CollegeBoard | **AP**

SYLLABUS DEVELOPMENT GUIDE

AP Latin

The guide contains the following sections and information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide clear evidence of the requirement based on the required evidence statement(s).

Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

Clarifying Terms

Highlight and define terms in the scoring guide that may have multiple meanings.

Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim evidence or clear descriptions of what acceptable evidence could look like in a syllabus.

Curricular Requirements

CR1	The course is structured to incorporate the entire reading list published in the AP Course and Exam Description (CED).	*See page:* 3
CR2	The course provides opportunities for students to develop the skills in Skill Category 1: Reading and Comprehension.	*See page:* 4
CR3	The course provides opportunities for students to develop the skills in Skill Category 2: Translation.	*See page:* 5
CR4	The course provides opportunities for students to develop the skills in Skill Category 3: Contextualization.	*See page:* 6
CR5	The course provides opportunities for students to develop the skills in Skill Category 4: Textual Analysis.	*See page:* 7
CR6	The course provides opportunities for students to develop the skills in Skill Category 5: Argumentation.	*See page:* 8
CR7	The course provides ongoing opportunities for students to demonstrate comprehension of passages of Vergil and Caesar not included in the required reading lists and passages from other authors read at sight.	*See page:* 9

Curricular Requirement 1

The course is structured to incorporate the entire reading list published in the AP Course and Exam Description (CED).

Required Evidence

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

Note: The English readings should be distributed concurrently with their associated Latin texts.

Required Readings in Latin:

Vergil, *Aeneid*

Book 1: Lines 1–209, 418–440, 494–578

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

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

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

Caesar, *Gallic War*

Book 1: Chapters 1–7

Book 4: Chapters 24–35 and the first sentence of Chapter 36

(Eodem die legati … venerunt.)

Book 5: Chapters 24–48

Book 6: Chapters 13–20

Required Readings in English:

Vergil, *Aeneid*

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

Caesar, *Gallic War*

Books 1, 6, 7

Samples of Evidence

1. The syllabus includes a yearlong, two-semester schedule that sets out units of several weeks' duration and distributes the required Latin and English passages per unit to be translated and studied.

2. The course syllabus clearly shows that the required Latin lines of both works are being translated and demonstrates how the English readings are incorporated as well.

   For example, after reading the Latin of *Gallic War* Book 1, Chapters 1–7, on Caesar's knowledge of the Helvetians' migration, the English reading about how Caesar deals with the Helvetians after their attempted migration would be incorporated into the course. In the *Aeneid* Book 2 after reading about Laocoon's death and bringing the horse into the city in Latin, we read the English portion on the Greeks slipping out of the horse.

3. The required Latin readings are listed chronologically by month, week, or day of instruction. The English readings appear concurrently with their associated Latin texts.

Curricular Requirement 2

The course provides opportunities for students to develop the skills in Skill Category 1: Reading and Comprehension, as outlined in the AP Course and Exam Description (CED).

Required Evidence

☐ The syllabus must describe instructional strategies (e.g., activities or assignments) that provide opportunities for students to read and comprehend Latin poetry and prose. These strategies must address **at least two skills** in Skill Category 1. One of these two skills must be 1.I: "Demonstrate overall comprehension of passages in Latin texts."

☐ Evidence must be provided that these instructional strategies are applied throughout the course.

☐ The instructional strategy must be labeled with the skill(s).

Samples of Evidence

1. Every two weeks students complete a quiz using the type of short-answer questions (from a released exam) that appear on the AP Exam. After the quiz, the students are shown the released rubrics for grading the quiz, then grade their own quizzes in pairs, comparing their grading with that of their partner. **(Skill 1.I)**

   Instructors assess students' knowledge of grammar, syntax, and literary devices through questioning as students translate a passage in class. **(Skill 1.D)**

   Students access and listen to accurate readings of their Latin texts, prose, and poetry, and then read portions of their texts aloud each class period. **(Skills 1.E and 1.F)**

2. At the beginning of every class, the instructor projects a Latin passage and asks students to write a few sentences paraphrasing what is happening in the passage. **(Skills 1.I)**

   Students are given daily or weekly vocabulary context quizzes. **(Skill 1.A)**

3. Students write a précis of the readings at the end of each class period with attention to narrative and thematic details. **(Skill 1.I)**

   In teams, students compose a question about grammar and/or syntax in the daily readings drawn from the list of specific terms in the *AP Latin Course and Exam Description*. **(Skill 1.C)**

Curricular Requirement 3

The course provides opportunities for students to develop the skills in Skill Category 2: Translation, as outlined in the AP Course and Exam Description (CED).

Required Evidence

☐ The syllabus must describe instructional strategies (e.g., activities or assignments) that provide opportunities for students to translate Latin texts as literally as possible into English. At least one of these strategies must address one of the skills in Skill Category 2.

☐ Evidence must be provided that these instructional strategies are applied throughout the course.

☐ The instructional strategy must be labeled with the skill(s).

Clarifying Term

Translate Latin texts as literally as possible: translation that is grammatically correct, consistent with English usage, and accounts for every Latin word.

Samples of Evidence

1. On a daily basis, students practice literal translation that is grammatically correct and in intelligible English (accounting for every Latin word), and answer questions regarding word forms and grammatical structure. **(Skill 2.C)**

   At least once a month, students compare varied English translations of Latin passages in their readings and discuss their merits, e.g., accuracy, stylistic appeal, cadence, vel al. **(Skill 2.D)**

2. Once a term, students are given a passage to translate but first they must break the passage into sense units. **(Skills 2.A–2.C)**

   Students are taught acceptable and unacceptable translations as shown on released exam free-response questions 1 and 2. Examples include literal translations of ablative absolutes, sequencing of indirect statements, person, number, voice, etc. **(Skill 2.D)**

3. On every test throughout the course, students revisit a passage they have previously read and translate it as literally as possible, accounting for every Latin word. **(Skills 2.A–2.D)**

Curricular Requirement 4

The course provides opportunities for students to develop the skills in Skill Category 3: Contextualization, as outlined in the AP Course and Exam Description (CED).

Required Evidence

☐ The syllabus must describe instructional strategies (e.g., activities or assignments) that provide opportunities for students to relate Latin texts to Roman historical, cultural, and literary contexts. The strategy or strategies must address **at least one** skill related to each of the three contexts in Skill Category 3 (see below).

☐ Evidence must be provided that these instructional strategies are applied throughout the course.

Skills in Skill Category 3 related to each context:

Historical Contexts: Skill 3.A, Skill 3.B

Cultural Contexts: Skill 3.C, Skill 3.D

Literary Contexts: Skill 3.E, Skill 3.F

☐ The instructional strategy must be labeled with the skill(s).

Samples of Evidence

1. At least once a week, the instructor will present a mini-lecture (with appropriate images) exploring the relevant Roman historical, cultural, or literary features of recently studied syllabus-based passages.

   Additionally, students contextualize the readings in short presentations that relate one or more of the three contexts (historical, cultural, literary) to comparative texts, images, or other media. The presentations rotate through the three contexts. **(Skills 3.A–3.F)**

2. Students and the instructor will have daily discussions tying the day's text to the seven themes of the course and/or Roman historical, cultural, and literary contexts.

   The course also includes weekly instructor-guided lessons on:

   ▪ historical topics related to the syllabus, such as Punic Wars, Romulus, Civil Wars, and Julius Caesar. **(Skills 3.A and 3.B)**

   ▪ cultural topics related to the syllabus, such as gladiatorial fights, roles of slaves, religion, military organization. **(Skills 3.C and 3.D)**

   ▪ literary topics related to the syllabus, such as the Trojan War, heroes, gods, and literary genres of epic and *commentarii*. **(Skills 3.E and 3.F)**

3. Over the course of the semester, students track Caesar's comments on various groups of peoples he encounters to draw out from his text ideas about Roman historical, cultural, and literary perspectives. **(Skills 3.A–3.F)**

Curricular Requirement 5

The course provides opportunities for students to develop the skills in Skill Category 4: Textual Analysis, as outlined in the AP Course and Exam Description (CED).

Required Evidence

☐ The syllabus must describe instructional strategies (e.g., activities or assignments) that provide opportunities for students to analyze linguistic and literary features of Latin texts. At least one of these strategies must address one of the skills in Skill Category 4.

☐ Evidence must be provided that these instructional strategies are applied throughout the course.

☐ The instructional strategy must be labeled with the skill(s).

Clarifying Term

Analyze linguistic and literary features of Latin texts: Analysis of a text involves a careful consideration of details and how those details illustrate an idea, theme, or concept. Analysis can take the form of essays and other written responses, or, less formally, of class discussions. It might involve comparing features of two Latin texts, calling upon contextual knowledge, or incorporating information from the readings in English.

Samples of Evidence

1. After translating an assigned homework passage in class, the instructor leads the students through a consideration of word choice and the resulting rhetorical effects in the Latin of the passage. **(Skill 4.A)**

2. Students choose any example of a description (of a character, place, or practice, vel al.) and in a brief written response analyze the text based on knowledge of products, practices, and perspectives of Roman culture. Students may exchange responses among themselves for peer review, as well as further discussion and analysis.

   For example, in *Gallic War* 4.33 Caesar describes the Britons' style of fighting. Analyze this style based on its impact and success as well as Caesar's perspective. **(Skill 4.B)**

3. Throughout the course, students will read many passages that are filled with sounds that support the meaning of the texts. The students will read the passage aloud and consider how these aural effects reinforce the author's message.

   For example, after translating Neoptolemus's attack upon the royal palace in Troy (*Aeneid* 2.486-505) as a sight reading, students read the lines aloud again and analyze how Vergil uses metrics and sound to emphasize the action of the scene. **(Skill 4.A)**

Curricular Requirement 6

The course provides opportunities for students to develop the skills in Skill Category 5: Argumentation, as outlined in the AP Course and Exam Description (CED).

Required Evidence

☐ The syllabus must describe instructional strategies (e.g., activities or assignments) that provide opportunities for students to develop an argument that analyzes Latin poetry and/or prose. At least one of these strategies must address one of the skills in Skill Category 5.

☐ Evidence must be provided that instructional strategies are applied throughout the course.

☐ The syllabus must include evidence that the practice of these skills culminates in a series of essays, on average once a month.

☐ The instructional strategy must be labeled with the skill(s).

Samples of Evidence

The teacher provides multiple opportunities for students to practice skills in Skill Category 5 and write essays throughout the course. The following are examples:

1. Using an essay prompt from a released exam, the instructor uses Venn diagrams or an outline to show students how to prepare for constructing an argument in an essay answer to the question, including blocking out the Latin passages to cite or copy. **(Skills 5.A–5.C)**

   Essay assignment: Using the Latin text and commentary and relevant articles in English, argue for or against the association of a character in the *Aeneid* with a figure in Roman history, e.g., Dido or Cleopatra.

2. Using discussion questions from textbooks or released exam questions, students develop an argument in an essay that references the text, makes inferences, and uses contextual knowledge to support analysis. **(Skills 5.A, 5.D, 5.E)**

3. Once a week, students discuss the readings and work together to develop a question that requires them to plan a sustained argument of a thesis for an essay.

Once a month the thesis activity follows up with an extended essay to develop an argument encountered in their current readings. Essays cite accurate, specific, and relevant references to Latin prose or poetry. **(Skill 5.A)**

Curricular Requirement 7

The course provides ongoing opportunities for students to demonstrate comprehension of passages of Vergil and Caesar not included in the required reading lists and passages from other authors read at sight.

Required Evidence

☐ The syllabus must provide opportunities on at least a monthly basis for students to demonstrate comprehension of passages of Vergil and Caesar not included in the required reading list, as well as passages from other authors read at sight.

AND

☐ The syllabus must list the authors read at sight.

Authors recommended for sight-reading work include:

- Prose authors: Nepos, Cicero (but not Cicero's letters), Livy, Pliny the Younger, and Seneca the Younger
- Poetry authors: Ovid, Martial, Tibullus, and Catullus
- Portions of the works of Vergil and Caesar that are not included in the required reading list

Samples of Evidence

1. Once a month, students complete a quiz that contains a sight-reading passage (prose or poetry) and its accompanying multiple-choice questions from passages of Vergil and Caesar not included in the required reading lists, as well as from authors such as Nepos, Livy, Pliny the Younger, Martial, Tibullus, or Ovid.

2. On a weekly basis, students practice sight reading using previous National Latin Exams Level 5 passages along with syllabus passages from the recommended authors in the AP Latin Course and Exam Description such as Nepos, Livy, Ovid, Martial, or Catullus.

3. Sight translations from authors such as Pliny, Livy, Ovid, or Catullus are included on every unit exam as readings with multiple- choice questions; a short daily group sight-reading from multiple prose and poetry writers begins each class.