneid*, Excerpts from Books 1 and 2

Unit 5: Vergil's *Aeneid*, Excerpts from Books 4, 6, 7, 11, and 12

Unit 6: Spring Project and Teacher's Choice – Latin Poetry

Course Skills

The AP Latin course provides skills that describe what a student should be able to do while exploring Latin texts. These skills form the basis of tasks on the AP Exam. Students should be able to apply these skills in a variety of contexts. Each skill category is composed of a series of skills that recur and are practiced throughout the course.

The table that follows presents the skill categories, along with their related skills, that students should develop during the AP Latin course. Teachers can use their professional judgment to sequence, spiral, and scaffold them appropriately for students.

Skill 1	Skill 2	Skill 3
Read and comprehend Latin poetry and prose.	*Describe the style and context of Latin poetry and prose.*	*Analyze Latin poetry and prose.*
1.A: Identify the meaning of Latin words and phrases. **1.B:** Describe how grammar contributes to the meaning and function of Latin words and phrases in context. **1.C:** Summarize Latin texts in English. **1.D:** Translate Latin texts into English.	**2.A:** Describe features and functions of stylistic elements in Latin texts. **2.B:** Describe historical and cultural contexts of Latin texts.	**3.A:** Develop an interpretation of a Latin text. **3.B:** Explain how specific evidence supports an interpretation of a Latin text.

Required Readings

Pliny the Younger, *Letters*	Reading in Unit Guide
Book 6	
▪ Letters 4 and 7: Letters to Calpurnia	3.6
▪ Letter 16: Eruption of Mt. Vesuvius & Pliny the Elder	2.1, 2.2
▪ Letter 20: Eruption of Mt. Vesuvius & Pliny the Younger	2.3, 2.4
Book 7	
▪ Letter 27: Ghost Stories	3.1, 3.2
Book 10	
▪ Letters 5, 6, and 7: Letters to Emperor Trajan, Citizenship for Pliny's Doctor	3.5
▪ Letters 37 and 90: Letters to Emperor Trajan, Aqueducts	3.4
Teacher's Choice Prose	
Various prose texts, approximately 1,650 words total	1.1–1.4, 2.5, 3.3
Vergil, *Aeneid*	
Book 1	
▪ Lines 1–33: The Epic Begins	4.4
▪ Lines 88–107: The Storm	4.5
▪ Lines 496–508: Queen Dido	4.5
Book 2	
▪ Lines 40–56 and 201–249: Laocoön and the Trojan Horse	4.6
Book 4	
▪ Lines 74–89: Dido Feels the Effect of Cupid	5.1
▪ Lines 165–197: Rumor Reaches Jupiter	5.1
▪ Lines 305–361: Aeneas Leaves Dido	5.2
Book 6	
▪ Lines 450–476: The Shade of Dido	5.3
▪ Lines 788–800 and 847–853: Meeting Anchises	5.3
Book 7	
▪ Lines 45–58: King Latinus	5.4
▪ Lines 783–792 and 803–817: Turnus Prepares for War	5.4
Book 11	
▪ Lines 532–594: The Story of Camilla	5.5
Book 12	
▪ Lines 791–796, 803–828, and 818–828: The Fate of the Trojans Is Decided	5.6
▪ Lines 919–952: The Final Battle of Aeneas and Turnus	5.7
Teacher's Choice Poetry	
Various poetic texts, approximately 1,350 words total	4.1–4.3, 6.1–6.2

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UNIT 1

Teacher's Choice – Latin Prose

READING 1.1
Teacher's Choice Prose, approx. 300 words

Instructional Periods: 4

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1** Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.A** Latin nouns have a gender, number, and case. The number and case of a noun are indicated by the noun's specific endings, which are dictated by what group—called a declension—the noun belongs to. Declensions sometimes, but not always, identify the noun's gender as well. **GRAM-1.B** A noun in the nominative case can show the subject of a verb. **GRAM-1.I** A noun in the accusative case can be the direct object of a verb; it is the noun receiving the action of a verb.
	GRAM-4 Describe how Latin particles (such as adverbs, prepositions, and conjunctions) function in context and contribute to the meaning of the text.	**GRAM-4.B** Prepositional phrases consist of a preposition and a noun, most often in the ablative or accusative cases.
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	

READING 1.2
Teacher's Choice Prose, approx. 300 words

Instructional Periods: 4

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1** Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.C** When a verb connects two ideas, both are usually in the nominative case.
	GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.A** The person, number, tense, voice, and mood of a verb are indicated by a combination of its stem and ending. The specific endings are dictated by what group—called a conjugation—the verb belongs to. Irregular verbs (e.g., *sum, esse*) do not follow the expected patterns of a conjugation. **GRAM-2.B** The indicative mood of verbs is used for statements of fact or reality. **GRAM-2.C** There are six tenses of verbs in the indicative mood: present (____(s), is/are ____ing), imperfect (was/were ____ing, used to ____), future (will ____), perfect (____ed, has/have ____ed, did ____), pluperfect (had ____ed), and future perfect (will have ____ed). **GRAM-2.K** Verbs can have two voices, reflecting how the subject interacts with the action of the verb. The active voice is used when the subject of the verb is doing the action. The passive voice is used when the action is being done to the subject. Each voice is formed differently.

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	

READING 1.3
Teacher's Choice Prose, approx. 300 words

Instructional Periods: 4

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1** Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.D** Most nouns in the genitive case show the possessor—to whom something belongs (e.g., *villa amici*: my friend's house) **GRAM-1.E** The genitive case can be used to show descriptive properties of something (e.g., *femina magnae sapientiae*: a woman of great wisdom), show the whole of which a noun is a part (e.g., *plus vini*: more wine), or show a quasi-object of a noun implying action (e.g., *cupiditas regni*: desire for a kingdom). **GRAM-1.F** Nouns in the dative case show the person to whom, for whom, or to whose advantage the action is being done. These nouns can be used with verbs of speaking, giving, and showing and can be translated as "to ____" or "for ____." **GRAM-1.J** The accusative case can show how long something happens (e.g., *multos annos*: for many years).
	GRAM-3 Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	**GRAM-3.D** Like nouns, pronouns have a gender, number, and case, which are indicated by a specific form. **GRAM-3.E** The antecedent of a pronoun is the noun it refers to and takes the place of. This antecedent may be named earlier or simply be understood in the context. A pronoun agrees in number and gender with its antecedent.

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.	
	SUM-2 Summarize a Latin text's implied meaning based on figurative language and inferences.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	

READING 1.4
Teacher's Choice Prose, approx. 300 words

Instructional Periods: 4

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1** Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.K** Nouns in the ablative case have a variety of functions. These nouns most commonly show the means by which an action is done, by whom an action is done, the manner in which an action is done, where or when an action takes place, or the separation between people or things.
	GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.E** The subjunctive mood has many uses: commands, conditions, wishes, possibility, and dependent clauses. A subjunctive in the main clause can be translated as "may _____," "might _____," "would _____," "should _____," "let _____," and "I wish that _____." **GRAM-2.J** The imperative mood of verbs is used for commands. **GRAM-2.R** Participles can also describe nouns and are verbal adjectives that modify nouns. Like adjectives, they agree with nouns in case, number, and gender. Like verbs, they have a tense and a voice, and they may have objects.
	GRAM-3 Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	**GRAM-3.A** Adjectives describe nouns and agree in gender, number, and case with the nouns they are describing. Adjectives occur in only the first three declensions but may describe nouns in any declension. Like nouns, an adjective's gender, number, and case are indicated by its specific ending.

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text. **SUM-2** Summarize a Latin text's implied meaning based on figurative language and inferences.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	
3.B Explain how specific evidence supports an interpretation of Latin text(s).	**INT-4** Cite specific Latin from the selected text that supports an interpretation. **INT-5** Explain how the cited textual evidence supports an interpretation of a Latin text.	

AP LATIN

UNIT **2**

Pliny's *Letters* – Eruption of Mt. Vesuvius

READING 2.1

Letter 6.16, 1–12: Eruption of Mt. Vesuvius and Pliny the Elder, part 1

Instructional Periods: 4

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1** Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.N** The ablative case can accompany a comparative adjective (or, rarely, a comparative adverb) and is translated as "than ____" to show the thing against which another thing is being compared. **GRAM-1.O** A noun and participle in the ablative case form an ablative absolute and can show the time or circumstance of an action. Rarely the participle can be replaced by a second noun. **GRAM-1.Q** Some nouns, especially the names of cities, can use the locative case to show location and are translated "at ____" or "in ____" (e.g., *Romae*: in Rome). Nouns that use the locative case show where something goes to ("place to where") with the accusative case without a preposition (e.g., *Romam*: to Rome), and where something comes from ("place from where") with the ablative case without a preposition (e.g., *Romā*: from Rome).

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-2** Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.D** When *ut* introduces a clause with an indicative verb the *ut* is translated "like," "as," or "when." **GRAM-2.G** Clauses introduced by *ut* and having verbs in the subjunctive mood show the result of an action and are called result clauses. Adjectives and adverbs expressing degree like *adeo*, *ita*, *sic*, *tam*, *tantus*, *tot*, *talis*, etc., can be found in the main clause of many sentences with these clauses. Other result clauses can follow verbs such as *accidit*, *fit*, and *efficit*. **GRAM-2.H** Clauses introduced by *ut* or *ne* and having verbs in the subjunctive mood can show the purpose of the action of the main clause and are called purpose clauses. Clauses introduced by many verbs expressing a commanding action (e.g., *impero*, *persuadeo*) can show a command relayed indirectly. **GRAM-2.M** The infinitive is used with certain verbs (e.g., *possum, volo, licet*) and is often translated as "to _____."
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text. **SUM-2** Summarize a Latin text's implied meaning based on figurative language and inferences.	

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
2.A Describe features and functions of stylistic elements in Latin texts.	**STYL-1** Describe the use of repetition as a stylistic device in Latin texts.	**STYL-1.A** An author may repeat words or phrases for a variety of rhetorical or poetic effects. This can be done to stress the importance of an idea, to make a statement more memorable, or to give the text a more rhythmic, and at times musical, effect. **STYL-1.B** Alliteration is the repetition of the same initial consonant sound in successive words. This type of repetition may be used to draw attention to an idea or give the text a pleasant rhythmic quality. **STYL-1.C** Anaphora is the repetition of a word or phrase at the beginning of successive phrases, clauses, sentences, or lines. This type of repetition can be used to emphasize ideas and create a sense of momentum. **STYL-1.D** Parallel structure (also called parallelism) is the repetition of phrases, clauses, or sentences. This repetition may create a sense of balance between ideas, give emphasis to an idea, or establish a relationship between ideas.
	STYL-3 Describe the use of similes and metaphors as stylistic devices in Latin texts.	**STYL-3.B** A metaphor is a rhetorical figure in which an implied comparison is achieved through a figurative use of words. The metaphor is distinguished from the simile due to it being implicit (the simile is explicit). In a metaphor, words are used not in their literal sense but in an analogous sense. Metaphors transfer meanings, create surprising and unexpected connections, and provide vivid imagery, among other effects.
	STYL-5 Describe features of genre in Latin texts.	**STYL-5.A** Epistles are a major genre of Roman literature. Several writers published either real or fictional letters (e.g., Pliny the Younger, Ovid, Seneca), while others had their private letters published by someone else after their death (e.g., Cicero). Letters can give us insight to the daily lives of Romans, but those of Pliny are also highly literary since they were heavily revised between the time they were sent to the addressee and the time they were published in his letter collection. **STYL-5.F** Other genres of Latin literature include epigrams, historiography, love poems, didactic poetry, drama (tragedy and comedy), dialogues, oratory, ancient novels, and modern novellas.

SKILL

2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE

CTXT-1

Describe references and allusions to influential people, literary works, and historical events in Latin texts.

ESSENTIAL KNOWLEDGE

CTXT-1.F

Pliny the Younger (61–c. 113 CE) was a lawyer, magistrate, and letter writer who served under the emperor Trajan. He wrote hundreds of letters that provide insight into everyday life, the legal system, and Roman public administration in the first century CE.

CTXT-1.G

Pliny the Elder (c. 23–79 CE) was Pliny the Younger's maternal uncle. After Pliny the Younger's father died, Pliny the Elder took part in his nephew's rearing and education and adopted him in his will. In addition to being an admiral in the Roman fleet, Pliny the Elder was an author and scholar who wrote the *Natural History*, the largest single work from the Roman Empire to have survived antiquity and a model for the modern encyclopedia.

CTXT-1.H

Pliny the Younger's letters about the eruption of Mt. Vesuvius are addressed to his friend, the historian Tacitus. Tacitus (c. 56–c. 120 CE) is best known for his *Annals* and *Histories*, which examined the lives of emperors and the history of the Roman Empire in the first century CE. The letters he exchanged with Pliny are one of the main sources of the little we know about his personal life.

CTXT-1.I

The Bay of Naples is located on the west coast of the Italian peninsula. Mt. Vesuvius is clearly visible from most places in the bay as it is located near the center of the land around the bay. Misenum is located at the northern end of Bay of Naples and was where the Roman navy was stationed, which is why Pliny the Elder was there as admiral. The eruption of Mt. Vesuvius in 79 C.E. famously covered the towns of Pompeii, Herculaneum, Oplontis, and Stabiae. Stabiae, mentioned in Pliny's letters, was south of Vesuvius and in the direct path of the ash and cinder from the eruption.

CTXT-1.N

An author's life and background can inform an interpretation of a text (e.g. Vergil's patronage by Maecenas, political advisor to Caesar Augustus, probably influenced the pro-Augustan allegory of the *Aeneid*).

CTXT-1.O

An author's life and background can inform an interpretation of a text (e.g., Vergil's patronage by Maecenas, political advisor to Caesar Augustus, probably influenced the pro-Augustan allegory of the *Aeneid*).

CTXT-2

Describe references and allusions to Roman social norms and everyday life in Latin texts.

CTXT-2.F

The Romans divided the day into 12 hours, from sunrise to sunset. The first hour would begin at sunrise; the sixth hour would be approximately midday.

READING 2.2

Letter 6.16, 13–22: Eruption of Mt. Vesuvius and Pliny the Elder, part 2

Instructional Periods: 5

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-2** Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.L** Some verbs, called deponent verbs, have passive forms in Latin but are translated into English with active meanings. Deponent verbs are often listed with three principal parts that look passive (e.g., *orior, oriri, ortus sum*). **GRAM-2.N** A verb of speaking, thinking, feeling, etc., can introduce an indirect statement, with an accusative case noun as its subject and an infinitive as its verb. **GRAM-2.O** A gerund is a noun formed from a verb (e.g., *bellandi*: of waging war). Like the gerund, a gerundive is an adjective formed from a verb, and it modifies a noun (e.g., *ad eas res conficiendas*: for preparing these things).
	GRAM-3 Describe the ways that Latin adjectives and pronouns function in context and contribute to the meaning of the text.	**GRAM-3.B** Superlative adjectives show the highest degree of the word and are often translated "____est" or "very ____." The superlative degree of an adjective is indicated by its stem. **GRAM-3.C** Comparative adjectives show a comparison between two words and are often translated "____er," "more ____," or "rather ____." The comparative degree of an adjective is indicated by its stem. **GRAM-3.F** Relative clauses are introduced by the relative pronoun *qui, quae, quod*. Like other pronouns, the antecedent of the relative pronoun is the noun it refers back to and gives more information about. The relative pronoun agrees in number and gender with its antecedent, but its case is determined by its use in the relative clause. **GRAM-3.G** The relative pronoun can be used in Latin as a demonstrative pronoun and can be translated in English as "this," "that," "these," or "those," instead of "which" or "who."

Pliny's *Letters* – Eruption of Mt. Vesuvius

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-4** Describe the ways that Latin particles (such as adverbs, prepositions, and conjunctions) function in context and contribute to the meaning of the text.	**GRAM-4.A** An adverb can modify a verb, adjective or other adverb. The comparative adverb ends in *-ius*, while the superlative adverb often ends in *-e*. **GRAM-4.C** When *cum* introduces a clause, it may be translated "when," "since," or "although," among other acceptable translations.
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	
2.B Describe the context of Latin texts, including references to Roman history and culture.	*CTXT-1 [Repeated for Review] Describe references and allusions to influential people, literary works, and historical events in Latin texts.*	*CTXT-1.I [Repeated for Review] The Bay of Naples is located on the west coast of the Italian peninsula. Mt. Vesuvius is clearly visible from most places in the bay as it is located near the center of the land around the bay. Misenum is located at the northern end of Bay of Naples and was where the Roman navy was stationed, which is why Pliny the Elder was there as admiral. The eruption of Mt. Vesuvius in 79 C.E. famously covered the towns of Pompeii, Herculaneum, Oplontis, and Stabiae. Stabiae, mentioned in Pliny's letters, was south of Vesuvius and in the direct path of the ash and cinder from the eruption.*
	CTXT-2 Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.A** A Roman's social standing could be influenced by their family background, their wealth, their professional accomplishments, and their political power and connections. **CTXT-2.C** Enslaved people were considered property under Roman law and had few legal rights or protections. They often performed manual labor and domestic services, but they could also be highly educated and do work that reflected that (e.g., as bookkeepers and physicians). Many people enslaved by Romans were captives of war or piracy and came from across Europe and the Mediterranean. An enslaved person could be freed through the process of manumission, at which point they might also receive Roman citizenship and even attain wealth and political influence, despite being barred from holding political offices. However, most people enslaved by Romans were never freed.

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
3.B	**INT-4**	
Explain how specific evidence supports an interpretation of Latin text(s).	Cite specific Latin from the selected text that supports an interpretation.	
	INT-5	
	Explain how the cited textual evidence supports an interpretation of a Latin text.	
	INT-6	
	Explain how contextual information supports an interpretation of a Latin text.	
	INT-7	
	Explain how stylistic information supports an interpretation of a Latin text.	

READING 2.3

Letter 6.20, 1–10: Eruption of Mt. Vesuvius and Pliny the Younger, part 1

Instructional Periods: 4

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text. **SUM-2** Summarize a Latin text's implied meaning based on figurative language and inferences.	

Pliny's *Letters* – Eruption of Mt. Vesuvius

SKILL

2.B

Describe the context of Latin texts, including references to Roman history and culture.

LEARNING OBJECTIVE

CTXT-1

Describe references and allusions to influential people, literary works, and historical events in Latin texts.

CTXT-2

Describe references and allusions to Roman social norms and everyday life in Latin texts.

ESSENTIAL KNOWLEDGE

CTXT-1.G

Pliny the Elder (c. 23–79 CE) was Pliny the Younger's maternal uncle. After Pliny the Younger's father died, Pliny the Elder took part in his nephew's rearing and education and adopted him in his will. In addition to being an admiral in the Roman fleet, Pliny the Elder was an author and scholar who wrote the *Natural History*, the largest single work from the Roman Empire to have survived antiquity and a model for the modern encyclopedia.

CTXT-2.E

Like broader Roman society, Roman family structure was hierarchical and patriarchal. The head of the household, *paterfamilias*, had the power of life and death over his entire household; although it was considered a dereliction of duty (and counter-productive) to abuse this power by being cruel or violent towards members of a household. A wealthy household typically consisted of husband, wife, children, and enslaved people.

CTXT-2.F

The Romans divided the day into 12 hours, from sunrise to sunset. The first hour would begin at sunrise; the sixth hour would be approximately midday.

READING 2.4

Letter 6.20, 11–20: Eruption of Mt. Vesuvius and Pliny the Younger, part 2

Instructional Periods: 4

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1** Describe how Latin nouns function in context and contribute to the meaning of the text.	*GRAM-1.E [Repeated for Review] The genitive case can be used to show descriptive properties of something (e.g.,* femina magnae sapientiae: *a woman of great wisdom), show the whole of which a noun is a part (e.g.,* plus vini: *more wine), or show a quasi-object of a noun implying action (e.g.,* cupiditas regni: *desire for a kingdom).*
		GRAM-1.I [Repeated for Review] A noun in the accusative case can be the direct object of a verb; it is the noun receiving the action of a verb.
		GRAM-1.L A noun in the ablative case, translated as "in ____," "in respect to ____," or "in regard to ____," can show in what respect a statement may be true.
	GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	*GRAM-2.E [Repeated for Review] The subjunctive mood has many uses: commands, conditions, wishes, possibility, and dependent clauses. A subjunctive in the main clause can be translated as "may ____," "might ____," "would ____," "should ____," "let ____," and "I wish that ____."*
		GRAM-2.S There are special verbs that govern nouns in the dative (e.g., *persuadeo, impero, propinquo, credo*), ablative (e.g., *potior, utor*), or genitive (e.g., *obliviscor, potior*) cases. These nouns are often translated into English as the direct objects of these verbs.

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	
3.A Develop an interpretation of Latin text(s).	**INT-1** Develop an interpretation of the main idea or meaning of a Latin text. **INT-2** Develop an interpretation of the effect or purpose of a Latin text. **INT-3** Develop an interpretation of a point of view or attitude expressed by the author, speaker, or character in a Latin text.	
3.B Explain how specific evidence supports an interpretation of Latin text(s).	**INT-4** Cite specific Latin from the selected text that supports an interpretation. **INT-5** Explain how the cited textual evidence supports an interpretation of a Latin text. **INT-6** Explain how contextual information supports an interpretation of a Latin text. **INT-7** Explain how stylistic information supports an interpretation of a Latin text.	

READING 2.5
Teacher's Choice Prose, approx. 225 words

Instructional Periods: 3

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1** Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.A [Repeated for Review]** *Latin nouns have a gender, number, and case. The number and case of a noun are indicated by the noun's specific endings, which are dictated by what group—called a declension—the noun belongs to. Declensions sometimes, but not always, identify the noun's gender as well.*
		GRAM-1.F [Repeated for Review] *Nouns in the dative case show the person to whom, for whom, or to whose advantage the action is being done. These nouns can be used with verbs of speaking, giving, and showing and can be translated as "to ____" or "for ____."*
		GRAM-1.R The vocative case is used to identify the person or object being addressed (e.g., *Musa, mihi causas memora,* where Vergil is addressing the Muse).
	GRAM-2 [Repeated for Review] *Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.*	**GRAM-2.A [Repeated for Review]** *The person, number, tense, voice, and mood of a verb are indicated by a combination of its stem and ending. The specific endings are dictated by what group—called a conjugation—the verb belongs to. Irregular verbs (e.g.* sum, esse*) do not follow the expected patterns of a conjugation.*
		GRAM-2.R [Repeated for Review] *Participles can also describe nouns and are verbal adjectives that modify nouns. Like adjectives, they agree with nouns in case, number, and gender. Like verbs, they have a tense and a voice, and they may have objects.*

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text. **SUM-2** Summarize a Latin text's implied meaning based on figurative language and inferences.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	
3.B Explain how specific evidence supports an interpretation of Latin text(s).	**INT-4** Cite specific Latin from the selected text that supports an interpretation. **INT-5** Explain how the cited textual evidence supports an interpretation of a Latin text. **INT-6** Explain how contextual information supports an interpretation of a Latin text. **INT-7** Explain how stylistic information supports an interpretation of a Latin text.	

UNIT **3**

Pliny's *Letters* – Ghosts and Apparitions, Letters to Trajan and Calpurnia, and Teacher's Choice – Latin Prose

READING 3.1

Letter 7.27, 1–8: Ghosts and Apparitions, part 1

Instructional Periods: 4

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1** Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.M** A noun in the ablative case, translated as "in ____," "in respect to ____," or "in regard to ____," can show in what respect a statement may be true. *GRAM-1.Q [Repeated for Review] Some nouns, especially the names of cities, can use the locative case to show location and are translated "at ____" or "in ____" (e.g., Romae: in Rome). Nouns that use the locative case show where something goes to ("place to where") with the accusative case without a preposition (e.g., Romam: to Rome), and where something comes from ("place from where") with the ablative case without a preposition (e.g., Romā: from Rome).*
	GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.I** Conditions in Latin are introduced by *si* ("if"), *nisi* ("if not"), and sometimes *ni* ("not"). The verbs in both parts of the condition are in either the subjunctive or indicative mood.
	GRAM-4 Describe the ways that Latin particles (such as adverbs, prepositions, and conjunctions) function in context and contribute to the meaning of the text.	**GRAM-4.D** Questions in Latin are typically introduced by interrogative words or the suffix *-ne* placed on the first or most important word of the question.
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	

READING 3.2
Letter 7.27, 9–16: Ghosts and Apparitions, part 2

Instructional Periods: 4

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	*GRAM-1 [Repeated for Review] Describe how Latin nouns function in context and contribute to the meaning of the text.*	*GRAM-1.K [Repeated for Review] Nouns in the ablative case have a variety of functions. These nouns most commonly show the means by which an action is done, by whom an action is done, the manner in which an action is done, where or when an action takes place, or the separation between people or things.*
	GRAM-2 [Repeated for Review] Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	*GRAM-2.C [Repeated for Review] There are six tenses of verbs in the indicative mood: present (____[s], is/are ____ing), imperfect (was/were ____ing, used to ____), future (will ____), perfect (____ed, has/have ____ed, did ____), pluperfect (had ____ed), and future perfect (will have ____ed).*
		GRAM-2.D [Repeated for Review] When ut *introduces a clause with an indicative verb the* ut *is translated "like," "as," or "when."*
		GRAM-2.H [Repeated for Review] Clauses introduced by ut *or* ne *and having verbs in the subjunctive mood can show the purpose of the action of the main clause and are called purpose clauses. Clauses introduced by many verbs expressing a commanding action (e.g.,* impero, persuadeo) *can show a command relayed indirectly.*
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.	
	SUM-2 Summarize a Latin text's implied meaning based on figurative language and inferences.	

Pliny's *Letters* and Teacher's Choice – Latin Prose

SKILL

2.B

Describe the context of Latin texts, including references to Roman history and culture.

LEARNING OBJECTIVE

CTXT-1

Describe references and allusions to influential people, literary works, and historical events in Latin texts.

CTXT-2 [Repeated for Review] *Describe references and allusions to Roman social norms and everyday life in Latin texts.*

ESSENTIAL KNOWLEDGE

CTXT-1.F [Repeated for Review] *Pliny the Younger (61–c. 113 CE) was a lawyer, magistrate, and letter writer who served under the emperor Trajan. He wrote hundreds of letters that provide insight into everyday life, the legal system, and Roman public administration in the first century CE.*

CTXT-1.J

Domitian was the Emperor of Rome from 81 to 96 CE, and the last member of the Flavian dynasty (consisting of his father and brother who both ruled before him). During his rule, he transferred some of the government's functions to the imperial court, tried to diminish the power of the Senate, and executed multiple senators.

CTXT-2.C [Repeated for Review] *Enslaved people were considered property under Roman law and had few legal rights or protections. They often performed manual labor and domestic services, but they could also be highly educated and do work that reflected that (e.g., as bookkeepers and physicians). Many people enslaved by Romans were captives of war or piracy and came from across Europe and the Mediterranean. An enslaved person could be freed through the process of manumission, at which point they might also receive Roman citizenship and even attain wealth and political influence, despite being barred from holding political offices. However, most people enslaved by Romans were never freed.*

READING 3.3
Teacher's Choice Prose, approx. 225 words

Instructional Periods: 3

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1** Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.H** A noun in the dative case can be used with a form of *sum* to show possession or *desum* to show lack of possession. *GRAM-1.O [Repeated for Review] A noun and participle in the ablative case form an ablative absolute and can show the time or circumstance of an action. Rarely the participle can be replaced by a second noun.*
	GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.P** A gerundive (often but not always with a form of the verb *sum, esse*) can show necessity or obligation. A dative case noun can be used to show the agent of the action in this passive construction.
	GRAM-3 [Repeated for Review] Describe the ways that Latin adjectives and pronouns function in context and contribute to the meaning of the text.	*GRAM-3.A [Repeated for Review] Adjectives describe nouns and agree in gender, number, and case with the nouns they are describing. Adjectives usually modify an explicitly stated noun but may also modify an implied noun, when the adjective is used substantively. Adjectives occur in only the first three declensions but may modify nouns in any declension. Like nouns, an adjective's gender, number, and case are indicated by its specific ending.* *GRAM-3.E [Repeated for Review] The antecedent of a pronoun is the noun it refers to and takes the place of. This antecedent may be named earlier or simply be understood in the context. A pronoun agrees in number and gender with its antecedent.*
	GRAM-4 [Repeated for Review] Describe the ways that Latin particles (such as adverbs, prepositions, and conjunctions) function in context and contribute to the meaning of the text.	*GRAM-4.C [Repeated for Review] When* cum *introduces a clause, it may be translated "when," "since," or "although," among other acceptable translations.*

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text. **SUM-2** Summarize a Latin text's implied meaning based on figurative language and inferences.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	
2.A Describe features and functions of stylistic elements in Latin texts.	*STYL-1 [Repeated for Review]* Describe the use of repetition as a stylistic device in Latin texts.	*STYL-1.B [Repeated for Review]* Alliteration is the repetition of the same initial consonant sound in successive words. This type of repetition may be used to draw attention to an idea or give the text a pleasant rhythmic quality. *STYL-1.C [Repeated for Review]* Anaphora is the repetition of a word or phrase at the beginning of successive phrases, clauses, sentences, or lines. This type of repetition can be used to emphasize ideas and create a sense of momentum.
	STYL-3 [Repeated for Review] Describe the use of similes and metaphors as stylistic devices in Latin texts.	*STYL-3.B [Repeated for Review]* A metaphor is a rhetorical figure in which an implied comparison is achieved through a figurative use of words. The metaphor is distinguished from the simile due to it being implicit (the simile is explicit). In a metaphor, words are used not in their literal sense but in an analogous sense. Metaphors transfer meanings, create surprising and unexpected connections, and provide vivid imagery, among other effects.

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
3.B Explain how specific evidence supports an interpretation of Latin text(s).	**INT-4** Cite specific Latin from the selected text that supports an interpretation.	
	INT-5 Explain how the cited textual evidence supports an interpretation of a Latin text.	
	INT-6 Explain how contextual information supports an interpretation of a Latin text.	
	INT-7 Explain how stylistic information supports an interpretation of a Latin text.	

READING 3.4

Letters 10.37 and 10.90: Letters to Emperor Trajan, Aqueducts

Instructional Periods: 2

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	
2.B Describe the context of Latin texts, including references to Roman history and culture.	**CTXT-1** Describe references and allusions to influential people, literary works, and historical events in Latin texts.	**CTXT-1.K** Emperor Trajan ruled the Roman Empire from 98 to 117 CE. He expanded the empire to its greatest territorial size in its history and oversaw extensive public building programs and the enactment of several social welfare policies. **CTXT-1.M** Pliny the Younger wrote his letters to Emperor Trajan from Bithynia-Pontus, a province in the Roman Empire located on the southern shore of the Black Sea (now in Turkey). Pliny served as governor of the province from 110 to 113 CE.

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
2.B Describe the context of Latin texts, including references to Roman history and culture.	**CTXT-2** Describe references and allusions to Roman social norms and everyday life in Latin texts.	***CTXT-2.C [Repeated for Review]*** *Enslaved people were considered property under Roman law and had few legal rights or protections. They often performed manual labor and domestic services, but they could also be highly educated and do work that reflected that (e.g., as bookkeepers and physicians). Many people enslaved by Romans were captives of war or piracy and came from across Europe and the Mediterranean. An enslaved person could be freed through the process of manumission, at which point they might also receive Roman citizenship and even attain wealth and political influence, despite being barred from holding political offices. However, most people enslaved by Romans were never freed.* **CTXT-2.D** The system of patronage (mutually beneficial relationships between individuals with different levels of power and influence) was a major part of Roman culture. Wealthier and more powerful patrons would provide assistance, such as legal defense and gifts of food, to their less powerful clients, who would offer political support and form part of their patron's entourage in public settings. The relationship between Pliny the Younger and Emperor Trajan was an example of political patronage, as was the relationship between Vergil and Maecenas, who was a friend and political advisor to Caesar Augustus. Thanks to Maecenas's patronage, Vergil was probably inspired (or encouraged) to craft the *Aeneid* as a pro-Augustan allegory and even include cameos of the emperor himself.

READING 3.5

Letters 10.5, 10.6, and 10.7: Letters to Emperor Trajan, Citizenship for Pliny's Doctor

Instructional Periods: 3

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1** Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.D [Repeated for Review]** *Most nouns in the genitive case show the possessor—to whom something belongs (e.g.,* villa amici: *my friend's house)*
		GRAM-1.P The nouns *causa* and *gratia* in the ablative case can follow nouns in the genitive case. In this use, both are translated as "for the sake of."
		GRAM-1.R [Repeated for Review] *The vocative case is used to identify the person or object being addressed (e.g.,* Musa, mihi causas memora, *where Vergil is addressing the Muse).*
	GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.F** Clauses introduced by question words and having verbs in the subjunctive mood are called *indirect questions*.
		GRAM-2.N [Repeated for Review] *A verb of speaking, thinking, feeling, etc., can introduce an indirect statement, with an accusative case noun as its subject and an infinitive as its verb.*
		GRAM-2.P [Repeated for Review] *A gerundive (often but not always with a form of the verb sum, esse) can show necessity or obligation. A dative case noun can be used to show the agent of the action in this passive construction.*
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.	
	SUM-2 Summarize a Latin text's implied meaning based on figurative language and inferences.	

Pliny's *Letters* and Teacher's Choice – Latin Prose

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
2.B Describe the context of Latin texts, including references to Roman history and culture.	**CTXT-1** Describe references and allusions to influential people, literary works, and historical events in Latin texts.	**CTXT-1.L** At its height, the Roman Empire encompassed nearly the entire Mediterranean Basin and beyond. It extended west to encompass the entire Iberian Peninsula, north over Britain, east through modern-day Iraq, and into southern Egypt. By the time Vergil was writing the *Aeneid* in 29 to 19 BCE, the empire included the supposed location of ancient Troy (rebuilt by Augustus as the city Ilium) and the city of Carthage. In his letters, Pliny refers to Athens and Alexandria (located in Egypt at the mouth of the Nile river), which were a part of the empire at that time in the late first century CE. *CTXT-1.M [Repeated for Review] Pliny the Younger wrote his letters to Emperor Trajan from Bithynia-Pontus, a province in the Roman Empire located on the southern shore of the Black Sea (now in Turkey). Pliny served as governor of the province from 110 to 113 CE.*
	CTXT-2 Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.B** Roman citizenship granted free male citizens certain rights and protections, such as the right to a legal trial, the right to vote, and the right to run for civic office. Female Roman citizens, however, were not granted the same rights, protections, or independence (either legally or due to strongly held social norms).

READING 3.6

Letters 6.4 and 6.7: Letters to Calpurnia

Instructional Periods: 2

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	
2.A Describe features and functions of stylistic elements in Latin texts.	*STYL-1 [Repeated for Review]* Describe the use of repetition as a stylistic device in Latin texts.	*STYL-1.C [Repeated for Review]* Anaphora is the repetition of a word or phrase at the beginning of successive phrases, clauses, sentences, or lines. This type of repetition can be used to emphasize ideas and create a sense of momentum.
		STYL-1.D [Repeated for Review] Parallel structure (also called parallelism) is the repetition of phrases, clauses, or sentences. This repetition may create a sense of balance between ideas, give emphasis to an idea, or establish a relationship between ideas.
	STYL-5 [Repeated for Review] Describe features of genre in Latin texts.	*STYL-5.A [Repeated for Review]* Epistles are a major genre of Roman literature. Several writers published either real or fictional letters (e.g., Pliny the Younger, Ovid, Seneca), while others had their private letters published by someone else after their death (e.g., Cicero). Letters can give us insight to the daily lives of Romans, but those of Pliny are also highly literary since they were heavily revised between the time they were sent to the addressee and the time they were published in his letter collection.

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
3.A Develop an interpretation of Latin text(s).	**INT-1** Develop an interpretation of the main idea or meaning of a Latin text. **INT-2** Develop an interpretation of the effect or purpose of a Latin text. **INT-3** Develop an interpretation of a point of view or attitude expressed by the author, speaker, or character in a Latin text.	
3.B Explain how specific evidence supports an interpretation of Latin text(s).	**INT-4** Cite specific Latin from the selected text that supports an interpretation. **INT-5** Explain how the cited textual evidence supports an interpretation of a Latin text. **INT-6** Explain how contextual information supports an interpretation of a Latin text. **INT-7** Explain how stylistic information supports an interpretation of a Latin text.	

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UNIT 4

Teacher's Choice – Latin Poetry and Vergil's *Aeneid*, Excerpts from Books 1 and 2

READING 4.1
Teacher's Choice Poetry, approx. 300 words

Instructional Periods: 4

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	*GRAM-1 [Repeated for Review] Describe how Latin nouns function in context and contribute to the meaning of the text.*	*GRAM-1.A [Repeated for Review] Latin nouns have a gender, number, and case. The number and case of a noun are indicated by the noun's specific endings, which are dictated by what group—called a declension—the noun belongs to. Declensions sometimes, but not always, identify the noun's gender as well.*
		GRAM-1.K [Repeated for Review] Nouns in the ablative case have a variety of functions. These nouns most commonly show the means by which an action is done, by whom an action is done, the manner in which an action is done, where or when an action takes place, or the separation between people or things.
	GRAM-2 [Repeated for Review] Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	*GRAM-2.S [Repeated for Review] There are special verbs that govern nouns in the dative (e.g.,* persuadeo, impero, propinquo, credo*), ablative (e.g.,* potior, utor*), or genitive (e.g.,* obliviscor, potior*) cases. These nouns are often translated into English as the direct objects of these verbs.*
	GRAM-3 [Repeated for Review] Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	*GRAM-3.D [Repeated for Review] Like nouns, pronouns have a gender, number, and case, which are indicated by a specific form.*
		GRAM-3.F [Repeated for Review] Relative clauses are introduced by the relative pronoun qui, quae, quod. *Like other pronouns, the antecedent of the relative pronoun is the noun it refers back to and gives more information about. The relative pronoun agrees in number and gender with its antecedent, but its case is determined by its use in the relative clause.*

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text. **SUM-2** Summarize a Latin text's implied meaning based on figurative language and inferences.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	

READING 4.2

Teacher's Choice Poetry, approx. 300 words

Instructional Periods: 4

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	***GRAM-1 [Repeated for Review]*** *Describe how Latin nouns function in context and contribute to the meaning of the text.*	***GRAM-1.L [Repeated for Review]*** *A noun in the ablative case, translated as "in ____," "in respect to ____," or "in regard to ____," can show in what respect a statement may be true.*
		GRAM-1.O [Repeated for Review] *A noun and participle in the ablative case form an ablative absolute and can show the time or circumstance of an action. Rarely the participle can be replaced by a second noun.*
	GRAM-2 [Repeated for Review] *Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.*	***GRAM-2.E [Repeated for Review]*** *The subjunctive mood has many uses: commands, conditions, wishes, possibility, and dependent clauses. A subjunctive in the main clause can be translated as "may ____," "might ____," "would ____," "should ____," "let ____," and "I wish that ____."*
		GRAM-2.G [Repeated for Review] *Clauses introduced by* ut *and having verbs in the subjunctive mood show the result of an action and are called result clauses. Adjectives and adverbs expressing degree like* adeo, ita, sic, tam, tantus, tot, talis, *etc., can be found in the main clause of many sentences with these clauses. Other result clauses can follow verbs such as* accidit, fit, *and* efficit.
		GRAM-2.J [Repeated for Review] *The imperative mood of verbs is used for commands.*

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text. **SUM-2** Summarize a Latin text's implied meaning based on figurative language and inferences.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	

READING 4.3

Teacher's Choice Poetry, approx. 250 words

Instructional Periods: 3

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	*GRAM-1 [Repeated for Review] Describe how Latin nouns function in context and contribute to the meaning of the text.*	*GRAM-1.B [Repeated for Review] A noun in the nominative case can show the subject of a verb.*
		GRAM-1.C [Repeated for Review] When a verb connects two ideas, both are usually in the nominative case.
		GRAM-1.H [Repeated for Review] A noun in the dative case can be used with a form of sum to show possession or desum to show lack of possession.
		GRAM-1.J [Repeated for Review] The accusative case can show how long something happens (e.g., multos annos: *for many years).*
	GRAM-2 [Repeated for Review] Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	*GRAM-2.H [Repeated for Review] Clauses introduced by* ut *or* ne *and having verbs in the subjunctive mood can show the purpose of the action of the main clause and are called purpose clauses. Clauses introduced by many verbs expressing a commanding action (e.g.,* impero, persuadeo) *can show a command relayed indirectly.*
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.	
	SUM-2 Summarize a Latin text's implied meaning based on figurative language and inferences.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
3.A Develop an interpretation of Latin text(s).	**INT-1** Develop an interpretation of the main idea or meaning of a Latin text. **INT-2** Develop an interpretation of the effect or purpose of a Latin text. **INT-3** Develop an interpretation of a point of view or attitude expressed by the author, speaker, or character in a Latin text.	
3.B Explain how specific evidence supports an interpretation of Latin text(s).	**INT-4** Cite specific Latin from the selected text that supports an interpretation. **INT-5** Explain how the cited textual evidence supports an interpretation of a Latin text. **INT-6** Explain how contextual information supports an interpretation of a Latin text. **INT-7** Explain how stylistic information supports an interpretation of a Latin text.	

READING 4.4

Book 1, Lines 1-33: The Epic Begins

Instructional Periods: 3

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text. **SUM-2** Summarize a Latin text's implied meaning based on figurative language and inferences.	
2.A Describe features and functions of stylistic elements in Latin texts.	**STYL-4** Describe features of meter in Latin poetry.	**STYL-4.A** Latin poetry is characterized by regular meter, which means one verse is formed by a somewhat predictable sequence of long and short syllables. Syllables make up feet, the basic repeating unit of poetry. Common metrical feet in epic poetry are *dactyls* (a long and two short syllables), *spondees* (two long syllables), and *trochees* (a long then short syllable). **STYL-4.B** When reading a verse, a vowel or diphthong at the end of a word is partially suppressed when the next word begins with a vowel or with *h*; this is called elision. **STYL-4.C** All epic poetry is composed using the dactylic hexameter. Each line contains six dactylic feet, usually either dactyls or spondees. In the Vergilian form of epic poetry, the first four feet can be a dactyl or spondee and the fifth foot is usually a dactyl. The last foot can be a dactyl, spondee, or trochee, but it is usually a spondee.

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
	STYL-5 Describe features of genre in Latin texts.	**STYL-5.B** Epic poetry was a highly stylized, long-established genre of poetry in the ancient world. In order to claim their place in that tradition, epic poets would use the same elements that their predecessors had, while adding their own personal contribution. For example, Vergil drew inspiration for the *Aeneid* from Greek epics, namely Homer's *Odyssey* and *Iliad*. **STYL-5.C** An epic poem in the Greek and Roman tradition was a long narrative in verse, which started with a proem (a preface or prologue) and an invocation to the muses, followed by the start of the plot in medias res.
2.B Describe the context of Latin texts, including references to Roman history and culture.	**CTXT-1** Describe references and allusions to influential people, literary works, and historical events in Latin texts.	**CTXT-1.A** Vergil (70–19 BCE) composed some of the most famous poems in Latin literature: the *Eclogues* (or *Bucolics*), the *Georgics*, and the *Aeneid*. His works were well-known in his lifetime by most educated Romans, and they have had a lasting influence on Western literature. **CTXT-1.C** Caesar Augustus (63 BCE–14 CE), born Gaius Octavius, was the adopted son and heir of his great-uncle Julius Caesar. Struggles for power between Octavius and the other two members of the Second Triumvirate, Marcus Lepidus and Mark Antony, escalated into civil war, which culminated in Octavius's defeat of Mark Antony's and Cleopatra's armies at Actium in 31 BCE. Octavius then became the first Emperor of Rome in 27 BCE. **CTXT-1.D** Several civil wars marked the transition from the Roman Republic to the Roman Empire. Julius Caesar returned from his invasion of Gaul to wage war on Rome and establish his own dictatorship 49-45 BCE). After his assassination in 44 BCE, an alliance of three influential leaders called the Second Triumvirate marshalled their supporters to defeat the conspirators in Caesar's death at the Battle of Philippi. **CTXT-1.E** Augustus successfully used a variety of propaganda to support his rise to power as emperor (27 BCE). Through art, literature, coinage, and architecture, he promoted the idea of his peaceful reign and a powerful, stable empire. The *Aeneid* created a foundation legend of Rome that established Augustus's divine ancestry (as a descendent of Aeneas, the son of Venus) and pre-ordained status as ruler, and presented Romans as fated to be rulers of the world.

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
	CTXT-3	**CTXT-3.A**

CTXT-3

Describe references and allusions to Greco-Roman mythology and legend in Latin texts.

CTXT-3.A

The Romans practiced a polytheistic religion and thought of many of their gods as equated with deities in the Greek Pantheon. To the Romans, Jupiter was king of the gods and married to Juno, the queen of the gods and goddess of marriage. Jupiter's daughter Minerva was the goddess who presided over handicrafts and war. His son Mars was also a god of war, while his son Apollo presided over music, medicine, prophecy, and archery in addition to being a sun god. Another son, Mercury, was the god of merchants and thieves in addition to serving as messenger of the gods.

CTXT-3.B

Saturn was Jupiter's father, and was described as the god of time, wealth, and renewal who ruled over a mythical past of abundance and peace. Saturn's other sons included Neptune and Pluto. Neptune was the god of the seas and bodies of fresh water, while Pluto (also referred to as Dis Pater or simply Dis) was the ruler of the underworld.

CTXT-3.E

The Fates are three goddesses who control the destinies of humans. They dictate how long people will live, what they will accomplish, and what they will suffer.

CTXT-3.F

The Judgement of Paris is a Greek myth that refers to the dispute between Hera, Athena, and Aphrodite (Juno, Minerva, and Venus to the Romans) about who was the fairest among them. They chose Paris, a Trojan prince, to judge the contest. He named Aphrodite the winner and in return, Aphrodite caused the famously beautiful Helen, the queen of Sparta, to fall in love with him.

READING 4.5
Book 1, Lines 88–107 and 496–508: The Storm, Queen Dido

Instructional Periods: 3

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1 [Repeated for Review]** *Describe how Latin nouns function in context and contribute to the meaning of the text.*	**GRAM-1.F [Repeated for Review]** *Nouns in the dative case show the person to whom, for whom, or to whose advantage the action is being done. These nouns can be used with verbs of speaking, giving, and showing and can be translated as "to ____" or "for ____."* **GRAM-1.I [Repeated for Review]** *A noun in the accusative case can be the direct object of a verb; it is the noun receiving the action of a verb.*
	GRAM-2 [Repeated for Review] *Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.*	**GRAM-2.C [Repeated for Review]** *There are six tenses of verbs in the indicative mood: present (____[s], is/are ____ing), imperfect (was/were ____ing, used to ____), future (will ____), perfect (____ed, has/have ____ed, did ____), pluperfect (had ____ed), and future perfect (will have ____ed).*
	GRAM-3 [Repeated for Review] *Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.*	**GRAM-3.A [Repeated for Review]** *Adjectives describe nouns and agree in gender, number, and case with the nouns they are describing. Adjectives usually modify an explicitly stated noun but may also modify an implied noun, when the adjective is used substantively. Adjectives occur in only the first three declensions but may modify nouns in any declension. Like nouns, an adjective's gender, number, and case are indicated by its specific ending.* **GRAM-3.B [Repeated for Review]** *Superlative adjectives show the highest degree of the word and are often translated "____est" or "very ____." The superlative degree of an adjective is indicated by its stem.*
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
2.A Describe features and functions of stylistic elements in Latin texts.	_**STYL-1 [Repeated for Review]** Describe the use of repetition as a stylistic device in Latin texts._	_**STYL-1.C [Repeated for Review]** Anaphora is the repetition of a word or phrase at the beginning of successive phrases, clauses, sentences, or lines. This type of repetition can be used to emphasize ideas and create a sense of momentum._
	STYL-2 Describe the use of word order as a stylistic device in Latin texts.	**STYL-2.A** Chiasmus is a rhetorical figure in which two corresponding pairs are arranged not following a regular order but in inverted order (a-b-b-a). Chiasmus creates emphasis in speech, calling the reader's or listener's attention to that point.
	STYL-3 Describe the use of similes and metaphors as stylistic devices in Latin texts.	**STYL-3.A** A simile is a rhetorical figure, in which an explicit comparison is made between two things, usually using "like" or "as" as connecting words. Similes tend to be used in descriptive passages and help make images more vivid or clear to the reader or listener.
2.B Describe the context of Latin texts, including references to Roman history and culture.	**CTXT-1** Describe references and allusions to influential people, literary works, and historical events in Latin texts.	**CTXT-1.B** Rome fought a series of wars of expansion with Carthage, a city on the northern tip of modern Tunisia, between 264 and 146 BCE. Known as the Punic Wars, these conflicts ended when Romans sacked the city of Carthage and took over Carthaginian territories.
	CTXT-3 Describe references and allusions to Greco-Roman mythology and legend in Latin texts.	**CTXT-3.C** Venus, Aeneas's mother in the _Aeneid_, was the Roman goddess of love, beauty, sexual desire, and victory. She was married to Vulcan, the god of fire, metalworking, and the forge and another son of Jupiter and Juno.
		CTXT-3.H Dido, also known as Elissa, was the legendary founder of Carthage. She was originally the queen of Tyre (in present-day Lebanon) but fled with her supporters after her brother Pygmalion murdered her husband, Sychaeus, for his wealth. When Dido arrived with her people in northern Africa, she met Iarbas, the leader of the Gaetulians. Iarbas offered her as much land as could be covered by a piece of hide. Dido outsmarted Iarbas by cutting the hide into strips and encircled as much land as she could. She further humiliated Iarbas by rejecting his offer of marriage.

READING 4.6

Book 2, Lines 40–56 and 201–249: Laocoön and the Trojan Horse

Instructional Periods: 5

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1** Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.G** A noun in the dative case (e.g., *usui*), can show purpose, often paired with a dative of reference in a double dative construction.
	GRAM-2 [Repeated for Review] Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	*GRAM-2.A [Repeated for Review] The person, number, tense, voice, and mood of a verb are indicated by a combination of its stem and ending. The specific endings are dictated by what group—called a conjugation—the verb belongs to. Irregular verbs (e.g.,* sum, esse*) do not follow the expected patterns of a conjugation.* *GRAM-2.I [Repeated for Review] Conditions in Latin are introduced by* si *("if"),* nisi *("if not"), and sometimes* ni *("not"). The verb in either part of the condition may be in either the subjunctive or indicative mood.* *GRAM-2.L [Repeated for Review] Some verbs, called deponent verbs, have passive forms in Latin but are translated into English with active meanings. Deponent verbs are often listed with three principal parts that look passive (e.g.,* orior, oriri, ortus sum*).* *GRAM-2.R [Repeated for Review] Participles can also describe nouns and are verbal adjectives that modify nouns. Like adjectives, they agree with nouns in case, number, and gender. Like verbs, they have a tense and a voice, and they may have objects.*

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text. **SUM-2** Summarize a Latin text's implied meaning based on figurative language and inferences.	
2.A Describe features and functions of stylistic elements in Latin texts.	**STYL-2** Describe the use of word order as a stylistic device in Latin texts.	**STYL-2.B** To create an unexpected or emphatic moment in a text, an author may change the natural word order by using interlocking word order, also known as synchysis, with elements placed in an a-b-a-b format. **STYL-2.C** To create suspense or emphasis, an author may choose to delay the final word of a phrase, clause, or sentence to the beginning of the following poetic line. This delay is called enjambment.
	STYL-4 [Repeated for Review] Describe features of meter in Latin poetry.	*STYL-4.C [Repeated for Review] All epic poetry is composed using the dactylic hexameter. Each line contains six dactylic feet, usually either dactyls or spondees. In the Vergilian form of epic poetry, the first four feet can be a dactyl or spondee and the fifth foot is usually a dactyl. The last foot can be a dactyl, spondee, or trochee, but it is usually a spondee.*

Teacher's Choice – Latin Poetry and Vergil's *Aeneid*

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
2.B Describe the context of Latin texts, including references to Roman history and culture.	**CTXT-2** Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.G** The Romans viewed their gods as allies in their everyday lives. They prayed and made offerings to household gods at shrines in their homes, and they performed public animal sacrifices to ask the gods for favor or protection. The Romans would sometimes examine the entrails of sacrificed animals looking for signs indicating the approval of the gods. **CTXT-2.H** Romans often looked for signs, good or bad, about the future in portents, omens, and dreams. They believed that bad omens could be avoided or averted, but failure to address them could lead to disaster. These prophetic signs could take a variety of forms (e.g., human speech or action, weather or celestial events, features or behavior of animals) and required careful interpretation.
	CTXT-3 Describe references and allusions to Greco-Roman mythology and legend in Latin texts.	**CTXT-3.G** The story of the Trojan War comes from Greek mythology. The Greeks went to war with Troy after Paris of Troy took Helen from her husband, the king of Sparta. The siege of Troy lasted a decade and the city finally fell due to the Greek's trick of the Trojan Horse—a gift of a giant wooden horse statue that held Greek soldiers inside. The Trojan Horse was the idea of the Greek hero Ulysses (known as Odysseus in Greek). The *Aeneid* connects the Trojan war with the foundation of Rome, creating an origin story for the Romans as descendants of the Trojans.
3.A Develop an interpretation of Latin text(s).	**INT-1** Develop an interpretation of the main idea or meaning of a Latin text. **INT-2** Develop an interpretation of the effect or purpose of a Latin text. **INT-3** Develop an interpretation of a point of view or attitude expressed by the author, speaker, or character in a Latin text.	

SKILL

3.B

Explain how specific evidence supports an interpretation of Latin text(s).

LEARNING OBJECTIVE

INT-4

Cite specific Latin from the selected text that supports an interpretation.

INT-5

Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6

Explain how contextual information supports an interpretation of a Latin text.

INT-7

Explain how stylistic information supports an interpretation of a Latin text.

ESSENTIAL KNOWLEDGE

UNIT **5**

Vergil's *Aeneid*, Excerpts from Books 4, 6, 7, 11, and 12

READING 5.1

Book 4, Lines 74–89 and 165–197: Dido Feels the Effect of Cupid, Rumor Reaches Jupiter

Instructional Periods: 4

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	*GRAM-1 [Repeated for Review] Describe how Latin nouns function in context and contribute to the meaning of the text.*	*GRAM-1.P [Repeated for Review] The nouns causa and gratia in the ablative case can follow nouns in the genitive case. In this use, both are translated as "for the sake of."*
	GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	*GRAM-2.M [Repeated for Review] The infinitive is used with certain verbs (e.g., possum, volo, licet) and is often translated as "to _____."* *GRAM-2.O [Repeated for Review] A gerund is a noun formed from a verb (e.g., bellandi: of waging war). Like the gerund, a gerundive is an adjective formed from a verb, and it modifies a noun (e.g., ad eas res conficiendas: for preparing these things).*
		GRAM-2.Q A supine is a fourth declension verbal noun ending in -*um* or -*u*. The supine ending in -*u* is used after adjectives and is translated with "to _____" (e.g., *horribile visu*: horrible to see.).
	GRAM-3 [Repeated for Review] Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	*GRAM-3.A [Repeated for Review] Adjectives describe nouns and agree in gender, number, and case with the nouns they are describing. Adjectives usually modify an explicitly stated noun but may also modify an implied noun, when the adjective is used substantively. Adjectives occur in only the first three declensions but may modify nouns in any declension. Like nouns, an adjective's gender, number, and case are indicated by its specific ending.*
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	

Vergil's *Aeneid*, Excerpts from Books 4, 6, 7, 11, and 12

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
2.A Describe features and functions of stylistic elements in Latin texts.	***STYL-2 [Repeated for Review]** Describe the use of word order as a stylistic device in Latin texts.*	***STYL-2.A [Repeated for Review]** Chiasmus is a rhetorical figure in which two corresponding pairs are arranged not following a regular order but in inverted order (a-b-b-a). Chiasmus creates emphasis in speech, calling the reader's or listener's attention to that point.*
	***STYL-4 [Repeated for Review]** Describe features of meter in Latin poetry.*	***STYL-4.A [Repeated for Review]** Latin poetry is characterized by regular meter, which means one verse is formed by a somewhat predictable sequence of long and short syllables. Syllables make up feet, the basic repeating unit of poetry. Common metrical feet in epic poetry are dactyls (a long and two short syllables), spondees (two long syllables), and trochees (a long then short syllable).*
	STYL-5 Describe features of genre in Latin texts.	**STYL-5.D** In traditional epic poetry, the gods (which can be personified forces of nature) are always involved in and sometimes responsible for moving the narrative forward.

READING 5.2

Book 4, Lines 305–361: Aeneas Leaves Dido

Instructional Periods: 5

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1 [Repeated for Review]** *Describe how Latin nouns function in context and contribute to the meaning of the text.*	**GRAM-1.D [Repeated for Review]** *Most nouns in the genitive case show the possessor—to whom something belongs (e.g.,* villa amici: *my friend's house)*
		GRAM-1.K [Repeated for Review] *Nouns in the ablative case have a variety of functions. These nouns most commonly show the means by which an action is done, by whom an action is done, the manner in which an action is done, where or when an action takes place, or the separation between people or things.*
	GRAM-2 [Repeated for Review] *Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.*	**GRAM-2.C [Repeated for Review]** *There are six tenses of verbs in the indicative mood: present (____[s], is/are ____ing), imperfect (was/were ____ing, used to ____), future (will ____), perfect (____ed, has/have ____ed, did ____), pluperfect (had ____ed), and future perfect (will have ____ed).*
		GRAM-2.E [Repeated for Review] *The subjunctive mood has many uses: commands, conditions, wishes, possibility, and dependent clauses. A subjunctive in the main clause can be translated as "may ____," "might ____," "would ____," "should ____," "let ____," and "I wish that ____."*
		GRAM-2.I [Repeated for Review] *Conditions in Latin are introduced by* si *("if"),* nisi *("if not"), and sometimes* ni *("not"). The verb in either part of the condition may be in either the subjunctive or indicative mood.*
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.	
	SUM-2 Summarize a Latin text's implied meaning based on figurative language and inferences.	

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
2.B Describe the context of Latin texts, including references to Roman history and culture.	**CTXT-2** Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.I** *Pietas* reflects the Roman ideals of reverence for the gods, loyalty to country, and devotion to parents and family. Vergil's use of *pius* to describe Aeneas significantly expresses this set of ideals in his religious attitude, in his patriotic mission, and in his relations with his father, son, and comrades.
	CTXT-3 [Repeated for Review] *Describe references and allusions to Greco-Roman mythology and legend in Latin texts.*	**CTXT-3.E [Repeated for Review]** *The Fates were three goddesses who controlled the destinies of humans. They dictated how long people would live, what they would accomplish, and what they would suffer.*
		CTXT-3.H [Repeated for Review] *Dido, also known as Elissa, was the legendary founder of Carthage. She was originally the queen of Tyre (in present-day Lebanon) but fled with her supporters after her brother Pygmalion murdered her husband, Sychaeus, for his wealth. When Dido arrived with her people in northern Africa, she met Iarbas, the leader of the Gaetulians. Iarbas offered her as much land as could be covered by a piece of hide. Dido outsmarted Iarbas by cutting the hide into strips and encircled as much land as she could. She further humiliated Iarbas by rejecting his offer of marriage.*
3.A Develop an interpretation of Latin text(s).	**INT-1** Develop an interpretation of the main idea or meaning of a Latin text. **INT-2** Develop an interpretation of the effect or purpose of a Latin text. **INT-3** Develop an interpretation of a point of view or attitude expressed by the author, speaker, or character in a Latin text.	

SKILL

3.B

Explain how specific evidence supports an interpretation of Latin text(s).

LEARNING OBJECTIVE

INT-4

Cite specific Latin from the selected text that supports an interpretation.

INT-5

Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6

Explain how contextual information supports an interpretation of a Latin text.

INT-7

Explain how stylistic information supports an interpretation of a Latin text.

ESSENTIAL KNOWLEDGE

READING 5.3

Book 6, Lines 450–476, 788-800, and 847–853: The Shade of Dido, Meeting Anchises

Instructional Periods: 4

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	
2.A Describe features and functions of stylistic elements in Latin texts.	**STYL-3 [Repeated for Review]** *Describe the use of similes and metaphors as stylistic devices in Latin texts.*	**STYL-3.A [Repeated for Review]** *A simile is a rhetorical figure, in which an explicit comparison is made between two things, usually using "like" or "as" as connecting words. Similes tend to be used in descriptive passages and help make images more vivid or clear to the reader or listener.*
	STYL-4 [Repeated for Review] *Describe features of meter in Latin poetry.*	**STYL-4.C [Repeated for Review]** *All epic poetry is composed using the dactylic hexameter. Each line contains six dactylic feet, usually either dactyls or spondees. In the Vergilian form of epic poetry, the first four feet can be a dactyl or spondee and the fifth foot is usually a dactyl. The last foot can be a dactyl, spondee, or trochee, but it is usually a spondee.*

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
2.A Describe features and functions of stylistic elements in Latin texts.	STYL-5 Describe features of genre in Latin texts.	STYL-5.B [Repeated for Review] *Epic poetry was a highly stylized, long-established genre of poetry in the ancient world. In order to claim their place in that tradition, epic poets would use the same elements that their predecessors had, while adding their own personal contribution. For example, Vergil drew inspiration for the Aeneid from Greek epics, namely Homer's Odyssey and Iliad.*
		STYL-5.E An epic poem usually follows the deeds of a hero who is helped and hindered by divine interventions and on many occasions must descend to the underworld to complete his or her quest.
2.B Describe the context of Latin texts, including references to Roman history and culture.	CTXT-1 [Repeated for Review] *Describe references and allusions to influential people, literary works, and historical events in Latin texts.*	CTXT-1.D [Repeated for Review] *Caesar Augustus (63 BCE–14 CE), born Gaius Octavius, was the adopted son and heir of his great-uncle Julius Caesar. Struggles for power between Octavius and the other two members of the Second Triumvirate, Marcus Lepidus and Mark Antony, escalated into civil war, which culminated in Octavius's defeat of Mark Antony's and Cleopatra's armies at Actium in 31 BCE. Octavius then became the first Emperor of Rome in 27 BCE.*
	CTXT-2 Describe references and allusions to Roman social norms and everyday life in Latin texts.	CTXT-2.J Although Roman principles evolved over time, there was a discernible Roman character evident in the writings and art of the Late Republic and Early Empire. Romans especially valued mercy, honesty, frugality, hard work, responsibility, courage, self-control, moral discernment, and ethical behavior. However, the history of Rome and individual Romans show us that they did not always live up to these values.
	CTXT-3 [Repeated for Review] *Describe references and allusions to Greco-Roman mythology and legend in Latin texts.*	CTXT-3.H [Repeated for Review] *Dido, also known as Elissa, was the legendary founder of Carthage. She was originally the queen of Tyre in present-day Lebanon) but fled with her supporters after her brother Pygmalion murdered her husband, Sychaeus, for his wealth. When Dido arrived with her people in northern Africa, she met Iarbas, the leader of the Gaetulians. Iarbas offered her as much land as could be covered by a piece of hide. Dido outsmarted Iarbas by cutting the hide into strips and encircled as much land as she could. She further humiliated Iarbas by rejecting his offer of marriage.*

READING 5.4

Book 7, Lines 45–58, 783–792, and 803–817: King Latinus, Turnus Prepares for War

Instructional Periods: 3

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**GRAM-1 [Repeated for Review]** *Describe how Latin nouns function in context and contribute to the meaning of the text.*	**GRAM-1.M [Repeated for Review]** *The ablative case with an adjective can show description of a noun and is often translated "with ____" or "of ____."*
	GRAM-2 [Repeated for Review] *Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.*	**GRAM-2.F [Repeated for Review]** *Clauses introduced by question words and having verbs in the subjunctive mood are called indirect questions.*
	GRAM-3 [Repeated for Review] *Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.*	**GRAM-3.B [Repeated for Review]** *Superlative adjectives show the highest degree of the word and are often translated "____est" or "very ____." The superlative degree of an adjective is indicated by its stem.*
		GRAM-3.C [Repeated for Review] *Comparative adjectives show a comparison between two words and are often translated "____er," "more ____," or "rather ____." The comparative degree of an adjective is indicated by its s*
		GRAM-3.E [Repeated for Review] *The antecedent of a pronoun is the noun it refers to and takes the place of. This antecedent may be named earlier or simply be understood in the context. A pronoun agrees in number and gender with its antecedent.*

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.C Summarize Latin texts in English.	SUM-1 Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text. SUM-2 Summarize a Latin text's implied meaning based on figurative language and inferences.	

READING 5.5
Book 11, Lines 532–594: The Story of Camilla

Instructional Periods: 5

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	*GRAM-1 [Repeated for Review] Describe how Latin nouns function in context and contribute to the meaning of the text.*	*GRAM-1.F [Repeated for Review] Nouns in the dative case show the person to whom, for whom, or to whose advantage the action is being done. These nouns can be used with verbs of speaking, giving, and showing and can be translated as "to ____ " or "for ____."*
		GRAM-1.O [Repeated for Review] A noun and participle in the ablative case form an ablative absolute and can show the time or circumstance of an action. Rarely the participle can be replaced by a second noun.
	GRAM-2 [Repeated for Review] Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	*GRAM-2.J [Repeated for Review] The imperative mood of verbs is used for commands.*
	GRAM-3 [Repeated for Review] Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	*GRAM-3.F [Repeated for Review] Relative clauses are introduced by the relative pronoun* qui, quae, quod. *Like other pronouns, the antecedent of the relative pronoun is the noun it refers back to and gives more information about. The relative pronoun agrees in number and gender with its antecedent, but its case is determined by its use in the relative clause.*
	GRAM-4 [Repeated for Review] Describe how Latin particles (such as adverbs, prepositions, and conjunctions) function in context and contribute to the meaning of the text.	*GRAM-4.C [Repeated for Review] When cum introduces a clause, it may be translated "when," "since," or "although," among other acceptable translations.*
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
2.B Describe the context of Latin texts, including references to Roman history and culture.	*CTXT-2 [Repeated for Review]* Describe references and allusions to Roman social norms and everyday life in Latin texts.	*CTXT-2.B [Repeated for Review]* Roman citizenship granted free male citizens certain rights and protections, such as the right to a legal trial, the right to vote, and the right to run for civic office. Female Roman citizens, however, were not granted the same rights, protections, or independence (either legally or due to strongly held social norms).
		CTXT-2.G [Repeated for Review] The Romans viewed their gods as allies in their everyday lives. They prayed and made offerings to household gods at shrines in their homes, and they performed public animal sacrifices to ask the gods for favor or protection. The Romans would sometimes examine the entrails of sacrificed animals looking for signs indicating the approval of the gods.
	CTXT-3 Describe references and allusions to Greco-Roman mythology and legend in Latin texts.	**CTXT-3.D** Diana was the virgin goddess of wild animals, the hunt, and fertility. In the *Aeneid*, she was concerned for the welfare of the warrior Camilla.
3.A Develop an interpretation of Latin text(s).	**INT-1** Develop an interpretation of the main idea or meaning of a Latin text.	
	INT-2 Develop an interpretation of the effect or purpose of a Latin text.	
	INT-3 Develop an interpretation of a point of view or attitude expressed by the author, speaker, or character in a Latin text.	
3.B Explain how specific evidence supports an interpretation of Latin text(s).	**INT-4** Cite specific Latin from the selected text that supports an interpretation.	
	INT-5 Explain how the cited textual evidence supports an interpretation of a Latin text.	
	INT-6 Explain how contextual information supports an interpretation of a Latin text.	
	INT-7 Explain how stylistic information supports an interpretation of a Latin text.	

READING 5.6

Book 12, Lines 791–796, 803-812, and 818–828: The Fate of the Trojans Is Decided

Instructional Periods: 2

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text. **SUM-2** Summarize a Latin text's implied meaning based on figurative language and inferences.	

Vergil's *Aeneid*, Excerpts from Books 4, 6, 7, 11, and 12

READING 5.7

Book 12, Lines 919–952: The Final Battle of Aeneas and Turnus

Instructional Periods: 3

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	***GRAM-2 [Repeated for Review]*** *Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.*	***GRAM-2.N [Repeated for Review]*** *A verb of speaking, thinking, feeling, etc., can introduce an indirect statement, with an accusative case noun as its subject and an infinitive as its verb.* ***GRAM-2.R [Repeated for Review]*** *Participles can also describe nouns and are verbal adjectives that modify nouns. Like adjectives, they agree with nouns in case, number, and gender. Like verbs, they have a tense and a voice, and they may have objects.* ***GRAM-2.S [Repeated for Review]*** *There are special verbs that govern nouns in the dative (e.g.,* persuadeo, impero, propinquo, credo*), ablative (e.g.,* potior, utor*), or genitive (e.g.,* obliviscor, potior*) cases. These nouns are often translated into English as the direct objects of these verbs.*
	GRAM-3 [Repeated for Review] *Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.*	***GRAM-3.D [Repeated for Review]*** *Like nouns, pronouns have a gender, number, and case, which are indicated by a specific form.*
	GRAM-4 [Repeated for Review] *Describe how Latin particles (such as adverbs, prepositions, and conjunctions) function in context and contribute to the meaning of the text.*	***GRAM-4.D [Repeated for Review]*** *Questions in Latin are typically introduced by interrogative words or the suffix* -ne *placed on the first or most important word of the question.*
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	

Vergil's *Aeneid*, Excerpts from Books 4, 6, 7, 11, and 12

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
3.A Develop an interpretation of Latin text(s).	**INT-1** Develop an interpretation of the main idea or meaning of a Latin text. **INT-2** Develop an interpretation of the effect or purpose of a Latin text. **INT-3** Develop an interpretation of a point of view or attitude expressed by the author, speaker, or character in a Latin text.	
3.B Explain how specific evidence supports an interpretation of Latin text(s).	**INT-4** Cite specific Latin from the selected text that supports an interpretation. **INT-5** Explain how the cited textual evidence supports an interpretation of a Latin text. **INT-6** Explain how contextual information supports an interpretation of a Latin text. **INT-7** Explain how stylistic information supports an interpretation of a Latin text.	

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UNIT 6

Spring Project and Teacher's Choice – Latin Poetry

Spring Project

Instructional Periods: 12

Additional details on the Spring Project will be available with the release of the *Course and Exam Description* in 2025.

READING 6.1
Teacher's Choice Poetry, approx. 250 words

Instructional Periods: 3

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	*GRAM-1 [Repeated for Review] Describe how Latin nouns function in context and contribute to the meaning of the text.*	*GRAM-1.A [Repeated for Review] Latin nouns have a gender, number, and case. The number and case of a noun are indicated by the noun's specific endings, which are dictated by what group—called a declension—the noun belongs to. Declensions sometimes, but not always, identify the noun's gender as well.*
		GRAM-1.B [Repeated for Review] A noun in the nominative case can show the subject of a verb.
	GRAM-2 [Repeated for Review] Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	*GRAM-2.A [Repeated for Review] The person, number, tense, voice, and mood of a verb are indicated by a combination of its stem and ending. The specific endings are dictated by what group—called a conjugation—the verb belongs to. Irregular verbs (e.g.,* sum, esse*) do not follow the expected patterns of a conjugation.*
		GRAM-2.D [Repeated for Review] When ut *introduces a clause with an indicative verb the* ut *is translated "like," "as," or "when."*
		GRAM-2.H [Repeated for Review] Clauses introduced by ut or ne and having verbs in the subjunctive mood can show the purpose of the action of the main clause and are called purpose clauses. Clauses introduced by many verbs expressing a commanding action (e.g., impero, persuadeo*) can show a command relayed indirectly.*

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text. **SUM-2** Summarize a Latin text's implied meaning based on figurative language and inferences.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	
2.A Describe features and functions of stylistic elements in Latin texts.	*STYL-1 [Repeated for Review] Describe the use of repetition as a stylistic device in Latin texts.*	*STYL-2.B [Repeated for Review] To create an unexpected or emphatic moment in a text, an author may change the natural word order by using interlocking word order, also known as synchysis, with elements placed in an a-b-a-b format.*
	STYL-4 [Repeated for Review] Describe features of meter in Latin poetry.	*STYL-4.B [Repeated for Review] When reading a verse, a vowel or diphthong at the end of a word is partially suppressed when the next word begins with a vowel or with* h; *this is called elision.* *STYL-4.C [Repeated for Review] All epic poetry is composed using the dactylic hexameter. Each line contains six dactylic feet, usually either dactyls or spondees. In the Vergilian form of epic poetry, the first four feet can be a dactyl or spondee and the fifth foot is usually a dactyl. The last foot can be a dactyl, spondee, or trochee, but it is usually a spondee.*

READING 6.2
Teacher's Choice Poetry, approx. 250 words

Instructional Periods: 3

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.A Identify the meaning of Latin words and phrases.	**VOC-1** Define Latin words and phrases. **VOC-2** Identify the meaning of Latin words and phrases in context.	
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	*GRAM-1 [Repeated for Review] Describe how Latin nouns function in context and contribute to the meaning of the text.*	*GRAM-1.E [Repeated for Review] The genitive case can be used to show descriptive properties of something (e.g.,* femina magnae sapientiae: *a woman of great wisdom), show the whole of which a noun is a part (e.g.,* plus vini: *more wine), or show a quasi-object of a noun implying action (e.g.,* cupiditas regni: *desire for a kingdom).*
		GRAM-1.J [Repeated for Review] The accusative case can show how long something happens (e.g., multos annos: *for many years).*
		GRAM-1.R [Repeated for Review] The vocative case is used to identify the person or object being addressed (e.g., Musa, mihi causas memora, *where Vergil is addressing the Muse).*
	GRAM-2 [Repeated for Review] Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	*GRAM-2.G [Repeated for Review] Clauses introduced by* ut *and having verbs in the subjunctive mood show the result of an action and are called result clauses. Adjectives and adverbs expressing degree like* adeo, ita, sic, tam, tantus, tot, talis, *etc., can be found in the main clause of many sentences with these clauses. Other result clauses can follow verbs such as* accidit, fit, *and* efficit.

SKILL	LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
1.C Summarize Latin texts in English.	**SUM-1** Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text. **SUM-2** Summarize a Latin text's implied meaning based on figurative language and inferences.	
1.D Translate Latin texts into English.	**TRAN-1** Provide a translation of a text from Latin to English using idiomatic English.	
2.B Describe the context of Latin texts, including references to Roman history and culture.	**CTXT-2 [Repeated for Review]** Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.H [Repeated for Review]** Romans often looked for signs, good or bad, about the future in portents, omens, and dreams. They believed that bad omens could be avoided or averted, but failure to address them could lead to disaster. These prophetic signs could take a variety of forms (e.g., human speech or action, weather or celestial events, features or behavior of animals) and required careful interpretation. **CTXT-2.J [Repeated for Review]** Although Roman principles evolved over time, there was a discernible Roman character evident in the writings and art of the Late Republic and Early Empire. Romans especially valued mercy, honesty, frugality, hard work, responsibility, courage, self-control, moral discernment, and ethical behavior. However, the history of Rome and individual Romans show us that they did not always live up to these values.
	CTXT-3 [Repeated for Review] Describe references and allusions to Greco-Roman mythology and legend in Latin texts.	**CTXT-3.A [Repeated for Review]** The Romans practiced a polytheistic religion and thought of many of their gods as equated with deities in the Greek Pantheon. To the Romans, Jupiter was king of the gods and married to Juno, the queen of the gods and goddess of marriage. Jupiter's daughter Minerva was the goddess who presided over handicrafts and war. His son Mars was also a god of war, while his son Apollo presided over music, medicine, prophecy, and archery in addition to being a sun god. Another son, Mercury, was the god of merchants and thieves in addition to serving as messenger of the gods.

Suggested Authors and Texts for Teacher's Choice Readings

The following are non-exhaustive lists of suggested readings for the Teacher's Choice portions of the syllabus. Some of the readings are directly related to the required readings, while others introduce new themes and characters. This is offered as a resource only; teachers are not required to choose readings from this list nor will students necessarily be advantaged on the exam by having read texts on this list. Brief selections from these texts may or may not appear on the exam. **No priority is given to authors or texts that appear on this list in the construction of the AP Latin Exam or in the grading of student work**. AP Latin teachers should choose Teacher's Choice texts—whether on this list or not—that best meet the needs of their students.

Poetry		
Author	**Text**	**Year**
Catullus	1: Dedication	c. 59–50 BCE
	3: Eulogy to Pet Bird	
	5: A Thousand Kisses	
	7: How Many Kisses	
	9: Friend's Homecoming	
	12: Napkin Thief	
	13: Partying on a Friend's Dime	
	31: Sirmio	
	46: Springtime Wanderlust	
	51: Feeling of Love	
	64. 1-24, 132-240: Wedding of Peleus and Thetis	
	85: Hate and Love	
	101: Offering to His Brother	
	107: Back with Lesbia	
	109: Prayer for a Happy Relationship	
Faltonia Betinia Proba	*Cento Vergilianus de Laudibus Christi* (*A Vergilian Cento Concerning the Glory of Christ*)	c. 352–384
Horace	*Sermones,* 1.9: Horace and the Boor	33–32 BCE
Horace	*Odes,* 1.11: Carpe Diem	c. 23–13 BCE
	Odes, 2.3: Everyone's Fate	
	Odes, 2.10: Living Modestly	
	Odes, 3.2: On Virtue	
	Odes, 4.14: Praising Augustus	
Juan Latino	*De natali serenissimi* (*On the Birth of Untroubled Times*): 1–20, 45–56, 77–78	1572
Leo Kaiser (ed., anthology)	*Early American Latin Verse, 1625–1825, An Anthology*; see esp.: • Peter Bulkeley (1582–1659) "On an Earthquake" • William Morrell (c. 1590 to after 1626) "Nov-Anglia"	1625–1825

Poetry		
Author	**Text**	**Year**
Martha Marchina	*Marthae Marchinae Virginis Neapolitanae Musa Posthuma* (*The Posthumous Muse of Martha Marchina, the Virgin of Naples*)	1662
Martial	*Epigrams*, 1.1–5: About the Book	86–103
	Epigrams, 4.1, 3, and 27: On Domitian	
	Epigrams, Books 1–12: various selections	
Ovid	*Amores*, 1.9: Love and War	16 BCE
	Amores, 3.1: Elegy and Tragedy	
Ovid	*Fasti* (*The Calendar*), Book 3: February 3, Arion and the Dolphin	8 CE
Ovid	*Tristia* (*Sorrows*), Tl.II: 1–74 Stormy Journey to Exile	8–18 CE
	Tristia (*Sorrows*), Tl.III: 47–102 Last Night Before Exile	
	Tristia (*Sorrows*), Tl.VI: 1–36 Ovid Praises his Wife	
Ovid	*Epistulae Ex Ponto* (*Letters from the Black Sea*), El.IV: 1–58, To His Wife	c. 18 CE
Ovid	*Heroides* (*The Heroines*) I: Penelope to Ulysses	c. 25–16 BCE
	Heroides (*The Heroines*) VII: Dido to Aeneas	
Ovid	*Metamorphoses*, 1.452–546: Daphne and Phoebus	c. 8 CE
	Metamorphoses, 3.402–510: Narcissus	
	Metamorphoses, 7.183–235: Daedalus and Icarus	
	Metamorphoses, 8.611–724: Philemon and Baucis	
	Metamorphoses, 11.85–145: King Midas	
	Metamorphoses, 14.101–157: Aeneas in the Underworld	
	Metamorphoses, 15.832–879: Celebration of the Caesars	
Propertius	*Elegies*, 2.12: Amor	c. 25 BCE
	Elegies, 4.1: 1–70, History of Rome	
Rafael Landivar	*Rusticatio Mexicana* (*Mexican Country Scenes*), 2.67-79, 114-127	1782
Sulpicia	*Six Poems*	55–19 BCE
Tibullus	*Books* 2, 4	55–19 BCE
Various authors	*Carmina Burana* (*Songs from Benediktbeuern*)	1230
Vergil	*Aeneid*, 1.52–80: Juno Enlists Aeolus's Help	30–19 BCE
	Aeneid, 1.124–141: Neptune Calms the Seas	
	Aeneid, 1.198–209: On the Libyan Coast	
	Aeneid, 1.340–364: Venus Speaks to Aeneas	
	Aeneid, 2.1–12, 265–267: More on the Trojan Horse	
	Aeneid, 2.526–566: Death of Priam	
	Aeneid, 7.37–45: Second Invocation of the Muse	
	Aeneid, 8.671–731: Shield of Aeneas	
	Aeneid, 10.420–509: Death of Pallas	
	Aeneid, 11.648–675: Camilla's Aristeia	
	Aeneid, 11.794–835: Death of Camilla	
Vergil	*Georgics*, 4.485-503: Orpheus and Eurydice	38–32 BCE
Vergil	*Eclogues*, 4	42–37 BCE

Prose		
Author	**Text**	**Year**
Amerigo Vespucci	*Mundus Novus* (*New World*)	1503
Andrew White	*Relatio Itineris in Marylandiam* (*Narrative of a Voyage to Maryland*)	1635–1638
Anonymous	*Gesta Francorum* (*The Deeds of the Franks*)	c. 1100
Apuleius	*Metamorphoses/The Golden Ass*: Tale of Cupid and Psyche	c. 170
Augustus	*Res Gestae Divi Augusti* (*The Deeds of the Divine Augustus*)	c. 14
Aulus Gellius	*Noctes Atticae* (*Attic Nights*), 1.12: Vestal Virgins	c. 177
	Noctes Atticae (*Attic Nights*), 2.7: Obedience to Fathers	
	Noctes Atticae (*Attic Nights*), 4.13: Music as Medicine	
Carolus Ruaeus (Charles de La Rue)	*Argumentum Aeneidos* (*Prose Summary of the* Aeneid)	early 1700s
Charles François Lhomond	*Viri Romae* (*De Viris Illustribus Urbis Romae a Romulo ad Augustum*)	1779
Cicero	*In Catilinam* (*Catilinarian Orations*), 1.2: Shame on the age and on its principles!	63 BCE
Cicero	*Epistulae Ad Atticum* (*Letters To Atticus*), 1.2: Birth of a Son, Defense of Catiline	68–44 BCE
	Epistulae Ad Atticum (*Letters To Atticus*), 3.3: Invitation to Vibo	
	Epistulae Ad Atticum (*Letters To Atticus*), 9.19: Civil War	
	Epistulae Ad Atticum (*Letters To Atticus*), 12.15: Loneliness of Exile	
Cicero	*Epistulae Ad Familiares* (*Letters to Friends*), 7.5: Promoting Trebatius	62–43 BCE
	Epistulae Ad Familiares (*Letters to Friends*), 7.18: Word from war in Gaul	
	Epistulae Ad Familiares (*Letters to Friends*), 14.3: To his family from exile	
Cicero	*Against Verres,* 1.1: Cicero's Strategy	70 BCE
	Against Verres, 2.4.114-135: Stolen artworks	
	Against Verres, 2.5.158-172: Execution of Gavius	
Cicero	*De Imperio* (*On Pompey's Command*), 27–49	70 BCE
Cicero	*Philippics,* 2.44–50, 78–92, 100–119	43 BCE
Egeria	*Itinerarium Egeriae* (*Travels of Egeria*)	c. 385
Erasmus	*Colloquia Familiaria* (*Colloquies*), XXXI: *Abbatis et Eruditae*	1518
Erasmus	*Letters*: A Winter Journey	c. 1500s
	Letters: English Universities	
	Letters: The Condition of English Houses	
Eutropius	*Breviarium Historiae Romanae* (*Summary of Roman History*), 1.1–8: The Founding of Rome	c. 370
	Breviarium Historiae Romanae (*Summary of Roman History*), 6.25, 7.1–3, 6–8: Assassination of Julius Caear, Civil Wars, Rise of Augustus	
	Breviarium Historiae Romanae (*Summary of Roman History*), 8.1–5: The rule of Trajan	
Giovanni Boccaccio	*De Claris Mulieribus* (*On Famous Women*): 32, Penthesilea, Queen of the Amazons	c. 1374
	De Claris Mulieribus (*On Famous Women*): 35, Cassandra, daughter of King Priam	
	De Claris Mulieribus (*On Famous Women*): 41, Lavinia, Queen of Laurentum	
	De Claris Mulieribus (*On Famous Women*): 52, Cloelia, a Roman maiden	
Giovanni Boccaccio	*De Casibus Virorum Illustrium* (*On the Fates of Famous Men*): 8.19, Arthur, King of the Britons	c. 1374
Isidore of Seville	*Etymologiae* (*Etymologies*), Book 4.12, Medicine - Scents and Ointments	c. 600–625
Johannes Kepler	*Somnium* (*The Dream*)	1608

Prose		
Author	**Text**	**Year**
Julius Caesar	*Gallic War,* Book 1.1–7	58–49 BCE
	Gallic War, Book 6.13–20	
Julius Hyginus	*Fabulae* (*Stories*)	1st century CE
Julius Hyginus	*De Astronomica* (*Poetical Astronomy*)	1st century CE
Livy	*Ab Urbe Condita* (*History of Rome*), 1.1: Aeneas in Italy	27–9 BCE
Nepos	*De Viris Illustribus* (*The Lives of Famous Men*), Hannibal	c. 27 BCE
Pliny the Younger	*Letters,* 1.6: Enjoying the Outdoors	c. 100–109 CE
	Letters, 2.6: How to Treat Dinner Guests	
	Letters, 7.5: Third Letter to Calpurnia	
	Letters, 7.24: Feisty Grandmother	
	Letters, 9.6: Chariot Racing	
Pliny the Younger, Emperor Trajan	*Letters*, 10.33–34: Starting a Fire Brigade	c. 100–109 CE
	Letters, 10.38–40: Shoddy Building Practices	
Quintilian	*Institutio Oratoria* (*Institutes of Oratory*), 1.1.1–20: On the Early Education of an Orator	95 CE
Sallust	*Bellum Catilinae* (*War of Catiline*), 5–15	c. 43–40 BCE
Seneca the Younger	*Consolatio ad Helviam matrem* (*Of Consolation to his mother Helvia*), Dialogues 1 and 8	42–43 CE
Seneca the Younger	*Epistulae Morales ad Lucilium* (*Moral Letters*), 3: On True Friendship	c. 65 CE
	Epistulae Morales ad Lucilium (*Moral Letters*), 79: The Study of Nature	
Suetonius	*De Vita Caesarum* (*About the Life of the Caesars*), 2: Augustus, 8: Domitian	121 CE
Tacitus	*Annales* (*Annals*), 11.24: Provincials as Senators	c. 109 CE
	Annales (*Annals*), 14.5–6: Nero tries to kill his mother	
Tacitus	*Historiae* (*Histories*), 1.1–5	c. 100–110 CE
Unknown	*Gesta Romanorum* (*Deeds of the Romans*), 273: Tale of Emperor Theodosius	c. 1300
Various authors/ unknown	The Vindolanda Tablets (see esp. Birthday Invitation of Sulpicia Lepidina, 291)	c. 100 CE
Various authors/ unknown	Latin Inscriptions	various BCE
Vibia Perpetua	*Passio sanctarum Perpetuae et Felicitatis* (*The Passion of Saints Perpetua and Felicity*)	c. 203 CE

The following list includes online anthologies of Latin texts that teachers may find useful in selecting readings for the Teacher's Choice portions of the syllabus. While the Poetry and Prose lists above have been curated to include only topics deemed appropriate for most high school classrooms, the following list of collections has not. Some Latin texts may deal with difficult topics or points of view. It is up to the individual AP Latin teacher to appropriately contextualize each reading and offer guidance on how to engage critically with these texts.

Online Collections	
Name	Description
Dickinson College Commentaries	The Dickinson College Commentaries offer vocabulary lists, grammars, the AP syllabus in an interactive format, and selections from many other authors that could fruitfully be read as Teacher's Choice texts.
The Epistolae project	The Epistolae project gathers in one place an extensive number of Latin letters written by medieval women. In addition to the Latin text, the site also includes biographical information on many of these women, in addition to descriptions of their letters and their historical context.
The Latin Library	The Latin Library provides a large array of Classical, Medieval, and Modern Latin texts.
The Perseus Digital Library	The Perseus Digital Library provides interactive online text for many Classical Latin authors, as well as (older and scholarly) commentaries on numerous Latin texts.

The following list includes recommendations for tiered readings and contemporary Latin novellas, which are most appropriately used in Unit 1 as a bridge from previous Latin study to AP Latin. They are not indicative of the level of Latin students will encounter on the AP Latin Exam.

Tiered Readings and Modern Novellas		
Author	Text	Year
Andrew Olimpi	*Labyrinthus*	2018
Ellie Arnold	*Cloelia, Puella Romana*	2016
Emma Vanderpool	*Elissa: Dux Femina Facti*	2020
Emma Vanderpool	*Kandake Amanirenas: Regina Nubiae*	2020
Julius Caesar (edited)	Tiered Readings for Caesar at Project Arkhaia	2010–2023
Lance Piantaggini	*Tiberius et Gallisena Ultima*	2019
Laura Shaw	*Charybdis: Capellus Valde Esuriens*	2019
Laura Shaw	*In Vineto*	2018
Laura Shaw	*Bellovesus in Gallia*	2019
Rachel Ash	*Camilla*	2018
Vergil (edited)	Tiered Readings for Vergil at Project Arkhaia	2010–2023

Full Required Latin Vocabulary List

The list of definitions for each vocabulary word is not exhaustive. Students may encounter multiple-choice question options that translate a word on this list with a synonym of one of the listed definitions that is not itself explicitly listed.

Vocabulary	Part of Speech	Definition	Suggested Reading
a, ab, abs	preposition	(with abl.) from, away from, out of, by	1.1
abeo, -ire, -ii, -itum	verb	to go from, go away, go off, go forth, go, depart	1.1
absum, abesse, afui	verb	to be away from, be absent	5.3
accedo (adc-), -ere, -cessi, -cessum	verb	to go to, come to, come near, draw near, approach, enter	2.1
accendo (adc-), -ere, -cendi, -censum	verb	to kindle, set on fire, inflame	3.6
accido, -ere, -cidi	verb	to fall upon, fall to, reach by falling, happen	3.1
accipio (adc-), -ere, -cepi, -ceptum	verb	to take without effort, receive, get, accept	1.3
accuso, -are, -avi, -atum	verb	to accuse, blame, find fault; reprimand; charge (w/ a crime)	3.6
acer, acris, acre	adjective	sharp, bitter, pointed, piercing, shrill; keen; severe	1.1
acies, -ei (f.)	noun	a sharp edge, point; the front of an army, line of battle	5.3
ad	preposition	(with acc.) to, toward	1.1
addo, -ere, -didi, -ditum	verb	to put to, place upon, lay on, join, attach	1.4
adeo, -ire, -ii, -itum	verb	to go to, come to, come up to, approach, draw near	1.2
adhuc	adverb	until now, heretofore, as yet, to this point, to this place	1.3
adsum (assum), adesse, adfui	verb	to be at, be present, be at hand	2.4
adsurgo (ass-), -ere, -surrexi, -surrectum	verb	to rise up, rise, stand up	1.4
adversus, -a, -um	adjective	turned to, opposite, before, in front of	1.1
adversus, adversum	adverb	opposite to, against; toward, against, before	1.1
aedificium, -i (n.)	noun	a building; structure	3.6
aedifico, -are, -avi, -atum	verb	to build, construct, make; create; establish; improve	3.6
aeger, aegra, -um	adjective	sick, ill, injured; painful; corrupt; sad, sorrowful	1.2
Aeneas, -ae (m.)	noun (proper)	Aeneas, leader of the Trojans	4.4
aequo, -are, -avi, -atum	verb	to make equal, equalize	4.4
aequor, -oris (n.)	noun	an even surface, level; the sea, ocean	4.4
aequus, -a, -um	adjective	level, even, equal, like; just, kind, impartial, fair; patient	1.2
aestas, aestatis (f.)	noun	summer; summer heat/weather; a year	4.1

Vocabulary	Part of Speech	Definition	Suggested Reading
aetas, -atis (f.)	noun	the life of man, age, lifetime, years	3.4
aether, -eris (m.)	noun	the upper air, sky	4.4
affirmo (adf-), -are, -avi, -atum	verb	to strengthen; to confirm, encourage	3.1
ager, agri (m.)	noun	productive land, a field, farm, estate, pasture	5.4
agmen, -inis (n.)	noun	a multitude, troop, crowd; battle line, army	2.3
ago, -ere, egi, actum	verb	to put in motion, do, move, lead, drive	1.2
agricola, -ae (m.)	noun	a farmer, countryman, peasant	1.1
aio (defective verb, ais, ait, aiunt)	verb	to assert, affirm, say, tell, relate	2.3
albus, -a, -um	adjective	white, pale, fair, gray; bright, clear; favorable, auspicious	3.1
Alexandrinus, -a, -um	adjective	Alexandrian, pertaining to Alexandria (a city in Egypt)	3.4
alienus, -a, -um	adjective	of another, belonging to another, not one's own, foreign, alien, strange	2.3
aliqui (aliquis), aliqua, aliquod	adjective	some, any	3.1
aliquis, aliquid	pronoun/adjective	some one, any one, anybody, one or another; neut., something, anything	3.1
alius, -a, -ud	adjective	another, other, different	1.1
alter, -tera, -terum	adjective	one, another, the one, the other (of two)	2.3
altum, -i (n.)	noun	a height; the high sky; the deep sea	2.1
altus, -a, -um	adjective	high, lofty, elevated, great; deep, profound	1.2
ambulo, -are, -avi, -atum	verb	to walk, take a walk; travel, march	1.2
amicitia, -ae (f.)	noun	friendship; alliance, association; friendly relations	1.3
amicus, -a, -um	adjective	loving, friendly, kind, favorable	1.3
amicus, -i (m.)	noun	a loved one, loving one, friend	1.3
amitto, -ere, -isi, -issum	verb	to send away, dismiss, part with, let go, lose	5.4
amnis, -is (m.)	noun	a river	5.4
amo, -are, -avi, -atum	verb	to love	5.1
amor, -oris (m.)	noun	love, affection, strong friendly feeling	5.1
amplector, -i, amplexus sum	verb	to twine around, encircle, encompass, embrace	2.4
an	conjunction	or, or whether	1.3
ancilla, -ae (f.)	noun	enslaved woman	1.3
angustus, -a, -um	adjective	narrow, steep, close, confined; scanty, poor; narrowminded, petty	1.3
anima, -ae (f.)	noun	air, a current of air, breeze, wind; breath, life, soul	1.4
animal, -is (m. or f.)	noun	an animal, living thing	1.4
animus, -i (m.)	noun	the soul, intelligence, reason, intellect, mind	1.1
annus, -i (m.)	noun	a year	2.3
ante	preposition	(with acc.) (of space) before, in front, forwards; (of time) before, previously	3.4
antea	adverb	before, before this; formerly, previously, in the past	4.1
antiquus, -a, -um	adjective	ancient, former, of old times	4.4
anxius, -a, -um	adjective	anxious, uneasy, disturbed; concerned; careful	3.6

Vocabulary	Part of Speech	Definition	Suggested Reading
aperio, -ire, aperui, apertum	verb	to uncover, open, disclose; explain, recount; reveal; establish	1.4
appareo (adp-), -ere, -ui, -itum	verb	to appear, come in sight, make an appearance	2.1
appello (adp-), -are, -avi, -atum	verb	to call, address, name; request, implore, demand	3.4
Appia, -ae (f.)	noun (proper)	a Roman female name (nomen - name of a Roman gens)	1.1
appropinquo (adp-), -are, -avi, -atum	verb	(with dat. or ad + acc.) to approach; come near to, draw near (space/time)	1.3
apud	preposition	(with acc.) with, among, at, by, near, at the house of	1.1
aqua, -ae (f.)	noun	water	1.2
ara, -ae (f.)	noun	a structure for sacrifice, altar	4.6
arbor (arbos), -oris (f.)	noun	a tree	1.4
architectus, -i (m.)	noun	an architect; inventor, designer	3.4
arcus, -us (m.)	noun	a bow, arc, arch; rainbow; anything arched or curved	3.4
ardens, -entis	adjective	glowing, fiery, hot, ablaze, burning, eager	4.6
ardeo, -ere, -si, -sum	verb	to be on fire, burn, blaze, be burned, glow	1.3
arena (harena), -ae (f.)	noun	sand, grains of sand; sandy land or desert; seashore; arena	2.3
arma, -orum (n. pl.)	noun	implements, outfit, instruments, tools; implements of war, arms, weapons	1.3
Arpocras, -tis (m.)	noun (proper)	a Greek male name	3.4
ars, artis (f.)	noun	practical skill, art	5.3
arvum, -i (n.)	noun	a field, cultivated land, plowed land	4.6
arx, arcis (f.)	noun	a castle, citadel, fortress, stronghold	4.4
ascendo (ads-), -ere, -cendi, -censum	verb	to climb, go/climb up; mount, scale; embark; rise, ascend, move upward	1.4
aspicio (ads-), -ere, -exi, -ectum	verb	to look at, look upon, behold, look	1.4
at, ast	conjunction	but (introducing a contrast to what precedes)	1.2
ater, atra, atrum	adjective	black, coal-black, gloomy, dark	2.3
Athenae, -arum (pl. f.)	noun (proper)	Athens (city in Greece)	3.1
athleta, -ae (m.)	noun	a wrestler, boxer, athlete, one who is in public games; expert	1.3
atque, ac	conjunction	and	1.1
atrium, -i (n.)	noun	atrium, reception hall in a Roman house	1.2
attonitus, -a, -um	adjective	astonished, fascinated; stupefied, dazed; inspired	2.3
audacia, -ae (f.)	noun	boldness, courage, confidence; recklessness	1.4
audax, audacis	adjective	bold; courageous; reckless, rash; presumptuous	1.4
audeo, -ere, ausus sum	verb	to venture, dare, be bold, dare to do, risk	3.6
audio, -ire, -ivi (or -ii), -itum	verb	to hear	1.1
aura, -ae (f.)	noun	the air (in motion), a breeze, breath of air, wind, blast	5.1
Aurelius, -i (m.)	noun (proper)	a Roman male name (nomen - name of a Roman gens)	1.2

Vocabulary	Part of Speech	Definition	Suggested Reading
aureus, -a, -um	adjective	of gold, golden; gilded; gleaming like gold; splendid	5.3
auris, -is (f.)	noun	the ear	3.1
aurum, -i (n.)	noun	gold	5.3
aut	conjunction	or (introducing an antithesis to what precedes)	1.1
autem	conjunction	but, on the other hand, on the contrary, however	3.4
auxilium, -i (n.)	noun	help, assistance; remedy; supporting resource, force; auxiliary troops	4.6
avunculus, -i (m.)	noun	a maternal uncle, mother's brother	2.1
beatus, -a, -um	adjective	happy, prosperous, blessed, fortunate	1.4
bellum, -i (n.)	noun	war	1.2
bene	adverb	well	2.4
beneficium, -i (n.)	noun	a favor, benefit, service, kindness	3.4
benignus, -a, -um	adjective	kind, favorable; kindly, mild, affable	3.6
bibo, -ere, bibi	verb	to drink	4.1
bonus, -a, -um	adjective	good	1.2
brevis, -e	adjective	short, small, shallow, brief	1.2
cado, -ere, cecidi, casum	verb	to fall, fall down, descend, die	5.1
caedes, -is (f.)	noun	a cutting-down, killing, slaughter, carnage, massacre	5.1
Caelius, -i (m.)	noun (proper)	a Roman male name (nomen - name of a Roman gens)	1.1
caelum, -i (n.)	noun	the sky, heaven, heavens, vault of heaven	2.1
caligo, -inis (f.)	noun	a thick air, mist, vapor, fog	1.2
Camilla, -ae (f.)	noun (proper)	Camilla, warrior and leader of the Volsci	5.4
campus, -i (m.)	noun	a plain, field, open country, level place	2.3
candidus, -a, -um	adjective	bright, clear, transparent; clean, spotless; innocent, pure, unaffected, honest; white, pale	4.1
canis, -is (m. or f.)	noun	a dog	1.1
cano, -ere, cecini, cantum	verb	to make music; sing (of), sound; prophesize	4.4
capillus, -i (m.)	noun	the hair of the head, hair	3.1
capio, -ere, cepi, captum	verb	to take in hand, take hold of, lay hold of, take, seize, grasp	5.1
caput, -itis (n.)	noun	the head	1.3
carmen, -inis (n.)	noun	a song, poem, verse, prophecy, note, sound (vocal or instrumental)	3.6
Carthago (Karthago), -inis (f.)	noun (proper)	Carthage, a city in north Africa	3.1
carus, -a, -um	adjective	dear, precious, valued, esteemed, beloved	4.4
castra, -orum (n. pl.)	noun	a military camp, an encampment, a fort	3.6
castrum, -i (n.)	noun	a fortified place, fort, fortress	3.6
casus, -us (m.)	noun	a falling, falling down, fall; a misfortune, mishap, calamity	1.4
catena, -ae (f.)	noun	a chain, shackle	3.1
caterva, -ae (f.)	noun	a crowd, troop, throng, band, mob	4.4
causa, -ae (f.)	noun	a cause, reason, motive, occasion, opportunity; (in the ablative) for the sake of	2.4

Vocabulary	Part of Speech	Definition	Suggested Reading
caveo, -ere, cavi, cautum	verb	to beware, avoid, be on guard; guarantee; take care of, decree	1.1
cedo, -ere, cessi, cessum	verb	to go from, give place, withdraw, go away, depart, yield	5.3
celebro, -are, -avi, -atum	verb	to celebrate, perform; frequent; honor; publicize; discuss	2.1
celer, -eris, -ere	adjective	swift, fleet, quick, speedy	5.1
celeritas, -atis (f.)	noun	speed, quickness; speed of action; haste	4.1
celo, -are, -avi, -atum	verb	to hide something from one, keep secret, conceal	4.1
cena, -ae (f.)	noun	dinner, principal Roman meal (evening); course, meal	1.3
ceno, -are, -avi, -atum	verb	to dine (on), have dinner with	1.3
certamen, certaminis (n.)	noun	contest, competition; battle, combat, struggle; rivalry, dispute	1.4
certus, -a, -um	adjective	determined, resolved, fixed, settled, purposed, certain	1.4
ceterus, -a, -um	adjective	the other, remainder, rest	1.4
cibus, -i (m.)	noun	food; eating, a meal	1.2
cingo, -ere, -xi, -inctum	verb	to go around, surround, encompass, gird, wreathe, crown	2.4
cinis, -eris (m.)	noun	ashes	2.1
circum	preposition	(with acc.) around, about, all around	4.4
civis, -is (m. or f.)	noun	a citizen	4.6
civitas, -atis (f.)	noun	city, state; citizenship	3.4
clam	adverb	secretly; without knowledge of, unknown to	4.6
clamo, -are, -avi, -atum	verb	to call, cry out, shout aloud; complain loudly	5.3
clamor, -is (m.)	noun	a shout, cry; loud shouting; applause; a loud noise, roar; a battle-cry	2.4
clarus, -a, -um	adjective	clear, bright, shining, brilliant	5.1
classis, -is (f.)	noun	a class, great division; (fig.) an army, a fleet	1.4
Claudia, -ae (f.)	noun (proper)	a Roman female name (nomen - name of a Roman gens)	1.2
claudo, -ere, -si, -sum	verb	to shut, close, shut up	1.3
cliens, clientis (m.)	noun	a client, dependent (of a patron); client state or its citizens, allies	5.3
clipeus, -i (m.)	noun	a round shield of metal	4.6
coepio, -ere, coepi, coeptum	verb	to begin, commence	2.3
cognosco, -ere, cognovi, cognitum	verb	to become acquainted with, acquire knowledge of, learn, understand	1.4
cogo, -ere, coegi, coactum	verb	to drive together, bring together, convene, compel, force	2.4
colo, -ere, colui, cultum	verb	to till, tend, care for, cultivate	4.4
coma, -ae (f.)	noun	the hair of the head, hair	5.1
comes, -itis (m.)	noun	a companion, associate, comrade, partner	3.1
committo, -ere, -misi, -missum	verb	to bring together, join, combine, put together, connect, unite	2.3
commodus, -a, -um	adjective	suitable, convenient; timely; favorable, lucky; desirable, agreeable	5.3

Vocabulary	Part of Speech	Definition	Suggested Reading
commoveo, -ere, -movi, -motum	verb	to shake, stir up; start, provoke; displace, trouble, upset; jolt awake	5.6
comparo, -are, -avi, -atum	verb	to place together, join; compare, consider; prepare, acquire; arrange, establish	5.6
compono, -ere, -posui, -positum	verb	to bring together, place together, join, connect	5.1
condo, -ere, -didi, -ditum	verb	to put together, found, establish, build, settle	1.4
coniunx, -iugis (f.)	noun	a married person, spouse, husband, wife	2.4
consido, -ere, -sedi, -sessum	verb	to sit down, be seated; sit (judge); sink, stop, settle; take up a position	2.4
consilium, -i (n.)	noun	a council, body of counsellors; a plan, purpose, intention	1.3
conspicio, -ere, -spexi, -spectum	verb	to look at (closely), contemplate, perceive, observe	1.1
constituo, -ere, -stitui, -stitutum	verb	to set up; place, locate; stop; decide, appoint; station (troops); establish, create; arrange	5.6
consul, -is (m.)	noun	a consul	5.1
consulo, -ere, -ui, -tum	verb	to meet and consider, reflect, consult, look out, be mindful	2.3
consumo, -ere, -sumpsi, -sumptum	verb	to burn up, destroy; reduce, wear away; exstinguish, exhaust; devour, consume; spend, squander	6.1
contendo, -ere, -tendi, -tentum	verb	to stretch, draw tight; to draw, bend; to tune; to stretch out for, rush to, travel; be in a hurry; direct	6.2
contingo, -ere, -tigi, -tactum	verb	to touch, reach, take hold of, seize	4.4
contra	adjective/adverb	in opposition, opposite, face to face; in turn, in return, back, on the other hand, likewise (with acc.)	2.4
conubium, -i (n.)	noun	marriage	5.1
copia, -ae (f.)	noun	an abundance, ample supply, plenty; (in plural) troops, forces	1.4
coquo, -ere, coxi, coctum	verb	to cook; burn, parch; consider, plan	5.4
Cornelia, -ae (f.)	noun (proper)	a Roman female name (nomen - name of a Roman gens)	1.1
cornu, -us (n.)	noun	horn; hoof; beak, claw; bow; horn, trumpet; end, wing of an army	5.4
corpus, -oris (n.)	noun	a body (living or lifeless)	1.2
corripio, -ere, -ripui, -reptum	verb	to seize, snatch up, grasp, collect, take hold of, arrest	2.3
cotidie	adverb	daily, every day; day by day; usually, ordinarily, commonly	3.6
cras	adverb	tomorrow; after today; hereafter, in the future	3.6
credo, -ere, -didi, -ditum	verb	(with dat.) to believe, trust; to confide in, have confidence in	1.3
cresco, -ere, crevi, cretum	verb	to come into being, spring up, arise, be born,	2.1
crimen, -inis (n.)	noun	a judgment, charge, accusation, reproach	5.4
crudelis, -e	adjective	rude, unfeeling, hard, hard-hearted, cruel, severe, fierce	5.1
cubiculum, -i (n.)	noun	a bedroom	1.1
culina, -ae (f.)	noun	a kitchen	1.2

Vocabulary	Part of Speech	Definition	Suggested Reading
cum	conjunction	when, while, since, although	1.1
cum	preposition	(with abl.) with, together, along with	1.1
cunctor, -ari, -atus sum	verb	to delay, linger, loiter; hesitate, doubt	2.1
cunctus, -a, -um	adjective	all together, the whole, all, entire	4.6
cupiditas, -atis (f.)	noun	desire, lust, greed, enthusiasm, eagerness, passion	4.1
cupio, -ere, -ivi, -itum	verb	to long for, desire, wish	2.3
cur	adverb	why? wherefore? for what reason?	5.1
cura, -ae (f.)	noun	trouble, care, attention, pains, industry, diligence, exertion	3.6
curo, -are, -avi, -atum	verb	to care, provide for; be attentive to; take charge of; heal, cure	2.4
curro, -ere, cucurri, cursum	verb	to run, move quickly, travel quickly	1.3
currus, -us (m.)	noun	a chariot, car, wagon	4.4
cursus, -us (m.)	noun	a running, course, way, march, passage, voyage, journey	1.4
custodio, -ire, -ivi, -itum	verb	to guard, watch over, keep safe; to take heed, care, observe	4.1
custos, -odis (m.)	noun	a guard, sentry, protector; doorkeeper, watchman	5.4
Danai, -orum (pl.)	noun (proper)	the Danaans, Greeks	4.4
de	preposition	(with abl.) from, away from, down from, out of, about	1.2
dea, -ae (f.)	noun	a goddess	1.1
debeo, -ere, -ui, -itum	verb	to owe, be in debt; ought, must, should	2.3
Decius, -i (m.)	noun (proper)	a Roman male name (nomen - name of a Roman gens)	1.1
defendo, -ere, -i, defensum	verb	to defend, guard, protect, look after; repel, ward off, prevent; support, preserve	3.4
defessus, -a, -um	adjective	worn out, weary, tired; weakened	4.1
deinde or dein	adverb	then, next, thereafter, afterwards	1.3
delecto, -are, -avi, -atum	verb	to delight, please, amuse, fascinate; charm, lure, entice; enjoy	3.6
deleo, -ere, -evi, -etum	verb	to erase, remove, delete; abolish	3.6
demonstro, -are, -avi, -atum	verb	to point out/at/to, draw attention to; to explain, describe; reveal, mention, refer to; prove, demonstrate	4.1
denique	adverb	finally, in the end; and then	5.6
densus, -a, -um	adjective	thick, close, compact, dense, crowded	2.1
descendo, -ere, -i, descensum	verb	to descend, go down; to dismount; to penetrate, sink	2.3
desero, -ere, -ui, -tum	verb	to leave, forsake, abandon, desert, give up	1.2
desum, -esse, -fui	verb	to be away, be absent, fail, be wanting, be missing	2.4
detineo, -ere, -ui, -tentum	verb	to hold off, keep back, detain, check	2.3
deus, -i (m.)	noun	a god, deity	1.1
devoro, -are, -avi, -atum	verb	to devour, swallow up, overwhelm, destroy; to use up, consume	6.1

Vocabulary	Part of Speech	Definition	Suggested Reading
dexter, -tera, -terum or -tra, -trum	adjective	to the right, on the right side, right	3.6
dextra (dextera), -ae (f.)	noun	the right hand	4.4
Diana, -ae (f.)	noun (proper)	Diana, the goddess of the moon, daughter of Jupiter and Latona and twin sister of Apollo	4.4
dico, -ere, dixi, dictum	verb	to say, speak, utter, tell, mention, relate, affirm, declare, state, assert	1.1
Dido, -onis (f.)	noun (proper)	Dido, queen of Carthage	4.4
dies, -ei (m. or f.)	noun	a day	1.2
difficilis, -e	adjective	difficult, troublesome; hard to please or deal with	4.1
digitus, -i (m.)	noun	a finger; toe; finger's breadth	3.1
dignus, -a, -um	adjective	worthy, deserving, deserved, suitable, fitting, proper	2.4
diligens, -entis	adjective	careful; diligent; accurate; industrious	4.1
diligentia, -ae (f.)	noun	diligence, care, attentiveness; frugality; efficiency	4.1
discedo, -ere, -cessi, -cessum	verb	to go off, depart, withdraw; scatter; abandon	2.4
discipulus, -i (m.)	noun	a student, follower	4.1
disco, -ere, didici	verb	to learn, learn to know, acquire, become acquainted with	3.1
dissimilis, -e	adjective	unlike, different, dissimilar	4.6
diu	adverb	a long time, long while, long, for a long time	3.1
diva, -ae (f.)	noun	a goddess	4.4
dives, -itis	adjective	rich; costly; productive (land); talented	5.1
divus, -i (m.)	noun	a god, a deity	4.6
do, dare, dedi, datum	verb	to give, hand over, deliver, give up, pay, surrender, grant	1.1
doceo, -ere, -ui, -ctum	verb	to teach, instruct, inform, show, prove, convince, tell	3.1
doleo, -ere, dolui, dolitum	verb	to hurt, feel pain; grieve; be pained, sorry; cause pain, grief	4.4
dolor, -oris (m.)	noun	pain, smart, ache, suffering, anguish	4.4
domina, -ae (f.)	noun	a mistress, dame, lady, she who rules; a female slave-owner	3.6
dominus, -i (m.)	noun	a master, possessor, ruler, lord, owner; a male slave-owner	3.4
domus, -us or -i (f.)	noun	a house, home, dwelling-house, building, mansion, palace	1.2
donum, -i (n.)	noun	a gift, present	4.6
dormio, -ire, -ivi, -itum	verb	to sleep, rest; do nothing	3.1
dubius, -a, -um	adjective	moving two ways, doubting, doubtful, dubious, uncertain	2.3
duco, -ere, -xi, -ctum	verb	to lead, conduct, guide, direct, draw, bring, fetch, escort	3.1
dulcis, -e	adjective	sweet	5.1
dum	conjunction	while, a while, now, yet; so long as, provided that, if only; until, until that	2.4
duo, -ae, -o	adjective	two	1.1

Vocabulary	Part of Speech	Definition	Suggested Reading
durus, -a, -um	adjective	hard (to the touch); harsh, rough, stern, unyielding, unfeeling	5.3
dux, ducis (m.)	noun	a leader, conductor, guide	5.1
ecce	interjection	lo! see! behold! there! look!	2.3
effundo, -ere, -fudi, -fusum	verb	to pour out, pour forth, shed, spread abroad	2.4
ego, mei, mihi, me, me	pronoun	I, me	1.1
egredior, -gredi, -gressus sum	verb	to go out, come forth, march out, go away	2.1
emo, -ere, emi, emptum	verb	to buy; gain, acquire	3.1
enim	conjunction	for, for instance, namely, that is to say, I mean, in fact	1.2
eo	adverb	there, in that place; to there; therefore, for that reason	3.6
eo, ire, ivi or ii, itum	verb	to go, walk, ride, sail, fly, move, pass	1.3
epistula, -ae (f.)	noun	a written communication, letter	1.4
eques, -itis (m.)	noun	a horseman, rider; cavalryman, horse-soldier, trooper; a member of the Equestrian social class	5.4
equidem	adverb	truly, indeed, certainly, by all means, of course, to be sure	2.1
equus, -i (m.)	noun	a horse	4.6
ergo	conjunction	consequently; therefore, then, so then; because of (with gen.)	1.1
eripio, -ere, -ipui, -eptum	verb	to tear out, snatch away, wrest, pluck, tear, take away	1.4
erro, -are, -avi, -atum	verb	to wander, stray, rove, roam; be in error, err, mistake, go wrong, go astray	4.4
et	conjunction	and; also, too, besides, likewise, as well, even	1.1
etiam	conjunction	now too, yet, as yet, even yet, still, even now	1.2
ex, e	preposition	(with abl.) out of, from	1.1
excipio, -ere, -cepi, -ceptum	verb	to take out, withdraw; except, make an exception, stipulate, reserve	5.1
excito, -are, -avi, -atum	verb	to call out, summon forth, bring out, wake, rouse	1.2
exemplum, -i (n.)	noun	an example, sample,; instance; precedent, case; warning, deterrent	5.3
exerceo, -ere, -ui, -itum	verb	to exercise, practice; enforce, administer; cultivate	4.4
exercitus, -us (m.)	noun	a disciplined body of men, army	3.4
exigo, -ere, -egi, -actum	verb	to drive out, push forth, thrust out, take out, expel	2.3
exitus, -us (m.)	noun	a going out, exit, departure; end, conclusion, death	2.1
explico, -are, -avi, atum (or -ui, -itum)	verb	to unfold, extend; to set forth, explain	5.6
exspecto or expecto, -are, -avi, -atum	verb	to look out for, await, wait for	2.4
exstinguo or extinguo, -ere, -nxi, -nctum	verb	to put out, quench, extinguish, destroy	2.4
extra	adverb	outside of, beyond, without, beside; except	5.6

Vocabulary	Part of Speech	Definition	Suggested Reading
extremus, -a, -um	adjective	outermost, utmost, extreme, farthest, last	5.1
fabula, -ae (f.)	noun	a story, fable; play	1.1
facies, -ei (f.)	noun	appearance, form, figure, shape, build	5.4
facilis, -e	adjective	easy to do, easy, without difficulty	3.4
facio, -ere, feci, factum	verb	to make, build, produce, compose; do, perform, make	1.1
fama, -ae (f.)	noun	a report, rumor, saying, talk, tradition, reputation	5.1
familia, -ae (f.)	noun	household	1.2
fatalis, -e	adjective	of fate, ordained by destiny, decreed, destined, fated, fatal	4.6
fatum, -i (n.)	noun	an utterance, prophecy, oracle; destiny, fate	4.4
faveo, -ere, favi, fautum	verb	(with dat.) to favor, befriend, support	5.3
felix, -icis	adjective	fruitful, productive; bringing good-luck, favorable, fortunate, prosperous; lucky, happy, fortunate	5.6
femina, -ae (f.)	noun	a female, woman	2.4
fero, ferre, tuli, latum	verb	to bear, carry, support, lift, hold, take up	1.2
ferox, -ocis	adjective	wild, bold; warlike; cruel; defiant, arrogant	5.3
ferrum, -i (n.)	noun	iron	3.1
ferus, -a, -um	adjective	wild, untamed, uncultivated	3.6
festino, -are, -avi, -atum	verb	to hurry	6.1
fides, -ei (f.)	noun	trust, faith, confidence, reliance, credence, belief	3.1
figura, -ae (f.)	noun	a form, shape, figure	2.1
filia, -ae (f.)	noun	a daughter	5.4
filius, -i (m.)	noun	a son	5.4
fingo, -ere, finxi, fictum	verb	to touch, form, shape, fashion, make	3.1
finis, -is (m. or f.)	noun	that which divides, a boundary, limit, border, end	1.3
fio, fieri, factus sum	verb	to happen, be done; become	4.6
flamma, -ae (f.)	noun	a blazing fire, blaze, flame	1.4
flecto, -ere, flexi, flexum	verb	to bend, bow, curve, turn, turn round	2.1
fleo, -ere, flevi, fletum	verb	to weep, cry, shed tears, lament, wail	5.4
flos, -oris (m.)	noun	a flower, blossom; youthful prime	6.2
fluctus, -us (m.)	noun	a wave, flow, tide, surge	4.4
flumen, -inis (n.)	noun	a flowing, flood, stream, running water, river	3.4
fluo, -ere, fluxi, fluxum	verb	to flow; proceed from	3.6
for, fari, fatus sum	verb	to speak, say	4.6
forma, -ae (f.)	noun	a form, contour, figure, shape, appearance, looks	1.4
formido, -inis (f.)	noun	fearfulness, fear, terror, dread, awe	1.2
fortasse	adverb	perhaps, possibly; it may be	3.4
forte	adverb	by chance, by accident	2.1
fortis, -e	adjective	strong, firm, stout, courageous, brave, valiant, bold, fearless	1.4
fortuna, -ae (f.)	noun	chance, luck, fate, fortune	1.3
forum, -i (n.)	noun	a forum, market; the Forum (in Rome); court of justice	3.4

Vocabulary	Part of Speech	Definition	Suggested Reading
frango, -ere, fregi, fractum	verb	to break in pieces, dash to pieces, shiver, shatter, fracture	1.4
frater, -tris (m.)	noun	a brother	2.3
frustra	adverb	in vain; for nothing, to no purpose	3.4
fuga, -ae (f.)	noun	a fleeing, flight, running away	1.4
fugio, -ere, fugi, fugitum	verb	to flee, fly, take flight, run away, make off	1.3
furor, -oris (m.)	noun	a raving, rage, madness, fury, passion	4.6
futurus, -a, -um	adjective	going to be, yet to be, to come, future	2.4
Gaius (or Caius), -i (m.)	noun (proper)	Gaius, a Roman male name (praenomen) abbreviated C.	2.1
gaudeo, -ere, gavisus sum	verb	to rejoice, be glad, be joyful, take pleasure, be pleased, delight	4.6
gaudium, -i (n.)	noun	joy, gladness, delight	2.1
geminus, -a, -um	adjective	born together, twin-born, twin; paired, double, twofold, both, two	4.6
gemitus, -us (m.)	noun	a sighing, sigh, groan, lamentation, complaint	2.4
gens, gentis (f.)	noun	a race, clan, house	4.4
genus, -eris (n.)	noun	a race, stock, family, birth, descent, origin, sort, kind	3.4
gero, -ere, gessi, gestum	verb	to bear about, bear, carry, wear, have, hold, sustain	3.1
gladiator, -oris (m.)	noun	a gladiator	1.4
gladius, -i (m.)	noun	a sword	1.4
gloria, -ae (f.)	noun	glory, fame, renown, praise, honor	1.4
gradus, -us (m.)	noun	a step, pace, gait, walk	2.4
gratia, -ae (f.)	noun	favor, regard, liking, love, friendship; charm, beauty, loveliness	1.4
gratus, -a, -um	adjective	beloved, dear, acceptable, pleasing, agreeable	3.6
gravis, -e	adjective	heavy, weighty, ponderous, burdensome, loaded, laden, burdened	1.1
habeo, -ere, -ui, -itum	verb	to have, hold, support, carry, wear	1.1
habito, -are, -avi, -atum	verb	to inhabit, dwell; to live, stay	1.3
haereo, -ere, haesi, haesum	verb	to stick, adhere, cling to; to hesitate; to be in difficulties	3.1
hasta, -ae (f.)	noun	a staff, rod, pole; a spear, lance, pike, javelin	4.6
haud or haut	adverb	not, not at all, by no means	5.4
haurio, -ire, hausi, haustum	verb	to draw up, draw out, draw; to drain, drink up, spill, shed	1.3
Helvia, -ae (f.)	noun (proper)	a Roman female name (nomen - name of a Roman gens)	1.2
herba, -ae (f.)	noun	grass, an herb	3.1
heri	adverb	yesterday	4.1
hic	adverb	here, in this place	1.2
hic, haec, hoc	pronoun/adjective	this	1.1
hiems, -emis (m.)	noun	winter; cold, frost; a storm, stormy weather	3.6
hinc	adverb	from this place, hence	4.4
historia, -ae (f.)	noun	a narrative of past events, history	1.4

Vocabulary	Part of Speech	Definition	Suggested Reading
hodie	adverb	today, nowadays; at the present time	4.1
homo, -inis (m.)	noun	a human being, man, person	1.2
honor (honos), -oris (m.)	noun	honor, repute, esteem, reputation, praise, distinction	3.1
hora, -ae (f.)	noun	an hour; time; season	1.2
horrendus, -a, -um	adjective	dreadful, terrible, fearful, horrible	2.3
horreo, -ere, -ui	verb	to stand on end, stand erect, bristle, be rough	2.3
hortus, -i (m.)	noun	a garden; park (pl.)	4.1
hospes, -itis (m.)	noun	a guest, visitor; stranger; host	5.1
hostis, -is (m.)	noun	a stranger, foreigner; an enemy, foe, public enemy	1.3
huc	adverb	to this place, hither	1.1
humanus, -a, -um	adjective	of man, human	3.1
iaceo, -ere, -cui, -citum	verb	to lie, be recumbent, be prostrate, lie at rest	1.3
iacio, -ere, ieci, iactum	verb	to throw (away); establish; declare	4.1
iacto, -are, -avi, -atum	verb	to throw, cast, hurl	4.4
iam	adverb	at the moment, at the present moment, now, at this time, just now, at present	1.1
ianua, -ae (f.)	noun	a door, entrance	4.1
iatralipta or -es, -ae (m.)	noun	a physician, especially one who uses massage and ointments	3.4
ibi	adverb	in that place, there; on the spot, then, thereupon	2.1
idem, eadem, idem	pronoun/adjective	the same	1.2
igitur	conjunction	then, therefore, thereupon, accordingly, consequently	3.1
ignavus, -a, -um	adjective	lazy, idle; spiritless; cowardly, faint-hearted; ignoble	4.1
ignis, -is (m.)	noun	fire	1.3
ille, illa, illud	pronoun/adjective	that	1.1
illic	adverb	in that place, yonder, there	1.2
imago, -inis (f.)	noun	an imitation, copy, image, likeness, statue, picture; a ghost	3.1
immineo (inm-), -ere	verb	to project over, lean towards, hang down over, overhang, overarch	2.1
immortalis (inm-), -e	adjective	immortal, undying	1.3
impello (inp-), -ere, -puli, -pulsum	verb	to strike against, push, drive, strike; set in motion, drive forward, move, urge on	2.3
imperator, -oris (m.)	noun	a commander, leader, chief, director, ruler, general	3.4
imperium, -i (n.)	noun	a command, order; supreme power, sway, dominion, empire	1.3
impetus, -us (m.)	noun	an attack, assault, onset; violence, fury, rush, force	5.3
implico (inp-), -are, -avi -atum (or -ui, -itum)	verb	to infold, involve, entangle, envelop, encircle, embrace, clasp, grasp	3.1
impono (inp-), -ere, -posui, -positum	verb	to place upon, set on, impose, establish, introduce, set, place	1.3
in	preposition	(with abl.) in, on; (with acc.) into, to, onto	1.1

Vocabulary	Part of Speech	Definition	Suggested Reading
incendium, -i (n.)	noun	a fire; fiery heat; fiery passion, love, hostility; incendiary missile; (pl.) flames	1.4
incertus, -a, -um	adjective	not fixed, unsettled, undetermined; irresolute, hesitating, undecided, doubtful, at a loss	2.1
incido, -ere, -cidi	verb	to fall in, fall, light, strike, reach, find the way	2.1
incipio, -ere, -cepi, -ceptum	verb	to take hold, take in hand, begin	2.3
incito, -are, -avi, -atum	verb	to enrage; urge on, incite; inspire	4.6
inde	adverb	from that place, from there, thence	3.1
induo, -ere, -ui, -utum	verb	to put on, clothe, cover; to dress oneself in	1.2
infans, -fantis	adjective	speechless; (as a noun) a little child, infant, baby	2.4
infelix, -icis	adjective	unfruitful, not fertile, barren; unfortunate, ill-fated, unhappy, miserable	4.6
inferus, -a, -um	adjective	below, beneath, underneath, lower, of the lower world	5.3
ingenium, -i (n.)	noun	innate quality, nature, temperament, constitution, character	5.1
ingens, -tis	adjective	not natural, vast, huge, enormous, great, remarkable	2.3
inimicus, -a, -um	adjective	unfriendly, hostile, inimical	5.3
initium, -i (n.)	noun	a beginning; entrance	3.1
iniuria, -ae (f.)	noun	an injustice, wrong, outrage, injury, insult	4.4
inquam (defective verb, inquis, inquit, inquimus, inquiunt)	verb	to say	1.3
insanus, -a, -um	adjective	insane, unhealthy in mind	5.3
inspicio, -ere, -spexi, -spectum	verb	to examine, inspect; to consider, look into	4.6
insula, -ae (f.)	noun	an island; apartment building	5.1
intellego, -ere, -exi, -ectum	verb	to understand; realize	5.3
intendo, -ere, -di, -tum	verb	to stretch out, reach forth, extend	3.1
intentus, -a, -um	adjective	eager, intent, attentive; strict; intense, strenuous; serious	2.3
inter	preposition	(with acc.) between, among	1.2
interea	adverb	meanwhile, in the meantime	2.1
interdum	adverb	sometimes, occasionally, now and then	5.4
interficio, -ere, -feci, -fectum	verb	to kill, destroy	5.4
interim	adverb	meanwhile, in the meantime	1.4
intra	preposition	(with acc.) (of space) within, inside, on the inside; (of time) during; fewer than	1.3
intro, -are, -avi, -atum	verb	to go into, enter	5.1
invenio, -ire, -veni, -ventum	verb	to come upon, find, meet with, light upon	1.1
invitus, -a, -um	adjective	reluctant, unwilling; against one's will	5.3
ipse, -a, -um	pronoun/adjective	self, in person, himself, herself, itself, etc.	1.1
ira, -ae (f.)	noun	anger, wrath, rage, ire, passion, indignation	2.1
iratus, -a, -um	adjective	angry, angered; violent	5.3
is, ea, id	pronoun/adjective	he, she, it; this, that, the	1.1
iste, -a, -ud	pronoun/adjective	that, this, that of yours	1.2
ita	adverb	in this manner, in this wise, in such a way, so, thus, accordingly, as has been said	1.3

Vocabulary	Part of Speech	Definition	Suggested Reading
Italia, -ae (f.)	noun (proper)	Italy	2.1
itaque	conjunction	and so, and thus, and accordingly	3.4
iter, itineris (n.)	noun	a going, walk, way, journey, passage, march, voyage	5.4
iterum	adverb	again, a second time, once more, anew	1.2
iubeo, -ere, iussi, iussum	verb	to order, give an order, bid, tell, command	1.2
iudex, -icis (m.)	noun	a judge; juror	5.3
iugum, -i (n.)	noun	a yoke, collar; a height, summit, ridge, chain of mountains	4.4
Iulia, -ae (f.)	noun (proper)	a Roman female name (nomen - name of a Roman gens)	6.1
Iuno, -onis (f.)	noun (proper)	Juno, queen of the gods, daughter of Saturn, sister and wife of Jupiter, goddess of marriage	4.4
Iuppiter (Iupi-), Iovis (m.)	noun (proper)	Jupiter, Jove, king of the gods, son of Saturn, brother and husband of Juno, god of the sky	5.1
ius, iuris (n.)	noun	right, justice, duty, law	3.4
iuvenis, -is (m. or f.)	noun	a young person, youth	2.4
iuvo, -are, iuvi, iutum	verb	to help, aid, assist, further, serve, support, benefit	1.4
iuxta	preposition	(with acc.) near, close to, next to; on par with, like	5.3
labor, -i, lapsus sum	verb	to glide, slide, move, fall, slip, float, pass, flow	5.1
labor, -oris (m.)	noun	labor, toil, exertion	2.1
laboro, -are, -avi, -atum	verb	to work; produce; be troubled, sick, oppressed, in distress	6.2
lacrima (lacruma), -ae (f.)	noun	a tear	5.1
lacrimo, -are, -avi, -atum	verb	to cry, shed tears	3.6
laedo, -ere, -si, -sum	verb	to hurt, wound, injure, damage	4.4
laetitia, -ae (f.)	noun	joy, happiness; source of joy, delight	4.1
laetus, -a, -um	adjective	happy, joyful, cheerful, glad, delighted, full of joy	2.1
Laocoön, -ontis (m.)	noun (proper)	Laocoön, a Trojan prince and priest of Apollo, serving as the priest of Neptune in the last days of Troy	4.6
lapis, -idis (m.)	noun	a stone	2.1
Latium, -i (n.)	noun (proper)	Latium, the region of Italy in which Rome was situated	4.4
latus, -eris (n.)	noun	the side, flank	2.3
laudo, -are, -avi, -atum	verb	to praise, commend, honor, approve	5.3
laus, laudis (f.)	noun	praise, commendation, glory, fame, renown, esteem	5.3
lavo, -are (or -ere), lavi, lautus (or lotus)	verb	to wash, bathe	4.1
lectus, -i (m.)	noun	a couch, bed	4.1
legatus, -i (m.)	noun	an ambassador, legate	5.4
legio, -onis (f.)	noun	a body of soldiers, legion	5.1
lego, -ere, legi, lectum	verb	to bring together, gather, choose; to read	1.4
lentus, -a, -um	adjective	slow	3.1

Vocabulary	Part of Speech	Definition	Suggested Reading
leo, leonis (m.)	noun	a lion	3.4
levis, -e	adjective	light, not heavy	1.3
lex, legis (f.)	noun	a law, bill, regulation, principle, rule	2.1
liber, -bri (m.)	noun	the bark of a tree; paper, book	2.1
liber, -era, -erum	adjective	free, unrestricted, unrestrained, unimpeded, unshackled	3.6
liberi, -orum (m. pl.)	noun	children	3.6
libero, -are, -avi, -atum	verb	to free; acquit, absolve; liberate, release	4.1
liberta, -ae (f.)	noun	a freedwoman, freed person, former enslaved woman	3.4
libertas, -atis (f.)	noun	freedom, liberty, absence of restraint, permission	5.4
libertus, -i (m.)	noun	a freedman, freed person, former enslaved man	3.1
licet, -ere, licuit and licitum est	verb	it is lawful, is allowed, is permitted; even if, although, notwithstanding	3.1
limen, -inis (n.)	noun	a threshold, sill	1.4
lingua, -ae (f.)	noun	the tongue; speech, language	4.6
littera, -ae (f.)	noun	a letter (alphabet); (pl.) letter, epistle; literature, books, records, account	2.3
litus, -oris (n.)	noun	the sea-shore, sea-side, beach	1.3
Livia, -ae (f.)	noun (proper)	a Roman female name (nomen - name of a Roman gens)	1.1
locus or locum, -i (m.)	noun	a place, spot	1.2
longe	adverb	a long way off, far, far off, at a distance	2.4
longus, -a, -um	adjective	long, extended	1.3
loquor, -i, locutus sum	verb	to speak, talk, say, tell, mention, utter	5.1
Lucilius, -i (m.)	noun (proper)	a Roman male name (nomen - name of a Roman gens)	1.2
ludo, -ese, lusi, lusum	verb	to play, mock, tease, trick	5.1
ludus, -i (m.)	noun	a game, play, sport, pastime, entertainment, fun; school, elementary school	1.2
lumen, -inis (n.)	noun	light, light of day, light of life, light of the eye	1.1
luna, -ae (f.)	noun	the moon; month	5.1
lupus, -i (m.)	noun	a wolf	4.1
lux, lucis (f.)	noun	light, brightness	5.1
machina, -ae (f.)	noun	a machine, engine	4.6
magis	adverb	more, in a higher degree, more completely	1.3
magister, -i (m.)	noun	a teacher, tutor, master, expert, chief; pilot of a ship	1.4
magnus, -a, -um	adjective	great, large	1.1
malo, malle, malui	verb	to prefer, incline toward, wish rather	1.4
malum, -i (n.)	noun	an evil, mischief, misfortune, calamity	2.1
malus, -a, -um	adjective	bad, not good	3.6
mane	adverb	in the morning; early in the morning	4.1
maneo, -ere, mansi, mansum	verb	to stay, remain, abide, tarry	1.4
manus, -us (f.)	noun	a hand; a band (of soldiers)	1.2

Vocabulary	Part of Speech	Definition	Suggested Reading
mare, -is (n.)	noun	the sea	1.3
maritus, -i (m.)	noun	a married man, husband	4.1
mater, -tris (f.)	noun	a mother	1.3
maxime or maxume	adverb	in the highest degree, especially, exceedingly, very	2.1
medicus, -i (m.)	noun	a doctor, surgeon	1.2
medium, -i (n.)	noun	the middle, midst, center, interval, intervening space	3.1
medius, -a, -um	adjective	in the middle, in the midst, mid, mean, middle	1.3
membrum, -i (n.)	noun	of the body, a limb, member	4.4
memini, -isse	verb	(a defective verb) to remember, recollect, think of, is mindful of	2.3
memor, -oris	adjective	mindful, remembering, heedful	4.4
memoria, -ae (f.)	noun	memory, recollection; history	3.1
mens, mentis (f.)	noun	the mind, disposition, feeling, character, heart, soul	3.1
mensa, -ae (f.)	noun	a table; course, meal; counter (of a market stall or bank)	1.2
mensis, -is (m.)	noun	a month	4.1
mercator, -oris (m.)	noun	a trader, merchant	4.6
mereo, -ere, -ui, -itum	verb	to deserve, merit, be entitled to, be worthy of	4.6
metuo, -ere, -ui	verb	to fear, be afraid, stand in fear, be apprehensive	1.2
metus, -us (m.)	noun	fear, dread, apprehension, anxiety	1.3
meus, -a, -um	adjective	of me, my, mine, belonging to me, my own	1.1
miles, -itis (m.)	noun	a soldier	5.4
mille (pl. milia or millia) or M (n.)	noun	a thousand, ten hundred	3.4
minus	adverb	less	2.3
mirabilis, -e	adjective	strange, amazing, marvelous; singular	5.1
misceo, -ere, miscui, mixtum	verb	to mix, mingle, intermingle, blend	1.3
Misenum, -i (n.)	noun (proper)	Misenum, a town and harbor in Campania	2.1
miser, -era, -erum	adjective	wretched, unfortunate, miserable, pitiable, in distress	2.4
mitto, -ere, misi, missum	verb	to send, cause to go, let go, send off, dispatch	3.4
modo	adverb	only, merely, solely, simply, but, no more than	1.3
modus, -i (m.)	noun	a measure, extent, quantity; a manner, way, mode	2.4
moenia, -ium (n. pl.)	noun	defensive walls, ramparts, bulwarks, city walls	4.4
mollis, -e	adjective	yielding, flexible, supple, soft, tender, delicate, gentle, mild, pleasant	3.4
moneo, -ere, -ui, -itum	verb	to remind, advise, warn; teach; admonish; foretell	1.1
mons, montis (m.)	noun	a mountain, mount, range of mountains	1.3
monstrum, -i (n.)	noun	a divine omen, miracle; a monster	3.1
mora, -ae (f.)	noun	a delay, procrastination	1.4
morior, -iri, mortuus sum	verb	to die, expire	2.4
moror, -ari, -atus sum	verb	to delay, stay, wait, remain, linger, loiter	2.4

Vocabulary	Part of Speech	Definition	Suggested Reading
mors, -tis (f.)	noun	death	1.3
mos, moris (m.)	noun	a will, way, habit, manner, fashion, custom, practice	3.1
moveo, -ere, movi, motum	verb	to move, stir, set in motion, shake, disturb, remove	2.3
mox	adverb	soon, directly, presently, then	1.4
mulier, -eris (f.)	noun	a woman	3.1
multitudo, -inis (f.)	noun	a multitude, great number; crowd; rabble, mob	5.1
multum	adverb	much, very much, greatly	2.1
multus, -a, -um	adjective	much, great, many	1.1
mundus, -i (m.)	noun	the universe, world, heavens, earth	2.4
munus, -eris (n.)	noun	a service, office, duty; gift, present	1.4
murus, -i (m.)	noun	a wall, city wall	4.6
Musonius, -i (m.)	noun (proper)	a Roman male name (nomen - name of a Roman gens)	1.2
muto, -are, -avi, -atum	verb	to move, move away, remove, change	2.4
nam or namque	conjunction	for, you see	1.2
narro, -are, -avi, -atum	verb	to make known, tell, relate, narrate, report, recount, set forth	3.1
nascor, -i, natus sum	verb	to be born, begin life, be produced, proceed, be begotten	3.6
natura, -ae (f.)	noun	nature, natural constitution, property, quality	1.1
natus (gnatus), -i (m.)	noun	a son	4.6
nauta, -ae (m.)	noun	a sailor	1.1
navigo, -are, -avi, -atum	verb	to sail; navigate	5.3
navis, -is (f.)	noun	a ship	1.4
ne	adverb/conjunction	no, not, that not, lest, so that not	1.2
-ne	enclitic	added in a direct question as a question mark to the first or principal word of the clause	3.6
nec or neque	conjunction	and not, also not, nor	1.1
necesse	adjective	necessary, essential; unavoidable, compulsory, inevitable; true	5.3
neglego, -ere, -exi, -ectum	verb	to disregard, neglect, ignore; do nothing about	5.6
nego, -are, -avi, -atum	verb	to say no, deny, refuse	1.2
negotium, -i (n.)	noun	work, business, activity, job; pain, trouble, annoyance, distress	5.4
nemo, -inis	pronoun	no man, no one, nobody	3.6
nemus, -oris (n.)	noun	a tract of woodland, wood, forest, grove	5.3
nescio, -ire, -ivi, -itum	verb	to not know (how); be ignorant, unfamiliar, unaware, unable	5.6
ni	adverb/conjunction	not; if not, unless	1.3
niger, -gra, -grum	adjective	black, dark	1.2
nihil or nil	pronoun	nothing	1.2
nisi	conjunction	if not, unless, except	1.3
nobilis, -e	adjective	that is known, well-known, famous, noted, celebrated, renowned	5.4
nolo, nolle, nolui	verb	to wish … not, not to wish; be unwilling	5.4

Vocabulary	Part of Speech	Definition	Suggested Reading
nomen, -inis (n.)	noun	a means of knowing, name	5.1
non	adverb	not, by no means, not at all	1.1
nondum	adverb	not yet	1.4
nonne	adverb	...right?, ...correct?, ...yes? [indicates a question that expects a "yes" answer]	5.6
nos, nostrum/nostri, nobis, nos, nobis	pronoun	we, us	1.2
nosco, -ere, novi, notum	verb	to get knowledge of, become acquainted with, come to know, learn, discern	1.4
noster, -stra, -strum	adjective	our, our own, ours, of us	1.2
notus, -a, -um	adjective	known, well known	3.4
novus, -a, -um	adjective	new, not old, young, fresh, recent	1.3
nox, noctis (f.)	noun	night	2.1
nubes, -is (f.)	noun	a cloud, mist, vapor	2.1
nubila, -orum (n. pl.)	noun	clouds, rain-clouds	2.4
nullus, -a, -um	adjective	not any, none, no	1.2
num	adverb	if, whether; now; surely not? [indicates a question that expects a "no" answer]	6.1
numen, -inis (n.)	noun	a nod; hence, a command, authority, divine will; divinity, deity	3.1
numero, -are, -avi, -atum	verb	to count, reckon, number	6.2
numerus, -i (m.)	noun	a number	1.4
numquam	adverb	at no time, never	3.6
nunc	adverb	now, at present, at this time	1.2
nuntio, -are, -avi, -atum	verb	to announce, report, give warning; convey, deliver	2.4
nuntius, -i (m.)	noun	an announcement, message; a messenger	2.4
nympha, -ae (f.)	noun	one of the nymphs, demi-goddesses who inhabit the sea, rivers, fountains, woods, trees, and mountains	5.1
o	interjection	O! oh!	4.4
ob	preposition	(with acc.) on account of, for, because of, by reason of, for the sake of	2.1
obscurus, -a, -um	adjective	dark, dusky, shady, obscure	3.1
occido, -ere, -cidi, -casum	verb	to fall down, fall	2.1
occupo, -are, -avi, -atum	verb	to take into possession, seize, occupy, master, win	5.4
occurro (obc-), -ere, -curri (or -cucurri), -cursum	verb	(with dat.) to run to meet; to oppose, resist; to come to mind, occur	3.1
oculus, -i (m.)	noun	an eye	1.3
odium, -i (n.)	noun	hate, dislike, unpopularity	5.6
olim	adverb	formerly; once, once upon a time; in the future	4.4
omnis, -e	adjective	all, every	1.1
operio, -ire, -ui, -ertum	verb	to cover, cover over	1.4
oppidum, -i (n.)	noun	a town	2.3
ops, opis (f.)	noun	power, might; aid, help; property, substance, wealth	4.4
opto, -are, -avi, -atum	verb	to choose, select, prefer, wish, wish for, desire	5.4

Vocabulary	Part of Speech	Definition	Suggested Reading
opus, -eris (n.)	noun	work, labor, toil	1.4
ora, -ae (f.)	noun	an extremity, border, edge, end, boundary, limit, shore	2.1
oratio, -onis (f.)	noun	a speech; eloquence; the power of speech	3.6
orator, -is (m.)	noun	a speaker, orator	3.6
orbis, -is (m.)	noun	a ring, circle, circular path, hoop, orbit	4.6
ordo, -inis (m.)	noun	a row, line, series, order, rank	5.3
oro, -are, -avi, -atum	verb	to speak, argue, plead, pray, beg, implore	2.1
os, oris (n.)	noun	the mouth; (in general) the face	4.4
ostendo, -ere, -di, -tum	verb	to stretch out, spread before, show, point out, exhibit, display	3.1
otium, -i (n.)	noun	leisure; spare time; holiday; ease, rest, peace, quiet, calm	2.3
paene	adverb	nearly, almost; mostly	3.4
Pallas, -antis (m.)	noun (proper)	Pallas, son of Evander	5.6
palma, -ae (f.)	noun	the palm, flat hand; a palm tree, palm	4.4
panis, -is (m.)	noun	bread	4.1
par, paris	adjective	equal	3.4
parco, -ere, peperci, parsum	verb	to act sparingly, be sparing, spare, refrain from, use moderately	5.3
parens, -entis (m. or f.)	noun	a procreator, father, mother, parent	2.4
pariter	adverb	equally, in an equal degree, in like manner, as well, as much, alike	4.6
paro, -are, -avi, -atum	verb	to prepare, make ready, furnish, provide; arrange, order, design	5.1
pars, partis (f.)	noun	a part, piece, portion, share, division, section	1.2
parum	adverb	too little, not enough, insufficiently	2.4
parvus, -a, -um	adjective	little, small, petty, puny, inconsiderable	4.6
pater, -tris (m.)	noun	a father	1.2
patior, -i, passus sum	verb	to bear, support, undergo, suffer, endure	2.3
patria, -ae (f.)	noun	a fatherland, native land, own country, native place	4.6
patrona, -ae (f.)	noun	a protectress, patroness, female patron	3.4
patronus, -i (m.)	noun	a patron; advocate; defender, protector	4.1
paucus, -a, -um	adjective	few, little	3.4
paulum, paulo	adverb	to only a small extent, slightly, a little	2.1
pauper, -eris	adjective	poor, meager, unproductive; cheap, of little worth	3.4
pax, pacis (f.)	noun	a compact, agreement, peace, treaty of peace	5.3
pectus, -oris (n.)	noun	a breast, chest	4.4
pecunia, -ae (f.)	noun	money; property	3.6
pello, -ere, pepuli, pulsum	verb	to beat; to push; to drive out, banish, strike, defeat, drive away	4.1
pendeo, -ere, pependi	verb	to hang, hang down, be suspended	4.4
per	preposition	(with acc.) through, across, along, among	1.1
perdo, -ere, -didi, -ditum	verb	to destroy, make away with, ruin, squander, throw away, waste, lose	3.4

Vocabulary	Part of Speech	Definition	Suggested Reading
pereo, -ire, -ii (or -ivi), -itum	verb	to pass away, come to nothing, vanish, disappear, perish, die	2.3
periculosus, -a, -um	adjective	dangerous; threatening	4.1
periculum or periclum, -i (n.)	noun	a trial, experiment, attempt, test; risk, hazard, danger, peril	1.3
persona, -ae (f.)	noun	a mask; character; personality	4.1
persuadeo, -ere, -suasi, -suasum	verb	(with dat.) to persuade, convince	4.1
pervenio, -ire, -veni, -ventum	verb	to come up, arrive, reach	3.4
pes, pedis (m.)	noun	a foot	4.6
peto, -ere, -ivi (or -ii), -itum	verb	to strive for, seek, aim at, repair to, make for, travel to	1.2
pharetra, -ae (f.)	noun	a quiver	4.4
pictura, -ae (f.)	noun	a painting; picture	4.1
placeo, -ere, -cui, placitus sum (or placitum)	verb	to please, be pleasing, be agreeable, be acceptable, suit, satisfy	1.1
plaudo, -ere, plausi, plausum	verb	to clap, strike; beat (wings); applaud; express (dis)approval	4.6
plenus, -a, -um	adjective	full, filled	5.4
Plinius, -i (m.)	noun (proper)	a Roman male name (nomen - the name of a Roman gens)	2.1
plus, pluris	adjective	more	1.2
poculum, -i (n.)	noun	a cup, bowl, drinking vessel; drink; (pl.) social drinking	5.3
poena, -ae (f.)	noun	compensation, retribution, punishment, penalty, price	5.4
poeta, -ae (m.)	noun	a poet	1.3
pompa, -ae (f.)	noun	a procession; retinue; pomp	5.3
pono, -ere, posui, positum	verb	to put down, set down, put, place, set, fix, lay, deposit	3.1
pons, pontis (m.)	noun	a bridge	5.3
populus, -i (m.)	noun	a people, nation	1.3
Porcius, -i (m.)	noun (proper)	a Roman male name (nomen - name of a Roman gens)	1.1
porta, -ae (f.)	noun	a gate, entrance; city gates; door; avenue	4.6
porto, -are, -avi, -atum	verb	to carry, bring	5.4
portus, -us (m.)	noun	a port, harbor; refuge, haven	5.3
posco, -ere, poposci	verb	to ask urgently, beg, demand, request, desire	1.4
possum, posse, potui	verb	to be able, have power, can	1.1
post	preposition	(with acc.) (of space) behind, after; (of time) behind, afterwards, after, later	2.4
postea	adverb	afterwards	1.3
postquam or post quam	adverb	after that, after, as soon as, when	3.1
potens, -entis	adjective	powerful, strong; capable; mighty	5.4
potestas, -atis (f.)	noun	power, rule, force; strength, ability	3.4
praemium, -i (n.)	noun	a prize, reward; gift; repayment	5.4
praesidium, -i (n.)	noun	protection; help; guard; garrison	5.3

Vocabulary	Part of Speech	Definition	Suggested Reading
praesto, -are, -iti, -atum (or -itum)	verb	to stand out, be superior, be better; exhibit, fulfill	5.3
precor, -ari, -atus	verb	to ask, beg, entreat, pray, request, call upon	2.4
premo, -ere, -essi, -essum	verb	to press	2.3
primum	adverb	at first, first, in the first place, in the beginning	4.6
primus, -a, -um	adjective	the first, first	1.3
princeps, -cipis	adjective	first in order, foremost, chief	5.1
princeps, -cipis (m.)	noun	the first man, first person; a chief, leader, ruler, emperor	3.4
prior, prius	adjective	former, previous, prior, first	3.1
prius	adverb	sooner, first, previously	5.4
priusquam or prius quam	adverb	before that, before; sooner, rather	5.4
pro	preposition	(with abl.) before, in front of, for	3.4
procul	adverb	in the distance, at a distance, away, apart, far, far off	1.4
proelium, -i (n.)	noun	a battle, combat	5.4
proficiscor, -i, -fectus sum	verb	to set out, start, go, march, depart	2.3
prope	preposition	(with acc.) near, near to	3.6
propero, -are, -avi, -atum	verb	to make haste, hasten, be quick, be in haste, go quickly	1.4
propius	adverb	more nearly, more closely, nearer, closer	2.1
propter	preposition	(with acc.) near, close to; because of, on account of	1.3
prosum, prodesse, profui	verb	to be useful, be of use, do good, benefit, profit, serve	5.1
provincia, -ae (f.)	noun	a province; official duty	5.6
proximus or proxumus, -a, -um	adjective	the nearest, next	2.1
prudens, -entis	adjective	aware, skilled; sensible, prudent; experienced	6.1
prudentia, -ae (f.)	noun	discretion; good sense, wisdom; prudence; foresight	2.3
puella, -ae (f.)	noun	a female child, girl, maiden, lass	4.6
puer, -eri (m.)	noun	a male child, boy, lad, young man	3.1
pugna, -ae (f.)	noun	a fight, fight in close quarters, battle, combat, engagement	5.4
pugno, -are, -avi, -atum	verb	to fight; to dispute	3.6
pulcher, -chra, -chrum	adjective	beautiful, beauteous, fair, handsome	2.1
pulso, -are, -avi, -atum	verb	to beat, strike, hit	6.2
pumex, -icis (f.)	noun	a pumice stone	2.1
punio, -ire, -ivi, -itum	verb	to punish, inflict punishment; avenge, extract retribution	4.1
puto, -are, -avi, -atum	verb	to believe, think, suppose; clean, cleanse, trim, prune	1.3
qua	adverb	on which side, at which place, in what direction, where, by what way	3.1
quaero, -ere, -sivi, -situm	verb	to seek, look for	5.1
qualis, -e	adjective	of what sort, of what nature, what kind of a; of such a sort, kind, or nature, such as, as	2.4

Vocabulary	Part of Speech	Definition	Suggested Reading
quam	adverb	in what manner, how greatly, how, how much; as, than; after than, earlier than	1.1
quamquam	conjunction	though, although, albeit, notwithstanding that	2.1
quamvis	adverb/conjunction	as you will, as much as you will, however much, as much as possible, very much, extremely	1.4
quando	adverb/conjunction	when, since, because	3.4
quantus, -a, -um	adjective	of what size, how much, how great; as (correl. with tantus)	5.1
quasi	adverb	as if, just as if, as though	2.1
quater	adverb	four times	4.4
-que	enclitic	and (affixed to a word and joining it with a preceding word)	1.1
qui, quae, quod	pronoun/adjective	who, which, that	1.1
quia	conjunction	because, since	1.3
quicumque, quaecumque, quodcumque	pronoun/adjective	whoever, whatever, whatsoever, everyone who, everything that, all that	5.4
quidam, quaedam, quoddam (or quiddam)	pronoun/adjective	a certain, a certain one, somebody, one, something	1.3
quidem	adverb	assuredly, certainly, in fact, indeed	1.4
quiesco, -ere, -evi, -etum	verb	to rest, repose, keep quiet, be inactive, be at peace	1.2
quin	conjunction	why not; but, indeed, really, in fact	5.1
quippe	adverb/conjunction	of course, as you see, obviously, as one might expect, naturally, by all means	5.4
quis, qua, quid	pronoun/adjective	anyone, anything, someone, something (often with si, ne, num or nisi)	3.1
quis, quid	pronoun/adjective	who, what	2.3
quisquam, quaequam, quicquam or quidquam	pronoun/adjective	any, any one	1.1
quisque, quaeque, quidque or quodque	pronoun/adjective	whoever it be, whatever, each, each one, every, everybody, everyone	3.6
quisquis, quaeque, quodquod or quidquid	pronoun/adjective	whoever, whosoever, whatever, whatsoever, everyone who, each, every, all	2.4
quo	adverb	to where, in where, where; for which reason, to what end, why, in order that, so that	1.4
quod	conjunction	that, in that, because, but, though	2.4
quomodo	adverb	how, in what way; just as	3.4
quoque	conjunction	also, too	1.2
quot	adjective	how many, as many as	4.1
quotus, -a, -um	adjective	how many; of what number; as many	4.1
rapio, -ere, -pui, -ptum	verb	to seize and carry off, snatch, tear, drag, hurry away	2.1
ratio, -onis (f.)	noun	a reason; a calculation, computation	1.1
recipio, -ere, -cepi, -ceptum	verb	to take back, bring back, regain, recover; receive, accept	3.4
recito, -are, -avi, -atum	verb	to read aloud, recite; name in writing	3.6
reddo, -ere, -didi, -ditum	verb	to give back, return, restore; give up, hand over, deliver	1.3

Vocabulary	Part of Speech	Definition	Suggested Reading
redeo, -ire, -ii, -itum	verb	to go back, turn back, return, turn around	3.4
refero, referre, rettuli, relatum	verb	to bear back, bring back, drive back, carry back	1.4
regina, -ae (f.)	noun	a queen	2.1
regnum, -i (n.)	noun	a kingdom, kingly government, royal authority, kingship, royalty	2.1
rego, -ere, rexi, rectum	verb	to keep straight, guide, conduct, direct, control, rule	2.1
relinquo, -ere, -liqui, -lictum	verb	to leave behind, give up, leave, abandon	1.1
reliquus, -a, -um	adjective	rest of, remaining, available, left, surviving; future, further	2.3
requiro, -ere, -sivi, -situm	verb	to seek again, look after, search for, ask	2.4
res, rei (f.)	noun	a thing, matter, affair, business, event, fact, circumstance, occurrence, case, situation	1.1
resideo, -ere, -sedi	verb	to sit back, remain sitting, remain behind, stay, remain, rest, reside	2.1
respicio, -ere, -spexi, -spectum	verb	to look back, look about, see behind, gaze at, look for	2.4
respondeo, -ere, -spondi, -sponsum	verb	to answer, reply, respond, make answer	1.4
rex, regis (m.)	noun	a ruler, king	1.2
rideo, -ere, risi, risum	verb	to laugh	4.1
rogo, -are, -avi, -atum	verb	to ask, question, interrogate	3.1
Roma, Romae (f.)	noun (proper)	(the city of) Rome	1.1
Romanus, -a, -um	adjective	of Rome, Roman	3.4
rumpo, -ere, rupi, ruptum	verb	to break, burst, tear, rupture, burst in pieces, force open	2.3
rursus or rursum	adjective/adverb	turned back, back, backwards; back again, again, once more	1.2
rusticus, -a, -um	adjective	country, rural; plain, simple, rustic; provincial, unrefined	4.1
sacer, -cra, -crum	adjective	dedicated, consecrated, devoted, sacred	4.6
sacrificium, -i (n.)	noun	a sacrifice, offering to a deity	4.1
saeculum or saeclum, -i (n.)	noun	a race, generation, age, the people of any time	3.4
saepe	adverb	often, oft, oftentimes, many times, frequently	3.4
saevus, -a, -um	adjective	raging, mad, furious, fierce, savage, ferocious, cruel, violent, severe	2.1
salio, -ire, salui, saltum	verb	to leap, jump; move suddenly	4.1
salus, -utis (f.)	noun	soundness, health, good health, vigor, safety	1.4
saluto, -are, -avi, -atum	verb	to greet; wish well; visit	4.1
sanguis (sanguen), -inis (m.)	noun	blood	4.4
sanus, -a, -um	adjective	sound, healthy; sensible; sober, sane	4.6
sapiens, -entis	adjective	wise, knowing, sensible	5.4
sapientia, -ae (f.)	noun	wisdom; judgment, understanding; reason, intelligence	5.1
satis or sat	adjective/adverb	enough, sufficient, satisfactory, ample, adequate	5.1
saxum, -i (n.)	noun	a large stone, broken rock, boulder, rock	5.6

Vocabulary	Part of Speech	Definition	Suggested Reading
scelestus, -a, -um	adjective	infamous, wicked; accursed	5.3
scelus, -eris (n.)	noun	a wicked deed, heinous act, crime, sin, wickedness	4.6
schola, -ae (f.)	noun	a school; followers of a system, teacher, or subject	5.3
scientia, -ae (f.)	noun	knowledge, science; skill	3.1
scio, -ire, -ivi, -itum	verb	to know, understand, perceive, have knowledge of, be skilled in	1.3
scribo, -ere, scripsi, scriptum	verb	to write, write out, compose, draw up, produce	2.1
sed	conjunction	but, on the contrary, but also, but even, but in fact	1.1
sedeo, -ere, sedi, sessum	verb	to sit, remain, settle	2.3
sedes, -is (f.)	noun	a seat, bench, chair, throne; place, spot	1.4
sella, -ae (f.)	noun	a seat, stool, chair; chair of an official	5.3
semper	adverb	ever, always, at all times, continually, perpetually, forever	1.3
senator, -oris (m.)	noun	a senator	5.6
senatus, -us (m.)	noun	the council of the elders, council of state, Senate	5.1
senex, senis (m.)	noun	aged, old	3.1
sententia, -ae (f.)	noun	(an) opinion, feeling, way of thinking; thought, meaning, sentence/period; purpose	5.4
sentio, -ire, sensi, sensum	verb	to discern by sense, feel, hear, see, perceive, be sensible of	3.4
sepulcrum, -i (n.)	noun	a grave, tomb	5.6
sequor, -i, secutus sum	verb	to follow, come after, follow after, accompany	2.3
sermo, -onis (m.)	noun	continued speech, talk, conversation, discourse	3.6
servo, -are, -avi, -atum	verb	to make safe, save, preserve, guard, keep, protect, rescue	5.4
servus, -i (m.)	noun	enslaved man	1.3
severus, -a, -um	adjective	stern, strict, severe; weighty, serious; plain	5.6
si	conjunction	if	1.1
sic	adverb	so, thus, in this manner, in such a manner, in the same way or manner, in like manner, likewise	1.2
sidus, -eris (n.)	noun	a group of stars, constellation, heavenly body, star	4.4
significo, -are, -avi, -atum	verb	to signify, indicate, show	3.1
signum, -i (n.)	noun	a mark, token, sign, indication, proof; a military standard, banner	3.1
silva, -ae (f.)	noun	a wood, forest, woodland	5.3
similis, -e	adjective	like, resembling, similar	1.1
simul	adverb	at the same time, together, at once, simultaneously	3.6
sine	preposition	(with abl.) without	3.4
sinister, -tra, -trum	adjective	(on the) left, improper, adverse; inauspicious	6.1
sinus, -us (m.)	noun	a bent surface, curve, fold, hollow, coil; the lap; a bay, gulf	1.4

Vocabulary	Part of Speech	Definition	Suggested Reading
sive or seu	conjunction	or if	3.1
socius, -a, -um	adjective	sharing, joining in, united, associated, allied, fellow, common	5.4
sol, solis (m.)	noun	the sun	1.4
soleo, -ere, -ui, –itum	verb	to be used, be wont, be accustomed	2.3
sollicitus, -a, -um	adjective	concerned, worried; upset, troubled, disturbed, anxious, apprehensive	6.2
solus, -a, -um	adjective	alone, only, single, sole	5.1
solvo, -ere, solvi, solutum	verb	to loosen, unbind, unfasten, untie, release	1.4
somnium, -i (n.)	noun	a dream, vision; fantasy, daydream	4.1
somnus, -i (m.)	noun	sleep; (in plural) a dream	1.2
sono, -are, -ui, -itum	verb	to make a noise, sound, resound	1.3
sonus, -i (m.)	noun	a noise, sound	3.1
sordidus, -a, -um	adjective	dirty, unclean, foul, filthy; vulgar, low, paltry; vile	1.4
soror, -oris (f.)	noun	a sister	5.1
sors, sortis (f.)	noun	a lot, a decision by lot, drawing; an oracular response, prophecy	4.4
spatium, -i (n.)	noun	a space, room, extent, distance, interval	2.3
spectaculum, -i (n.)	noun	a show, spectacle; spectators' seats (pl.)	3.6
spectator, -oris (m.)	noun	a spectator	3.6
specto, -are, -avi, -atum	verb	to look on, look at, behold, gaze at, watch, observe, inspect, attend	5.4
spero, -are, -avi, -atum	verb	to hope for; trust; look forward to, expect	5.1
spes, spei (f.)	noun	hope	2.4
spiritus, -us (m.)	noun	a breathing, breath	2.1
spiro, -are, -avi, -atum	verb	to breathe; blow, breathe out, exhale; live	5.3
statim	adverb	straightway, at once, immediately, instantly	1.4
statua, -ae (f.)	noun	a statue; image	4.1
sterno, -ere, stravi, stratum	verb	to spread out, stretch out, scatter; cover; overthrow, lay low, kill	2.4
stilus, -i (m.)	noun	a pen, stylus used for writing on wax tablets	3.1
sto, -are, steti, statum	verb	to stand, stand still, remain standing, be upright, be erect	3.1
stola, -ae (f.)	noun	a long upper garment worn by Roman women	4.1
strideo, -ere	verb	to make a harsh noise, hiss, whiz	4.4
studeo, -ere, -ui	verb	to desire, be eager for; apply oneself to; strive after	1.1
studium, -i (n.)	noun	application, zeal, eagerness, inclination, desire, exertion, study	2.3
stultus, -a, -um	adjective	foolish, stupid	4.1
sub	preposition	(with abl.) under, below, beneath, underneath, behind; (with acc.) under, below, beneath, up to, towards	2.1
subito	adverb	suddenly, immediately, unexpectedly, at once	4.4
subsisto, -ere, -stiti	verb	to take a stand, take position, stand still, remain standing, stop, halt	1.2
—, sui, sibi, se, se	pronoun	himself, herself, itself, themselves	1.1

Vocabulary	Part of Speech	Definition	Suggested Reading
sum, esse, fui	verb	to be	1.1
summus, -a, -um	adjective	uppermost, highest, topmost	3.1
sumo, -ere, sumpsi, sumptum	verb	to take, take up, take in hand, lay hold of, assume	3.6
super	preposition	(with acc. and abl.) above, on top, over	1.1
superbus, -a, -um	adjective	haughty, proud, vain, arrogant, insolent, domineering	4.4
supero, -are, -avi, -atum	verb	to overcome, conquer; survive; surpass, be above, have the upper hand	4.6
superus, -a, -um	adjective	that is above, upper, higher	1.3
supra	adverb	above, beyond; over; more than; in charge of, in authority over	5.4
surgo, -ere, surrexi, surrectum	verb	to rise, arise, get up, stand up	1.3
suspendo, -ere, -di, -sum	verb	to hang up, hang, suspend	2.4
sustineo, -ere, -tinui, -tentum	verb	to hold up, hold upright, uphold, bear up, keep up, support, sustain	3.4
suus, -a, -um	adjective	of oneself, belonging to oneself, his own, her own, his, her, its, their	1.1
taberna, -ae (f.)	noun	tavern, inn, small shop, booth, hut, cottage	1.2
tabula, -ae (f.)	noun	writing tablet (wax covered board); (pl.) records; document, deed, will	1.4
taceo, -ere, -cui, -citum	verb	to be silent, not speak, say nothing	5.1
tacitus, -a, -um	adjective	silent, not spoken of, kept secret, secret, hidden	2.3
talis, -e	adjective	such, of such a kind, such like, the like	4.4
tam	adverb	in such a degree, as much, so, so much	1.3
tamen	adverb	notwithstanding, nevertheless, for all that, however, yet, still	1.2
tamquam or tanquam	adverb	as much as, so as, just as, like as, as if, so to speak	2.4
tandem	adverb	at length, at last, in the end, finally	2.4
tango, -ere, tetigi, tactum	verb	to touch, strike; border on; influence; mention	5.6
tantum	adverb	so much, so greatly; only, merely, but	3.4
tantum modo	adverb	only, merely	3.6
tantus, -a, -um	adjective	of such size, of such a measure, so great, such	1.3
tardus, -a, -um	adjective	slow; deliberate; late	3.4
tectum, -i (n.)	noun	a building, shelter, house, dwelling, roof	1.4
tego, -ere, texi, tectum	verb	to cover, cover over	4.6
tellus, -uris (f.)	noun	the earth, globe	5.1
telum, -i (n.)	noun	a missile weapon, missile, dart, spear, shaft, javelin	4.4
tempestas, -tatis (f.)	noun	storm; period of time, season, weather	3.4
templum, -i (n.)	noun	a temple, shrine, sanctuary	4.4
tempto (tento), -are, -avi, -atum	verb	to handle, touch, feel; try, prove, test, attempt	3.4
tempus, -oris (n.)	noun	a portion of time, time, period, season, interval	1.3
tendo, -ere, tetendi, tentum	verb	to stretch, spread out, extend, intend	4.4
tenebrae, -arum (f. pl.)	noun	darkness, gloom	1.2

Vocabulary	Part of Speech	Definition	Suggested Reading
teneo, -ere, tenui, tentum	verb	to hold, keep, have, grasp, hold fast	1.3
tener, -era, -erum	adjective	soft, delicate, tender, yielding	5.4
tergum, -i (n.)	noun	the back; the hide, skin	2.4
terra, -ae (f.)	noun	the earth	1.2
terreo, -ere, -ui, -itum	verb	to frighten; deter	5.1
terribilis, -e	adjective	frightful, terrible	3.1
Teucri, -orum (m. pl.)	noun (proper)	the Teucrians, Trojans	4.4
theatrum, -i (n.)	noun	a theater	3.6
timeo, -ere, -ui	verb	to fear, be afraid, be fearful, apprehensive, dread	3.6
timidus, -a, -um	adjective	timid, cowardly, fearful, apprehensive	4.1
timor, -oris (m.)	noun	fear, dread, apprehension, alarm, anxiety	1.1
toga, -ae (f.)	noun	a toga	4.1
tollo, -ere, sustuli, sublatum	verb	to lift, take up, raise, elevate, exalt	1.4
torqueo, -ere, torsi, tortum	verb	to turn, turn about, turn away, twist, bend, wind	2.3
tot	pronoun	so many, such a number of	2.1
totus, -a, -um	adjective	all, all the, all at once, the whole, entire, total	1.2
trado, -ere, -didi, -ditum	verb	to give up, hand over, deliver, surrender	1.4
traho, -ere, traxi, tractum	verb	to draw, drag, haul, draw off, pull forth, drag away	4.4
Traianus, -i (m.)	noun (proper)	Trajan, a Roman emperor	3.4
trans	preposition	(with acc.) across, over; beyond; on the other side	1.1
transeo, -ire, -ii, -itum	verb	to go over, go across, cross over, pass over, pass by, pass	5.6
tremor, -oris (m.)	noun	a shaking, quaking, quivering, trembling, tremor	1.3
tristis, -e	adjective	sad, mournful, dejected, gloomy, downcast	3.1
Troia, -ae (f.)	noun (proper)	Troy, a city of Asia Minor	4.4
Troianus, -a, -um	adjective	of Troy, Trojan	4.4
tu, tui, tibi, te, te	pronoun	you (singular)	1.1
tum	adverb	then, at that time, in those times	1.2
tumultus, -i (m.)	noun	(a) commotion, confusion, uproar; rebellion, uprising, disturbance	4.1
tunc	adverb	then, at that time, just then, on that occasion	1.2
turba, -ae (f.)	noun	a turmoil, riot, disturbance; a crowd, multitude	2.4
Turnus, -i (m.)	noun (proper)	Turnus, prince of the Rutuli and enemy of Aeneas	5.4
turpis, -e	adjective	ugly, unsightly, unseemly, repulsive, foul, filthy	5.1
tutus, -a, -um	adjective	guarded, safe, secure, out of danger	5.1
tuus, -a, -um	adjective	your, yours, of you (singular)	1.2
ubi	adverb	in which place, in what place, where; when, whenever, as soon as, as	1.3
ubique	adverb	anywhere, everywhere	3.1
ullus, -a, -um	adjective	any, any one	1.3

Vocabulary	Part of Speech	Definition	Suggested Reading
ultimus, -a, -um	adjective	farthest, most distant, most remote, uttermost, extreme, last	4.6
umbra, -ae (f.)	noun	a shade, shadow	5.1
umerus (humerus), -i (m.)	noun	the upper arm, shoulder	4.4
umquam	adverb	at any time, ever	4.6
unda, -ae (f.)	noun	a wave, billow	4.4
unde	adverb	from which place, from where, whence	1.4
unus, -a, -um	adjective	one, a single; alone, only, sole, single; a or an	1.2
urbs, urbis (f.)	noun	a walled town, city, the city of Rome	1.2
usus, -us (m.)	noun	use, practice, employment, exercise, enjoyment	5.3
ut or uti	adverb/conjunction	how, in what way; as, like; when; that, so that	1.1
uterque, utraque, utrumque	pronoun/adjective	each, either, each one, one and the other, one as well as the other, both (of two regarded severally)	1.3
utor, uti, usus sum	verb	to use, make use of, employ, profit by, take advantage of, enjoy, serve oneself with	1.4
uxor, -is (f.)	noun	a wife	4.1
vacuus, -a, -um	adjective	empty, unoccupied; devoid of, free of	4.1
valeo, -ere, -ui, -itum	verb	to be strong, be vigorous, have strength, be able	1.3
varius, -a, -um	adjective	diverse, different, changing, varying, various	1.2
-ve	enclitic	or, or if you will, or as you please	3.4
vehemens, -entis	adjective	violent, severe; emphatic, vigorous, lively	4.6
vel	conjunction	or	3.4
velut or veluti	adverb	even as, just as, like as, like	1.4
vendo, -ere, -didi, -ditum	verb	to sell	5.3
venio, -ire, veni, ventum	verb	to come	1.2
ventus, -i (m.)	noun	wind	1.4
verbum, -i (n.)	noun	a word	3.6
vero	adverb	in truth, in fact, certainly, truly, to be sure, surely, assuredly	1.4
vertex (vortex), -icis (f.)	noun	a whirl, whirlpool, vortex; the highest point, top, peak, summit	3.1
verto (vorto), -ere, -i, versum	verb	to turn, turn up, turn back, direct	1.4
verus, -a, -um	adjective	true, real, actual, genuine	1.1
vester, -tra, -trum	adjective	your, yours, of you (plural)	3.4
vestigium, -i (n.)	noun	a footstep, step, footprint; a trace, mark, track, vestige	2.3
vestis, -is (f.)	noun	clothes, clothing, attire	5.6
vetus, -eris	adjective	old, aged, advanced in years	4.4
vexo, -are, -avi, -atum	verb	to shake, jolt, toss violently; to annoy, trouble, disturb, vex	5.3
via, -ae (f.)	noun	a way, highway, road, path, street	2.4
victor, -oris (m.)	noun	a conqueror, vanquisher, victor	5.4
victoria, -ae (f.)	noun	victory	5.3
video, -ere, vidi, visum	verb	to see, discern, perceive; (in passive) to seem	1.1

Vocabulary	Part of Speech	Definition	Suggested Reading
villa, -ae (f.)	noun	a farm, country home, estate; large country residence	5.4
vinco, -ere, vici, victum	verb	to conquer, defeat, be victorious, win, succeed	1.3
vinculum or vinclum, -i (n.)	noun	a bond, fastening, band, rope, cord, tie	3.1
vinum, -i (n.)	noun	wine	1.2
vir, viri (m.)	noun	a male person, adult male, man	1.2
virgo, -inis (f.)	noun	a maid, maiden, virgin, young woman, girl	5.4
virtus, -utis (f.)	noun	manliness, manhood, strength, vigor, bravery, courage, excellence	5.6
vis, vis (f.)	noun	strength, force, vigor, power, energy, virtue	3.6
visito, -are, -avi, -atum	verb	to visit, go to see; look at	5.4
vita, -ae (f.)	noun	life	1.2
vitium, -i (n.)	noun	a fault, defect, blemish, imperfection, vice	5.1
vitupero, -are, -avi, -atum	verb	to find fault with, blame, reproach, disparage, scold, censure	5.6
vivo, -ere, vixi, victum	verb	to live, be alive, have life	1.3
vivus, -a, -um	adjective	alive, fresh; living	5.6
vix	adverb	with difficulty, with much ado, hardly, scarcely, barely	2.4
voco, -are, -avi, -atum	verb	to call, summon, invoke, call together, convoke	2.3
volo, -are, -avi, -atum	verb	to fly	5.1
volo, velle, volui	verb	to will, wish, want, purpose, be minded, determine	1.2
voluptas, -atis (f.)	noun	satisfaction, enjoyment, pleasure, delight	3.6
volvo, -ere, volvi, volutum	verb	to cause to revolve, roll, turn about, turn round	4.4
vos, vestrum/vestri, vobis, vos, vobis	pronoun	you (plural)	2.3
votum, -i (n.)	noun	a promise to a god, solemn pledge, vow	5.1
vox, vocis (f.)	noun	a voice, sound, tone, utterance, cry, call	2.4
vulnero (volnero), -are, -avi, -atum	verb	to wound, harm, pain, distress; damage	6.2
vulnus (volnus), -eris (n.)	noun	a wound	5.3
vultus (voltus), -us (m.)	noun	countenance, features, expression, aspect; face	5.3