



SAMPLE SYLLABUS #2

AP[®] Latin

Curricular Requirements

CR1	The course is structured to incorporate the entire required reading list and Teacher's Choice Latin prose and poetry as outlined in the AP Course and Exam Description (CED).	<i>See pages:</i> 3, 4
CR2	The course provides opportunities for students to develop the skills in Skill Category 1: Read and comprehend Latin poetry and prose, as outlined in the AP Course and Exam Description (CED).	<i>See page:</i> 2
CR3	The course provides opportunities for students to develop the skills in Skill Category 2: Describe the style and context of Latin poetry and prose, as outlined in the AP Course and Exam Description (CED).	<i>See page:</i> 2
CR4	The course provides opportunities for students to develop the skills in Skill Category 3: Analyze Latin poetry and prose, as outlined in the AP Course and Exam Description (CED).	<i>See page:</i> 2
CR5	The course provides instructional time for students to engage in the required spring project, including completion of in-class checkpoint tasks.	<i>See page:</i> 4

Advanced Placement Latin Sample Syllabus #2

Course Description and Overview

This course will further students' knowledge of and appreciation for the Latin language while preparing them for success on the AP Exam. Students will improve their grammar, vocabulary, and fluency through the reading of extensive selections from two major works of ancient Roman literature, Vergil's *Aeneid* and Pliny the Younger's *Letters*. Additional selections in both poetry (1,328 words) and prose (1,429 words) will help to give a full impression of the breadth of material represented by classical Latin literature.

Skills and Assessments

This course and the exam for which it will prepare you focus on three main skills categories. They are as follows.

Skill 1 – Read and comprehend 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.

Skill 2 – Describe the style and context of Latin poetry and prose.

- 2.A: Describe features and functions of stylistic elements in Latin texts.
- 2.B: Describe historical and cultural contexts of Latin texts.

Skill 3 – Analyze Latin poetry and prose.

- 3.A: Develop an interpretation of a Latin text.
- 3.B: Explain how specific evidence supports an interpretation of a Latin text

Mastery of all these skills will be crucial for success on the exam.

Skills in category 1 will be incorporated into each class meeting, as we do exercises with vocabulary based on the day's readings (1.A), practice parsing and reviewing grammatical concepts (1.B), paraphrase the contents of the passages we have read (1.C), and work through the translation of the day's passage line-by-line as a class (1.D). **CR2**

Skills in category 2 will be addressed daily as the texts in question demand. As we encounter important cultural and historical references (2.B), learn to work with poetic texts written in meter, and see real examples of authors employing rhetorical devices (2.A), we will be adding to our toolkit for the analysis of Latin poetry and prose. We will also have periodic (every other week) mini lessons on cultural topics paired with readings (2.B). **CR3**

Skills in category 3 will be reinforced through periodic in-class analytical writing exercises supported by Latin citations. Roughly every other week, students will be given at least 15 minutes of class time to freely respond to a prompt based on a passage or passage of Latin from the syllabus (3.A and 3.B). **CR4**

While the structure of class periods will vary, we will typically begin by summarizing the previous day's readings (1.C). Then, each student will lead their peers through an assigned portion of the text, translating the Latin while pointing out any difficulties that arise from the vocabulary or grammar of the passage (1.A, 1.B, 1.D) **CR2**, as well as noting any relevant historical context (2.B) and pointing out stylistic devices, including metrical analysis where relevant (2.A). After debating interpretive questions raised by the passage (3.A, 3.B), we will conclude with a short game based on the vocabulary for the following day's reading (1.A).

CR2

The syllabus must describe example instructional strategies, activities, or assignments that provide opportunities for students to read, comprehend, and translate Latin poetry and prose. These strategies must address **at least two skills** in Skill Category 1. One of these skills must be 1.C: "Summarize Latin texts in English."

CR3

The syllabus must describe example instructional strategies, activities, or assignments that provide opportunities for students to describe the literary style and historical and cultural contexts of Latin poetry and prose. These strategies must address **both skills** in Skill Category 2.

CR4

The syllabus must describe example instructional strategies, activities, or assignments that provide opportunities for students to develop an interpretation and explain how specific evidence supports an interpretation of a Latin text. These strategies must address **both skills** in Skill Category 3.

There will be a vocabulary quiz at the start of the first class meeting each week, except where otherwise indicated (1.A). These quizzes will be based on word lists derived from the passages to be read that week.

Periodic unit tests will assess students on all skills categories through a combination of multiple choice, short answer, and essay questions modeled on those given on the exam. AP Progress Checks will be used in a non-graded capacity to assess students' progress at the end of each unit.

Course Schedule

This syllabus is broken down into six units, based on those suggested in the draft Course and Exam Description. It is designed for implementation at a school with a rotating schedule, allowing for meetings of roughly 55 minutes, four times a week. The schedule allows for approximately 28 weeks of class before the administration of the AP Exam. The schedule would be subject to adjustment at the instructor's discretion.

Unit 1: Teacher's Choice (Latin Prose; 927 words) **CR1**

- Week 1: "Getting to Know You"; mini-lesson on Roman Letters (2.B); read Cicero, *Letters to Atticus* 1.2 [93 words], 3.3 [57 words], 12.15 [73 words]
- Week 2: Vocab quiz (1.A); read and discuss Cicero, *Letters to Friends* 7.5 [349 words]; free-write on one of Cicero's letters (2.A, 3.A, 3.B)
- Week 3: Vocab quiz (1.A); mini-lesson on Hellenistic philosophy (2.B); read Seneca, *Epistulae Morales* 3 [355 words] **CR1**
- **Unit 1 Test (all skills)**

CR1

The syllabus must clearly show how the required reading list and Teacher's Choice readings below will be distributed over the duration of the course. Simply listing the required readings is not sufficient.

Unit 2: Pliny (Eruption of Vesuvius) and Teacher's Choice (Latin Prose; 277 words) **CR1**

- Week 4: Vocab quiz (1.A); background on Pliny, the eruption of Vesuvius (2.B); read Pliny, letter 6.16.1–12 **CR1**
- Week 5: Vocab quiz (1.A); read Pliny, letter 6.16.13–22; free-write on letter 16 (2.A, 3.A, 3.B)
- Week 6: Vocab quiz (1.A); read Pliny, letter 6.20.1–10
- Week 7: Vocab quiz (1.A); read Pliny, letter 6.20.11–20; free-write on letter 6.20 (2.A, 3.A, 3.B) **CR1**
- Week 8: Vocab quiz (1.A); read Petronius, *Satyricon*, 62 [277 words] **CR1**
- **Unit 2 Test (all skills)**

End Quarter 1

Unit 3: Pliny's Letters (Ghosts, Trajan, Calpurnia) and Teacher's Choice (Latin Prose; 225 words) **CR1**

- Week 9: Vocab quiz (1.A); mini-lesson on Roman views of the afterlife (2.B); read Pliny, letter 7.27.1–8 **CR1**
- Week 10: Vocab quiz (1.A); read Pliny, letter 7.27.9–16; free-write on letter 7.27 (2.A, 3.A, 3.B)
- Week 11: Vocab quiz (1.A); mini-lesson on provincial administration under the empire (2.B); read Pliny, letter 10.37, 10.90, 10.5, 10.6, 10.7
- Week 12: Vocab quiz (1.A); read Pliny, letters 6.4 and 6.7; read Livy, *Ab Urbe Condita*, 1.1.4–11 [225 words] **CR1**
- **Unit 3 Test (all skills)**

Unit 4: Tales from Ovid's *Metamorphoses* (847 words) and Vergil's *Aeneid*, 1 and 2 **CR1**

- Week 13: Vocab quiz (1.A); mini-lesson on hexameter and epic (2.A, 2.B); read Ovid, *Metamorphoses* 3.437–472 [264 words] **CR1**
- Week 14: Vocab quiz (1.A); read Ovid, *Metamorphoses* 3.473–510 [243 words]; free-write on Echo and Narcissus (2.A, 3.A, 3.B)
- Week 15: Vocab quiz (1.A); read Ovid, *Metamorphoses*, 8.183–235 [340 words]; free-write on Daedalus and Icarus (2.A, 3.A, 3.B)
- Week 16: Vocab quiz (1.A); mini-lesson on Vergil's career (2.B); read *Aeneid* 1.1–33, 88–107, 496–508 **CR1**
- Week 17: Vocab quiz (1.A); *Aeneid* 2.40–56, 201–49
- **Unit 4 Test (all skills)**

End Quarter 2

Unit 5: *Aeneid*, 4, 6, 7, 11, 12 **CR1**

- Week 18: Vocab quiz (1.A); mini-lesson on Carthage and the Punic Wars (2.B); read *Aeneid* 4.74–89 and 165–97
- Week 19: Vocab quiz (1.A); *Aeneid* 4.305–61; free-write on Dido and Aeneas (2.B, 3.A, 3.B)
- Week 20: Vocab quiz (1.A); read *Aeneid* 6.450–76, 788–800, and 847–53
- Week 21: Vocab quiz (1.A); mini-lesson on women and Roman society (2.B); *Aeneid* 11.532–94; free-write on Dido, Lavinia, and Camilla (2.B, 3.A, 3.B)
- Week 22: Vocab quiz (1.A); *Aeneid* 7.45–58, 783–792, and 803–817; *Aeneid* 12.791–796, 803–812
- Week 23: Vocab quiz (1.A); *Aeneid* 12.818–828 and 919–52; free-write on the end of the poem (2.B, 3.A, 3.B)
- **Unit 5 Test (all skills)**

Unit 6: Course Project [at least 9 hours of class time] and Horace's *Odes* (481 words) **CR1 CR5**

- Week 24: Horace, *Odes* 1.3, 1.9, 3.30, 4.7 [481 words] **CR1**
- Week 25: Course Project with in-class checkpoints

End Quarter 3

- Week 26: Course Project with in-class checkpoints **CR5**
- Week 27: Course Project with in-class checkpoints
- Week 28: Review and exam prep

CR5

The syllabus includes a statement confirming that at least 12 45-minute instructional class periods or a total of 9 hours are designated for the course project and completion of in-class checkpoint tasks.