



Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: World Language

Course: AP Latin

Grade(s): 12

Course Overview

Fully aligned with the AP College Board syllabus and performance expectations, this college-level course prepares students to read, translate, and analyze Classical Latin literature with fluency and critical rigor.

In Units 1 and 2, students examine Pliny the Younger's *Epistulae* to explore first-century CE Roman life, including the eruption of Mt. Vesuvius, social values, patronage, marriage, and public reputation. In Units 3 and 4, instruction transitions to Vergil's *Aeneid*, where students master dactylic hexameter and analyze key literary themes through major episodes such as the fall of Troy, the tragic relationship of Aeneas and Dido, and the final conflict with Turnus.

The course culminates in Unit 5 with the AP Course Project, where students synthesize their translation abilities, stylistic knowledge, and contextual insights to analyze non-syllabus Classical and Late Antique Latin texts in depth. Throughout all units, teacher-choice readings provide additional opportunities for sight reading, comparative literary analysis, and comprehensive AP exam preparation.

Latin Literature Honors serves as the prerequisite for this course.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the [New Jersey Student Learning Standards](#).

Content Area Standards:

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines.

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7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

Interdisciplinary Standards:

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RST.9-10.7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (visualize the cloud described by Pliny/ area of coverage by the ash)

Career Readiness, Life Literacies and Key Skills Standards:

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

Computer Science and Design Thinking Standards:

8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

Career Ready Practices

CRP 1. Act as a responsible and contributing citizen and employee.

CRP 2. Apply appropriate academic and technical skills.

CRP 3. Attend to personal health and financial well-being.

CRP 4. Communicate clearly and effectively and with reason.

CRP 5. Consider the environmental, social and economic impacts of decisions.

CRP 6. Demonstrate creativity and innovation.

CRP 7. Employ valid and reliable research strategies.

CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP 9. Model integrity, ethical leadership and effective management.

CRP 10. Plan education and career paths aligned to personal goals.

CRP 11. Use technology to enhance productivity.

CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- [Diversity and Inclusion](#) (Grades K - 12)
- [History and Contributions of Individuals with Disabilities and LGBTQ persons](#) (Grades 6 - 12 Only)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

- Identify the meaning of Latin words and phrases.
- Describe how grammar contributes to the meaning and function of Latin words and phrases in context.
- Summarize Latin texts in English.
- Translate Latin texts into English.
- Describe features and functions of stylistic elements in Latin texts.
- Describe historical and cultural contexts of Latin texts.
- Develop an interpretation of a Latin text.
Explain how specific evidence supports an interpretation of a Latin text.
- Provide an idiomatic English translation of a Latin text. An idiomatic translation conveys the meaning of the original passage using natural, fluent English while preserving the author's intent, tone, and style.
- Provide a literal English translation of a Latin text, accounting for every word in the original. A literal translation follows the Latin as closely as possible, preserving the grammatical structure and meaning of each word, even when the resulting English is less natural.
- Describe the use of repetition as a stylistic device in Latin texts. Explain how authors repeat words, phrases, sounds, or grammatical structures to emphasize important ideas, create rhythm, and draw the reader's attention to key themes or emotions.
- Describe the use of word order as a stylistic device in Latin texts. Because Latin word order is flexible, authors often arrange words for emphasis, suspense, contrast, or poetic effect. Explain how an author's choice of word order contributes to the meaning and impact of a passage.
- Describe how similes and metaphors are used as stylistic devices in Latin texts. Explain how these figures of speech create vivid imagery, emphasize ideas, and deepen the reader's understanding of characters, events, or themes.
- Describe the features of meter in Latin poetry. Explain how patterns of long and short syllables create rhythm and how poets use meter to enhance the meaning, mood, and artistic effect of a poem.
- Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.
- Summarize a Latin text's implied meaning based on figurative language and inference.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit1: Pliny's Letters: Eruption of Mt. Vesuvius (Approximate 20 Days)

- Why would an author write in epistolary form?
- What characteristics of heroism, if any, are portrayed by Pliny the Elder and Pliny the Younger?
- What virtues and vices are displayed in these letters?
- How and for what purpose does Pliny include multiple perspectives during the eruption?
- What are the 6 cases in Latin?

Unit 2: Pliny's Letters: Ghosts and Apparitions, Letters to Trajan and Calpurnia (20 Days)

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- How does Pliny represent himself as a character in these letters?
- How does Pliny engage with Trajan in his letters to achieve his goals?
- What sorts of power and power dynamics are on display in these letters?
- What do Pliny and Calpurnia (as Pliny presents her) consider
- “love”? How do they express their affection for each other?
- What are the Latin pronouns?
- What are the independent uses of the subjunctive?

Unit 3: Latin Poetry and Vergil’s Aeneid, Excerpts from Books 1 and 2 (20 Days)

- What makes the Aeneid an epic?
- What expectations do you have of the narrative given that the story is an epic?
- What do you think of epic characters, especially heroes, from the way they are introduced?
- What do you learn about Roman expectations of women from Vergil’s Portrayal of Dido?
- What is oratio obliqua?
- What are the six forms of the Latin infinitive?

Unit 4: Vergil’s Aeneid, Excerpts from Books 4, 6, 7, 11, and 12 (25 Days)

- What purpose does the failed relationship of Dido and Aeneas (and indeed the entire stop at Carthage) serve in Vergil’s epic?
- How and why does Vergil incorporate explicit references to Rome (and Augustus) into the narrative of the Aeneid?
- In the Aeneid, are the Trojans and the future Romans a force for good or ill?
- In the Aeneid, what agency do mortals have in a world shaped by fate and divine intervention?
- How are subjunctives used other than in independent and ut clauses?

Unit 5: Course Project and Teacher’s Choice - Latin Poetry (17-20 Days)

- What points of view are contained in the text? If there are multiple points of view, do they agree or conflict with each other? Does the author Prioritize one particular point of view?
- What role does Figurative language play within the context of a specific text?
- How does a poet’s choices change the meaning of a poem?
- How do stylistic devices (e.g., alliteration, synchysis, enjambment) affect a poem’s meaning or produce a certain effect?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.

- *College Pliny and Vergil: Latin Text with Facing Vocabulary and Commentary* by Geoffrey Steadman.
- Teacher-created Edpuzzles
- Magistrula - Online resource
- Latin tutorials
- Lumina
- AP classroom
- AP board videos
- AP board EK statements

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Weekly 5 minute grammar quizzes based on nightly reading
- Weekly critical translation of 25-30 word selection from the readings
- Rearrange the events of the chapter in order
- Review of literary devices quiz
- AP MCQ miniquiz
- AP Short answer miniquiz
- AP translation miniquiz

Summative:

- Unit Test
- Midpoint Quizzes
- Geography assessment
- Reading quizzes based on critical translation.
- Course project

Benchmark:

- Pre-assessment based on summer assignment
- Vocabulary in Context
- Locative Hunt
- Pre-assessment on literary devices
- College Board Personal Progress Checks (PPCs)
- AP Classroom Topic Questions
- Custom assessments created using the College Board AP Question Bank
- Timed AP-style Free-Response Questions (FRQs)
- Full-length digital AP practice exams administered throughout the year

Alternative:

- Reverse Translation
- Notebook check

Suggested Strategies for Modification & Differentiation

[Modifications Chart](#)

[Intervention Strategies](#)

Verbal responses, repeat directions, task structure, checks for understanding, reteach, modified tasks, differentiated materials

[Modifications Chart](#)

Preferential Seating, access to notes, frequent breaks, study guides

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