



## **Advanced Placement Latin**

<b>Grade(s):</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> Advanced Placement Latin		
<b>Course Title:</b>	AP Latin		
<b>Prerequisite(s):</b>	Latin 3 H <i>or</i> Teacher Recommendation		
<b>Course Description:</b> <i>Program of Studies</i>	<p>Students will embark on an unforgettable journey through the worlds of Vergil and Pliny in <b>AP Latin</b>, where myth, history, politics, and personal drama come to life. This rigorous and rewarding course offers an in-depth study of two captivating authors of the Roman world of the golden and silver ages: <b>Vergil and Pliny</b>. Students will explore selections from <b>Vergil's <i>Aeneid</i></b>, the epic tale of heroism, fate, and the origins of Rome, along with <b>Pliny's <i>Letters</i></b>, a firsthand glimpse into his relationships and our only narrative of the eruption of Mount Vesuvius. Through close reading, translation, and literary analysis, students will uncover the artistry of Vergil's poetry and the wisdom of Pliny's prose. Discussions will delve into themes of duty, leadership, love, and the power of nature, all while sharpening linguistic skills and critical thinking. In addition to preparing for the <b>AP Latin Exam</b>, students will engage with Roman history and culture in ways that connect the past to the present. If you love a challenge, enjoy unraveling stories in their original language, and want to experience the voices of the ancient world firsthand, <b>AP Latin</b> is the course for you. Join us and bring the words of Rome to life.</p>		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>• What characteristics of heroism, virtues and vices are portrayed by Pliny the Younger and Pliny the Elder?</li> <li>• How and for what purpose did Pliny include multiple perspectives during the eruption?</li> </ul>		

	<ul style="list-style-type: none"> <li>• How does Pliny represent himself as a character in these letters, as a professional?</li> <li>• What do Pliny and Calpurnia consider to be love (from Pliny’s point of view) and how do they express their affection?</li> <li>• What makes the <i>Aeneid</i> an epic and Aeneas a hero?</li> <li>• What does Vergil say about Dido and about women?</li> <li>• How (or not) does the love affair of Dido and Aeneas move our hero toward his goal?</li> <li>• How does the hero’s descent to the underworld speak to the epic as a way for Vergil to promote Rome and Augustus?</li> <li>• Given a text in Latin which comes from our extant corpus of written text, what can be interpreted about its meaning, its effect or purpose, and its point of view of author/speaker/character?</li> </ul>	
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Pliny the Younger wrote our only first hand description of the eruption of Mount Vesuvius (79 BCE) in a letter to the writer Tacitus.</li> <li>• The story of the Trojan horse and Aeneas’ subsequent escape from Troy is a seminal tale of Western literature.</li> <li>• The hero’s journey that Aeneas takes from his love affair with Queen Dido to found the Roman race exemplifies both personal development as well as a narrative of the heartbeat of Rome personified in the persona of Augustus.</li> </ul>	
<b>Duration: Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
<b>Course Materials/Resources:</b>	Pliny the Younger, <i>Letters</i> and Vergil, <i>Aeneid</i>	
<b>FPS Course Academic Expectation(s):</b>	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI)	

	<input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)
<b>Year at a Glance (Units):</b>	<b>Unit 1</b> - Pliny's <i>Letters</i> : Eruption of Mt. Vesuvius (~ 9 weeks) <b>Unit 2</b> - Pliny's <i>Letters</i> : Ghosts and Apparitions, Letters to Trajan and Calpurnia (~ 9 weeks) <b>Unit 3</b> - Vergil's <i>Aeneid</i> , Excerpts from Books 1 and 2: Love and War (~ 9 weeks) <b>Unit 4</b> - Vergil's <i>Aeneid</i> , Excerpts from Books 4, 6, 7, 11, and 12: Aeneas and the Story of the Trojan War (~ 9 weeks) <b>Unit 5</b> - Course Project (~ 4 weeks)

<b>Unit Number and Title:</b>	<b>Unit 1 - Pliny's Letters: The Eruption of Mt. Vesuvius</b>
<b>Duration:</b>	~ 9 weeks
<b>Resource(s):</b>	Pliny VI.16 and 20
<b>Unit Overview:</b>	In this unit, students will read Pliny's <i>Letters</i> to Tacitus recounting the death of Pliny's uncle (Pliny the Elder) and details of the eruption of Mount Vesuvius.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What characteristics of heroism, virtues and vices are portrayed by the author, Pliny the Younger?</li> </ul>

	<ul style="list-style-type: none"> <li>● How and for what purpose did Pliny include multiple perspectives during the eruption?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Pliny the Younger wrote our only firsthand description of the eruption of Mount Vesuvius (79 BCE) in a letter to the writer Tacitus.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● details of the geography and the events surrounding the eruption of Mount Vesuvius in 79 BCE.</li> <li>● information about the author, his life, and his relationship with Pliny the Elder.</li> <li>● narrative content of letters read in Latin.</li> <li>● verb forms in all tenses, indicative and subjunctive.</li> <li>● noun forms in all cases and how they are used.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● place this epistolary text within the context of first-century CE history and culture.</li> <li>● develop an interpretation of this Latin text and cite information for support.</li> <li>● explain how specific evidence supports an interpretation of Latin text.</li> <li>● describe how grammar contributes to the meaning and function of Latin words and phrases in context.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2 - Pliny's Letters: Ghosts and Apparitions, Letters to Trajan and Calpurnia</b>
<b>Duration:</b>	~ 9 weeks
<b>Resource(s):</b>	Pliny, <i>Letters</i> VI.4, 7; VII.27 and X.5, 6, 7, 37, 90
<b>Unit Overview:</b>	In this unit, students will explore different aspects of Roman daily life as presented by these letters which explore experiences with the supernatural, marriage and relationships between professionals.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How does Pliny represent himself as a character in these letters, as a professional?</li> <li>● What do Pliny and Calpurnia consider to be love (from Pliny's point of view) and how do they</li> </ul>

	express their affection?
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Pliny’s Letters can be read for their value as a record of relationships, a legacy of history and evidence of our western values.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary commonly used by Pliny in his era in letters to friends and colleagues.</li> <li>● grammatical structures common to epistolary text.</li> <li>● stylistic devices common to prose writing.</li> <li>● narrative content of letters read in Latin.</li> <li>● details of Pliny the Younger’s life and times.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● summarize information contained in a Latin text in English.</li> <li>● describe historical/cultural information embedded in a Latin text.</li> <li>● identify use of stylistic devices in Latin text (alliteration, anaphora, metaphor, etc.).</li> <li>● accurately translate Latin text to English.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3 - Vergil's Aeneid, Books 1 and 2: Aeneas and the Epic Story of the Trojan War</b>
<b>Duration:</b>	~ 9 weeks
<b>Resource(s):</b>	Vergil, <i>Aeneid</i> I,1-33, 88-107, 496-508 and II.44-56, 201-249
<b>Unit Overview:</b>	In this unit, students will examine selections from the first two books of Vergil's <i>Aeneid</i> and consider what makes the <i>Aeneid</i> an epic. Additionally, students will consider the portrayal of Dido up to this point in the Latin text.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What makes the <i>Aeneid</i> an epic and Aeneas a hero?</li> <li>• What does Vergil say about Dido and about women?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The story of the Trojan horse and Aeneas' subsequent escape from Troy is a seminal tale of Western literature.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• differences between prose and poetry.</li> <li>• vocabulary commonly used by Vergil in the <i>Aeneid</i> Books I and 2.</li> <li>• narrative content of the text read in Latin.</li> <li>• structures common to first-century poetry (supine, poetic verb forms, eclipsed words, etc.).</li> <li>• allusions to additional cultural/mythological/historical facts presented in the text.</li> <li>• poetic devices presented in text (simile, metaphor, chiasmus, tmesis, metonymy, synecdoche, etc.).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• scan and read Latin poetry using the meter of dactylic hexameter.</li> <li>• read text presented in stories and comment on meaning as well as implications of deeper meaning in text.</li> <li>• translate Latin text in <i>Aeneid</i> 1 and 2 with accuracy.</li> <li>• comment on how scansion, poetic diction, word order, poetic devices enhance deeper meaning.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4 - Vergil's <i>Aeneid</i>, Books 4,6,7,11 and 12: From Dido and Aeneas to the Wars with the Rutulians</b>
<b>Duration:</b>	~ 9 weeks
<b>Resource(s):</b>	Vergil's <i>Aeneid</i> , Book 4.47-89, 165-197, 305-362, 6.450-476, 788-800, 847-856; Book 7.45-58, 783-792, 803-817; Book 11.532-594; and Book 12.791-796, 803-812, 818-828, 919-952.
<b>Unit Overview:</b>	In this unit, students will explore how Aeneas, from his meeting with Queen Dido of Carthage, continues to hell and back on the Hero's journey, to found the Roman race.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How does the love affair of Dido and Aeneas move our hero toward his goal?</li> <li>• How does Aeneas, the hero's descent to the underworld speak to the epic as a way to promote Rome and Augustus?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• The hero's journey that Aeneas takes from his love affair with Queen Dido to found the Roman race exemplifies both a personal development as well as a narrative of the heartbeat of Rome personified in the persona of Augustus.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• vocabulary commonly used by Vergil in the <i>Aeneid</i>, Books 4-12.</li> <li>• narrative content of the text read in Latin.</li> <li>• allusions to additional cultural/mythological/historical facts presented in the text.</li> <li>• poetic devices presented in text (simile, metaphor, chiasmus, tmesis, metonymy, synecdoche, etc.).</li> <li>• elements of the hero's journey and how Aeneas' story reflects this.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• read text presented in stories and comment on meaning as well as implications of deeper meaning in text.</li> <li>• connect themes inherent in the text with individual scenes from the narrative.</li> <li>• translate Latin text in <i>Aeneid</i> Books 4-12 with accuracy.</li> <li>• comment on how scansion, poetic diction, word order, poetic devices enhance deeper meaning.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 5 - Course Project</b>
<b>Duration:</b>	~ 4 weeks
<b>Resource(s):</b>	AP/College Board text selections for the year, released the summer before the course begins
<b>Unit Overview:</b>	In this unit, students will read, translate and analyze texts released the summer before the course begins through the lenses of both concrete and deeper meaning, using their experience with textual interpretation in Latin. Teachers will also submit required grades for students on the College Board AP website.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>Given a text in Latin which comes from our extant corpus of written text, what can be interpreted about its meaning, its effect or purpose, and its point of view of author/speaker/character?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>The corpus of extant text written in Latin contains messages that are ready for posterity to read, analyze and interpret within the context of their writing as well as the context of our modern experience.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>vocabulary associated with each of the four texts released by the College Board for this AP academic year.</li> <li>grammatical forms and usage associated with each of the four texts released by the College Board for this AP academic year.</li> <li>events/Narrative/Concrete meaning of each of the four texts released by the College Board for this AP academic year.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>read and interpret text presented, and comment on meaning as well as implications of deeper meaning in text.</li> <li>translate Latin text with accuracy.</li> <li>analyze how an author expresses effect or purpose as well as the point of view of the author/speaker/character presented in a text.</li> <li>comment on how diction, word order/placement, word choice, scansion, poetic diction, poetic devices, etc. might enhance deeper meaning in a given passage in Latin.</li> </ul>