<table>
<thead>
<tr>
<th>Curricular Requirements</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR1 The course is structured to allow students to complete the entire required reading</td>
<td>8</td>
</tr>
<tr>
<td>list published in the AP® Latin Curriculum Framework.</td>
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<tr>
<td>CR2 The course provides ongoing opportunities for students to translate Latin poetry</td>
<td>1,3,4,14</td>
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<td>and prose from the required list into English as literally as possible.</td>
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<td>CR3 The course provides ongoing opportunities for students to demonstrate comprehension</td>
<td>4,5,14</td>
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<td>of Latin passages from the required reading list.</td>
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<td>CR4 The course provides ongoing opportunities for students to demonstrate understanding</td>
<td>4,5,11</td>
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<td>of the required English readings as context for the required Latin readings.</td>
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<td>CR5 The course provides ongoing opportunities for students to demonstrate comprehension</td>
<td>1,5,7,9,10,11,12</td>
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<td>of non-syllabus-based Caesar and Vergil passages and passages from other authors by</td>
<td>13,14</td>
</tr>
<tr>
<td>reading at sight.</td>
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<td>CR6 The course provides ongoing opportunities for students to enhance comprehension of</td>
<td>2,4,5,9,11,13</td>
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<td>Latin passages by reading aloud.</td>
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<tr>
<td>CR7 The course provides ongoing opportunities for students to scan dactylic hexameter</td>
<td>2,4,9,11,13</td>
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<td>in Latin poetry.</td>
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<td>CR8 The course provides ongoing opportunities for students to learn and use specific</td>
<td>2,3,8</td>
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<td>terminology in their study of the required Latin texts.</td>
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<tr>
<td>CR9 The course provides ongoing opportunities for students to relate the required Latin</td>
<td>4,5,8,9,10,11,12</td>
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<td>passages to Roman historical, cultural, and literary contexts.</td>
<td>12,13</td>
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<tr>
<td>CR10 The course provides opportunities for students to interpret and analyze the</td>
<td>9,10,11,13,14</td>
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<td>required Latin passages in essays and other written responses.</td>
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Students will improve their fluency in reading Latin through daily vocabulary preparation and in-class sight-reading (Vergil and Caesar as well as other authors), in addition to nightly passage preparation. Regular review of grammatical forms and uses will further assist in increasing reading fluency. Significant sections of both works will be read in English as well, which, when combined with historical lectures and additional assigned essays of literary criticism, will help the student develop a sense of the historical and literary context of the works. During class discussions and in writing essays concerning major themes, historical relevance, and literary technique, students will come to appreciate the authors' mastery of prose and poetry, as well as to understand the politics and culture of the ancient Roman world. Accuracy and speed in translation will be expected of the AP candidate, as well as the concise communication of ideas in critical analysis. Students are required to take the AP Latin Exam.

Course Goals
At the end of this course students will acquire several competencies in the areas of A. Reading, Comprehension, Translation, and B. Textual Analysis.

A. In the areas of Reading, Comprehension and Translation, students will:
1. translate on a daily basis as literally as possible the 837 lines of Vergil's *Aeneid* and 52 chapters of Caesar's *Gallic Wars* as stipulated by the AP Latin Curriculum Framework, with attention to vocabulary, morphology, grammar, syntax, and differences in usage. [CR2]

2. read Latin literature at sight and analyze small syntactic units to achieve comprehension of a larger passage. Students will read and comprehend a wide variety of Latin authors at sight, including Cicero, Livy, Pliny, Ovid, Catullus, and Horace. Selections are chosen weekly and as much as possible to complement the themes and context of the required Vergil and Caesar passages. [CR5]

3. know Latin grammar and syntax and be familiar with poetic exceptions and special forms. In particular, students will know thoroughly the list of grammatical terms specified within the AP Latin Curriculum Framework: gerund, gerundive, supine, result clause, purpose clause, relative clause of characteristic, relative clause of purpose, indirect discourse (statement, question, command), conditions, apodosis, protasis, moods, jussive/hortatory subjunctive, periphrastics, deponent, genitive (partitive, with impersonal verbs, certain adjectives, and verbs of remembering or forgetting), dative (possession, purpose, with compound or special verbs, agent, reference), accusative (duration of time, respect, with Greek middle participle), ablative (absolute, separation, comparison, specification, cause, description degree of difference, special verbs, time when, time within which).

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

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 also be familiar with the epic genre and historical prose style and the idioms, grammatical terms, and rhetorical figures found therein. In particular students will know thoroughly the list of rhetorical figures specified by the AP Latin Curriculum Framework:

- alliteration, anadiplosis, anaphora, aposiopesis, apostrophe, asyndeton, chiasmus, enjambment, golden line, graphic word order, hyperbaton, hyperbole, litotes, metaphor, metonymy, onomatopoeia, personification, polysyndeton, rhetorical question, simile, synchysis, tmesis. [CR8]

4. read sections of Latin prose and poetry aloud at least once a week with attention to linguistic and artistic qualities. [CR6]

5. demonstrate a broad knowledge of Latin vocabulary, including idioms, words that have different meanings in various contexts, and figurative meanings.

6. scan dactylic hexameter at least once a week for the purpose of evaluating grammar and style. [CR7]

B. In the areas of Contextualization and Analysis of Texts, through ongoing discussions or presentations students will:

1. understand the epic genre as seen in the Aeneid, including literary conventions; also have working knowledge of the Iliad and Odyssey of Homer.

2. use knowledge of the background and characters of the Trojan War story, both mortal and divine/mythological, to demonstrate understanding of the Latin texts.

3. know the historical framework surrounding the writing of the Aeneid, including the impact of the Punic Wars; the effects of several civil wars and internal conflict in the final century BCE; the fear associated with Cleopatra; Antony’s defeat at the Battle of Actium; and the coming of Augustus and the Golden Age.

4. discuss the political and social implications surrounding Vergil's relationship with Augustus and Maecenas, and the pros and cons of literary patronage in the ancient world; also use knowledge of Roman cultural practices and products to inform analysis of the texts.

5. be able to analyze the Aeneid and the Gallic Wars critically as works of art, both in essays and class discussion, developing clear, coherent arguments, and evaluating language use as well as cultural perspectives.

6. be familiar with the political situation of the late Republic, including influential people, key historical events, and Roman political ideas, and relate these to the texts.
7. know the background of and major players in the Gallic Wars, including the Roman military organization and the various tribes and leaders of Gaul and Britain, and use this knowledge to inform analysis of the text.

8. have working knowledge of the Roman military and battle tactics.

**Prerequisites**

1. Successful completion of Latin III and/or recommendation of teacher.
2. Summer reading:
   a) *Aeneid* in English. Recommended translations: Robert Fagles, Sarah Ruden, Robert Fitzgerald, C. Day Lewis, David West (prose translation), Rolfe Humphries, Allen Mandelbaum. Detailed reading quizzes occur in the first few classes in the fall.
   b) Chapters 1 & 2 from *Caesar: Politician and Statesman* by Mattias Gelzer. Students will be asked to summarize their reading and discuss important features.
3. Complete mastery of the “General Word List” in the back of Pharr's *Aeneid* text as well as additional list for Caesar (currently in development by instructor).

**Instructional Rationale**

Since we meet in a rotating block schedule, students have 80-minute classes two or three times per week. In order to complete the required AP selections on time, as well as have time for assessments, discussions and analysis of books read in English and of relevant articles, and sight reading of other Latin authors, we must read about thirty lines of Vergil or roughly two chapters of Caesar per class. I have found that students benefit most from reading all passages at sight in class FIRST, and then rereading them at home. Students therefore have a several things to prepare at home each night, and each class meeting must be comprised of several elements.

**Student Responsibilities for At-home Preparation:**

1. **Vocabulary:** students are given a vocabulary list of between 50 and 100 words prior to the next class’s sight passage, many of which they know. While perfect memorization is not required, students must have good working familiarity with every word that will appear on the next class’s passage, including morphology. A quick vocabulary review game will begin each class for further reinforcement.

2. **Preparation of previous class’s passage:** students must re-read the passage translated last class and produce a quality literal translation. We review the previous passage each day before going on to the new one (see #5). [CR2]

3. **Form review:** periodically students are asked to review forms for in-class synopsizing, conjugating and declining and to use specific terminology in discussing these grammatical and literary terms. [CR8]
4. Criticism: two articles on Vergil and the Aeneid or Caesar and the Gallic Wars are assigned per quarter for careful reading and class discussion. Students usually have a week to prepare for these discussions, which supplement the ongoing discussions of literary, historical and cultural content. [CR9]

5. Comprehension through rotating presentations: on a rotating basis, each student will be assigned one class’s passage to “recap”: they will be responsible for reading the passage aloud with proper emphasis and inflection to accord with the meaning of the passage, producing a perfect literal translation of the passage read at sight the previous class, as well as identifying poetic devices, analyzing literary content and meter, by scanning at least two lines of the passage, and posing discussion questions to the class. [CR2], [CR3], [CR6] & [CR7] Other students are encouraged to follow along using a clean copy of the text, and must contribute to the discussion.

6. English Passages: students are responsible for rereading the English passages and books of the Aeneid as we pass them in Latin, as well as the required sections of the Gallic Wars. Content quizzes, student summaries, small projects and discussions are used for assessment purposes. [CR4]

Student Requirements in Class:
1. Preparation: there are very few acceptable excuses for not being prepared. Absentees are required to meet with teacher as soon as possible to sight-read the missed passage. Students will be prepared to retranslate any passage read earlier, especially from the previous class period.

2. Daily Sight-Reading Grade: students will be given a daily sight-reading grade (0-5), based on familiarity with vocabulary, ability to analyze grammar of passage (including knowledge of all specified terms), and comprehension of passage’s importance in the epic as a whole. This daily grade will make up 40% of the student’s quarter average.

3. Participation: students will contribute to discussions of grammar, syntax, vocabulary, rhetorical figures, meter, literary analysis, and historical significance.

4. Recitation: students will be required to recite one passage (10-12 lines of Vergil, with the oral recitation reflecting proper scansion; a shorter chapter from Caesar) from memory per quarter, with attention to linguistic and artistic qualities. Students will practice their recitations and scansion each week. [CR6] & [CR7]
Classroom Procedure

1. Vocabulary review game including today’s words as well as any from the mastery list; instructor has developed eight quick Latin vocabulary review games which are easy to implement. Quizzes, grammar reviews, music or movie clips may be substituted throughout year, as well as practice sight translation of non-syllabus-based authors and texts with multiple choice responses, or short analytical essays. (15-25 minutes)

2. Review of last class’s passage (30 lines). Early in the year, instructor provides review and simply checks student work; as year progresses, students take over the task, also completing analyses of passages and posing discussion questions for the class. Discussion questions will include thematic issues, including literary genre and style, Roman values, war and empire, leadership, views of non-Romans, history and memory, and human beings and the divine. (20-30 minutes) [CR3] & [CR9]

3. Sight translation of day’s passage (30 lines or 1-2 chapters). Each student reads aloud in Latin and then translates (5 or 6 lines of Vergil, one or two sentences of Caesar). [CR6] Most students will translate each day and receive a daily sight reading grade (0-5), based on familiarity with vocabulary, ability to analyze grammar of passage (case endings, verb forms, all advanced constructions), and fluidity of translation. All students will translate an equal number of times each quarter. (20-30 minutes)

4. Students take notes on any commentary (teacher or text) during translation: literary interpretation, figures of speech, metrical analysis, historical significance, political and social implications of historical events occurring during Caesar or Vergil’s lifetime. [CR9] Students are provided with a notebook that contains the complete required texts, with two columns for translation and notes on the facing page. They are encouraged to use the second column to develop questions for the purpose of discussion.

5. Discussion of outside reading (articles, additional passages of Aeneid or Gallic Wars in translation), as indicated by daily syllabus, and as needed to properly understand a passage. [CR3], [CR4] & [CR9] Frequently in-class writing assignments may replace these discussions, as well as practice sight translation of non-syllabus-based authors and texts with multiple choice responses each of these happening at least once a month. (15 minutes) [CR5]

6. Throughout the year, students will receive instruction and advice on strategies for effective test-taking. Topics will include:
   a) sight translation with multiple choice assessment; students will learn to anticipate types of questions.
   b) literal translation with immediate assessment according to AP Latin Curriculum Framework;

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

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.
c) techniques for analyzing and interpreting literature using specific terminology;
d) hints for effective essay writing, using prompts throughout the year based on published free-response questions from AP;
e) strategies for “referring specifically to the Latin” in free-response section.

Assessment

1. Daily reading grade = 40% of quarter grade

2. Review quizzes of *Aeneid* and *Gallic Wars* in translation; recitation of Latin; grammar and vocabulary review quizzes = 15% of quarter grade

3. Analytical essays and participation in discussions on passages in text, to prepare for free-response questions on AP exam, as well as sight passages with multiple choice assessment. = 15% of quarter grade

4. Translation tests every 200 lines/10 chapters, with essay questions on content, grammar, figures of speech, and in-depth analysis = 20% of quarter grade

5. Rotating “Recap” assignment: student responsible for a perfect literal translation of previous class’s passage, as well as identifying poetic devices, analyzing literary content and meter, and posing discussion questions to the class. = 10% of quarter grade

Required Reading


3. *Entire Aeneid* in English translation (Books 1, 2, 4, 6, 8, and 12 read during year)
   Recommended translations: Robert Fagles, Sarah Ruden, Robert Fitzgerald, Allen Mandelbaum, C. Day Lewis, David West, Rolfe Humphries
4. *The Gallic Wars* in English translation: Books 1, 6, and 7 (provided by instructor).

5. **Selected articles:**
   
   
   
   
   
   
   
   
   

6. **Selected passages by other Roman authors** (Cicero, Livy, Pliny, Sallust, Ovid, Catullus, Horace): these passages are selected by instructor as much as possible to enhance the required reading of the syllabus. For example, while students are reading Book IV of the *Aeneid*, the sight passages are taken from Ariadne’s lament in Catullus’s *Epyllion*, which Vergil used as a model in writing Dido’s speeches. We will do this at least once a month. [CR5]

**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.
Quarter 1 Syllabus

AP Focus: Literal Translation [CR1]

RECAP= re-read passage which has been sight-read the previous class
SIGHT= students take turns sight-reading day’s passage of about 30 lines
GRAMM.REV.= students are asked to review grammatical constructions in the text’s appendix after a summer away from Latin. Periodic grammar quizzes will be held.

Vocabulary quizzes 1-4 are taken from a list of frequently occurring words in the Aeneid and the Gallic Wars.

Daily vocabulary lists (A, B, C) are specific to the day’s sight-reading passage.

<table>
<thead>
<tr>
<th>Month/Class #</th>
<th>In-class reading, tests</th>
<th>Vocabulary lists, passage preparation due next class</th>
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<tbody>
<tr>
<td>Sept. Class #1</td>
<td>I. 1-11 at sight</td>
<td>Q1 recitation assigned (I.1-11); due by end of quarter. Vocab.list A</td>
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<td></td>
<td>Summer reading quiz #1 (books 1, 2, 3 Aeneid), Vocabulary list 1 quiz</td>
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<td>Sept. Class #2</td>
<td>RECAP: I. 1-11</td>
<td>GRAMM.REV.: APP. 5-14 Vocab.list B</td>
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<td>SIGHT: I. 12-38 (A)</td>
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<td></td>
<td>Summer reading quiz #2 (books 4, 5, 6 Aeneid), Vocabulary list 2 quiz</td>
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<td>Sept. Class #3</td>
<td>RECAP: I. 12-38 (A)</td>
<td>GRAMM.REV.: APP. 15-21 Vocab.list C</td>
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<td></td>
<td>SIGHT: I. 39-75 (B)</td>
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<td>Vocabulary list 3 quiz</td>
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<td>Sept. Class #4</td>
<td>RECAP: I. 39-75 (B)</td>
<td>GRAMM.REV.: APP. 22-26 Vocab.list D</td>
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<td></td>
<td>SIGHT: I. 76-112 (C)</td>
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<td></td>
<td>Vocabulary list 4 quiz</td>
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<tr>
<td>Sept. Class #5</td>
<td>RECAP: I. 76-112 (C)</td>
<td>GRAMM.REV.: APP. 26-32 Vocab.list E Poschl: “Basic Themes, Storm”</td>
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<td>SIGHT: I. 113-143 (D)</td>
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<td></td>
<td>Poetic devices review [CR8]</td>
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<tr>
<td>Sept. Class #6</td>
<td>Grammar review quiz: nouns, adjectives, pronouns, case uses. RECAP: I. 113-143 (D) SIGHT: I. 144-179 (E)</td>
<td>GRAMM.REV.: APP. 33-46 Vocab.list F</td>
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<td>Sept. Class #7</td>
<td>RECAP: I. 144-179 (E)</td>
<td>Study for test I. 1-209 (A-F)</td>
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<td>SIGHT: I. 180-209(F)</td>
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<td>Discuss Poschl, “Basic Themes, Storm;” also epic genre [CR9]</td>
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<tr>
<td>Sept. Class #8</td>
<td>Test: Literal translation with parsing and scanning, I. 1-209, short essay</td>
<td>GRAMM.REV.: APP. 47-50 Vocab.list G</td>
</tr>
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</table>

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

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

CR9: The course provides ongoing opportunities for students to relate the required Latin passages to Roman historical, cultural, and literary contexts.
| Sept. Class #10 | In-class essay [CR10] RECAP: I. 418-440, 494-508 (G) SIGHT: I. 509-543 (H) | Vocab. list I |
| Oct. Class #11 | RECAP: I. 509-543 (H) SIGHT: I. 544-578 (I) Discuss biographical information about Vergil, his other works, his circle [CR9] | Vocab. list J Re-read Book I in English |
| Oct. Class #12 | Reading quiz, Book I in English RECAP: I. 544-578 (I) SIGHT: II. 40-56,201,219 (J) | Vocab. list K Assign Knox article |
| Oct. Class #13 | RECAP: II. 40-56,201,219 (J) SIGHT: II. 220-249 (K) | Vocab. list L |
| Oct. Class #14 | RECAP II. 220-249 (K) SIGHT: II. 268-297 (L) Discuss Knox article, with reference to war, empire, and leadership. [CR9] | Vocab. list M |
| Oct. Class #15 | In-class essay [CR10] RECAP: II. 268-297 (L) SIGHT: II. 559-587 (M) | Vocab. list N |
| Oct. Class #17 | TEST I. 418-II.620, literal translation with parsing and scanning short essay | Vocab. list O Re-read Book II in English |

**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.

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

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

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

**CR7:** The course provides ongoing opportunities for students to scan dactylic hexameter in Latin poetry.
Quarter 2 Syllabus
AP Focus: Critical Essay

MOC = Master of Ceremonies: student will recap the previous day’s passage, point out interesting poetic features and pose questions for discussion. MOC will also read aloud the day’s sight passage in Latin.

<table>
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<tr>
<th>Month/Class #</th>
<th>In-class reading, tests</th>
<th>Vocabulary lists, passage preparation</th>
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<tbody>
<tr>
<td>Nov. Class #21</td>
<td>RECAP: IV. 259-295 (Q)  &lt;br&gt; MOC: student name &lt;br&gt; SIGHT: IV. 296-330 (S)</td>
<td>Quarter 2 recitation assigned (choice of passages from Books IV &amp; VI) &lt;br&gt; Vocab. list S &lt;br&gt; MOC next: student name &lt;br&gt; Everitt’s Augustus, ch. 2</td>
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<td>Nov. Class #22</td>
<td>Essay activity: Aeneas’ reaction to Helen [CR10]  &lt;br&gt; RECAP: IV. 296-330 (S)  &lt;br&gt; MOC: student name &lt;br&gt; SIGHT: IV. 331-361 (T)</td>
<td>Vocab. list T &lt;br&gt; MOC next: student name &lt;br&gt; Re-read Book IV in English</td>
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<td>Nov. Class #23</td>
<td>RECAP: IV. 331-361 (T)  &lt;br&gt; MOC: student name &lt;br&gt; SIGHT: IV. 659-689 (U)  &lt;br&gt; Discuss Everitt article and the impact of political events in poet’s lifetime [CR9]</td>
<td>Vocab. list U &lt;br&gt; MOC next: student name</td>
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<tr>
<td>Nov. Class #24</td>
<td>In-class essay [CR10]  &lt;br&gt; RECAP: IV. 659-689 (U)  &lt;br&gt; MOC: student name &lt;br&gt; SIGHT: IV. 690-705 (V)</td>
<td>Prepare for test  &lt;br&gt; (Book IV, Latin and English)</td>
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<tr>
<td>Nov. Class #25</td>
<td>TEST Book IV (Latin and English); includes literal translation and critical essays as well as content questions on sections read in English</td>
<td>Vocab. list W</td>
</tr>
<tr>
<td>Nov. Class #26</td>
<td>Sight passage: Ovid Metamorphoses Book 11 (Orpheus) [CR5]  &lt;br&gt; SIGHT: VI. 295-332 (W)</td>
<td>Vocab. list X &lt;br&gt; MOC next: student name</td>
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<tr>
<td>Dec. Class #27</td>
<td>RECAP: VI. 295-332 (W)  &lt;br&gt; MOC: student name &lt;br&gt; SIGHT: VI. 384-407 (X)</td>
<td>Vocab. list Y &lt;br&gt; MOC next: student name &lt;br&gt; Assign Feeney article</td>
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**CR10:** The course provides opportunities for students to interpret and analyze the required Latin passages in essays and other written responses.

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

**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.
| Dec. Class #28 | RECAP: VI. 384-407 (X)  
MOC: student name  
SIGHT: VI. 408-425 (Y) | Vocab. list Z  
MOC next: student name  
Assign Clauss article |
| Dec. Class #29 | RECAP: VI. 408-425 (Y)  
MOC: student name  
SIGHT: VI. 450-476 (Z) | Vocab. list AA  
MOC next: student name |
| Dec. Class #30 | Sight passage: *Horace I.3* (propemptikon to Vergil) [CR5]  
RECAP: VI. 450-476 (Z)  
MOC: student name  
SIGHT: VI. 847-866 (AA) | Vocab. list BB  
MOC next: student name |
| Dec. Class #31 | RECAP: VI. 847-866 (AA)  
MOC: student name  
SIGHT: VI. 867-899 (BB) | Re-read Book VI in English |
| Dec. Class #32 | In-class essay [CR10]  
RECAP: VI. 867-899 (BB)  
Discuss Feeney and Clauss articles and Book VI, with reference to Roman values, history and memory, leadership, and mortality versus divinity [CR4] & [CR9] | Prepare for test |
| Dec. Class #33 | Test Book VI (literal translation, critical essays) | Vocab. list i |
| Jan. Class #34 | Lecture: Introduction to Caesar and the genre of historical commentaries. [CR9]  
SIGHT: I.1 (i) | Vocab. list ii  
MOC next: student name |
| Jan. Class #35 | RECAP: I.1 (i)  
MOC: student name  
SIGHT: I.2,3 (ii) | Vocab. list iii  
MOC next: student name  
Gelzer chapter 3 |
| Jan. Class #36 | In-class essay [CR10]  
RECAP: I.2, 3 (*matrimonium dat*) (ii)  
MOC: student name  
SIGHT: I.3 (*perfacile*), 4(iii) | Vocab. list iv  
MOC next: student name  
| Jan. Class #37 | RECAP: I.3 (*perfacile*), 4(iii)  
MOC: student name  
SIGHT: I.5, 6 (iv) | Vocab. list v  
MOC next: student name  
| Jan. class #38 | RECAP: I.5, 6 (iv)  
MOC: student name  
SIGHT: I.7 (v) | Prepare for mid-year exam  
(Vergil and Caesar I.1-7)  
Re-read Books VIII & XII  

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

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

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

**CR7**: The course provides ongoing opportunities for students to scan dactylic hexameter in Latin poetry.
Quarter 3 Syllabus
AP Focus: Latin Authors Read at Sight

Two students are now responsible for reviewing the previous passage, identifying poetic devices, and posing discussion questions. We shall now read the Latin aloud probably only twice per week.

<table>
<thead>
<tr>
<th>Month/Class #</th>
<th>In-class reading, tests</th>
<th>Vocabulary lists, passage preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. Class #40</td>
<td>Sight passages: Livy Book 1, <em>Ab urbe condita</em> (Gallic invasion) [CR5] Strategies for sight reading new authors and anticipating multiple choice questions</td>
<td>Vocab. list vi MOC next: student names</td>
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<tr>
<td>Jan. Class #41</td>
<td>Vocabulary quiz: Caesar general list SIGHT: IV.24-25 (vi)</td>
<td>Vocab. list vii MOC next: student names Assign Yavetz article</td>
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<tr>
<td>Feb. Class #44</td>
<td>In-class essay RECAP: IV. 28-29(viii) MOC: student names SIGHT: IV. 30-31 (ix)</td>
<td>Vocab. list x MOC next: student names</td>
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<tr>
<td>Feb. Class #45</td>
<td>RECAP: IV. 30-31 (ix) MOC: student names SIGHT: IV. 32-33 (x)</td>
<td>Vocab. list xi MOC next: student names</td>
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</tbody>
</table>

**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.

**CR9:** The course provides ongoing opportunities for students to relate the required Latin passages to Roman historical, cultural, and literary contexts.
### Feb. Class #47
- **Test Book IV** (including literal translation, essays, sight passage with multiple choice questions)
- Vocab. list xii
  - Read *Gallic War*, Book 1 in English (February vacation)

### Feb. Class #48
- **Sight passage**: Pliny, *Vesuvius letters* [CR5]
  - SIGHT: V.24 (xii)
- Vocab. list xiii
  - MOC next: student names

### Feb. Class #49
- **RECAP**: V.24 (xii)
  - MOC: student names
  - SIGHT: V.25-26 (xiii)
- Vocab. list xiv
  - MOC next: student names
  - Gelzer chapter 4

### March Class #50
- **RECAP**: V.25-26 (xiii)
  - MOC: student names
  - SIGHT: V.27 (xiv)
- Vocab. list xv
  - MOC next: student names

### March Class #51
- Discussion on Roman citizenship and views of non-Romans [CR9]
  - RECAP: V.27 (xv)
  - MOC: student names
  - SIGHT: V.28-29(xv)
- Vocab. list xvi
  - MOC next: student names

### March Class #52
- **Sight passage**: Catullus poems 49 & 57 [CR5]
  - RECAP: V.28-29 (xv)
  - MOC: student names
  - SIGHT: V. 30-31(xvi)
- Vocab. list xvii
  - MOC next: student names

### March Class #53
- In-class essay [CR10]
  - RECAP: V. 30-31(xvi)
  - MOC: student names
  - SIGHT: V. 32-33 (xvii)
- Prepare for test

### March Class #54
- Test V. 24-33 (including literal translation, essays, sight passage with multiple choice questions)
  - Study Frequently Confused Words
  - Vocab. list xviii

### March Class #55
- **Frequently Confused Words Quiz**
  - SIGHT: V. 34-35 (xviii)
- Vocab. list xix
  - MOC next: student names

### March Class #56
- **RECAP**: V. 34-35(xviii)
  - MOC: student names
  - SIGHT: V. 36-37 (xix)
- Vocab. list xx
  - MOC next: student names

### April Class #57
- **RECAP**: V. 36-37 (xix)
  - MOC: student names
  - SIGHT: V. 38-39 (xx)
- Vocab. list xxi
  - MOC next: student names

### April Class #58
- **RECAP**: V. 38-39 (xx)
  - MOC: student name
  - SIGHT: V. 40-41 (xxi)
- Vocab. list xxii
Quarter 4 Syllabus
AP Focus: Review and Practice

Students are asked to review passages from the *Aeneid* in addition to their regular daily assignments, and we shall practice literal written translation from these review sections once per week. Also there will be weekly practice with written analysis and multiple choice sight reading.

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| April Class #59 | RECAP: V. 40-41 (xxi)  
SIGHT: V. 42-43 (xxii) | Prepare for test V. 34-43  
Assign quarter 4 recitation (any chapter from books IV, V, VI; due AFTER AP exam!) |
| April Class #60 | Test V. 34-43 | Read *Gallic Wars* Books 6 & 7 (spring vacation)  
Review *Aeneid* Book 1 |
| April Class #61 | Sight passage: Sallust on declining morality in Rome  
**[CR5]**  
Lecture / discussion on final books of *Gallic Wars*  
**[CR3]**  
In-class essay  
**[CR10]** | Vocab. list xxiii  
Review *Aeneid* Book 2 |
| April Class #62 | Sight passage: Cicero, *Pro Archias*  
**[CR5]**  
SIGHT: V. 44 (xxiii) | Vocab. list xxiv  
Review *Aeneid* Book 4 |
| April Class #63 | Literal translation: *Aeneid*  
**[CR2]**  
RECAP: V. 44 (xxiii)  
SIGHT: V. 45-46 (xxiv) | Vocab. list xxv  
Review *Aeneid* Book 6 |
| April Class #64 | RECAP: V. 45-46 (xxiv)  
SIGHT: V. 47-48 (xxv)  
In-class essay  
**[CR10]** | Vocab. list xxvi  
Review *Gallic Wars* Book 1 |
| April Class #65 | Literal translation: *Aeneid*  
**[CR2]**  
RECAP: V. 47-48 (xxv)  
SIGHT: VI. 13 (xxvi) | Vocab. list xxvii  
Review *Gallic Wars* Book 4 |
| April Class #66 | Literal translation: *Gallic Wars*  
**[CR2]**  
RECAP: VI. 13 (xxvi)  
SIGHT: VI. 14-15 (xxvii) | Vocab. list xxviii  
Review *Gallic Wars* Book 5 (1/2) |
| May Class #67 | Literal translation: *Gallic Wars*  
**[CR2]**  
RECAP: VI. 14-15 (xxvii)  
SIGHT: VI. 16-17 (xxviii) | Vocab. list xxix  
Review *Gallic Wars* Book 5 (1/2) |
| May Class #68 | RECAP: VI. 16-17 (xxviii)  
SIGHT: VI. 18-19-20 (xxix)  
In-class essay  
**[CR10]** | Note: After the exam, students will vote on whether to read more Vergil (*Aeneid Book VIII* or the *Georgics*), to learn some ancient Greek, or to learn some Italian. Most are seniors, and will have as few as six classes left. |

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

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

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