

## SAMPLE SYLLABUS #1

# AP<sup>®</sup> Latin

## Curricular Requirements

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<b>CR1</b>	The course is structured to incorporate the entire reading list published in the AP Course and Exam Description.	<i>See page:</i> 5
<b>CR2</b>	The course provides opportunities for students to develop the skills in Skill Category 1: Reading and Comprehension.	<i>See page:</i> 3
<b>CR3</b>	The course provides opportunities for students to develop the skills in Skill Category 2: Translation.	<i>See pages:</i> 2, 3
<b>CR4</b>	The course provides opportunities for students to develop the skills in Skill Category 3: Contextualization.	<i>See pages:</i> 3, 4
<b>CR5</b>	The course provides opportunities for students to develop the skills in Skill Category 4: Textual Analysis.	<i>See page:</i> 4
<b>CR6</b>	The course provides opportunities for students to develop the skills in Skill Category 5: Argumentation.	<i>See pages:</i> 3, 4
<b>CR7</b>	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.	<i>See page:</i> 3

# Advanced Placement Latin Sample Syllabus #1

## Expectations for students enrolled in this course:

1. Students should already have successfully completed Honors Latin 3 with an average of 70 or higher and should be willing to engage with authentic Latin texts and to be judged by college-level standards.
2. Students will have read the entirety of Caesar's *De Bello Gallico* and Vergil's *Aeneid* over the summer before entering the course.
3. Students should be prepared to present their best work at all times. Students must keep up and do the assigned work to the best of their abilities.
4. Students are expected to advocate for themselves. They should let the instructor know if they are encountering difficulties with the work.
5. Students are expected to treat everyone and everything in the classroom with respect.

## Textbooks:

- Mueller, Hans-Friedrich. *Caesar: Selections from his Commentarii De Bello Gallico*. Mundelein, IL: Bolchazy-Carducci Publishers, 2012.
- Pharr, Clyde. *Vergil's Aeneid: Books I-VI*. Revised ed. Wauconda, IL: Bolchazy-Carducci Publishers, 1998.

## Supplemental Texts:

- Colakis, Marianthe, and Gaylan DuBose. *Excelability in Advanced Latin*. Wauconda, IL: Bolchazy-Carducci Publishers, 2003.
- Any translation of Caesar's *Commentarii De Bello Gallico* and Vergil's *Aeneid*.

**Assignments:** Homework assignments will be posted on the MySAS website. Typically, students will be expected to review the day's work and to complete an assignment to prepare for the next class day's work. Whenever they are assigned to look ahead, they should view it as an opportunity to practice their sight reading skills, since it may be the first time that they have looked at those lines. Students should translate Latin texts as literally as possible into English. They are expected to be sure that verbs and verbals are translated in the right tense, number, person, and voice; nouns must be translated in the appropriate case; subject-verb and noun-adjective agreement must be translated properly. Each Latin word (and prefix) must be accounted for in the literal translation. **(Skills 2.B, 2.C) CR3**

Grammatical review topics covered in this course include but are not limited to: pronouns and their antecedents, gerund, gerundive, supine, fearing clauses, result clauses, purpose clauses, relative clauses, relative clauses of characteristic, relative clauses of purpose, indirect statements, indirect questions, indirect commands, conditionals, indicative mood, subjunctive mood, imperative mood, hortatory, jussive, passive periphrastic, deponent verbs, partitive genitive, objective genitive, genitive with impersonal verbs, genitive with special adjectives, genitive with verbs of remembering and forgetting, dative of possession, dative of purpose, dative with compound verbs, dative of agent, dative of reference, dative with special verbs, accusative of duration of time, Greek accusative of respect, ablative absolute, ablative of separation, ablative of comparison, ablative of specification, ablative of cause, ablative of description, ablative of degree of difference, ablative with special verbs, ablative of time when, ablative of time within which, and vocative.

### CR3

The syllabus must describe instructional strategies 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 strategies are applied throughout the course.

Additional homework assignments will also come in the form of exercises from the *Excelability* book, practice in essay writing or multiple-choice questions, writing Latin summaries of the syllabus passages reusing appropriate vocabulary, etc.

**Classwork:** The class will begin on a typical day with an opening activity designed to provide as much comprehensible Latin input as possible for students. Then, we will do a quick formative quiz using the multiple-choice and free-response Topic Questions in AP Classroom. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and identify content and skills that need additional practice. We will review free-response Topic Questions together, with special attention to the content and skills that present the greatest challenge.

Next, we proceed to either a prepared translation or a short sight reading that students must translate, answer grammatical questions about, and then write out. The teacher will read aloud each passage. (Sight translations occur several times a month and are taken from the work of Caesar, Catullus, Cicero, Horace, Livy, Martial, Nepos, Pliny the Younger, Ovid, Seneca the Younger, Tibullus, or Vergil.) **CR7**

Each line of the syllabus will be read or reread aloud (as some selections may have already been read by students who took Honors Latin 4 before coming to the AP Latin class), and the class will discuss anything important about the cultural or historical background and metrics or sounds in each section, where applicable. **(Skills 3.A–D) CR4**

After going over a passage together, students will work in pairs to reread the Latin out loud to each other, alternating reading and translating. At least once a week when reading Vergil, students will be expected to scan lines from the *Aeneid* on the hexameter.co website. Also weekly, the class will pick a previously read passage and outline a potential essay, especially noting which textual elements they would provide as evidence. Once a month students will write an essay based on the potential essay outline. **(Skills 5.A, 5.C) CR6**

In our daily reading, students will learn the following terms: alliteration, anaphora, apostrophe, asyndeton, chiasmus, enjambment, hyperbaton, hyperbole, litotes, metaphor, metonymy, onomatopoeia, personification, polysyndeton, rhetorical question, simile, synchysis, synecdoche, tmesis, transferred epithet. We will be reviewing and discussing these in class often, so that students feel competent to analyze the effects of these devices and other stylistic features. **(Skill 1.G) CR2**

**Language Mastery:** We will have weekly summative assessments to demonstrate overall comprehension of the text. **(Skill 1.I)** The assessments will include questions about vocabulary, the week's translations, scansion and/or figures of speech. **(Skills 1.A, 1.E, 1.G) CR2**

Additionally, students should expect sight passage practice on assessments at least once a month. **CR7** Students will be expected to translate Latin passages as literally as possible. **(Skills 2.A–D) CR3** As vocabulary is a part of each quiz, it is highly recommended, but not always required, that students keep a list of unfamiliar words from *De Bello Gallico* and the *Aeneid* that they encounter in their spirals. In order to prepare for the AP Exam, assessments will typically consist of translation (which will be graded by chunking), a multiple-choice section (usually a sight passage), an essay, and short-answer questions.

**Cultural Mastery:** We will also have summative assessments about Roman history, culture, and literature that will aid students in contextualizing the Latin texts. These questions will be graded in a separate category so that students can pinpoint in which area (language or culture) they need to work more to attain mastery. **(Skills 3.A–F) CR4**

**Additional Formative Practice:** To prepare for the regular summative assessments, students will be provided access to **Topic Questions** outside of class time to help them check their understanding.

**CR7**

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.

**CR2**

The syllabus must describe instructional strategies 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 skill 1.I.

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

**CR4**

The syllabus must describe instructional strategies 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.

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

At the end of each unit, **Personal Progress Checks** will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer. The results of the Personal Progress Checks will help determine which concepts we review at the beginning of each class.

**Projects:** Students will be assigned several projects over the course of the year. These evaluations will have several components: focusing on reading the literature critically, analyzing the work, linking the text to the major themes of the course, preparing sight passages to be read by the rest of the class, and/or offering students some choice in where they place their focus. Class projects are listed below:

- *Hora Genii* (“The Genius Hour”) Project – Each member of the class will be given the opportunity to select an area of interest in Roman historical, cultural, or literary contexts to focus on during the first trimester. Students are encouraged to select an area that complements the themes of the course. Students will research their area, create a product, and present the information to the class. **(Skills 3.C, 3.D) CR4**
- Specialty project – Each student will be asked to select an area for specialization in the second trimester as well. Specialty areas will fall into such categories as Latin grammar, vocabulary, Roman history, Greco-Roman mythology, Roman life, pronunciation of Latin, and Latin literature. Students select tasks from a menu that will invite them to articulate a thesis, help them master skills and knowledge in their area of specialization, and connect what they are learning to the AP Latin syllabus. In addition to turning in a portfolio of their work, students will make a presentation to the class on what they learn in their area of specialization. **(Skills 5.A, 5.E) CR6**
- Theme projects – Each member of the class will be assigned one of the overarching themes of the course: Literary Style and Genre, Roman Values, War and Empire, Leadership, Views of Non-Romans, History and Memory, and Human Beings and the Gods. As we work in class, each student will be responsible for noting their themes or motifs as they come up in the curriculum. Students should be able to analyze texts based on their theme or motif, remind the other students of how it relates to the course as a whole and of what it represents in that section. At the end of the year, students will prepare a presentation, a creative project, and handout that will deal with the essential questions of the course. **(Skill 4.B) CR5**
- Additionally, each student will pick a 10-line (or more) passage regarding their theme or motif from the parts of the *De Bello Gallico* or *Aeneid* that we do not translate in class. They will prepare a handout that analyzes the effects of language usage in that passage and write multiple-choice questions for sight-reading practice. The multiple-choice questions will come from these areas: literary devices, stylistic features, metrics, grammar, reference, and translation. **(Skill 4.A) CR5**
- English readings projects – Each student will be responsible for presenting one of the three books of the *De Bello Gallico* or one of the six books of the *Aeneid* they are expected to read in English. First, the student will present the action of those books to the class in a creative way. The presentation should also include a summary handout and discussion of how that student's theme or motif fit into the book.
- Creative storytelling project – Each student will pick a story from Roman history or mythology that is connected to the AP syllabus. They will illustrate the story in some way and will retell that story to the class while showing their illustration. **(Skills 3.A, 3.E) CR4**

**CR6**

The syllabus must describe instructional strategies 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 these 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.

**CR5**

The syllabus must describe instructional strategies 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 strategies are applied throughout the course. The strategy must be skill labeled with the skill(s).

## Course Outline: AP Latin

The required Latin readings for the course will be broken up into the following units: **CR1**

Unit 1: Vergil, *Aeneid*, Book 1 – Introduction to the *Aeneid*

- *Aeneid* 1.1–209
- *Aeneid* 2.418–440 and 494–578
- *Aeneid* 1 in English

Unit 2: Caesar, *Gallic War*, Books 1 and 6 – Introduction to *De Bello Gallico*

- *De Bello Gallico* 1, chapters 1–7
- *De Bello Gallico* 6, chapters 13–20
- *De Bello Gallico* 1 in English

Unit 3: Vergil, *Aeneid*, Book 2 – The Trojan War

- *Aeneid* 2.40–56, 201–249, 268–297, and 559–620
- *Aeneid* 2 in English

Unit 4: Caesar, *Gallic War*, Book 4 – Invasion of Britain

- *De Bello Gallico* 4, chapters 24–35, and the first sentence of 36

Unit 5: Vergil, *Aeneid*, Book 4 – Love Gone Wrong

- *Aeneid* 4.160–218, 259–361, and 659–705
- *Aeneid* 4 in English

Unit 6: Caesar, *Gallic War*, Book 5 Part I – To Hades...(Gallic War Version)

- *De Bello Gallico* 5, chapters 24–37

Unit 7: Caesar, *Gallic War*, Book 5 Part II, Book 6, and Book 7 – ...and Back (Gallic War Version)

- *De Bello Gallico* 5, chapters 38–48
- *De Bello Gallico* 6 and 7 in English

Unit 8: Vergil, *Aeneid*, Books 6, 8, and 12 – To Hades and Back (*Aeneid* Version)

- *Aeneid* 6.295–332, 384–425, 450–476, and 847–899
- *Aeneid* 6, 8, and 12 in English

## Course Schedule

Topics and sight reading mentioned are a sampling of what we will work in class. Review of Latin grammar and literary devices will happen regularly in class as we encounter them in the syllabus.

Week 1 **Topic for the week:** Introduction to course

Week 2 **Topic for the week:** Introductions, summer sharing with grammar and vocabulary review

### CR1

The syllabus must clearly show how the required reading list provided in the AP Latin Course and Exam Description will be distributed over the duration of the course. Simply listing the required readings is not sufficient. The English readings should be distributed concurrently with their associated Latin texts.

## Unit 1: Introduction to the *Aeneid*

### Week 3 Syllabus-based translations for the week:

*Aeneid* 1.1–20

#### Topics for the week:

Introduction to the themes of the course

Assignment of individual theme specialties

Review literary devices and dactylic hexameter and introduce Vergil, his life, and works

Study of the historical, cultural, social, and political background of the *Aeneid*

Study of Augustus's rise to power and his connection to Vergil through Maecenas

Study of Augustan propaganda, such as literature, buildings, and coinage

Strategies for sight reading poetry

*Dies Lustricus*

### Week 4 Syllabus-based translations for the week:

*Aeneid* 1.21–101

**Sight-reading practice:** Vergil's epitaph, coinage from the age of Augustus, and selections from Augustus's *Res Gestae*

#### Other topics for the week:

Study of Vergil's life, contemporaries, and works

Introduction to the genre of epic poetry with a comparison and contrast between Vergil's *Aeneid* and Homer's *Iliad* and *Odyssey*

Discussion of overarching themes of the epic (i.e. war, a man and his *pietas* and his sufferings, transference of culture and peoples from one place to another, the destiny of peoples and races, the power and anger of divinities, the history of Rome, etc.)

### Week 5 Syllabus-based translations for the week:

*Aeneid* 1.102–209

#### Other topics for the week:

Study of the simile of the statesman and comparison to Augustus and his leadership

Discussion of how Caesar and Vergil portray good leadership

How does Aeneas inspire his men?

### Week 6 Syllabus-based translations for the week:

*Aeneid* 1.418–440 and 494–578

Syllabus-based readings in English *Aeneid* 1

**Sight-reading practice:** Selection from Horace's *Odes*

#### Other topics for the week:

Continue discussion of leadership as we meet Dido

Discussion of foreshadowing as the character of Dido is introduced and the bad omen of the gown of Helen is presented to Dido

Presentation on *Aeneid* 1 English reading

Assign students Personal Progress Checks for Unit 1 in AP Classroom:

Multiple-Choice passages	Skills
Syllabus: Vergil, <i>Aeneid</i> 1.437–440	1.A, 1.C, 1.E, 3.C, 3.E, 3.F
Sight: Ovid, <i>Fasti</i> 5.43–52	1.A, 1.E, 1.G, 3.C, 3.E, 3.F
Free-Response passages	Skills
Syllabus: Vergil, <i>Aeneid</i> 1.1–4	2.A–2.D
Syllabus: Vergil, <i>Aeneid</i> 1.65–70	1.A, 1.C, 1.E, 1.I, 3.C, 4.B
Syllabus: Vergil, <i>Aeneid</i> 1.19–32	4.B, 5.A–5.E

## Unit 2: Introduction to *De Bello Gallico*

Week 7 **Syllabus-based translations for the week:**

*De Bello Gallico* 1, Chapters 1–3

**Sight-reading practice:** *Aeneid* 1, 286–296

**Other topics for the week:**

- Overview of Roman Republican government and Caesar’s background
- The style of *Commentarii*
- Assign English reading project
- Discuss of how Caesar characterizes the people of Gaul
- Discussion of marriage for political purposes
- Overview of Roman government

Week 8 **Syllabus-based translations for the week:**

*DBG* 1, Chapters 4–6

**Other topics for the week:**

- Discuss the similarities between the roles of Orgetorix and Caesar

Week 9 **Syllabus-based translations for the week:**

*DBG* 1, Chapter 7

Syllabus-based readings in English *DBG* 1

**Sight-reading practice:** Student-selected *De Bello Gallico* 1 passage

**Other topics for the week:**

- Geographical study of Rome’s power during the Late Republic with a focus on Gaul
- What does Caesar’s delay tactic say about Roman values and leadership?
- Student presentation on *DBG* I English Reading
- Strategies for sight reading prose
- Assign *Hora Genii* project

**Week 10 Syllabus-based translations for the week:**

*DBG* 6, Chapters 13–17

**Sight-reading practice:** Selection from Ovid’s *Metamorphoses*

**Other topics for the week:**

Discussion of the description of human sacrifice. What is its effect? How is it different from Roman gladiatorial combat?

How are the Gaul’s gods similar to the Romans’? What does the fact that Caesar reports that the Gauls especially worship Mercury communicate? How does that reflect back on Roman values?

**Week 11 Syllabus-based translations for the week:**

*DBG* 6, Chapters 18–20

**Other topics for the week:**

Discussion of similarities and differences between the Romans and Gauls

Discussion of how Caesar throughout this work portrays himself as a leader to be admired and uses that portrayal to inspire loyalty.

Review strategies for writing AP-style essays

Assign students Personal Progress Checks for Unit 2 in AP Classroom:

Multiple-Choice passages	Skills
Syllabus: Caesar, <i>DBG</i> 6.17	1.A, 1.C, 1.I, 3.D
Sight: Cicero, <i>De Officiis</i> 3.1	1.A, 1.I, 3.A, 3.D
Free-Response passages	Skills
Syllabus: Caesar, <i>DBG</i> 1.1	2.A–2.D
Syllabus: Caesar, <i>DBG</i> 1.2	1.C, 1.D, 1.I, 2.A, 3.A, 3.C
Syllabus: Caesar, <i>DBG</i> 6.14	4.B, 5.A–5.E

## Unit 3: The Trojan War

**Week 12 Syllabus-based translations for the week:**

*Aeneid* 2.40–56, 201–249, and 268–297

**Sight-reading practice:** *Aeneid* 2.1–17

**Other topics for the week:**

Discussion of the mythological versus the historical reasons for the Trojan War

Discussion of how Vergil uses word choice and figures of speech to show the Trojan War’s impact on Aeneas

Discuss the omens as the snakes kill Laocoon and his sons and the horse is dragged into the city

**Week 13 Syllabus-based translations for the week:**

*Aeneid* 2.559–620

Syllabus-based readings in English *Aeneid* 2

**Sight-reading practice:** Student-selected *Aeneid* 2 passage

**Other topics for the week:**

Discussion of the costs of war on a personal level with emphasis on the impact on women

Discussion of the interaction between the divine mother Venus and her son Aeneas

Presentation on *Aeneid 2* English reading

Assign students Personal Progress Checks for Unit 3 in AP Classroom:

Multiple-Choice passages	Skills
Syllabus: Vergil, <i>Aeneid</i> 2.567–576	1.B, 1.D, 1.E, 3.D, 3.E
Sight: Catullus 13	1.D, 3.D, 3.E
Free-Response passages	Skills
Syllabus: Vergil, <i>Aeneid</i> 2.289–292	2.A–2.D
Syllabus: Vergil, <i>Aeneid</i> 2.201–208	1.C, 1.D, 1.E, 1.G, 1.I, 2.C, 3.C
Syllabus: Vergil, <i>Aeneid</i> 2.604–617	4.A, 5.A–5.E

## Unit 4: Invasion of Britain

Week 14 **Syllabus-based translations for the week:**

*DBG* 4, Chapters 24–27

**Other topics for the week:**

What was the Roman view of Caesar’s good *fortuna*?

Assign specialty projects

Week 15 **Syllabus-based translations for the week:**

*DBG* 4, Chapters 28–32

**Other topics for the week:**

How does Caesar portray the leaders of the British tribes?

*Hora Genii* presentations

Week 16 **Syllabus-based translations for the week:**

*DBG* 4, Chapters 33–36

**Sight-reading practice:** Holiday Songs in Latin

**Other topics for the week:**

How does Caesar view Roman power and imperialism?

What are the purposes, benefits, and costs of empire?

Begin Latin banquet preparations

Start practicing holiday songs

Assign students Personal Progress Checks for Unit 4 in AP Classroom:

Multiple-Choice passages	Skills
Syllabus: Caesar, <i>DBG</i> 4.25	1.B, 1.D, 3.B, 3.C, 3.F
Sight: Florus, <i>Epitome Rerum Romanorum</i> 2.17.1	1.B, 1.D, 3.B, 3.C, 3.F
Free-Response passages	Skills
Syllabus: Caesar, <i>DBG</i> 4.27	2.A-2.D
Syllabus: Caesar, <i>DBG</i> 4.31	1.C, 1.I, 2.B, 2.C, 3.D
Syllabus: Caesar, <i>DBG</i> 4.29-30	4.A-4.B, 5.A-5.E

Week 17 **Sight-reading practice:** Selections from *Vicaepaedia Latina* on Latin banquet topics

**Topics for the week:**

- Latin banquet preparations
- Play the Journey of Aeneas role-playing game
- Holiday song caroling

## Unit 5: Love Gone Wrong

Week 18 **Syllabus-based translations for the week:**

*Aeneid* 4.160–218 and 259–361

**Sight-reading practice:** *Aeneid* 4.68–72; selections from Catullus 64

**Other topics for the week:**

- Review Roman marriage customs and how the cave scene could be interpreted as such
- Review the storm from *Aeneid* 1 and Juno’s promised marriage between Deiopeia and Aeolus; compare the storms from *Aeneid* 1 and 4
- Discuss the imagery and impact of *Fama*
- Compare Vergil’s Dido to Catullus’ Ariadne and to the historical figure of Cleopatra
- Final Latin banquet preparations
- Latin banquet

Week 19 **Syllabus-based translations for the week:**

*Aeneid* 4.659–705

Syllabus-based readings in English *Aeneid* 4

**Sight reading practice:** Student-selected *Aeneid* 4 passage

**Other topics for the week:**

- Discussion of how *Aeneid* 4 reveals Roman ideas about other cultures
- Student presentation on *Aeneid* 4 English reading

Assign students Personal Progress Checks for Unit 5 in AP Classroom:

Multiple-Choice passages	Skills
Syllabus: Vergil, <i>Aeneid</i> 4.296–306	1.E, 1.G, 1.H, 3.E, 3.F
Sight: Ovid, <i>Tristia</i> 4.15–22	1.E, 1.G, 1.H, 3.E, 3.F
Free-Response passages	Skills
Syllabus: Vergil, <i>Aeneid</i> 4.165–170	2.A-2.D
Syllabus: Vergil, <i>Aeneid</i> 4.198–205	1.C, 1.E, 1.I, 2.A, 2.B, 3.E
Syllabus: Vergil, <i>Aeneid</i> 4.265–278 & 4.693–705	4.A–4.B, 5.A–5.E

## Unit 6: To Hades... (Gallic War Version)

Week 20 Syllabus-based translations for the week:

*DBG* 5, Chapters 24–28

**Sight-reading practice:** Ovid, *Amores* 1.9 (selections)

**Other topics for the week:**

Discussion of how Caesar uses history for his own purposes, both in telling this story and in choosing who to put in charge in Gaul (i.e., Tasgetius).

Discussion of the importance of who gets to tell the story. How might this story be different if Sabinus were the author?

How does Caesar portray Ambiorix and in turn how does he have Ambiorix portray Caesar?

Week 21 Syllabus-based translations for the week:

*DBG* 5, Chapters 29–31

**Other topics for the week:**

How does Caesar portray the Germans differently from the Gauls?

How do Sabinus and Cotta react to this crisis as leaders?

Week 22 Syllabus-based translations for the week:

*DBG* 5, Chapters 32–37

**Other topics for the week:**

What were the strengths and weaknesses of Sabinus and Cotta?

How did it impact their leadership and the outcome?

What do the actions of the *aquilifer* communicate about Roman values? What else do we learn from this episode about Roman cultural values?

Assign students Personal Progress Checks for Unit 6 in AP Classroom:

Multiple-Choice passages	Skills
Syllabus: Caesar, <i>DBG</i> 5.33	1.B, 1.G, 1.H, 1.I, 3.A, 3.B
Sight: Cicero, <i>Somnium Scipionis</i> 3	1.B, 1.G, 1.H, 1.I, 3.A, 3.B

Free-Response passages	Skills
Syllabus: Caesar, <i>DBG</i> 5.24	2.A–2.D
Syllabus: Caesar, <i>DBG</i> 5.25	1.C, 1.D, 1.I, 2.C, 3.A
Syllabus: Caesar, <i>DBG</i> 5.28 (2 passages)	4.A–4.B, 5.A–5.E

## Unit 7: ...and Back (Gallic War Version)

Week 23 **Specialty project presentations**

Week 24 **Syllabus-based translations for the week:**

*DBG* 5, Chapters 38–43

**Sight-reading practice:** *Aeneid* 2.250–267

**Other topics for the week:**

How is the leadership of Quintus Cicero contrasted with Sabinus?

How are the Nervii portrayed in this episode?

Week 25 **Syllabus-based translations for the week:**

*DBG* 5, Chapters 44–48

Syllabus-based readings in English *DBG* 6, 7

**Sight-reading practice:** *Aeneid* 2.486–495

Student-selected *De Bello Gallico* 4 passage

Student-selected *De Bello Gallico* 6 passage

**Other topics for the week:**

What does the story about Pullo and Vorenus say about Romans and their values?

Discussion of the role *fortuna* plays in this episode

Student presentations on Books 6 and 7 English reading

Play Caesar role-playing game

Assign students Personal Progress Checks for Unit 7 in AP Classroom:

Multiple-Choice passages	Skills
Syllabus: Caesar, <i>DBG</i> 5.44	1.C, 1.D, 1.G, 1.H, 3.A, 3.C, 3.D, 3.E
Sight: Eutropius, <i>Breviarium historiae Romanae</i> 1.2	1.C, 1.D, 1.G, 1.H, 3.A, 3.C, 3.D, 3.E

  

Free-Response passages	Skills
Syllabus: Caesar, <i>DBG</i> 5.38	2.A–2.D
Syllabus: Caesar, <i>DBG</i> 5.46	1.C, 1.D, 1.I, 2.C, 3.B
Syllabus: Caesar, <i>DBG</i> 5.48 & Vergil, <i>Aeneid</i> 1.180–194	4.A–4.B, 5.A–5.E

## Unit 8: To Hades and Back (*Aeneid* Version)

### Week 26 Syllabus-based translations for the week:

*Aeneid* 6.295–332

**Sight-reading practice:** Ovid’s *Metamorphoses*, “Orpheus and Eurydice” selections

#### Other topics for the week:

Review the mythology of the underworld

### Week 27 Syllabus-based translations for the week:

*Aeneid* 6, lines 384–425 and 450–476

**Sight-reading practice:** Ovid’s *Metamorphoses*, “Orpheus and Eurydice” selections

#### Other topics for the week:

Compare the interaction between Dido and Aeneas in the underworld with their earlier interactions and answer the question “How have their roles reversed?”

National Latin Exam grammar review

### Week 28 Syllabus-based translations for the week:

*Aeneid* 6.847–899

Syllabus-based readings in English *Aeneid* 6, 8, 12

#### Sight-reading practice:

Student-selected *Aeneid* 6, 8, 12 selections

*Aeneid* 12.887–952

#### Other topics for the week:

Discuss how the Romans saw their role in the world in comparison to the Greeks

Why does Vergil choose to put so much emphasis on the story of Marcellus?

Student presentations on *Aeneid* 6, 8, 12 English readings

Discussion about what the ending of the *Aeneid* says about Aeneas, the Roman value of *clementia*, and the necessity of war

What does the fact that the imagery of the Belt of Pallas is more important than Turnus’ oratory say about the Age of Augustus?

Students read and discuss the article: Thomas, Richard F. “Torn Between Jupiter and Saturn: Ideology, Rhetoric, and Culture Wars in the *Aeneid*” *The Classical Journal* 100.2 (2004/5): 121–146

Assign students Personal Progress Checks for Unit 8 in AP Classroom:

Multiple-Choice passages	Skills
Syllabus: Vergil, <i>Aeneid</i> 6.851–859	1.C, 1.D, 1.E, 1.H, 1.I, 3.A, 3.B
Sight: Ovid, <i>Metamorphoses</i> 1.557–565	1.C, 1.D, 1.E, 1.H, 1.I, 3.A, 3.B
Free-Response passages	Skills
Syllabus: Vergil, <i>Aeneid</i> 6.417–422	2.A–2.D
Syllabus: Vergil, <i>Aeneid</i> 6.878–883	1.C, 1.D, 1.E, 1.G, 1.I, 2.C, 3.A
Syllabus: Vergil, <i>Aeneid</i> 6.455–464 & Caesar, <i>DBG</i> 5.27	4.A–4.B, 5.A–5.E

## Review and Practice

- Week 29 Theme project presentations and additional timed essay practice
- Week 30 Review and multiple-choice sight-reading practice
- Week 31 Review and multiple-choice sight-reading practice
- Week 32 Review and multiple-choice sight-reading practice
- Week 33 Practice AP Exam and additional review
- Week 34 Special review sessions