



SYLLABUS DEVELOPMENT GUIDE

AP[®] Latin

The guide contains the following information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide explicit evidence of each 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.

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. In some samples, the specific language that addresses the required evidence is highlighted **bold** text.

Curricular Requirement 1

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).

Required Evidence

- 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.

Pliny the Younger, *Letters*

Book 6: Letters 4, 7, 16, and 20

Book 7: Letter 27

Book 10: Letters 5, 6, 7, 37, and 90

Teacher’s Choice Prose

Various Latin prose, at least 1,650 words total; the total prose word count and the word count of the specific reading(s) must be included.

Vergil, *Aeneid*

Book 1: Lines 1–33, 88–107, and 496–508

Book 2: Lines 40–56 and 201–249

Book 4: Lines 74–89, 165–197, and 305–361

Book 6: Lines 450–476, 788–800, and 847–853

Book 7: Lines 45–58, 783–792, and 803–817

Book 11: Lines 532–594

Book 12: Lines 791–796, 803–812, 818–828, and 919–952

Teacher’s Choice Poetry

Various Latin poetry, at least 1,350 words total; the total poetry word count and the word count of the specific reading(s) must be included.

Clarifying Terms

Prose: Any text that is not written in meter.

Poetry: Any text that is written in meter.

Samples of Evidence

1. The syllabus features a **week-by-week schedule** setting out **the passages delineated in the AP Latin Course Framework** to be covered, including **word counts for the specific Teacher’s Choice readings**. The schedule lists coverage of complementary grammar review and literary, historical, and cultural contextual information.
2. The syllabus includes a **unit-by-unit schedule (as outlined in the AP Course Framework or determined by the teacher)** that **distributes all required and Teacher’s Choice readings** over the academic year. **Teacher’s Choice readings must be specified and include word counts**.
3. The syllabus includes a **schedule by grading cycle** that **includes all required and Teacher’s Choice readings**. For example:

First Grading Cycle (8/12–10/16): 23 Instructional Periods (90 Minutes/Period)

- Unit 1: Teacher’s Choice Reading Prose: Ruaeus’ *Aeneid* in prose (~2,051 words)
 - ♦ Review grammar and vocabulary in context
- Unit 2: Pliny’s *Letters*
 - ♦ Eruption of Mt. Vesuvius (6.16, 6.20)
- Unit 3A: Pliny’s *Letters*
 - ♦ Ghosts and Apparitions (7.27)
- Analysis Practice

Curricular Requirement 2

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).

Required Evidence

- 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.”

Evidence must be provided that these types of instructional strategies, activities, or assignments are applied throughout the course.

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

Samples of Evidence

1. **Once a week**, the instructor presents a passage for students, in pairs or small groups, to “**chunk**”—breaking it down into sense units (**Skill 1B**). Instructor and students then discuss translating the chunks, both word-for-word and as coherent thoughts (**Skill 1D**), and then **summarize the passage** as a whole (**Skill 1C**).
2. **Each class**, students work together and independently to **translate the day’s readings** with attention to grammatical detail (**Skill 1.D**). At the conclusion of every class, students listen to the Latin as it is read aloud and demonstrate their comprehension by **writing a brief but accurate summary** of the reading including such details as setting, characters, and events. (**Skill 1.C**).
3. During **every class**, after the lines from the passages have been read in Latin, students will engage in a discussion of those lines. Each student will both answer and ask comprehension questions relevant to the lines being discussed. In addition to these daily discussions, students will also demonstrate their comprehension of the passages and major themes within those passages through **short written summaries** and literary analysis pieces (**Skill 1.C.**). Students will also re-read the selections and pre-read the upcoming selections in preparation for daily **vocabulary assessments** given in context (**Skill 1.A**).

Curricular Requirement 3

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).

Required Evidence

- 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.

Evidence must be provided that these types of instructional strategies, activities, or assignments are applied throughout the course.

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

Samples of Evidence

1. **Several times a month**, the instructor forms discussion groups of 3–4 students, and presents to them a passage which the **students collectively analyze** in terms of **literary style (Skill 2A)** and the **historical/cultural contexts** relevant to the passage (**Skill 2B**), listing results in bullet points to share with the class.
2. As a complement to daily class discussions/lectures of the readings, students take turns in a rotation **presenting their responses to a set of preassigned questions** relevant to the **literary style and cultural/historical contexts of the week’s readings (Skills 2A and 2B)**. Students will be encouraged to relate the readings to our contemporary world.
3. **Weekly written or oral annotations and reflections** on Latin passages with English explications on **Roman historical/cultural contexts and literary style** of the Latin readings (**Skills 2A and 2B**).

Curricular Requirement 4

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).

Required Evidence

- 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.

Evidence must be provided that these types of instructional strategies, activities, or assignments are applied throughout the course.

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

Samples of Evidence

1. **Once a month**, the instructor gives the students an AP Short Essay prompt from a released exam with student responses. The students, guided by the instructor, **apply the AP assessment scoring guidelines** criteria and come to a consensus grade. The assigned score is then revealed. Ensuing discussion compares the class grade with the grade assigned by the AP readers and explains why the grades are the same or different (**Skills 3A and 3B**).
2. At the **beginning of each unit (roughly once a month)** students form two groups and choose a theme to debate based upon something that interests them in the readings. Throughout the unit, they **compile notes and ideas and confer as they develop their interpretation of the theme (Skill 3A)**. At the end of the unit, the two student groups debate their respective interpretations and submit a written summary of their argument based upon evidence in the text (**Skill 3B**).
3. **For each unit**, the teacher will choose one reading selection to **model how to develop interpretations based on evidence** drawn from the text so that the students can develop the skills necessary to produce their own evidence-based interpretation of the project passages during the class periods dedicated to the spring project in April (**Skills 3A and 3B**).

Curricular Requirement 5

The course provides instructional time for students to engage in the required spring project, including completion of in-class checkpoint tasks.

Required Evidence

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

Samples of Evidence

1. In **twelve successive 45-minute classes in the spring semester**, instructor and students **study each of the four project passages** for the year, translating and discussing grammar and contextual aspects of each passage and completing the first checkpoint. On the last day, instructors and students choose which passage to focus on for in-depth analysis in order to fulfill the second checkpoint: In groups of 3–4, students mark the passage identifying the characteristics of the passage via R (role), A (audience), F (format), and T (topic).
2. From April 17 to May 4, **twelve 45-minute classes (9 hours total)** will be devoted to the **spring project and its requisite checkpoint tasks**.
3.
 - Unit 6A: Teacher’s Choice Poetry → Selections of Catullus’ Lesbia Poems (~500 words)
 - Unit 6B: **Spring project and checkpoint tasks (six 90-minute instructional periods)**
 - Review for AP Exam