



RADNOR TOWNSHIP SCHOOL DISTRICT
Course Overview



AP Latin
Course # 05050590

General Information

Credits: 1.0	Length: Full Year
Weighted: Weighted	Format: Meets Daily
Prerequisite: Latin 3H/4H/5H with B or above and teacher recommendation	Grade(s): 11-12

Course Description

AP Latin offers a curriculum which adheres closely to the AP Latin Course curriculum prescribed by the College Board. In AP Latin students read selections from the *Aeneid*, the famous Roman epic poem written by Vergil in the 1st century BC, and selections from Julius Caesar's battle commentaries of his campaigns in Gaul and Germania, *De Bello Gallico*. Through the reading, translating and discussion of these texts students encounter portrayals of the most important people, political trends and historical events of the late Roman Republic and the early Principate, while immersing themselves in the rhetorical styles and literary genres of this period. Vergil's *Aeneid*, arguably the most influential work of Latin literature, is both a model of Latin poetic style and a profound meditation on the meaning of Roman history and civilization. Caesar's *Gallic War*, for generations a standard school text, is rightly admired both for its pure and straightforward Latinity and for its historical interest, as it engages with controversial issues of war and peace, empire, ethnicity, leadership, and the roles and purposes of historiography. English readings from Vergil's *Aeneid* and Caesar's *Gallic War* are also included in the required syllabus in order to put the Latin excerpts in a significant context. Assessments will include homework, exams, sight translations, research projects, recitations, and analytical and interpretative essays. Upon completion of this course students are able to read, understand, translate, and analyze Latin poetry and prose.

ACTFL Course Objectives:

- 1.2: Students understand and interpret written language on a variety of topics
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
- 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
- 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
- 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

AP Latin Learning Objectives:

The AP Latin course provides students with opportunities to demonstrate their proficiency in each area of the course by addressing the following learning objectives. Students are expected to

- Read and comprehend Latin poetry and prose from selected authors with appropriate assistance;
- Translate previously prepared Latin texts into English as literally as possible;
- Relate the Latin texts to Roman historical, cultural, and literary contexts; and
- Analyze linguistic and literary features of one or more Latin texts.

(<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-latin-course-overview.pdf>)

Categories of Evidence Statements (Learning Objectives)

- ❖ Reading Comprehension
- ❖ Translation
- ❖ Contextualization
- ❖ Analysis of Texts

For a very detailed discussion of these categories, see the end of this document and pages 7-15 of The College Board AP Latin Course and Exam Description: <http://media.collegeboard.com/digitalServices/pdf/ap/ap-latin-course-and-exam-description.pdf>

Common Assessments:

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- Qt 1- Assessment in AP Format: Caesar, *De Bello Gallico*, Book VI, chapters 13-20
- Qt 2- Assessment in AP Format: Vergil, *Aeneid*, Book I, lines 418-440, 494-578
- Qt 3- Assessment in AP Format: Vergil, *Aeneid*, Book IV, lines 160-218, 259-299
- Qt 4- Practice AP Examination (given approximately two weeks before actual AP Exam)

Other Major Assessments:

Vocabulary and translation quizzes, essays, presentations, Midterm, Final

AP Latin Course Themes and Essential Questions:

The AP Latin course is structured around seven themes:

- Literary Genre and Style
- Roman Values
- War and Empire
- Leadership
- Views of Non-Romans
- History and Memory
- Human Beings and the Gods

Themes facilitate the integration of language, content, and culture and promote academic inquiry. The themes may be combined, as they are interrelated.

Theme 1: Literary Genre and Style

Essential Questions:

- What should we expect from a Latin epic or *commentarii* in terms of form and content? How do the authors confirm or challenge our expectations?
- What are the purposes and effects of Vergil's and Caesar's style?
- What points of view do Vergil and Caesar take when describing events? How do they represent themselves and for what purposes?
- What means do the authors use to develop characters in the works? How do the authors portray female characters?
- How do the authors use characterization to develop key themes?

Theme 2: Roman Values

Essential Questions:

- What values and ideals are portrayed as characteristically Roman?
- How do these values and ideals differ based on gender, ethnicity, or other criteria?
- What strengths and weaknesses of character are exemplified by individuals in the works?
- How do the texts confirm characteristic Roman values? What questions do the texts raise about Roman values?

Theme 3: War and Empire

Essential Questions:

- Why do wars happen? What questions do these works raise about the consequences of war?
 - What questions do the works raise about diplomacy, negotiation, and peacemaking?
 - What are the perspectives of Vergil and Caesar concerning Roman imperialism?
- What are the perceived purposes, benefits, and costs of empire?
- What are the effects of war on women and noncombatants?
 - How do the texts portray enemy groups?

Theme 4: Leadership

Essential Questions:

- What different types of leaders (both male and female) and leadership styles do we see in these works?
- How do leaders deal with setbacks and failures?
- How does a leader inspire others to follow?

Theme 5: Views of Non-Romans

Essential Questions:

- In what ways do the authors portray the various non-Roman peoples that appear in the works? What criteria do they use to evaluate these groups?
- To what extent do the authors reinforce or challenge stereotypes of these groups?
- How do the authors use these portrayals in their works?

Theme 6: History and Memory

Essential Questions:

- How do these works reflect the conflicts of the era in which they were written, both explicitly and implicitly?
- In what ways do the works reflect the impact of an individual on historical events?
- Within these works, how does shared experience build and sustain communities?
- How do the authors use historical *exempla* (heroic ancestors, critical events), and for what purposes?
- How do individuals in these works use their understanding of the past to create their present and future?
- How do the authors see the importance of historical events for the Roman people?

Theme 7: Human Beings and the Gods

Essential Questions:

- What roles do the gods play and how are they perceived? To what extent do the gods of other peoples resemble those of the Romans?
- How do the authors portray fate? How does fate affect human beings?
- How and why do human beings and gods communicate with one another?

(<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-overviews/ap-latin-course-overview.pdf>)

Major Units of Study:

Unit 1: Introduction of Latin AP and Caesar/Introducing the Enemy (Caesar, DBG, Books 1 and 6)

Unit 2: The British Invasion (Caesar, DBG, Book 4)

Unit 3: In Medias Res...Introducing Vergil (Vergil, Aeneid, Book 1)

Unit 4: Ilioupersis...The Fall of Troy (Vergil, Aeneid, Book 2)

Unit 5: The Tragic Love of Dido and Aeneas (Vergil, Aeneid, Book 4)

Unit 6: Katabasis...Aeneas Descends into the Underworld (Vergil, Aeneid, Book 6)

Unit 7: The Bloodiest Year (Caesar, DBG, Book 5)

Unit 8: Post-AP Project

Materials & Texts

Required Texts and Workbooks:

- ❖ Text: Steadman, Geoffrey, ed. *College Caesar, Latin Text with Facing Vocabulary and Commentary*, 2012.
- ❖ Workbook: Williams, Rose and Debra Nousek, *A Caesar Workbook*, Bolchazy-Carducci Publishers, 2012.
- ❖ Text: Pharr, Clyde, ed., *Vergil's Aeneid, Books I-VI, revised edition*, 1964, reprinted 2005.
- ❖ Workbook: Bradley and Boyd, *A Vergil Workbook*, Bolchazy-Carducci Publishers, 2nd edition, 2012.

Supplemental Texts and Resources:

- Other teacher created or teacher selected texts and resources needed in order to differentiate instruction and meet the needs of all students.
- Dr. McGay's YouTube Website, **VeniVidiVici Videos**:
<https://www.youtube.com/channel/UCtINZEp8y9ApkA1fDWTpeQw/videos>
- On-line Resource for Caesar: **Dickinson College Commentaries**: Julius Caesar/Selections from the Gallic War: <http://dcc.dickinson.edu/caesar/caesar-introduction>
- On-line Resource for Vergil: **The Vergil Project**: <http://vergil.classics.upenn.edu/>
- College Board AP Latin Course and Exam Description:
<http://media.collegeboard.com/digitalServices/pdf/ap/ap-latin-course-and-exam-description.pdf>
- The Latin Library (Caesar) : <http://www.thelatinlibrary.com/caes.html>
- The Latin Library (Vergil) : <http://www.thelatinlibrary.com/verg.html>
- The Perseus Project (Digital Latin Library) :
<http://www.perseus.tufts.edu/hopper/resolveform?redirect=true&lang=Latin>
- The Perseus Project (Caesar DBG text, translation & commentary) :
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a1999.02.0002>
- The Perseus Project (Vergil Aeneid text, translation & commentary) :
<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a1999.02.0055>
- Vergil hypertext at nodictionaries.com: <http://nodictionaries.com/vergil/aeneid-1/1-7>
- Aeneid Overview Video (note links to other great videos) - <https://www.youtube.com/watch?v=EyowQLJJXY>
- Vergil Virtual Vocabulary Flashcards: <http://vergilregit.blogspot.com/>
- Vergil Maps: <http://virgil.org/maps/>
- John Dryden's translation of Vergil: <http://classics.mit.edu/Virgil/aeneid.html>
- Text of Vergil with consonantal v's : <http://www.gutenberg.org/files/227/227-h/227-h.htm>
- Forum Romanum: Caesar Maps: <http://www.forumromanum.org/literature/caesar/maps.html>
- Forum Romanum: Translation of Caesar DBG: http://www.forumromanum.org/literature/caesar/gallic_e1.html
- Caesar DBG hypertext at nodictionaries.com: <http://nodictionaries.com/caesar/de-bello-gallico-1/1>
- Rhetorical Devices 1 (Flashcards) : <http://quizlet.com/8828686/ap-latin-figures-of-speech-flash-cards/>
- Rhetorical Devices 2 (Flashcards) : <http://quizlet.com/2274639/ap-vergil-literary-devices-flash-cards/>
- AP Caesar Flaschcards on Quizlet: <http://quizlet.com/subject/AP-caesar/>
- AP Vergil Flaschcards on Quizlet: <http://quizlet.com/subject/AP-Vergil/>
- Example of a YouTube video of high pedagogical value for Caesar:
<https://www.youtube.com/watch?v=JZsHYwfeYuE>
- TuTubusLatinus Videos (Vergil's Aeneid Book I) : <https://www.youtube.com/watch?v=pQHNNdh9NRs>
- Example of a YouTube video of high pedagogical value for Vergil:
<https://www.youtube.com/watch?v=FX3DLjttcyl>
- Reading and Scanning Latin Poetry: The Dactylic Hexameter, another great video by Benjamin Johnson :
<https://www.youtube.com/watch?v=cGF47JT0hPA>
- History of Roman Britain (see other links as well): <https://www.youtube.com/watch?v=iukx4MGWRo8>

Summer Assignment (not mandatory)

Not Mandatory, but Suggested Reading in English, (time permitting):

1. Vergil's *Aeneid*.

- ❖ I recommend the translation by **Robert Fagles** in the Penguin edition.
- ❖ Translations by Robert Fitzgerald, A.S. Kline (on-line), and T.C. Williams are fine, but again I recommend the

Fagles' edition. I also like Penguins for their introductions and notes to classical works.

- ❖ Even though they are most enjoyable, I would avoid verse translations of the *Aeneid*, because they tend to veer away from literal translations which are necessary for AP Latin. Nevertheless, A. Mandelbaum's verse translation is worthwhile.

2. **Caesar's Gallic Wars.**

- ❖ Again I recommend the Penguin edition, which also has maps and notes.
- ❖ Avoid the Oxford's World Classics edition because it has mistranslations.
- ❖ Remember to get a translation of the *Gallic Wars (Bellum Gallicum)* and NOT the *Civil Wars (Bellum Civile)* or the *Alexandrine War (Bellum Alexandrinum)*.

Not Mandatory, but Suggested Reading in English, (time permitting):

1. Homer's *Iliad* and Homer's *Odyssey*.

- ❖ If you have time, I would like you to read or skim through Homer's *Iliad* and *Odyssey* for background for Vergil's *Aeneid*. Again, I recommend the translations by Robert Fagles.
- ❖ You should come into class with a sense of the story of the Trojan War that has not been skewed and distorted by the movie *Troy* which changes many important details of the traditional saga.