**AP Latin Syllabus**

**Caesar/Vergil**

**Class Overview**

Over summer vacation, students will read the *Aeneid* in it’s entirety. They will be expected to read the *Iliad* on their own time by the end of November **(CR4)**. This will help them put the events and people in the *Aeneid* into historical and literary perspective. As we read *The Gallic Wars*  in Latin, students will also read required English sections. Both these sections will be discussed as we encounter them. Students will have daily quizzes in which they translate short sections from the previous night’s work **(CR2)**. This will help them not only with the vocabulary, but with putting sentences together. They will also do a brief passage by sight each week **(CR5)**. These sight passages will come from a variety of authors including, but not limited to: Caesar, Vergil, Ovid, Cicero, Livy, Pliny, Catullus and Horace.

Each day the students will be expected to come to class with that days lines prepared. Literal translation will help them understand grammar and syntax **(CR2)**. While the students may have written a translation, when their turn to translate comes, they must go to the front of the class and translate without any notes. The Latin will be projected onto a screen. Their translation must show a grasp of the vocabulary and correct grammar **(CR8)**.

Students will write frequent (bi weekly) essays concerning major themes of the works and their historical relevance **(CR10)**. Students will study pertinent Roman cultural, social and political history, which will help them develop a sense of context for the works **(CR9)**. Students will also study the ancient epic as a literary genre.

Students will practice scansion indicating elision and quantities **(CR7)**. They will discuss ways in which the meter effects or enhances the meaning of the line. They will scan lines each week.

Weekly quizzes will alternate between translation, sight translation and essays. Tests will be modified versions of actual AP exams **(CR3)**. This will help students become accustomed to the style of the AP exam. At least once a week, there will be an unannounced translation quiz **(CR2)** which may come from any passage that the class has finished. This ensures that the students review their material frequently.

Throughout the year, the students will practice grading each other’s essays, scoring them on the AP scale **(CR10)**. They will also learn to “chunk” passages and grade those accordingly **(CR2)**. By doing this, they will become accustomed to the grading process of the College Board.

As a project for the year, students will make a movie of one book of the *Aeneid*, in Latin. This has so far, been a favorite project for the students **(CR9)**.

A weekly review game will help reinforce what has been learned throughout the week **(CR2-9)**.

All students are required to take the AP exam.

We are on the alternating block schedule, so several activities must be accomplished each day.

The grades for the course are divided as follows:

**Classwork: 40%**

**Tests: 40%**

**Homework 20%**

**Student Expectations**

* Students are expected to have prepared assigned passages at home
* Students are expected to be familiar with each word in the assigned passage
* Students are expected to reread the previous day’s work as part of the preparation for the new passage
* Students are expected to to be able to identify grammatical and literary forms and discuss them using the proper terminology

**Course Goals**

 **CR1** The course is structured to allow students to complete the entire required reading list published in the AP**®** Latin Curriculum Framework.

The course is designed to prepare students to complete the entire required reading list as described in the *AP Latin Course Description*. Based on those requirements, the student will be able to:

* Read and translate as literally as possible the required Latin passages from Caesar’s *Gallic* Wars and Vergil’s *Aeneid*;
* Know basic Latin grammar and be familiar with poetic exceptions and special uses;
* Demonstrate a knowledge of vocabulary, inflectional systems and syntax and relate their knowledge of Latin words to English derivatives and cognates
* Know the background leading up to the Civil Wars
* Understand the political climate of Rome during Caesar’s life
* Understand the epic genre as seen in the *Aeneid*;
* Know the background of the story itself, characters, events and effects of the Trojan War
* Know the historical framework surrounding the writing of the *Aeneid*;
* Be familiar with the major rhetorical devices and meter (dactylic hexameter);
* Be able to critically analyze the *Aeneid* as a work of art;
* Develop the ability to **sight read** selected passages of literature and poetry (including but not limited to Vergil, Catullus, Ovid and Cicero)

The complete reading schedule is at the end of this syllabus.

**CR2** The course provides ongoing opportunities for students to translate Latin poetry and prose from the required list into English as literally as possible.

* The course is structured to enable students to complete the entire required reading list, as delineated in the *AP Latin CurriculumFramework.*
* On a daily basis, students will translate sections of Vergil’s *Aeneid*  and Caesar’s *Gallic Wars* as literally as possible
* Close attention will be paid to vocabulary, grammar, syntax, and differences in usage.
* In class, students will be expected to translate passages without a written translation in front of them.

**CR3** The course provides ongoing opportunities for students to demonstrate comprehension of Latin passages from the required reading list.

* New Vocabulary: The teacher will highlight new vocabulary, which the students will add to their notebooks and consequently be responsible for learning this.
* Each day, one student will be asked to review the entire section covered the previous day, without notes.
* Each day, one student will be asked to read the assigned passage aloud in Latin, with proper emphasis and inflection, showing understanding of the meaning of the passage (**CR6)**.
* Students will be asked to translate short passages. Their translations should be as literal as good English will allow. All grammar forms, vocabulary, and references should be mastered. The student will be expected to translate without the use of a written literal translation.
* All grammar forms specified by the AP Latin Curriculum Framework will be learned
* Students will take notes on commentary concerning the interpretation of the *Aeneid* and *Gallic Wars* and are responsible for learning the information.
* Students will write essays both as homework and on a timed basis in class.
* Students will be expected to quote from the Latin passage and show an understanding of the passage when writing an essay.

 **CR4** The course provides ongoing opportunities for students to demonstrate understanding of the required English readings as context for the required Latin readings.

* Students are required to read the *Aeneid* in its’ entirety over the summer break. The first day of school a quiz will be given covering the first 6 books. The second day there will be a quiz over the remainder of the book.
* Students are required to read or reread any required English passage as we come across it
* Content quizzes will be given over required English passages
* Students will be expected to summarize English passages as we encounter them
* Regular class discussions will also cover English material
* Occassional outside reading is also required
* The teacher will frequently assign essays on key topics pertaining to the passages the students have read. Occassionally, the students will grade blind copies of their peers’ work in order to better evaluate their own.

 **CR5** The course provides ongoing opportunities for students to demonstrate comprehension of non-syllabus-based Caesar and Vergil passages and passages from other authors by reading at sight.

* Students will practice reading both literature and poetry at sight. Selections will be chosen from a variety of authors, mentioned above in CR1. This will be done on a weekly basis.
* Quizzes will be given on sight passages every 3rd week.
* Selections will be chosen to complement the required passages

 **CR6** The course provides ongoing opportunities for students to enhance comprehension of Latin passages by reading aloud.

* Every day, students will be chosen to read aloud in Latin, using emphasis and inflection to show understanding of the passage
* Students will be encouraged to read aloud in Latin to themselves before translating the *Aeneid* each night
* Students will practice scansion to help enhance their ability to read aloud

 **CR7** The course provides ongoing opportunities for students to scan dactylic hexameter in Latin poetry.

* Students will practice scansion on a weekly basis
* Students will use their knowledge of scansion to help them improve their ability to read Latin aloud
* Students will learn how meter can enhance a poem’s meaning

**CR8** The course provides ongoing opportunities for students to learn and use specific terminology in their study of the required Latin texts.

* Students will become familiar with the epic genre and historical prose
* Students will recognize and understand idioms when encountered
* Students will identify rhetorical devices as they encounter them in reading
* Class will discuss the use of rhetorical devices to enhance the work being read
* Students will learn to use correct terminology as it applies the readings

**CR9** The course provides ongoing opportunities for students to relate the required Latin passages to Roman historical, cultural, and literary contexts.

* Students will have read the *Odyssey* and *Iliad* and gained an understanding of Roman culture
* Students use knowledge of the Trojan War to demonstrate understanding of the Latin text
* Students will know the historical framework surrounding the writing of the *Aeneid*
* Students will understand the impact made by the Civil Wars of Caesar’s time
* Students will understand the impact of Caesar’s relationship with Cleopatra, Antony, Pompey and Octavian
* Students will discuss the relationships between poets and patrons and the benefits of literary patronage (and the detrimental effects of such patronage)
* Students will use knowledge of Roman culture to inform analysis of texts
* Students will be able to analyze the *Aeneid* and the *Gallic Wars* as works of art
* Students will know the background of significant figures in the Gallic Wars
* Students will have a working knowledge of Roman military and battle tactics

**CR10** The course provides opportunities for students to interpret and analyze the required Latin passages in essays and other written responses.

* Students will write essays both as homework assignments and on quizzes and tests
* Each 6 weeks, students will be assigned an article on either Vergil and the *Aeneid*  or Caesar and the *Gallic Wars*. Students will be expected to read these and participate in a class discussion on them. This will be considered a quiz grade.

**Required Reading**

* *The Aeneid* in Latin: Bk 1.1-209, 418-440, 494-578; Bk 2.40-56, 201-249, 268-297, 559-620; Bk 4.160-218, 259-361, 659-705; Bk 6.295-332, 384-425, 450-476, 847-899. (Clyde Pharr text)
* *The Gallic Wars* in Latin: Bk 1.1-7; Bk 4.24-35; Bk 5.24-48; Bk 6.13-20 (*Caesar: Selections from his Commentarii De Bello Gallico*, by Hans-Friedrich Mueller)
* *The Aeneid* in its entirety in English

Recommended Translations: Allen Mandelbaum, Robert Fagels, Robert Fitzgerald

* *The Gallic Wars* in English Bks 1, 6, and 7

Recommended Translation: Carolyn Hammond

**Selected Articles**

* *Whistleblowers* an article from the New York Times
* Feeney, D.C. “History and Revelation in Vergil’s Underworld.” In *Why Vergil? A Collection of Interpretations,* edited by Stephanie Quinn, pp. 108-119, Wauconda, IL: Bolchazy-Carducci, 1999.
* J.F.C. Fuller*. Julius Caesar: Man, Soldier and Tyrant*. . Da Capo Press. 1965. (Selections)
* Knox, Bernard M. W. “The Serpent and the Flame”. In *Why Vergil? A Collection of Interpretations*, edited by Stephanie Quinn, pp. 65-79. Wauconda, IL: Bolchazy-Carducci, 1999.

Other articles are still under consideration and will be added as we work through the syllabus

**Year Plan**

**Caesar/Vergil**

**As the class progresses through the syllabus, I will be adding other assignments and modifying certain existing ones. This is a guideline to ensure that the class covers all necessary material.**

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| **Date** | **Lines DUE** | **In-Class Discussion/Grammar to Review** | **Tests/Quizzes****(Daily Quizzes are a given, and therefore not listed)** |
| **1.1** | **Caesar I.1** |  |  |
| Aug 21 |  | Introduction to Course; Life of Caesar; Political Climate of Rome | *Aeneid Quiz I* |
| 23 | Caesar Liber I.1 | Taking the AP Exam: Sight Translations; Practice SightTranslation; Relative Pronouns in Caesar | *Aeneid Quiz II* |
| **1.2** | **1.2-1.7** |  |  |
| Aug 27 | Liber I.2-3 | Indirect Statement; *Ut* clauses; Identify tribes of Gaul on a Map; Use of the 3rd person in Caesar; Taking the AP Exam: Chunking; Practice Chunking |  |
| 29 | Liber I.4-6 | Uses of Ablatives; Taking the AP Exam: Essays; Practice grading essays from released AP exams; Practice Sight Passage: Livy |  |
| 31 | Liber I.7(bk I must be read in English by this day) | Passive v. Deponent Verbs; Degrees of Adjectives | **Parva Probatio: Translation Quiz** |
| **1.3** | **4.24-30** |  |  |
| Sept 4 | Liber IV. 24-26 | Essay: Would the Romans have admired the plans and actions of Orgetorix? Explain what feelings there might have been about him among the Romans; Compare Orgetorix to Cataline; Gerunds/Gerundives |  |
| 6 | Liber IV. 27-30 | Perfect Passive Periphrastics; Idioms and their translation; Roman feelings toward Britain | **Parva Probatio: Sight Reading, Multiple Choice** |
| **1.4** | **4.31-35** |  |  |
| Sept 10 | IV.31-32; Assign section from *Julius Caesar*, by Fuller | The Roman Soldier; Roman Battle formations; Participial Clauses; Sight Reading: Cicero |  |
| 12 | IV. 33-34 | Roman influence in Gaul and Britain;Dative with Special Verbs |  |
| 14 | IV.35 | Review Bks I and IV; Review Grammar | **Parva Probatio: Essay** |
| **1.5** |  |  |  |
| 18 |  Bk 4 in English | Review books I and IV |  |
| 20 |  |  | **Probatio** **Caesar Libri I & IV** |
| **1.6** | **V.24-30** |  |  |
| 24 | V.24-25 | Essay: How does the response of the Helvetii to their situation reflect their culture and history; Winter in ancient times |  |
| 26 | V.26-27 | Roman Britain; Responses to cultural differences; Syncopated Verbs; Impersonal Verbs; Sight Reading Ovid |  |
| 28 | V.28-30 |  | **Parva Probatio: Translation** |
| **2.1** | **V.31-33** |  |  |
| Oct 2 | V. 31-32 | Essay: Ambiorix’s Speech as political propaganda; Sight Reading Livy |  |
| 4 | V.33; Assign section from Fuller | Caesar’s spin on events | **Parva Probatio: Sight Reading, Mult. Choice** |
| **2.2** | **V.33-37** |  |  |
| Oct 8 | V.33-34 | Roman military tactics; Grammar Review; Sight Reading, Petronius |  |
| 10 | V.35-36 | Review Bk V |  |
| 12 | V.37 |  | **Parva Probatio: Essay** |
| **2.3** | **V.38-41** |  |  |
| 16 | V.38-39 | Sight Reading, Plutarch |  |
| 18 | V.40-41 |  | **Parva Probatio: Translation** |
| **2.4** | **V.42-46** |  |  |
| 22 | 42-43 | Sight Reading, Cicero  |  |
| 24 | 44-45 |  |  |
| 26 | 46 |  | **Parva Probatio: Translation** |
| **2.5** | **V.47-48** |  |  |
| 30 | 47-48 | Review Book V |  |
| Nov 1 |  |  | **Probatio Caesar Liber V** |
| **2.6** |  |  |  |
| Nov 5 | NO SCHOOL | NO SCHOOL | NO SCHOOL |
| 7 |  | Life of Vergil; Political Climate in Rome during Vergil’s life; Epic poetry as a genre; Scansion and meter |  |
| 9 | Bk I.1-32 | Invocation of the Muse; Relationship between Gods and Trojans; Meter and Scansion |  |
| **3.1** |  |  |  |
| Nov 13 | Bk I.33-75 | Carthage and Rome; Rhetorical devices; Scansion; Sight Reading, Vergil |  |
| 15 | Bk I.76-101 | In Media Res; Aeneas as a hero; First impressions; Compare storm in *Aeneid* to that in *Odyssey* | **Parva Probatio: Sight Reading** |
| **3.2** |  |  |  |
| 19 | Derivative Turkeys | Pick a Latin word which describes a character in the Aeneid, make a “derivative turkey” |  |
| **3.3** |  |  |  |
| Nov 27 | Bk I.102-141 | Essay: How is Aeneas portrayed when we first meet him? Does he meet your expectations of a hero? |  |
| 29 | Bk I.142-165 |  | **Parva Probatio: Essay** |
| **3.4** |  |  |  |
| Dec 3 | Bk I.166-194 | Scansion; Sight Reading, Horace |  |
| 5 | Bk I.195-209; 418-440 | Scansion; Geneology of Aeneas; Compare speeches of Juno and Venus, Which is more effective? |  |
| 7 | Bk I.494-515 |  | **Parva Probatio: Translation** |
| **3.5** |  |  |  |
| Dec 11 | Review for Midterms | Review for Midterms |  |
| 13 | Review for Midterms | Review for Midterms |  |
| **3.6** |  |  |  |
| Dec 17 | **MIDTERMS** |  |  |
| Dec 19 | **MIDTERMS** |  |  |
| **4.1** |  |  |  |
| Jan 8 | Bk I.516-550 | Rules of hospitality; Dido as a ruler |  |
| 10 | Bk I.551-578 |  | **Parva Probatio: Sight Reading** |
| **4.2** |  |  |  |
| Jan 14 | Review Bk I in English and Latin | Review and Discuss Bk I; Scansion; Sight reading practice |  |
| 16 |  |  | **Probatio: Bk I** |
| 18 | Bk II.40-56; 201-219 | Assign “Whistleblower” article, from NYT; Treachery and Deceit in the Aeneid |  |
| **4.3** |  |  |  |
| Jan 22 | Bk II.220-249 |  |  |
| 24 | Bk II.268-280 | Are Trojans innocent and trusting? Is this good in war? | **Parva Probatio:Essay** |
| **4.4** |  |  |  |
| Jan 28 | Bk II.281-297; 559-570 | Dreams and omens |  |
| 30 | 571-600 | Death of innocent people in the *Aeneid*; Can collateral damage be prevented?; Sight Reading |  |
| Feb 1 | 601-620 |  | **Parva Probatio: Translation** |
| **4.5** |  |  |  |
| Feb 5 | Review Bk II | Review Bk II |  |
| 7 |  |  | **Probatio: Bk II** |
| **4.6** |  |  |  |
| Feb 11 | Catch Up Days | Catch Up Days | Catch Up Days |
| 13 | Catch Up Days | Catch Up Days | Catch Up Days |
| 15 | Catch Up Days | Catch Up Days | Catch Up Days |
| **5.1** |  |  |  |
| Feb 19 | Bk IV.160-190 | Dido as the hunter and the hunted; Rhetorical devices in the cave scene; Rumor personified; Sight translation from Catullus |  |
| 21 | Bk IV.191-218 | Aeneas through Iarbus’ eyes; Essay: Is Aeneas a misanthrope? | **Parva Probatio: Sight Reading** |
| **5.2** |  |  |  |
| Feb 25 | No School | No School |  |
| 27 | No School | No School |  |
| March 1 | No School | No School |  |
| **5.3** |  |  |  |
| March 4 | Bk IV.259-295 | Compare Jupiter’s speech to Mercury in the Aeneid to his speech to Calypso in the odyssey |  |
| 6 | Bk IV.296-336 | Dido’s speech |  |
| 8 |  |  | **Parva Probatio: Essay** |
| **5.4** |  |  |  |
| March 12 | Bk IV.337-361 | Legal forms in Aeneas’s speech |  |
| 14 | Bk IV.659-681 | Essay: Dido’s speech as foreshadowing of the Punic Wars | **Parva Probatio: Translation** |
| **5.5** |  |  |  |
| March 18 | Bk IV.682-705 |  |  |
| 20 | Bk VI.295-332 | Essay: In what ways does Vergil show the Sibyl to evoke the same emotions as Rumor in Bk IV |  |
| 22 | Bk VI.384-404 | Pietas v. Arete in Trojans and Greeks | **Parva Probatio: Sight Translation** |
| **5.6** |  |  |  |
| March 26 |  |  |  |
| 28 |  |  |  |
| **April 1-5** | **SPRING** |  **BREAK** | **BREAK** |
| **6.1** |  |  |  |
| April 8 | Bk VI.405-425 | Discuss monsters we have encountered in the *Aeneid*; how do word choice and meter help add to the emotions in the passage? |  |
| 10 | Bk VI.450-476 | Aeneas and Dido: compare their feelings and reactions |  |
| 12 |  |  | **Parva Probatio: Essay** |
| **6.2** |  |  |  |
| April 16 | Bk VI.847-874 | Fate of future Rome |  |
| 18 | Bk VI.875-899 | Essay: Which gate does Aeneas choose to exit the Underworld? Why do you think he made this choice? |  |
| **6.3** |  |  |  |
| April 22 | Review | Sight translation: Ovid  |  |
| 24 | Review | Sight Translation: Horace |  |
| 26 | Review | Sight Translation: Livy |  |
| **6.4** |  |  |  |
| April 30 | Practice Exams |  |  |
| May 2 | Practice Exams |  |  |
| **6.5** |  |  |  |
| May 6 | **AP EXAMS** |  |  |
| 8 | **AP EXAMS** |  |  |
| 10 | **AP EXAMS** |  |  |
| **6.6** |  |  |  |
| May14 | **AP EXAMS** |  |  |
| May 16 | **AP EXAMS** |  |  |
| **6.7** |  |  |  |
| May 20 | Athenaze | Greek Alphabet; Pronunciation |  |
| 22 | Athenaze | Reading Greek aloud |  |
| 24 | Athenaze | Reading Greek aloud |  |
| **6.8** |  |  |  |
| May 28 | Athenaze | Meet Dikaeopolis |  |
| 30 | Athenaze |  |  |
| **6.9** |  |  |  |
| June 3 | **FINALS** |  |  |
| June 4 | **FINALS** |  |  |
| June 5 | **FINALS** |  |  |