

# **LATIN 4 & AP LATIN 5**

## *Syllabus*

- I. Course Description:** In this course students will prepare for the AP Latin Exam. The basis of the course will be Caesar's Gallic Wars & Vergil's epic poem, the Aeneid. Students enrolled in Latin 4 will ONLY be responsible for the Vergil readings. Students enrolled in AP Latin 5 will be responsible for BOTH Caesar & Vergil readings. Parts of each will be translated from the Latin, and the remainder will be read in English. The students will also become familiar with pertinent Roman culture, social, and political history, as well as literary figures of speech and poetic scansion.
- II. Course Objectives:**
- Participate in all facets of daily work and discussions: On a daily basis, students will be expected to translate passages, answer comprehension, literary, grammatical, analysis, etc. questions out loud together. Students will be required to complete comprehension, multiple choice, short analysis, translation, scansion, and essays based on classwork/homework that will sometimes be completed on their own and sometimes as a whole class. Students will receive immediate feedback so we can identify strong/weak areas of study and base class work/discussion around these items.
  - Discuss New Vocabulary: The teacher will highlight new vocabulary, but the students will be responsible for creating their own personalized lists in their notebooks with in context examples.
  - Translate passages and Read Aloud: Translations should be as literal as good English will allow. All grammar forms, vocabulary, and references should be mastered. Each day, students will review the section from the previous day leading into the next translation. Some translations will be prepared ahead of time, and some will be read at sight. All passages will be read out loud by students in Latin before English discussion. Each student will be required to read Latin passages out loud at least 3 times per week. Many passages, especially sight passages (syllabus based and non syllabus based) will be read out loud by three different students before English discussion to allow students to pick up on phrasing, plot, and devices simply by reading the Latin.
  - Study past AP exams: Students will use past AP exams as practice materials to learn the structure and focus of the AP exam. These sessions will also allow students to learn test-taking skills for the AP exam.
  - Read, take notes on, and discuss English reading passages: Students will be required to read all English of books 1, 2, 4, 6, 8, and 12 to help them develop context for Latin passages, e.g. the roles of Venus in helping Aeneas land in Carthage, Sinon tricking the Trojans and explaining the horse, etc. Without proper knowledge of English passages, students will not have a full understanding of the Latin. They are required to read, take notes in the specified sections of their notebooks, and participate in discussion that shows they understand the English before we move on in Latin.

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- Take notes: Students will take notes on commentary concerning the interpretation of the *Aeneid* and are responsible for learning the information. Students will be expected/required to participate in oral discussions during class and make notes for later review; class discussions while reading passages and discussing English readings will be based on thematic analysis, plot, character development, special grammatical/literary features, and others.
- Practice with Grammatical and Literary features: As well as taking notes on grammatical and literary features from commentary while reading, students will practice recognizing, translating, and explaining how these add effect to the language and the epic. Students will use the lists provided in the Terminology – Grammar and Syntax and Literary Style – sections in the AP Latin Curriculum Framework in the AP Latin Workshop Handbook and Resources. Students will practice their abilities to recognize and practice these grammatical and literary features by completing multiple choice and short analysis questions in their workbooks for each lesson and on graded assessments. Grammatical features will also be assessed on translation passages where students will demonstrate the ability to translate specific grammatical features correctly, e.g. indirect statement, gerundives, dative of agent, etc. Students will also use online resources such as [http://www.tabney.com/aeneid.html#anchor\\_13113](http://www.tabney.com/aeneid.html#anchor_13113) to practice literary and grammatical devices on their own.
- Write essays: The teacher will frequently assign essays on key topics pertaining to the passages the students have read. Students will be able to review example essays and grade those as well as their own essays according to the AP grading rubric. After evaluating their own writing, students should re-work essays to make them stronger. Essay outlines and full essays will be completed on a *weekly* basis as part of classwork, homework, or as part of a test. Students will be asked to go back and write full essays of those they outlined later in the semester to review and re-analyze previous passages.
- Evaluate the work: Students will discuss central themes of the entire poem, i.e. love versus duty, self versus society, destiny versus action.
- Analyze the epic: Students will participate in in-class discussions, answer comprehension questions, and/or write essays on the elements of culture, mythology, history, politics, and society. Students will compare and contrast the modern world with the world and times of Vergil. Students will use commentary from their books, comprehension and analysis questions in their workbooks, and analysis questions from the teacher and other resources to guide their discussions on cultural, historical, societal, etc. constructs that add to their understanding of plot and how a Roman would view the work, e.g. Why would Vergil be sure to include “quarter ipso in limine portae substitit atque utero sonitum quarter arme dedere” when describing the machina being brought into Troy? Why would this be seen as a portent to the Romans? Students will also study the background of the Trojan War and important

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people/events as context for Vergil's epic. Students will review mythology and the role of the gods throughout reading and discussing both the English and Latin texts, especially as they pertain to their involvement in human affairs and the founding of Rome.

- **Sight read:** Students will sight read passages on a regular basis, including syllabus-based and non-syllabus based passages, they will and discuss what they have read through examination of historical context, identification of the person speaking and the explanation of meter. Sight passages of authors other than the required Caesar and Vergil texts will be completed 2-4 times a month (weekly or every other week depending on schedule) and will be chosen from student workbooks, past National Latin Exams, and student or teacher choice. Authors covered in sight passages include: Ovid, Catullus, Statius, Cornelius Nepos, Livy, Cicero, Sallust, and non-syllabus Vergil and Caesar. As students sight-read passages, they shall preview the passage and make predictions using pre-planned questions that will draw their attention to vocabulary, overall meaning, and meter. Students will also answer questions about the sight-reading passages in the same vain as multiple choice questions on the AP exam to get them familiar with sight-testing.
- **Discussion of Meter:** Students will analyze how meter and style are used to heighten certain scenes in the work. Students will regularly scan Latin poetry to read it aloud with correct emphasis and flow. Students will scan weekly for practice by using workbooks or by choice for each lesson read in class. Students will also scan on tests and workbook assessments, including during multiple choice and short analysis sections to prepare for the AP exam.

### **III. Classroom Expectations:**

1. Come to class prepared, attentive, and ready to participate.
2. Reread each section of the text at home after we have reviewed it in class.
3. Participate actively in sight-reading and discussion.
4. Take analytical, grammatical, thematic, etc. notes during class preparation, class discussions, and as review.

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#### **IV. Grading Policy:**

- Daily Work (30%)
  - Class translations/participation/in class essays/sight translation: Students will be graded according to the quality of their in-class translation, ability to participate in class discussions and performance on in-class essays and sight translation.
  - Some workbook exercises will be graded as daily grades, and some will be graded as assessment grades. Exercises include: Multiple choice, short analysis, plot comprehension, scan, translation, and essay for small chunks of text (30-60 lines).
- Assessments (70%)
  - Tests: Summative assessments will be given every after every two to three chunks of text as divided in workbooks. Tests will include sections on reading comprehension, stylistic features, short answer, scansion, and essays. Tests may contain a sight passage with questions.
  - Recitation: The students will memorize and recite one of their favorite passages in Latin.
  - Some workbook exercises will be graded as daily grades, and some will be graded as assessment grades. Exercises include: Multiple choice, short analysis, plot comprehension, scan, translation, and essay for small chunks of text (30-60 lines).
  - Take-home essays: The students will be given topics pertaining to recent readings and will write essays based on AP standards.

#### **V. Make-up Test Policy:**

After an excused absence, it is the student's responsibility to make up all work missed. Homework should be completed and turned in the next day (except for extended absences). Missed tests or oral recitations should be completed during refuel or re-scheduled with the teacher for another time. Failure to make-up work and tests will result in a zero.

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### **VI. Text and Other Required Reading:**

Boyd, Barbara, ed. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Mundelein, IL: Bolchazy-Carducci, 2012.

Boyd, Barbara and Katherine Bradley, eds. *A Vergil Workbook*. Second Edition. Mundelein, IL: Bolchazy-Carducci, 2012.

Distinti, Stephen Daly. *A Notebook for Vergil's Aeneid*. Mundelein, IL: Bolchazy-Carducci, 2014.

Mueller, Hans-Friedrich, ed. *Caesar: Selections from his Commentarii De Bello Gallico*. Mundelein, IL: Bolchazy-Carducci, 2012.

West, David, trans. *Virgil: The "Aeneid." A New Prose Translation*. New York: Penguin Books, 1990.

Williams, Rose & Debra L. Nousek, eds. *A Caesar Workbook*. Mundelein, IL: Bolchazy-Carducci, 2012.

#### **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

#### **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

### **VII. Materials and Supplies Needed:**

1. 3-ring binder for notes, translations, summaries, analyses, etc.
2. Notebook paper for tests
3. Pencils for doing work, red pens for making notes as we read the passages

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**18 WEEK PLAN**

**Unit I: January 5-Feb 10 (6 weeks)**

**Latin:** *Aeneid* Book 1

**English:** *Aeneid* Books 1 and 2; discuss and summarize plot, characters, etc. in designated spots in notebooks

**AP Students:** Review DBG Latin Books 1 and 4; English Book 1

**Assessments:** Lessons 1-3; Lessons 4-6; Lessons 7-8; weekly student discussions, sight-readings, translations, essays, and workbook graded as daily grades or assessment grades throughout book 1

**Unit II: Feb 13- March 10 (4 weeks)**

**Latin:** *Aeneid* Book 2

**English:** *Aeneid* Books 4 and 6; discuss and summarize plot, characters, etc. in designated spots in notebooks

**AP Students:** Review DBG Latin Book 5:24-34; English Book 6

**Assessments:** Lessons 9-12; weekly student discussions, sight-readings, translations, essays, and workbook graded as daily grades or assessment grades throughout book 2

**Unit III: March 20-April 14 (4 weeks)**

**Latin:** *Aeneid* Book 4

**English:** *Aeneid* Book 8; discuss and summarize plot, characters, etc. in designated spots in notebooks

**AP Students:** Review DBG Latin Book 5: 35-48; English Book 7

**Assessments:** Lessons 13-14; Lessons 15-16; weekly student discussions, sight-readings, translations, essays, and workbook graded as daily grades or assessment grades throughout book 4

**Unit IV: April 17- May 11 (4 weeks)**

**Latin:** *Aeneid* Book 6

**English:** *Aeneid* Book 12; discuss and summarize plot, characters, etc. in designated spots in notebooks

**AP Students:** Reivew DBG Book 6

**Assessments:** Lessons 17-18; Lessons 19-20; weekly student discussions, sight-readings, translations, essays, and workbook graded as daily grades or assessment grades throughout book 6

**\*AP Exam May 12\***

May 15-25 – Baby Greek/Other authors at students' choice

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\* Dates subject to change.