**AP Latin**



**Contact Information**

Site: http://magisterkeil.com

**Course Description**

AP Latin is designed to provide students with a rich Latin experience equivalent to a 4th or 5th semester Latin course at the university level. Students successfully completing the course will be able to read, understand, translate, and analyze both Latin poetry and prose by authentic authors. Our curriculum is required to include readings from both poetry and prose in order to help students handle the material confidently. Students will demonstrate their understanding through literal translations, through reading and comprehension of monthly sight passages, and through the composition of monthly, analytical essays demonstrating a critical understanding of Latin literature. These monthly essays will be based on our readings of texts both in the original and in English translation.

The aim of the course is to develop students’ abilities to translate and analyze specific readings from Caesar’s *De Bello Gallico* and Vergil’s *Aeneid*, and to recognize the language choices of the authors. Students will also learn how Vergil used dactylic hexameter in the composition of his epic poem.

**Course Goals**

Students who successfully complete the course will demonstrate competency in two main areas of learning objectives:

1. Reading Comprehension and Translation
2. Textual Analysis (Contextualization and Analysis of Texts)

**Reading Comprehension and Translation**

For these learning objectives, students must:

* Have an extensive familiarity with Latin vocabulary pertinent to the texts studied
* Develop mastery of grammatical forms, syntactic structures, and terminology
* Acquire the ability to scan dactylic hexameter in reading Latin epic poetry
* Identify the stylistic features of the texts
* Have knowledge of cultural context which shape meaning of the texts
* Translate as literally as possible to demonstrate accurate knowledge of the Latin in the texts

In order to demonstrate these objectives, students will:

1. Through daily readings, translate as literally as possible all 837 lines of Vergil's *Aeneid* and all 52 chapters of Caesar’s *Gallic Wars* as identified by the College Board’s AP Latin Curriculum Framework through the use of vocabulary, morphology, grammar, and syntax.
2. Read Latin literature every month at sight from a wide variety of authors, such as Cicero, Livy, Pliny, Ovid, Catullus, Horace, and Propertius. Selections are chosen by the teacher and will be used to complement themes in Vergil and Caesar’s writings.
3. Come to learn thoroughly the terminology applied to the grammatical terms specified in the AP Latin Curriculum Framework, like:
	1. 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).
4. Come to learn thoroughly the terminology applied to rhetorical figures as specified in the AP Latin Curriculum Framework like:
	1. alliteration, anadiplosis, anaphora, aposiopesis, apostrophe, asyndeton, chiasmus, enjambment, golden line, graphic word order, hyperbaton, hyperbole, litotes, metaphor, metonymy, onomatopoeia, personification, polysyndeton, rhetorical question, simile, synchesis, tmesis.
5. Read Latin passages aloud weekly with particular attention paid to linguistic and artistic qualities including the scansion of dactylic hexameter.

**Textual Analysis**

For these learning objectives, in particularly Contextualization and the Analysis of Texts, students must:

* Have knowledge of influential people and key historical events, Roman political ideas, Roman cultural practices and perspectives, Greco-Roman mythology and legend, and the authors and conventions of Latin literature
* Through the forms of essays or discussions, express a critical and reflective reading of the Latin texts

In order to demonstrate these objectives, students will:

1. Understand the epic genre in Latin literature through the reading of Vergil’s *Aeneid* and its literary conventions while also applying a working knowledgeof Homer’s *Iliad* and *Odyssey*, its characters and legends, to demonstrate understanding of the Latin texts.
2. Know the historical framework around the *Aeneid* including the impact of the Punic Wars, the effects of the civil wars and conflicts of the 1st century BC, and the collective fear of Cleopatra, Marc Antony, and the Battle of Actium along with the rise of Augustus.
3. Discuss the political and social applications of Roman patronage in particular that of Maecenas and Vergil, and the uses of Roman cultural practices to inform an analysis of the Latin texts.
4. Be able to discuss the literary, cultural, and artistic values of the *Aeneid* and *Gallic Wars* through the expression of coherent thought in essays and classdiscussions.
5. Know the political situation of the late Republic and the application of Roman political theories as they relate to the Latin texts.
6. Know the background and key figures involved in the Gallic Wars, the organization of the Roman military, its practices and customs, and the various customs and practices of the tribes of Gaul and Britain as they inform an analysis of the Latin texts.

**Prerequisites**

1. Students are required to complete Latin I Honors and/or recommendation of teacher.
2. Summer Reading
	1. *Aeneid* in English (Patrick Dickinson translation recommended)
	2. *Gallic Wars* in English

**Procedures**

**Student Preparations At Home**

Outside of class, students will be required to do several things in order to be prepared for our class meeting.

1. **Vocabulary** – students will be expected to prepare a vocabulary list of anyunknown words that occur in the text. Upkeep of vocabulary may consist of flash cards or other means.
2. **Translation** – students will be expected to re-read and prepare a literaltranslation of the previous day’s passage. We will review the previous passage before advancing onto the next one.
3. **Grammatical Review** – periodically, students will be asked to reviewgrammatical forms and literary terms for class discussion.
4. **Critical Review** – periodically, students will be assigned secondary sourceson the Latin texts in order to generate class discussions on literary, historical, or cultural content.

**Classroom Procedures**

During class, time will be spent focused on applying the various skills and concepts learned throughout the course. Most of the activities will be centered on reading and comprehension of the Latin texts while also demonstrating good practices for applying context to the passages.

1. **Vocabulary Review** – students will be asked to demonstrate theirunderstanding of Latin vocabulary through various means such as quizzes, review games, or sight translations consisting of similar vocabulary throughout the year.
2. **Review Previous Passage** – students will be expected to discuss variousaspects of the previous class’s passage such as thematic concerns, literary genre and style, Roman values and culture as well as appropriate grammatical and literary devices.
3. **Sight Translation** – students will each take turns reading over a few lines ofa given passage and make attempts to translate into good, literal English. Students will be assessed based on familiarity with vocabulary, grammar, and fluidity of translation.
4. **Note Taking** – students are expected to take notes on commentary of theLatin texts being discussed in class. This should be achieved by writing down the line number and then the various notes about the passage which could deal with literary interpretation, historical significance, or stylistic and grammatical devices.
5. **Discussion** – students will be expected to have ongoing discussions ofassigned readings (as indicated on syllabus) which may provide context and deeper understanding of the studied Latin texts. These may be replaced by writing assignments or even sight translations of authors not found on the syllabus.

**Course Assessments and AP Exam**

**Grading**

The grading of the AP Exam is as follows:

* 5 Extremely well qualified
* 4 Well qualified
* 3 Qualified
* 2 Possibly qualified
* 1 No recommendation

We use the standard grading scale, but in order to reflect AP ratings, we modify it as follows:

|  |  |  |
| --- | --- | --- |
| Percentage | Grade | AP Score |
| **100-98** | A+ | 5 |
| **97-90** | A | 4 |
| **89-80** | B | 3 |
| **79-70** | C | 2 |
| **69-60** | D | 1 |
| **59-0** | F | 0 |

Grading for the course will be based on the following weighted categories:

**AP Exam Format**

The AP exam consists of two sections and requires students to be able to translate Latin into English as literally as possible to demonstrate understanding of the nuances of the language. Students are also expected to have read both representative works in English translation in order to provide historical context. Please note the following format of the AP exam:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Section |  |  | Number of |  |  | Percent of Final |  |  | Time |  |  |
|  |  |  |  | Questions |  |  | Score |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **Section I:** |  |  | **50 Questions** |  |  | **50%** |  |  | **60 minutes** |  |  |
|  | **Multiple Choice** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | Syllabus Reading: |  |  |  |  |  |  |  |  |  |  |
|  | Vergil |  | Approx. 20 |  |  |  |  |  |  |  |
|  | Syllabus Reading: |  | questions |  |  |  |  |  |  |  |
|  | Caesar |  |  |  | 50% |  |  | 60 minutes |  |
|  | Sight Reading: |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | Poetry |  | Approx. 30 |  |  |  |  |  |  |  |
|  | Sight Reading: |  | questions |  |  |  |  |  |  |  |
|  | Prose |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | **120 minutes** |  |  |
|  |  | **Section II: Free Response** |  |  | **50%** |  |  | **(includes 15-** |  |  |
|  |  |  |  |  |  |  |  |  |  | **minute reading** |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | **period)** |  |  |
|  | Translation: Vergil |  | 1 passage | 7.5% |  |  | Suggested time: |  |
|  |  |  |  |  |  |  | 15 minutes |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | Translation: |  | 1 passage | 7.5% |  |  | Suggested time: |  |
|  | Caesar |  |  |  | 15 minutes |  |
|  |  |  |  |  |  |  |  |  |
|  | Analytical Essay |  | 1 prompt | 20% |  |  | Suggested time: |  |
|  |  |  |  |  |  |  | 45 minutes |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | Short Answers: |  | 5-7 questions |  |  |  |  | Suggested time: |  |
|  | Vergil |  | 15% |  |  | 15 minutes |  |
|  |  |  |  |  |  |  |
|  | Short Answers: |  | 5-7 questions |  |  | Suggested time: |  |
|  |  |  |  |  |  |  |
|  | Caesar |  |  |  |  |  | 15 minutes |  |
|  |  |  |  |  |  |  |  |  |



**Classroom Expectations**

1. No Talking/Disruptive Behavior – Excessive talking and disruptive behavior will not be tolerated.
2. Late Work – Late work is **NOT** accepted.
3. Absences – All readings, exams, papers & homework assignments are listed on the calendar in this syllabus and on the website. Regardless of absences just prior to an exam, you will be expected to take the exam and keep up with assignments.
4. Food & Drink – Drinks are allowed only if they have a cap.
5. Lateness – You are expected to be in your seat when the bell rings. If you are late to class, this will negatively impact the classwork category of your grade.
6. Cell Phones, and any other electronic devices – Chancellor’s regulations for the New York City Department of Education are that personal electronic devices are to remain turned off and out of sight during class. If I see or hear one of these devices, this will negatively impact the classwork category of your grade.

**Academic Dishonesty**

Examples of academic dishonesty include, but are not limited to, the following: the willful giving or receiving of an unauthorized text, the seeking of unfair, dishonest, or unscrupulous advantage in academic work over other students by the use of fraud, duress, deception, theft, trickery, talking, signs, gestures, copying, or any other methodology.

**Plagiarism**

Some examples:

* Copying and pasting from the Internet
* Changing a few words from the Internet
* Submitting or presenting another person's work as your own without proper documentation, including downloaded information from the Internet
* Using another student's material without prior approval
* Borrowing another's ideas (even in different wording) without proper citation

Anyone who cheats or plagiarizes will receive a “0” for the assignment, an additional “0” for cheating, and will be referred to the principal.

**Textbooks and Required Readings**

**Textbooks**

* Caesar, Julius. *Selections from His Commentarii De Bello Gallico*. Ed. Hans-Friedrich Mueller. Mundelein, Ill., USA: Bolchazy-Carducci, 2012.
* Vergilius, Publius. *Vergil's Aeneid: Selected Readings from Books 1, 2, 4, and 6*. Ed. Barbara Weiden Boyd. Mundelein, Ill., USA: Bolchazy-Carducci, 2012.
* Williams, Rose, and Debora L. Nousek. *A Caesar Workbook*. Mundelein, Ill., USA: Bolchazy-Carducci, 2012.
* Bradley, Katherine, and Barbara Weiden Boyd. *A Vergil Workbook*. 2nd ed. Mundelein, Ill., USA: Bolchazy-Carducci, 2012.

**Required Readings in English**

Caesar, *Gallic War*

* Books 1, 6, 7

Vergil, *Aeneid*

* Books 1, 2, 4, 6, 8, 12

**Required Readings in Latin**

Caesar, *Gallic War*

* Book 1: Chapters 1-7
* Book 4: Chapters 24-35 and the first sentence of Chapter 36 (*Eodem die legati…venerunt*)
* Book 5: Chapters 24-48
* Book 6: Chapters 13-20

Vergil, *Aeneid*

* Book 1: Lines 1-209, 418-440, 494-578
* Book 2: Lines 40-56, 201-249, 268-297, 559-620
* Book 4: Lines 160-218, 259-361, 659-705
* Book 6: Lines 295-332, 384-425, 450-476, 847-899

**Secondary Sources and Critical Essays**

* Clauss, James. “Vergil’s Aeneas: The Best of the Romans.” In *Approaches to* *Teaching Vergil*. W. S. Anderson and L. N. Quartarone (edd.) ModernLanguage Association, 2002 pp. 87-98.
* Everitt, Anthony. *Augustus*. New York: Random House, 2006. (selected chapters)
* Feeney, D.C. “History and Revelation in Vergil’s Underworld.” In *Why Vergil?* *A Collection of Interpretations*, edited by Stephanie Quinn, pp. 108-119.Wauconda, IL: Bolchazy- Carducci, 1999.
* Fuller, J.F.C. *Julius Caesar: Man, Soldier, Tyrant*. Rutgers Univ. Press: New Brunswick. 1965.
* Geltzer, Mattias. *Caesar: Politician and Statesman*. Boston: Harvard University Press, 1968. (selected chapters)
* Grant, Michael. *The Twelve Caesars*. New York: Scribner, 1975. (selections)
* Gruen, Erich. *The Last Generation of the Roman Republic*. Berkeley: University of California Press, 1974. (selections)
* Knox, Bernard M.W. “The Serpent and the Flame.” In *Why Vergil? A Collection* *of Interpretations,* edited by Stephanie Quinn, pp. 65-79. Wauconda, IL:Bolchazy-Carducci, 1999.
* Poschl, Viktor. “Basic Themes: A Storm at Sea.” In *The Art of Vergil: Image and* *Symbol In the “Aeneid.*” Ann Arbor: University of Michigan, 1970.
* Yavetz, Zwi. “Julius Caesar and His Public Image.” *Aspects of Greek and Roman* *Life.* Ithaca: Cornell University Press, 1983.

**Selected Passages for Sight Reading**

In order to help develop student abilities to read Latin at sight, Roman authors will be chosen for both prose and poetry as recommended by the AP Latin Curriculum Framework:

* Prose – Cicero, Sallust, Livy, Pliny the Younger, and Seneca the Younger
* Poetry – Catullus, Horace, Ovid, and Martial.

**Monthly Essays on Interpretation and Analysis of the Latin Passages Listed on the Syllabus**

An effort will be made to understand the English readings in the context of the Latin readings. Therefore, in addition to the in-class essays listed in the course planner, you will be responsible for writing a five page essay each month. This will provide you with an opportunity to demonstrate your understanding of these two different sets of readings. See course planner for due dates.

Essay #1, September: In an essay of around 1,000 words, summarize the major geographical and ethnographical elements (i.e. regions, rivers, mountains, and tribes) encountered in Book 1 and 4 of the *GW*, as well as in our supplementary reading of secondary sources. What effect do these different places and peoples have on the narrative in terms of mood, foreshadowing and conflict?

Essay #2, October: In an essay of around 1,000 words, analyze Caesar's representation of himself in the books we read thus far. How do the actions he describes portray him (merciful, intelligent, reluctant to expand his campaigns or put his men in danger)? Summarize too the political situation at home in Rome, and explain what reasons Caesar may have had for trying to portray himself and his campaigns in the way he did.

Essay # 3, November: In an essay of around 1,000 words, explain Rome's complex system of different levels of citizenship-status up to this point in the 1st century BC (i.e. full citizenship, ally status, Latin rights, etc.). What was the general attitude of Rome towards granting non-Romans citizenship, and how is this attitude reflected in specific parts of the *GW* so far in our reading?

Essay # 4, December: In an essay of around 1,000 words compare and contrast the leadership qualities and military tactics of Caesar and his officers, the different Gallic and Germanic chiefs, and the Romans and non-Romans in general. Cite specific examples.

Essay # 5, January: Linking our Latin reading of *Aeneid* Book 1 with our English reading of Book 4 (which we will also read in Latin later), what literary elements (such as foreshadowing, characterization, and dramatic irony, etc.) are present in these two books, and what larger ramifications do their presence suggest for our understanding of the text? Be specific.

Essay # 6, February: Analyze the critique which Ovid's Dido makes of Aeneas that he is always relying on the help of females wherever he goes. Is this a fair critique? Is there a relationship between the death of Creusa, the suicide of Dido, and the fight to win the hand of Lavinia? Does this reliance on female aid undermine Aeneas' heroism?

March's (and May's) essays will be written during in-class exams, and, like our other exams throughout the year, they will be based on AP exam style prompts. See course planner.

Essay # 7, April: The Harvard School of thought. The ending of the *Aeneid* is one of the most discussed parts in modern scholarship. How does Aeneas' treatment of Turnus as a suppliant stand up against Anchises' injunction to Aeneas in Book Six *parcere subiectis*? What do you make of the fact that the verb used to describe Aeneas' driving the sword into Turnus' chest is the same as the verb used in the introduction to Book 1 describing Aeneas' mission to establish the lofty walls of Rome? Is Aeneas failing as a true Roman here, or is cruelty somehow ineluctably part of Roman greatness?

**Course Planner**

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| **1st QUARTER** |
| **DATE** | **CLASSWORK/READING** | **HOMEWORK** |
| Sep Week 1 | Introduction to Caesar and Historical Writing*Gallic Wars:* I.1 | Vocabulary preparation; passage review Read *GW*: Book 1 (English) |
| SepWeek 1 | RECAP: I.1*Gallic Wars:* I.2,3 | Read *GW*: Book 1 (English) |
| SepWeek 2 | **QUIZ: In-class essay**RECAP: I.2,3 (*matrimonium dat*)*Gallic Wars:* I.3 (*perfacile*), 4 | Read *GW*: Book 1 (English) |
| SepWeek 2 | RECAP: I.3 (*perfacile*)*Gallic Wars:* I.5,6 | Read *GW*: Book 1 (English) |
| SepWeek 2 | RECAP: I.5,6*Gallic Wars:* I.7 | Read *GW*: Book 1 (English) |
| SepWeek 3 | Sight passages: *Cicero, De officiis, Ovid,**Metamorphoses Book XV* (Caesar) | Read *GW*: Book 4 (English) |
| SepWeek 3 | Sight practice: Livy Book 1, *Ab urbe condita (Gallic invasion)*Discuss: Strategies for sight reading new authors and anticipating multiple choice questions | Read *GW*: Book 4 (English) |
| SepWeek 3 | **QUIZ: Vocabulary** (Caesar general list)*Gallic Wars:* IV.24-25 | Read *GW*: Book 4 (English) Essay # 1 Due Friday |
| Oct Week 4 | RECAP: IV. 24-25*Gallic Wars:* IV.26-27 | Read *GW*: Book 4 (English) |
| Oct Week 4 | Sight practice: Cicero *Philippics* selectionRECAP: IV. 26-27*Gallic Wars:* IV.28-29 | Read *GW*: Book 4 (English) |
| Oct Week 4 | **TEST: Book I** (literal translation)RECAP: IV. 28-29*Gallic Wars:* IV.30-31 | Read *GW*: Book 5 (English) |
| OctWeek 5 | RECAP: IV. 30-31*Gallic Wars:* IV.32-33 | Read *GW*: Book 5 (English) |
| OctWeek 5 | RECAP: IV. 32-33*Gallic Wars:* IV.34-35Discuss: Caesar’s public image and his portrayal of himself in his commentary | Read *GW*: Book 5 (English) |
| OctWeek 5 | **TEST: Book IV** (including literal translation, essays, sight passage) | Read *GW*: Book 5 (English) |
| OctWeek 6 | Sight passage: Pliny, *Vesuvius letters**Gallic Wars:* V.24 | Read *GW*: Book 5 (English) |
| OctWeek 6 | RECAP: V.24*Gallic Wars:* V.25-26 | Read *GW*: Book 6 (English) |
| OctWeek 7 | RECAP: V.25-26*Gallic Wars:* V.27 | Read *GW*: Book 6 (English) Essay # 2 Due Monday |
| OctWeek 7 | Discuss: Roman citizenship and views of non-RomansRECAP: V.27*Gallic Wars:* V.28-29 | Read *GW*: Book 6 (English) |

Unless otherwise specified, students should always prepare their vocabulary and review the day’s passage. See Procedures: Student Preparation at Home *supra.*

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| **2nd QUARTER** |
| **DATE** | **CLASSWORK/READING** | **HOMEWORK** |
| OctWeek 8 | Sight passage: Catullus poems 49 & 57RECAP: V.28-29*Gallic Wars:* V.30-31 | Read *GW*: Book 6 (English) |
| NovWeek 8 | **QUIZ: Book V (**In-class essay)RECAP: V.30-31*Gallic Wars:* V.32-33 | Read *GW*: Book 6 (English) |
| NovWeek 8 | RECAP: V.32-33*Gallic Wars:* V.34-35 | Read *GW*: Book 6 (English) |
| Nov Week 9 | **TEST: Book V. 24-33** (including literal translation, essays, sight passage) | Read *GW*: Book 7 (English) |
| Nov Week 9 | RECAP: V.34-35*Gallic Wars:* V.36-37 | Read *GW*: Book 7 (English) |
| Nov Week 10 | RECAP: V.36-37*Gallic Wars:* V.38-39 | Read *GW*: Book 7 (English) |
| Nov Week 10 | RECAP: V.38-39*Gallic Wars:* V.40-41 | Read *GW*: Book 7 (English) |
| Nov Week 11 | RECAP: V.40-41*Gallic Wars:* V.42-43 Sight passage: Sallust on declining morality in Rome, *Bellum Catilinae* 11-12 | Read *GW*: Book 7 (English)Essay # 3 Due Friday |
| Nov Week 11 | **TEST: Book V. 34-43** (including literal translation, essays, sight passage) | Read *GW*: Book 7 (English) |
| Dec Week 12 | Discuss: Final books of *Gallic Wars* | Read *GW*: Book 7 (English) |
| Dec Week 12 | Sight passage: Cicero, *Pro Archia* 1-2*Gallic Wars*: V.44 | Read *GW*: Book 7 (English) |
| Dec Week 13 | RECAP: V.44*Gallic Wars:* V.45-46 | Read *GW*: Book 7 (English)Essay # 4, Due Friday |
| Dec Week 13 | RECAP: V.45-46*Gallic Wars:* V.47-48 | Read *A*: Book 1 (English) |
| Dec Week 14 | RECAP: V.47-48*Gallic Wars:* VI.13 | Read *A*: Book 1 (English) |
| Dec Week 14 | **QUIZ: Literal translation *Gallic Wars***RECAP: VI.13*Gallic Wars:* VI.14-15 | Read *A*: Book 1 (English) |
| Dec Week 14 | RECAP: VI.14-15*Gallic Wars:* VI.16-17 | Read *A*: Book 1 (English) |
| Dec Week 15 | RECAP: VI.16-17*Gallic Wars:* VI.18-19-20 | Read *A*: Book 1 (English) |
| Jan Week 16 | **QUIZ: Literal translation *Gallic Wars*** | Read *A*: Book 2 (English) |
| Jan Week 17 | Review *Gallic Wars* Book I, IV | Read *A*: Book 2 (English) |
| Jan Week 17 | Review *Gallic Wars* Book V, VI | Read *A*: Book 2 (English) |
| Jan Week 18 | [Midterms]**TEST: *Gallic Wars*** (including literal translation, essays, sight passage) | Read *A*: Book 2 (English) |

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| **3rd QUARTER** |
| **DATE** | **CLASSWORK/READING** | **HOMEWORK** |
| Jan Week 19 | *Aeneid*: I. 1-11Sight Reading: Suetonius' life of Vergil | Read *A*: Book 4 (English) |
| Jan Week 19 | RECAP: I. 1-11*Aeneid:* I. 12-38 | Read *A*: Book 4 (English) |
| Jan Week 20 | RECAP: I. 12-38*Aeneid:* I. 39-75 | Read *A*: Book 4 (English) |
| Jan Week 20 | RECAP: I. 39-75*Aeneid:* I. 76-112 | Read *A*: Book 4 (English)Essay # 5 Due Monday |
| FebWeek 21 | **QUIZ: Poetic devices review**RECAP: I. 76-112*Aeneid:* I. 113-143 | Read *A*: Book 4 (English) |
| FebWeek 21 | RECAP: I. 113-143*Aeneid:* I. 144-179 | Read *A*: Book 4 (English) |
| FebWeek 21 | **QUIZ: Scansion**RECAP: I. 144-179*Aeneid:* I. 180-209Discuss Poschl, “Basic Themes: A Storm…” also epic genre | Read *A*: Book 6 (English) |
| FebWeek 22 | **TEST: *Aeneid* Book I. 1-209**(Literal translation with parsing and scanning) | Read *A*: Book 6 (English) |
| FebWeek 22 | Sight passage: Ovid *Metamorphoses I* (storm scene)*Aeneid:* I. 418-440, 494-508 | Read *A*: Book 6 (English) |
| FebWeek 23 | **QUIZ: Short Essay**RECAP: I. 418-440, 494-508*Aeneid:* I. 509-543 | Read *A*: Book 6 (English) |
| FebWeek 23 | RECAP: I. 509-543*Aeneid:* I. 544-578Discuss: Biographical information about Virgil, his others works and his circle | Read *A*: Book 6 (English) |
| Feb Week 24 | RECAP: I. 544-578*Aeneid:* II. 40-56, 201-219 | Read *A*: Book 8 (English) |
| Feb Week 24 | RECAP: II. 40-56, 201-219*Aeneid:* II. 220-249 | Read *A*: Book 8 (English)Essay # 6 Due Friday |
| MarWeek 24 | RECAP: II. 220-249*Aeneid:* II. 268-297Discuss: Knox article, with reference to war, empire, and leadership. | Read *A*: Book 8 (English) |
| MarWeek 25 | RECAP: II. 268-297*Aeneid:* II. 559-587 | Read *A*: Book 8 (English) |
| MarWeek 25 | RECAP: II. 559-587*Aeneid:* II. 588-620 | Read *A*: Book 8 (English) |
| MarWeek 26 | **TEST: *Aeneid* Book I. 418-440, 494-578** (Literal translation with parsing and scanning short essay) | Read *A*: Book 10 (English) |
| MarWeek 26 | Sight passage: Catullus *Epyllion* (Ariadne’s lament)*Aeneid:* IV. 160-194 | Read *A*: Book 10 (English) |
| MarWeek 27 | **QUIZ: Short Essay**RECAP: IV. 160-194*Aeneid:* IV. 195-218 | Read *A*: Book 10 (English) |
| MarWeek 27 | RECAP: IV. 195-218*Aeneid:* IV. 259-295 | Read *A*: Book 10 (English) |
| MarWeek 27 | RECAP: IV. 259-295*Aeneid:* IV. 296-330 | Read *A*: Book 10 (English) |

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| **4th QUARTER** |
| **DATE** | **CLASSWORK/READING** | **HOMEWORK** |
| AprWeek 28 | RECAP: IV. 296-330*Aeneid:* IV. 331-361 | Read *A*: Book 12 (English) |
| AprWeek 28 | RECAP: IV. 331-361*Aeneid:* IV. 659-689Discuss: Everitt chapter and the impact of political events in poet’s lifetime | Read *A*: Book 12 (English) |
| AprWeek 28 | **QUIZ: Short Essay**RECAP: IV. 659-689*Aeneid:* IV. 690-705 | Read *A*: Book 12 (English) |
| AprWeek 29 | **TEST: *Aeneid* Book IV**(Literal translation and critical essays as well as content questions on sections read in English) | Read *A*: Book 12 (English) |
| AprWeek 29 | Sight passage: Ovid *Metamorphoses I Book 11* (Orpheus)*Aeneid:* VI. 295-332 | Read *A*: Book 12 (English) |
| AprWeek 30 | RECAP: VI. 295-332*Aeneid:* VI. 384-407 | Read *A*: Book 12 (English) |
| AprWeek 30 | RECAP: VI. 384-407*Aeneid:* VI. 408-425 |  |
| AprWeek 31 | RECAP: VI. 408-425*Aeneid:* VI. 450-476 | Essay # 7 Due Thursday |
| AprWeek 31 | Sight passage*: Horace I.3* (*propemptikon* to Vergil)RECAP: VI. 450-476*Aeneid:* VI. 847-866 |  |
| AprWeek 32 | RECAP: VI. 847-866*Aeneid:* VI. 867-899 |  |
| AprWeek 32 | **QUIZ: Short Essay**RECAP: VI. 867-899Discuss: Feeney and Clauss articles and Book VI, with reference to Roman values, history and memory, leadership, and mortality vs. divinity |  |
| MayWeek 33 | **TEST: *Aeneid* Book VI**(Literal translation and critical essays) |  |
| MayWeek 33 | Review ***Aeneid*** Books I, II, IV, and VI |  |
| MayWeek 34 | **AP EXAM** |  |