



SAMPLE SYLLABUS #1

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> 2, 3
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> 5
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> 5
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> 5
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> 5

Advanced Placement Latin Sample Syllabus #1

Course Outline

The Latin readings for the course are listed below.
The italicized sections are Teacher's Choice.

Units 1–3: Pliny the Younger's Letters **CR1**

- 1.1: *Septicius's Advice*
- 1.6: *Enjoying the Outdoors*
- 1.11: *Pliny Feels Neglected*
- 2.6: *How to Treat Dinner Guests*
- 4.6: *Pliny's Crops*
- 6.4: First Letter to Calpurnia
- 6.7: Second Letter to Calpurnia
- 6.16: Eruption of Mt. Vesuvius & Pliny the Elder
- 6.20: Eruption of Mt. Vesuvius & Pliny the Younger
- 7.5: *Third Letter to Calpurnia*
- 7.24: *Feisty Grandmother*
- 7.27: Ghost Stories
- 9.6: *Chariot Racing*
- 10.5: Letter to Emperor Trajan about Citizenship
- 10.6: A Second Letter to Emperor Trajan about Citizenship
- 10.7: Emperor Trajan's Reply
- 10.33: *Letter to Emperor Trajan about a Fire Brigade*
- 10.34: *Emperor Trajan's Reply*
- 10.37: Letter to Emperor Trajan about an Aqueduct
- 10.38: *Emperor Trajan's Reply*
- 10.39: *Letter to Emperor Trajan about a Theater*
- 10.40: *Emperor Trajan's Reply*
- 10.90: Letter to Emperor Trajan about Another Aqueduct

Units 4–6: Vergil's *Aeneid* and the Course Project **CR1**

- 1.1–33: The Epic Begins
- 1.88–107: The Storm
- 1.496–508: Queen Dido
- 2.40–56, 201–249: Laocoon and the Trojan Horse
- 2.268–297: *Hector's Warning*
- 4.74–89: Dido Feels the Effect of Cupid
- 4.160–164: *The Storm*
- 4.165–197: Marriage and Rumor
- 4.259–295: *Mercury Brings a Message*
- 4.296–304: *Rumor Reaches Dido*
- 4.305–330: Dido Confronts Aeneas
- 4.331–361: Aeneas Responds
- 6.295–332: *The Entrance to the Underworld*
- 6.384–425: *Crossing the River Styx*
- 6.450–476: The Shade of Dido, Meeting Anchises
- 6.788–800, 874–853: The Land of the Caesars
- 6.854–899: *The Future Glory of Rome*
- 7.45–58: King Latinus
- 7.783–792: Turnus Prepares for War
- 7.803–817, 11.532–594: The Story of Camilla
- 12.791–796, 803–812, 818–828: The Fate of the Trojans is Decided
- 12.919–952: The Final Battle of Aeneas and Turnus
- Course Project

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.

Course Schedule **CR1**

Topics and Latin readings comprise the content of what we will work on in class. Review of Latin grammar and syntax along with literary devices and stylistic features will occur naturally in class as we encounter them daily during the course of the AP syllabus. Pliny's *Letters* are presented in a thematic—not numerical—order, in recognition of what Pliny himself tells Septicius in *Letters* 1.1: *Collegi non servato temporis ordine*.

**Note that each "Teacher Choice" selection includes the word count to ensure that this syllabus meets the word-count requirements. The prose "Teacher Choice" selections below total 1,349 words, while the poetry "Teacher Choice" selections total 1,658 words.*

First Grading Cycle (22 Instructional Periods, 70 Minutes/Period)

An Introduction to the Course and Language Review

- Periods 1–2: A review of Latin grammar and vocabulary

Getting to Know Pliny

- Period 3: *Letters* 1.1: Septicius's Advice (53 words) (**Teacher Choice Prose**), *Letters* 1.11: Pliny Feels Neglected (54 words) (**Teacher Choice Prose**)
- Period 4: *Letters* 4.6: Pliny's Crops (76 words) (**Teacher Choice Prose**)
- Period 5: *Letters* 6.4: First Letter to Calpurnia (121 words)
- Period 6: *Letters* 6.7: Second Letter to Calpurnia (75 words)
- Period 7: *Letters* 7.5: Third Letter to Calpurnia (83 words) (**Teacher Choice Prose**)
- Period 8: *Letters* 1.6: Enjoying the Outdoors (105 words) (**Teacher Choice Prose**)
- Periods 9–10: *Letters* 2.6: How to Treat Dinner Guests (224 words) (**Teacher Choice Prose**)
- Periods 11–12: *Letters* 7.24: Feisty Grandmother (292 words) (**Teacher Choice Prose**)

Pliny In the City

- Period 13: *Letters* 9.6: Chariot Racing (152 words) (**Teacher Choice Prose**)
- Periods 14–15: *Letters* 7.27: Ghost Stories (607 words)

Pliny the Administrator

- Period 16: *Letters* 10.37: Letter to Emperor Trajan about an Aqueduct (124 words), *Letters* 10.38: Emperor Trajan's Reply (54 words)
- Periods 17–18: *Letters* 10.39: Letter to Emperor Trajan about a Theater (255 words) (**Teacher Choice Prose**), *Letters* 10.40: Emperor Trajan's Reply (106 words) (**Teacher Choice Prose**)
- Period 19: *Letters* 10.90: Letter to Emperor Trajan about Another Aqueduct (62 words), *Letters* 10.33: Letter to Emperor Trajan about a Fire Brigade (94 words) (**Teacher Choice Prose**)
- Period 20: *Letter* 10.34: Emperor Trajan's Reply (71 words) (**Teacher Choice Prose**), *Letters* 10.5: Letter to Emperor Trajan about Citizenship (69 words)
- Period 21: *Letters* 10.6: A Second Letter to Emperor Trajan about Citizenship (117 words), *Letters* 10.7: Emperor Trajan's Reply (45 words)
- Period 22: Exam

Second Grading Cycle (22 Instructional Periods, 70 Minutes/Period)

Pliny and the Eruption of Mt. Vesuvius

- Periods 1–4: *Letters* 6.16: Eruption of Mt. Vesuvius & Pliny the Elder (717 words)
- Periods 5–7: *Letters* 6.20: Eruption of Mt. Vesuvius & Pliny the Younger (664 words)

Aeneid Book 1: Introduction

- Periods 8–9: *Aeneid* introduction and 1.1–33: The Epic Begins
- Periods 10–11: *Aeneid* 1.88–107: The Storm, *Aeneid* 1.496–508: Queen Dido

Aeneid Book 2: The Fall of Troy

- Periods 12–13: *Aeneid* 2.40–56, 201–249: Laocoon and the Trojan Horse
- Periods 14–15: *Aeneid* 2.268–297: Hector's Warning (199 words)

(Teacher Choice Poetry)

Aeneid Book 4: Aeneas and Dido

- Period 16: *Aeneid* 4.74–89: Dido Feels the Effect of Cupid
- Periods 17–18: *Aeneid* 4.160–164: The Storm (30 words) **(Teacher Choice Poetry)**, *Aeneid* 4.259–295: Mercury Brings a Message (240 words) **(Teacher Choice Poetry)**
- Periods 19–20: *Aeneid* 4.296–304: Rumor Reaches Dido (53 words) **(Teacher Choice Poetry)**, *Aeneid* 4.305–330: Dido Confronts Aeneas
- Period 21: *Aeneid* 4.331–361: Aeneas Responds
- Period 22: Exam

Third Grading Cycle (20 Instructional Periods, 70 Minutes/Period)

Aeneid Book 6: The Underworld and the Glory of Rome

- Periods 1–2: *Aeneid* 6.295–332: The Entrance to the Underworld (248 words) **(Teacher Choice Poetry)**
- Periods 3–4: *Aeneid* 6.384–425: Crossing the River Styx (274 words) **(Teacher Choice Poetry)**
- Period 5: *Aeneid* 6.450–476: The Shade of Dido, Meeting Anchises
- Period 6: *Aeneid* 6.788–800, 847–853: The Land of the Caesars
- Periods 7–8: *Aeneid* 6.854–899: The Future Glory of Rome (305 words) **(Teacher Choice Poetry)**

Aeneid Books 7 and 11: Italy and Camilla

- Period 9: *Aeneid* 7.45–58: King Latinus
- Periods 10–11: *Aeneid* 7.783–792: Turnus Prepares for War
- Periods 12–14: *Aeneid* 7.803–817, 11.532–594: The Story of Camilla

Aeneid Book 12: Aeneas and Turnus

- Periods 15–17: *Aeneid* 12.791–796, 803–812, 818–828: The Fate of the Trojans is Decided
- Periods 18–19: *Aeneid* 12.919–952: The Final Battle of Aeneas and Turnus
- Period 20: Exam

Fourth Grading Cycle (14 Instructional Periods, 70 Minutes/Period)

- Periods 1–8: Course project
- Periods 9–14: AP Exam review

Developing Course Skills

Skill Category 1: Read and comprehend Latin poetry and prose

1. At least once a week, the instructor during class time forms groups of 2 or 3 students and assigns them specific lines of Pliny or Vergil to translate together within their group correctly into English (**Skill 1D**). After translating the Latin passage correctly, each student group is asked to write a brief and accurate summary in English of the Latin passage as a whole (**Skill 1C**). **CR2**
2. Two or three times throughout the grading cycles, the instructor asks each student in class to create and discuss three comprehension questions related to Latin passages of their own choosing which belong to that unit (**Skill 1C**).
3. On summative assessments, students are required to provide short written summaries of particular Latin passages (**Skill 1C**). On the same assessments, in addition, students are asked to provide correct English definitions for select Latin vocabulary words and phrases contained within Latin passages presented to them on that particular assessment (**Skill 1A**). **CR2**

Skill Category 2: Describe the style and context of Latin poetry and prose

1. Several times a month, the instructor forms groups of 2–3 students and assigns them a Pliny or Vergil passage with which to discuss the stylistic features and historical/cultural context relevant to the assigned passage (**Skills 2A and 2B**). Each group is responsible for sharing with the rest of the class 2–3 important facts relevant to that passage’s stylistic features and historical/cultural contexts as discovered from their discussion and analysis of the passage (**Skills 2A and 2B**). **CR3**
2. Bi-weekly, each student submits to the instructor a Google Doc containing their reflections on the stylistic features and historical and cultural contexts of a Latin passage assigned to them by the instructor (**Skills 2A and 2B**). At least once a month, there is a class discussion led by the instructor related to the comments and reflections both stylistic and contextual provided by students on their Google Docs (**Skills 2A and 2B**). **CR3**

Skill Category 3: Analyze Latin poetry and prose

1. At the beginning of each new Grading Cycle, the instructor assigns students a particular theme for at least one of the passages in that Grading Cycle. Upon completion of that Grading Cycle, each student writes an AP short essay in which they interpret how the theme manifests itself with Latin evidence to support their arguments (**Skills 3A and 3B**). **CR4**
2. Once a month, students are divided into groups of two and each student analyzes with their partner in the group a specific point of view or attitude expressed by the author of a Latin text (**Skill 3A**). As a product of their discussions, each group is then responsible for writing up and submitting to the instructor a brief summary of evidence from the Latin passage to support the author’s point of view or attitude (**Skill 3B**). **CR4**

Course Project

1. In successive classes (at least 9 hours), the instructor and students study each of the 4 Course Project passages for the year, translating and discussing grammar and contextual aspects of each passage. **CR5** On the last day, instructors and students choose which passage to focus on for in-depth analysis. In groups of 2–3, students mark the passage identifying the main ideas, the purposes and effects, and the points of views and attitudes expressed in that passage. In doing these tasks, students complete the in-class checkpoints.

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.

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.