

# PEMBROKE PUBLIC SCHOOLS

## Unit Map

Course Overarching Essential Questions: How can I integrate my understanding and skills in reading Latin to analyze and discuss authentic complex Latin texts?

<b>SUBJECT:</b> AP Latin		<b>COURSE:</b> AP LATIN		<b>GRADE LEVEL(S):</b> GRADE 12	
<b>UNIT / THEME/GENRE :</b> UNIT 1: VERGIL <i>AENEID</i> <b>BOOK 1</b>		<b>TIME REQUIRED:</b> 7 WEEKS		<b>LATEST REVISION:</b> Sept 2022	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> THE AENEID IS EPIC POETRY - THE FINAL UNIT OF LATIN 4 IS EPIC POETRY AS WELL					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
<ul style="list-style-type: none"> <li>-What are the major features of epic poetry as a genre?</li> <li>-What elements define Vergil's style?</li> <li>-What are the central themes of the <i>Aeneid</i>?</li> <li>-What do we learn about Roman expectations of women from meeting Dido?</li> </ul>	<ul style="list-style-type: none"> <li>-background information about the life and times of Vergil.</li> <li>-new Latin vocabulary words specific to this selection of the <i>Aeneid</i>.</li> <li>-pattern of scansion for dactylic hexameter meter.</li> <li>-Aeneas is considered the semi-divine founder of the Roman people.</li> </ul>	<ul style="list-style-type: none"> <li>-Poetry is concerned with not only what the author says, but how he says it.</li> <li>-Aeneas is a significant figure in the greater Roman individual and collective identity.</li> <li>-Echoes of Latin literature can be found in a variety of sources.</li> <li>-Epic poetry is written in dactylic hexameter.</li> </ul>	<ul style="list-style-type: none"> <li>-knowledge of authors and literary conventions to analyze complex text.</li> <li>-ability to articulate a defensible claim or thesis</li> <li>-ability to analyze complex Latin text based on knowledge of products, practices and perspectives of Roman culture.</li> </ul>	<ul style="list-style-type: none"> <li>AM.1.a</li> <li>AM.1.b</li> <li>AM.3.a</li> <li>AM.3.b</li> <li>AM.3.c</li> <li>AM.4.a</li> <li>AM.5.a</li> </ul>	

		<b>COMMON MISUNDERSTANDINGS</b>		
<p>-the complexity of the syntax in epic poetry can present challenges for students, and can lead to misunderstandings in interpretation of the text.</p>				
<p><b>CEPA(S)</b> (<i>Curriculum Embedded Performance Assessments</i>): Include information from assessment evidence and list/name any rubric or toolkit used</p> <p>Formative: personal progress check A and B; essay organizers</p> <p>Summative: Quizzes on lines 1-49, 50-101, 102-156, 157-209, 418-440, 494-533, 534-578; essay</p>				
<p><b>RESOURCES:</b> AP CLASSROOM, <i>VERGIL'S AENEID</i> BY BARBARA WEIDEN BOYD, <i>A VERGIL WORKBOOK</i> BY BRADLEY AND BOYD</p>				
<p><b>VOCABULARY BY TIER: (CCSS AND WIDA)</b></p> <p>Tier 1 (general vocabulary that is used in daily life)- translate, comprehension</p> <p>Tier 2 (vocabulary that will be encountered in other content areas): contextualization, argumentation, textual analysis, all rhetorical devices</p> <p>Tier 3 (history-social studies specific vocabulary): scansion, dactylic hexameter, all Latin words in text</p>				

**Lesson Plan List** *(numbered list with a brief description of each lesson)*

1. Translate lines 1-11
2. Translate lines 12-33
3. Translate lines 34-45
4. Quiz on lines 1-49
5. Translate lines 46-64
6. Translate lines 65-83
7. Translation lines 84-101
8. Quiz on lines 50-101
9. Translate lines 102-123
10. Translate lines 124-143
11. Translate lines 144-156
12. Quiz on lines 102-156
13. Translate lines 157-179
14. Translate lines 180-209
15. Quiz on lines 157-209
16. Translate lines 418-440
17. Translate lines 494-515
18. Translate lines 516-533
19. Quiz on 418-440, 494-533
20. Translate lines 534-558
21. Translate lines 559-578
22. Quiz on lines 534-578
23. Essay on Book 1

**Reflections on lessons as implemented:**

**PEMBROKE PUBLIC SCHOOLS**

**Unit Map**

Course Overarching Essential Questions: How can I integrate my understanding and skills in reading Latin to analyze and discuss authentic complex Latin texts?

**SUBJECT:** AP Latin

**COURSE:** AP LATIN

**GRADE LEVEL(S):** GRADE 12

UNIT / THEME/GENRE : UNIT 2: CAESAR, *GALLIC WARS* BOOKS 1 AND 6

TIME REQUIRED: 4 WEEKS

LATEST REVISION: Sept 2022

INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): WE READ CAESAR *CIVIL WARS* IN LATIN 4 IN PREPARATION FOR THESE CAESAR SECTIONS.

ESSENTIAL QUESTION	<p><b>KNOWLEDGE</b> <i>Students will know:</i></p>	<p><b>UNDERSTANDING</b> <i>Students will understand that:</i></p>	<p><b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i></p>	<p><b>STD.</b></p>
<p>-How does Caesar frame the Romans' first impressions of the Gauls? -What aspects of leadership does Caesar portray in his writing? -How in Book 1 does Caesar justify the war to the Roman people and the Roman senate? -Why would Caesar include stories about other cultures in book 6?</p>	<p>-background information about Caesar's siege of Gaul -background information about the life of Caesar -new Latin vocabulary words specific to this selection of Caesar <i>De Bello Gallico</i> -different types of subordinate discourse in Latin</p>	<p>-context often determines the meaning of a word in a sentence. -an author's perspective or purpose is significant to a work of literature. -Gallic history and society were both complex and varied. -Julius Caesar was one of the greatest military leaders in Roman history.</p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p> <p>-the complexity of the syntax in authentic Latin prose can present challenges for students, and can lead to misunderstandings in interpretation of the text.</p>	<p>-knowledge of authors and literary conventions to analyze complex text. -ability to articulate a defensible claim or thesis -ability to analyze complex Latin text based on knowledge of products, practices and perspectives of Roman culture.</p>	<p>AM.1.a AM.1.b AM.3.a AM.3.b AM.3.c AM.4.a AM.5.a</p>

**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: personal progress check A and B; essay organizer

Summative: Quizzes on DBG 1.1-4, 5-7, 6.13-15, 16-19

**RESOURCES:** AP CLASSROOM, CAESAR: SELECTIONS FROM COMMENTARII DE BELLO GALlico BY MUELLER, A CAESAR WORKBOOK BY WILLIAMS AND NOUSEK

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life)- translate, comprehension

Tier 2 (vocabulary that will be encountered in other content areas): contextualization, argumentation, textual analysis, all rhetorical devices

Tier 3 (history-social studies specific vocabulary): all terms for Latin grammatical topics (e.g gerund, ablative absolute, etc.), all Latin words in text

**Lesson Plan List** (*numbered list with a brief description of each lesson*)

1. Translate DBG 1.1
2. Translate DBG 1.2
3. Translate DBG 1.3
4. Translate DBG 1.4
5. Quiz DBG 1.1-4
6. Translate DBG 1.5
7. Translate DBG 1.6
8. Translate DBG 1.7
9. Quiz DBG 1.5-7
10. Translate DBG 6.13
11. Translate DBG 6.14
12. Translate DBG 6.15

**Reflections on lessons as implemented:**

13. Quiz DBG 6.13-15	
14. Translate DBG 6.16	
15. Translate DBG 6.17	
16. Translate DBG 6.18	
17. Translate DBG 6.19	
18. Translate DBG 6.16-19	

## PEMBROKE PUBLIC SCHOOLS

### Unit Map

Course Overarching Essential Questions: How can I integrate my understanding and skills in reading Latin to analyze and discuss authentic complex Latin texts?

<b>SUBJECT:</b> AP Latin		<b>COURSE:</b> AP LATIN		<b>GRADE LEVEL(S):</b> GRADE 12	
<b>UNIT / THEME/GENRE :</b> UNIT 3: VERGIL <i>AENEID</i> <b>BOOK 2</b>		<b>TIME REQUIRED:</b> 3 WEEKS		<b>LATEST REVISION:</b> Sept 2022	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> THIS IS A CONTINUATION FROM UNIT 1					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
-What does Vergil gain as an artist by making Aeneas recount these scenes of war? -What does it mean to learn that the gods themselves are destroying your home?	-background information about the Trojan war and the fall of Troy. -new Latin vocabulary words specific to this selection of the <i>Aeneid</i> . -pattern of scansion for dactylic hexameter meter.	-Poetry is concerned with not only what the author says, but how he says it. -The Trojan War saga has echoes throughout much of English/ European literature. -Echoes of Latin literature can be found in a variety of sources. -Epic poetry is written in dactylic hexameter.	-knowledge of authors and literary conventions to analyze complex text. -ability to articulate a defensible claim or thesis -ability to analyze complex Latin text based on knowledge of products, practices and perspectives of Roman culture.	AM.1.a AM.1.b AM.3.a AM.3.b AM.3.c AM.4.a AM.5.a	

<p>-What effect might Aeneas' account have on those listening?</p>				
		<p><b>COMMON MISUNDERSTANDINGS</b></p>		
		<p>-the complexity of the syntax in epic poetry can present challenges for students, and can lead to misunderstandings in interpretation of the text.</p>		

**CEPA(S)** (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative: personal progress check A and B; essay organizers

Summative: Quizzes on lines 40-56, 201-249, 268-297, lines 559-620; essay

**RESOURCES:** AP CLASSROOM, *VERGIL'S AENEID* BY BARBARA WEIDEN BOYD, *A VERGIL WORKBOOK* BY BRADLEY AND BOYD

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life)- translate, comprehension

Tier 2 (vocabulary that will be encountered in other content areas): contextualization, argumentation, textual analysis, all rhetorical devices

Tier 3 (history-social studies specific vocabulary): scansion, dactylic hexameter, all Latin words in text

**Lesson Plan List** (numbered list with a brief description of each lesson)

1. Translate lines 40-56
2. Translate line 201-225
3. Translate lines 226-249
4. Translate line 268-297
5. Quiz
6. Translate lines 559-578
7. Translate lines 579-599
8. Translate lines 600-620
9. Quiz
10. Essay

**Reflections on lessons as implemented:**

**PEMBROKE PUBLIC SCHOOLS**

**Unit Map**

Course Overarching Essential Questions: How can I integrate my understanding and skills in reading Latin to analyze and discuss authentic complex Latin texts?

**SUBJECT:** AP Latin

**COURSE:** AP LATIN

**GRADE LEVEL(S):** GRADE 12

**UNIT / THEME/GENRE :** UNIT 4: CAESAR, *GALLIC WARS* BOOK 4

**TIME REQUIRED:** 3 WEEKS

**LATEST REVISION:** Sept 2022

**INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):** THIS IS A CONTINUATION OF UNIT 2.

ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.
<p>-How does Caesar’s choice of genre and style allow for subtle evasion of blame when things go contrary to his plans?</p> <p>-Why do scenes of bravery by a common soldier make us think that Caesar is a good leader?</p> <p>-How might tales of far-off lands and daring battles inspire Roman youth to follow Caesar into the military or simply to follow him?</p>	<p>-background information about Caesar’s siege of Gaul and Britain</p> <p>-new Latin vocabulary words specific to this selection of Caesar <i>De Bello Gallico</i></p> <p>-different types of subordinate discourse in Latin</p>	<p>-context often determines the meaning of a word in a sentence.</p> <p>-an author’s perspective or purpose is significant to a work of literature.</p> <p>-Gallic history and society were both complex and varied.</p> <p>-Julius Caesar was one of the greatest military leaders in Roman history.</p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p> <p>-the complexity of the syntax in authentic Latin prose can present challenges for students, and can lead to misunderstandings in interpretation of the text.</p>	<p>-knowledge of authors and literary conventions to analyze complex text.</p> <p>-ability to articulate a defensible claim or thesis</p> <p>-ability to analyze complex Latin text based on knowledge of products, practices and perspectives of Roman culture.</p>	<p>AM.1.a</p> <p>AM.1.b</p> <p>AM.3.a</p> <p>AM.3.b</p> <p>AM.3.c</p> <p>AM.4.a</p> <p>AM.5.a</p>

**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: personal progress check A and B; essay organizer

Summative: Quizzes on DBG 4.24-27, 28-31, 32-25, essay

**RESOURCES:** AP CLASSROOM, *CAESAR: SELECTIONS FROM COMMENTARII DE BELLO GALLICO* BY MUELLER, A CAESAR WORKBOOK BY WILLIAMS AND NOUSEK

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life)- translate, comprehension

Tier 2 (vocabulary that will be encountered in other content areas): contextualization, argumentation, textual analysis, all rhetorical devices

Tier 3 (history-social studies specific vocabulary): all terms for Latin grammatical topics (e.g gerund, ablative absolute, etc.), all Latin words in text

**Lesson Plan List** *(numbered list with a brief description of each lesson)*

1. Translate DBG 4.24
2. Translate DBG 4.25
3. Translate DBG 4.26
4. Translate DBG 4.27
5. Quiz DBG 4.24-27
6. Translate DBG 4.28
7. Translate DBG 4.29
8. Translate DBG 4.30
9. Translate DBG 4.31
10. Quiz DBG 4.28-31
11. Translate DBG 4.32
12. Translate DBG 4.33
13. Translate DBG 4.34
14. DBG 4.25-36.1
15. Quiz DBG 4.32-35
16. Essay

**Reflections on lessons as implemented:**

# PEMBROKE PUBLIC SCHOOLS

## Unit Map

Course Overarching Essential Questions: How can I integrate my understanding and skills in reading Latin to analyze and discuss authentic complex Latin texts?

<b>SUBJECT:</b> AP Latin		<b>COURSE:</b> AP LATIN		<b>GRADE LEVEL(S):</b> GRADE 12	
<b>UNIT / THEME/GENRE :</b> UNIT 5: VERGIL <i>AENEID</i> BOOK 4		<b>TIME REQUIRED:</b> 3 WEEKS		<b>LATEST REVISION:</b> Sept 2022	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> THIS IS A CONTINUATION FROM UNIT 3					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
<ul style="list-style-type: none"> <li>-Why would Vergil make his hero seem timid or underhanded in his relationship with Dido?</li> <li>-How would the recent wars with Cleopatra change a Roman’s perception of this same story?</li> <li>-Who ultimately is responsible for Dido’s death?</li> <li>-What does it mean to say that Dido’s death is truly tragic?</li> </ul>	<ul style="list-style-type: none"> <li>-background information about Dido and Carthage.</li> <li>-background information about life and times of Vergil.</li> <li>-new Latin vocabulary words specific to this selection of the <i>Aeneid</i>.</li> <li>-pattern of scansion for dactylic hexameter meter.</li> </ul>	<ul style="list-style-type: none"> <li>-Poetry is concerned with not only what the author says, but how he says it.</li> <li>-the connection between Dido and Cleopatra,</li> <li>-Echoes of Latin literature can be found in a variety of sources.</li> <li>-Epic poetry is written in dactylic hexameter.</li> </ul>	<ul style="list-style-type: none"> <li>-knowledge of authors and literary conventions to analyze complex text.</li> <li>-ability to articulate a defensible claim or thesis</li> <li>-ability to analyze complex Latin text based on knowledge of products, practices and perspectives of Roman culture.</li> </ul>	<ul style="list-style-type: none"> <li>AH.1.a</li> <li>AH.1.b</li> <li>AH.3.a</li> <li>AH.3.b</li> <li>AH.3.c</li> <li>AH.4.a</li> <li>AH.5.a</li> </ul>	

		<b>COMMON MISUNDERSTANDINGS</b>		
<p>-the complexity of the syntax in epic poetry can present challenges for students, and can lead to misunderstandings in interpretation of the text.</p>				
<p><b>CEPA(S)</b> (<i>Curriculum Embedded Performance Assessments</i>): Include information from assessment evidence and list/name any rubric or toolkit used</p> <p>Formative: personal progress check A and B; essay organizers</p> <p>Summative: Quizzes on lines 260-218, lines 259-304, 305-361, 659-705 ; essay</p>				
<p><b>RESOURCES:</b> AP CLASSROOM, <i>VERGIL'S AENEID</i> BY BARBARA WEIDEN BOYD, <i>A VERGIL WORKBOOK</i> BY BRADLEY AND BOYD</p>				
<p><b>VOCABULARY BY TIER: (CCSS AND WIDA)</b></p> <p>Tier 1 (general vocabulary that is used in daily life)- translate, comprehension</p> <p>Tier 2 (vocabulary that will be encountered in other content areas): contextualization, argumentation, textual analysis, all rhetorical devices</p> <p>Tier 3 (history-social studies specific vocabulary): scansion, dactylic hexameter, all Latin words in text</p>				

<p><b>Lesson Plan List</b> (numbered list with a brief description of each lesson)</p> <ol style="list-style-type: none"> <li>1. Translate lines 160-180</li> <li>2. Translate line 181-200</li> <li>3. Translate lines 201-220</li> <li>4. Translate line 221-240</li> <li>5. Translate lines 241-218</li> <li>6. Quiz lines 160-218</li> <li>7. Translate lines 259-280</li> <li>8. Translate lines 281-304</li> <li>9. Quiz lines 259-305</li> <li>10. Translate lines 305-325</li> <li>11. Translate lines 326-346</li> <li>12. Translate lines 347-359</li> <li>13. Quiz lines 305-359</li> <li>14. Translate lines 659-680</li> <li>15. Translate lines 681-705</li> <li>16. Quiz lines 659-705</li> <li>17. Essay</li> </ol>	<p><b>Reflections on lessons as implemented:</b></p>
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## PEMBROKE PUBLIC SCHOOLS

### Unit Map

Course Overarching Essential Questions: How can I integrate my understanding and skills in reading Latin to analyze and discuss authentic complex Latin texts?

<b>SUBJECT:</b> AP Latin	<b>COURSE:</b> AP LATIN	<b>GRADE LEVEL(S):</b> GRADE 12
<b>UNIT / THEME/GENRE :</b> UNIT 6: CAESAR, <i>GALLIC WARS</i> BOOK 5 PT 1	<b>TIME REQUIRED:</b> 2 WEEKS	<b>LATEST REVISION:</b> Sept 2022
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> THIS IS A CONTINUATION OF UNIT 4.		

<b>ESSENTIAL QUESTION</b>	<b>KNOWLEDGE</b> <i>Students will know:</i>	<b>UNDERSTANDING</b> <i>Students will understand that:</i>	<b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i>	<b>STD.</b>
<p>-Why is knowledge of the Roman army needed to fully understand Caesar’s narrative?</p> <p>-How does Caesar show good leadership through an example of leaders being fooled?</p> <p>-What does Caesar say about the Gauls by the way he portrays Ambiorix?</p> <p>-How does Caesar give credit for heroism or claim it for himself?</p> <p>-How does the simplicity of Caesar’s chosen literary genre still room for rhetorical effects?</p>	<p>-background information about Caesar’s siege of Gaul</p> <p>-new Latin vocabulary words specific to this selection of <i>Caesar De Bello Gallico</i></p> <p>-different types of subordinate discourse in Latin</p>	<p>-context often determines the meaning of a word in a sentence.</p> <p>-an author’s perspective or purpose is significant to a work of literature.</p> <p>-Gallic history and society were both complex and varied.</p> <p>-Caesar’s</p> <p>-the Roman military was not always successful.</p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p> <p>-the complexity of the syntax in authentic Latin prose can present challenges for students, and can lead to misunderstandings in interpretation of the text.</p>	<p>-knowledge of authors and literary conventions to analyze complex text.</p> <p>-ability to articulate a defensible claim or thesis</p> <p>-ability to analyze complex Latin text based on knowledge of products, practices and perspectives of Roman culture.</p>	<p>AH.1.a</p> <p>AH.1.b</p> <p>AH.3.a</p> <p>AH.3.b</p> <p>AH.3.c</p> <p>AH.4.a</p> <p>AH.5.a</p>
<p><b>CEPA(S)</b> (<i>Curriculum Embedded Performance Assessments</i>): <i>Include information from assessment evidence and list/name any rubric or toolkit used</i></p> <p>Formative: personal progress check A and B</p> <p>Summative: Quizzes on DBG 5.24-31, questions on 32-39</p>				

**RESOURCES: AP CLASSROOM, CAESAR: SELECTIONS FROM COMMENTARII DE BELLO GALLICO BY MUELLER, A CAESAR WORKBOOK BY WILLIAMS AND NOUSEK**

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life)- translate, comprehension

Tier 2 (vocabulary that will be encountered in other content areas): contextualization, argumentation, textual analysis, all rhetorical devices

Tier 3 (history-social studies specific vocabulary): all terms for Latin grammatical topics (e.g gerund, ablative absolute, etc.), all Latin words in text

**Lesson Plan List** *(numbered list with a brief description of each lesson)*

1. Translate DBG 5.24
2. Translate DBG 5.25
3. Translate DBG 5.26
4. Translate DBG 5.27
5. Translate DBG 5.28
6. Translate DBG 5.29
7. Translate DBG 5.30
8. Translate DBG 5.31
9. Quiz DBG 5.24-29
10. Questions on DBG 5.32-39

**Reflections on lessons as implemented:**

# PEMBROKE PUBLIC SCHOOLS

## Unit Map

Course Overarching Essential Questions: How can I integrate my understanding and skills in reading Latin to analyze and discuss authentic complex Latin texts?

<b>SUBJECT:</b> AP Latin		<b>COURSE:</b> AP LATIN		<b>GRADE LEVEL(S):</b> GRADE 12	
<b>UNIT / THEME/GENRE :</b> UNIT 7: CAESAR, <i>GALLIC WARS</i> BOOK 5 PT 2		<b>TIME REQUIRED:</b> 2 WEEKS		<b>LATEST REVISION:</b> Sept 2022	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> THIS IS A CONTINUATION OF UNIT 6.					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
<ul style="list-style-type: none"> <li>-How do scenes of heroism and clever leadership shine a light on Caesar even when he is not there?</li> <li>-What does Caesar imply about the bravery of slaves and foreigners as well as minor characters through his selections of episodes?</li> <li>-For all his careful construction of the account, how did other Romans view Caesar's actions?</li> <li>-How do we read these scenes differently with</li> </ul>	<ul style="list-style-type: none"> <li>-background information about Caesar's siege of Gaul</li> <li>-new Latin vocabulary words specific to this selection of <i>Caesar De Bello Gallico</i></li> <li>-different types of subordinate discourse in Latin</li> </ul>	<ul style="list-style-type: none"> <li>-context often determines the meaning of a word in a sentence.</li> <li>-an author's perspective or purpose is significant to a work of literature.</li> <li>-Gallic history and society were both complex and varied.</li> <li>-Caesar's</li> <li>-the Roman military was not always successful.</li> </ul>	<ul style="list-style-type: none"> <li>-knowledge of authors and literary conventions to analyze complex text.</li> <li>-ability to articulate a defensible claim or thesis</li> <li>-ability to analyze complex Latin text based on knowledge of products, practices and perspectives of Roman culture.</li> </ul>	<ul style="list-style-type: none"> <li>AH.1.a</li> <li>AH.1.b</li> <li>AH.3.a</li> <li>AH.3.b</li> <li>AH.3.c</li> <li>AH.4.a</li> <li>AH.5.a</li> </ul>	
		<b>COMMON MISUNDERSTANDINGS</b>			

the perspective of time?		-the complexity of the syntax in authentic Latin prose can present challenges for students, and can lead to misunderstandings in interpretation of the text.		
<p><b>CEPA(S)</b> (<i>Curriculum Embedded Performance Assessments</i>): Include information from assessment evidence and list/name any rubric or toolkit used</p> <p>Formative: personal progress check A and B, essay organizer</p> <p>Summative: Quizzes on DBG 5.40-48, essay</p>				
<p><b>RESOURCES:</b> AP CLASSROOM, CAESAR: SELECTIONS FROM COMMENTARII DE BELLO GALlico BY MUELLER, A CAESAR WORKBOOK BY WILLIAMS AND NOUSEK</p>				
<p><b>VOCABULARY BY TIER: (CCSS AND WIDA)</b></p> <p>Tier 1 (general vocabulary that is used in daily life)- translate, comprehension</p> <p>Tier 2 (vocabulary that will be encountered in other content areas): contextualization, argumentation, textual analysis, all rhetorical devices</p> <p>Tier 3 (history-social studies specific vocabulary): all terms for Latin grammatical topics (e.g gerund, ablative absolute, etc.), all Latin words in text</p>				
<p><b>Lesson Plan List</b> (<i>numbered list with a brief description of each lesson</i>)</p> <ol style="list-style-type: none"> <li>1. Translate DBG 5.40</li> <li>2. Translate DBG 5.41</li> <li>3. Translate DBG 5.42</li> <li>4. Translate DBG 5.43</li> <li>5. Translate DBG 5.44</li> <li>6. Translate DBG 5.45</li> </ol>			<p><b>Reflections on lessons as implemented:</b></p>	

7. Translate DBG 5.46 8. Translate DBG 547 9. Quiz DBG 5.40-48 10. Essay	
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**PEMBROKE PUBLIC SCHOOLS**

**Unit Map**

Course Overarching Essential Questions: How can I integrate my understanding and skills in reading Latin to analyze and discuss authentic complex Latin texts?

<b>SUBJECT:</b> AP Latin		<b>COURSE:</b> AP LATIN		<b>GRADE LEVEL(S):</b> GRADE 12	
<b>UNIT / THEME/GENRE :</b> UNIT 8: VERGIL <i>AENEID</i> <b>BOOK 6</b>		<b>TIME REQUIRED:</b> 2 WEEKS		<b>LATEST REVISION:</b> Sept 2022	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> THIS IS A CONTINUATION FROM UNIT 5					
<b>ESSENTIAL QUESTION</b>	<b>KNOWLEDGE</b> <i>Students will know:</i>	<b>UNDERSTANDING</b> <i>Students will understand that:</i>	<b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i>	<b>STD.</b>	
-How do mythology, philosophy, and history fit into Vergil’s account of the underworld? -What do we learn about Roman religion and history from Vergil’s account of the	-background information about life and times of Vergil. -the layout of the mythical underworld. -new Latin vocabulary words specific to this selection of the <i>Aeneid</i> . -pattern of scansion for dactylic hexameter meter.	-Poetry is concerned with not only what the author says, but how he says it. -Echoes of Latin literature can be found in a variety of sources. -Epic poetry is written in dactylic hexameter.	-knowledge of authors and literary conventions to analyze complex text. -ability to articulate a defensible claim or thesis -ability to analyze complex Latin text based on knowledge of products, practices and perspectives of Roman culture.	S.1.a S.1.b S.3.e S.4.a S.5.a	

underworld?				
		<b>COMMON MISUNDERSTANDINGS</b>		
		-the complexity of the syntax in epic poetry can present challenges for students, and can lead to misunderstandings in interpretation of the text.		

**CEPA(S)** (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

Formative: personal progress check A and B; essay organizers

Summative: Quizzes on lines 295-332, 384-425, lines 450-476, 847-899; essay

**RESOURCES:** AP CLASSROOM, *VERGIL'S AENEID* BY BARBARA WEIDEN BOYD, *A VERGIL WORKBOOK* BY BRADLEY AND BOYD

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life)- translate, comprehension

Tier 2 (vocabulary that will be encountered in other content areas): contextualization, argumentation, textual analysis, all rhetorical devices

Tier 3 (history-social studies specific vocabulary): scansion, dactylic hexameter, all Latin words in text

**Lesson Plan List** *(numbered list with a brief description of each lesson)*

1. Translate lines 295-332
2. Translate line 384-404
3. Translate lines 405-435
4. Quiz lines 295-332, 384-425
5. Translate lines 450-476
6. Translate lines 847-867
7. Translate lines 868-888
8. Translate lines 889-899
9. Quiz lines 450-476, 847-899
10. Essay

**Reflections on lessons as implemented:**