

## MORRIS SCHOOL DISTRICT

**COURSE TITLE: AP Latin – Latin Literature**

**CURRICULUM AREA: World Language -- Latin**

**COURSE PRE-REQUISITES: A grade of C or better in Latin Prose and Poetry (formerly Latin III), or permission of the instructor**

### 1. COURSE DESCRIPTION

*Narrative summary of content, activities, and expectations*

AP Latin – Latin Literature focuses on the study of Latin through the poetry of Catullus and one other author (Horace, Ovid, or Cicero) to be selected by the instructor in accordance with the AP examination. Students are expected to make the transition from reading prose and simple poetry to more advanced poetry. Students will study effective word placement, meter, rhyming devices, and various stylistic devices in order to enrich their readings of the poems. The syllabus includes 800 lines of poetry by Catullus and 600 lines of poetry by Horace or Ovid, or an equivalent amount of lines within Cicero.

In addition students will be expected to read selected English translations of Callimachus and Sappho, Latin selections by Propertius, Tibullus, and Martial, as well as modern English interpretations of Horace, Ovid, and Cicero in order to enrich their understanding of the works being studied.

### 2. COURSE PHILOSOPHY

*Provide a statement of the rationale that guides curriculum content, instructional methodology, student activities, use of instructional resources, and the assessment of student progress and performance.*

The world language program in the Morris School District has two primary goals: to develop within each foreign language student proficiency in the four basic language skills of listening, speaking, reading, and writing, and to broaden each student's understanding of other cultures. To achieve these goals, the language teacher will employ pedagogical methods designed to replicate as closely as possible the natural processes of language learning.

### 3. SCOPE AND SEQUENCE

*This section of the curriculum specifies the course's units, subtopics, outcome proficiencies and performance assessments. These outcome proficiencies should be indexed to each of the relevant N.J. Core Curriculum Content Standards and the N.J. Cross-Content Workplace Readiness Standards, and should be specific enough to allow uniform interpretation among the teachers who will use this curriculum.*

<b>SCOPE AND SEQUENCE</b>	
<b>Topical outline of content or performance cluster in order of presentation</b>	<b>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</b>
<p>Introduction to Catullus's life, his poetry, and the dissolution of the Roman Republic.</p> <p>Books for Instructors:            Wiseman, T.P., <u>Catullus and his World: A Reappraisal</u>.            Quinn, Kenneth, <u>The Catullan Revolution</u>. Cambridge: Bristol Classical Press, 1999.</p>	<p>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.3, 7.1.A.5, 7.1.A.6, 7.1.B.5, 7.1.C.3, 7.1.C.4, 7.2.A.1, 7.2.A.2, 7.2.A.3, 7.2.B.2, 7.2.C.1, 7.2.C.2, WRS 2-4</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>-- Define the historical period marking the end of the Republic</li> <li>-- Identify important personages and historical events related to Catullus's poetry, time of life, and the collapse of the Republic.</li> <li>-- Create a historical timeline of Rome from 133-27 B.C.</li> <li>-- Examine Catullus's poetry within the context and as a function of a political system that is no longer operating properly.</li> <li>-- Rank the historical events that precipitated the fall of Rome.</li> </ul>
<b>INSTRUCTIONAL BENCHMARK</b>	
<p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>By the end of this unit, students will satisfactorily pass a Unit Test based upon the important personages and events related to Catullus's life and the fall of the Roman Republic. Questions on part one of this test will come directly from lecture and class presentations and will be of a matching, fill in the blank, and short answer nature. On the short answer section, students will be graded on a holistic grading system, exactly like the HSPA rubric for English short answer questions. The test will be based upon a 100 point grading system.</p>	

**SCOPE AND SEQUENCE**

<p align="center"><b>Topical outline of content or performance cluster in order of presentation</b></p>	<p align="center"><b>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</b></p> <p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.3, 7.1.A.5, 7.1.A.6, 7.1.B.5, 7.1.C.3, 7.1.C.4, 7.2.A.1,7.2.A.2, 7.2.A.3, 7.2.B.2, 7.2.C.1, 7.2.C.2, WRS 2-4</i></p>
<p>Lyric, Hellenistic, and Neoteric Poetry: Sappho, Callimachus, Catullus et al.</p> <p>Books for Instructors:                      -- Carson, Anne, <u>If Not, Winter: Fragments of Sappho</u>. New York, Vintage, 2003.                      -- Niestich, Frank. <u>The Poems of Callimachus</u>. Oxford, OUP, 2001</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-- List those defining qualities of Lyric and Hellenistic poetry</li> <li>-- Paraphrase the techniques and style of classical lyric and Hellenistic poetry</li> <li>-- Analyze specific passages in Catullus’s poetry that best demonstrate his awareness of these forms and attempts to innovate within them.</li> <li>-- Choose lines from Sappho and Callimachus that best engender these styles of poetry.</li> </ul>

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By the end of this Lyric, Hellenistic and Neoteric Poetry Unit, students will be required to satisfactorily pass a written Unit test. This test will be composed of selected passages in English and students will be required to identify those techniques and styles which have been studied throughout the Unit. Students will be graded solely on the number of techniques and styles that they are able to identify in the passage. The score is based upon a 100 point system.

**SCOPE AND SEQUENCE**

<p style="text-align: center;"><b>Topical outline of content or performance cluster in order of presentation</b></p>	<p style="text-align: center;"><b>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</b></p> <p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.3-6, 7.1.B.2, 7.1.B.5, 7.1.C.3, 7.2.A.1, 7.2.A.2-4, 7.2.B.2, 7.2.C.1-2, WRS 2-4</i></p>
<p>This first section is typically regarded as either a self-contained unit of poetry, the <i>libellus novus</i> of Poem 1, or it may be viewed as a part of what scholars commonly identify as Book 1.</p> <p>Catullus Poems 1, 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14, (234 lines)</p> <p>Books for Instructors:            Ferguson, John. “Greece and Rome: New Surveys in the Classics No.20 – Catullus”. Oxford: Clarendon Press, 1988.            Ross, David. <u>Style and Tradition in Catullus</u>. Cambridge, MA: Harvard University Press, 1969.            Quinn, Kenneth. <u>Approaches to Catullus</u>. New York: Barnes &amp; Nobles Books, 1972.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-- Translate lines literally from Catullus’ poetry into English</li> <li>-- Appraise scholarly arguments concerning the connection between Lesbia and Clodia Metelli</li> <li>-- Identify the following characters (? indicates character may not be identifiable outside of Catullus): Cornelius Nepos, Flavius?, Veranius?, Alfrenus Varus or Quintilius Varus (cf. Horace, Ode I.24), Gaius Cinna, Furius Bibaculus?, Asinius Marrucinus, C. Asinius Pollio, Fabullus?, C. Lincinius Macer Calvus, Suffenus, Caesius, Aquinius</li> <li>-- Fill in and identify places on a map of the Medit. for Poem 4</li> <li>-- Categorize and scan poems according to the following meters: Hendecasyllabics (poems 1-3, 5, 7, 10, 12-14), Iambic Senarii (4), Limping Iambics (8), and the Sapphic Strophe (11)</li> <li>-- Compare the poetic history of the above stated meters and suggest how these meters enrich the content of Catullus’ poetry.</li> </ul>

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At the completion of approximately every 200-250 lines, students will satisfactorily complete a “mock” AP examination which will cover all translations up to that point, Long Essay, and Free-Response questions based upon this unit. Grading for this test will be based upon the Latin AP grading rubrics. A satisfactory grade will equal a 3 or above.

**SCOPE AND SEQUENCE**

<p align="center"><b>Topical outline of content or performance cluster in order of presentation</b></p>	<p align="center"><b>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</b></p> <p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.3-6, 7.1.B.2, 7.1.B.5, 7.1.C.3, 7.2.A.1, 7.2.A.2-4, 7.2.B.2, 7.2.C.1-2, WRS 2-4</i></p>
<p>This section is typically regarded by scholars as belonging to Book 1. Though there is no demarcation, Book 1 would end with poem 60.</p> <p>Catullus Poems 22, 30, 31, 35, 36, 40, 43, 44, 45, 46, 49, 50, 51, 60, (208 lines)</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-- Translate lines literally from Catullus’ poetry into English</li> <li>-- Identify the following characters (? indicates character may not be identifiable outside of Catullus): Alfenus?, M. Caecilius Rufus, Volusius--writer, Ravidus?, Publius Sestius, Antius?, M. Tullius, Lincinius=Calvus</li> <li>-- Create a scrapbook with pictures of modern representations of Catullus’ friends and enemies.</li> <li>-- Categorize and scan poems according to the following meters: Limping Iambics (22, 31, 44, 60), Greater Asclepiadean (30), Hendecasyllabics (35, 36, 40, 43, 45, 46, 49, 50), and Sapphic Strophe (51)</li> <li>-- Select Catullus’ poems that Lesbia would burn (Cat. 36)</li> <li>-- Compare Archilochus (172 West) to Catullus 40</li> <li>-- Write an imaginary version of Sestius’ speech (Cat. 44)</li> <li>-- Dissect how Catullus uses Sappho (LP 31) in Cat. 51</li> <li>-- Judge how Vergil (Aen. 4.365-7) uses Cat. 60</li> </ul>
<p align="center"><b>INSTRUCTIONAL BENCHMARK</b></p> <p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>At the completion of approximately every 200-250 lines, students will satisfactorily complete a “mock” AP examination which will cover all translations up to that point, Long Essay, and Free-Response questions based upon this unit. Grading for this test will be based upon the Latin AP grading rubrics. A satisfactory grade will equal a 3 or above.</p>	

**SCOPE AND SEQUENCE**

<p align="center"><b>Topical outline of content or performance cluster in order of presentation</b></p>	<p align="center"><b>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</b></p> <p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.3-6, 7.1.B.2, 7.1.B.5, 7.1.C.3, 7.2.A.1, 7.2.A.2-4, 7.2.B.2, 7.2.C.1-2, WRS 2-4</i></p>
<p>This poem is generally regarded as belonging to Book II (Poems 60-68)</p> <p>Catullus Poem 64 – The Epyllion (408 lines)</p> <p><i>Books for Instructors</i> Small, G.P. <u>Catullus: A Reader’s Guide to the Poems</u> (Chapter 9). New York: University Press of America, 1983. . Quinn, Kenneth, <u>Catullus: An Interpretation</u>. London: 1972</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-- Translate lines literally from Catullus’ poetry into English</li> <li>-- Define characteristics of an epic (cf. Vergil curriculum)</li> <li>-- Specify how the mythology concerning the marriage of Peleus and Thetis intertwines with the story of Theseus Ariadne and the relationship between Catullus and Lesbia.</li> <li>-- Compare the Argo with Cat. 4, 10-12</li> <li>-- Defend the statement that this poem expresses the ‘the essence of his (i.e.: Catullus’) experience in life and literature, the sum of his discoveries.’ (Small, chapter 9)</li> <li>-- Debate Quinn’s argument that Catullus is too direct, too abstract, too unqualified, and too heavy-handed in this denunciation of his age.</li> <li>-- Scan poetry in the Dactylic Hexameter.</li> </ul>

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At the completion of approximately every 200-250 lines, students will satisfactorily complete a “mock” AP examination which will cover all translations up to that point, Long Essay, and Free-Response questions based upon this unit. Grading for this test will be based upon the Latin AP grading rubrics. A satisfactory grade will equal a 3 or above.

**SCOPE AND SEQUENCE**

<p align="center"><b>Topical outline of content or performance cluster in order of presentation</b></p>	<p align="center"><b>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</b></p> <p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.3-6, 7.1.B.2, 7.1.B.5, 7.1.C.3, 7.2.A.1, 7.2.A.2-4, 7.2.B.2, 7.2.C.1-2, WRS 2-4</i></p>
<p>The first half of this Unit is generally regarded as belonging to Book II: Poems 65, 68 A (lines 1-40), (64 lines)</p> <p>The second half of this Unit is generally regarded as belonging to Book III (the epigrams): Poems 69, 70, 72, 76, 77, 84, 85, 86, 87, 96, 101, 109, 116 (108 lines)</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-- Translate lines literally from Catullus’ poetry into English</li> <li>-- Label Catullus as the father of the Latin Epigram</li> <li>-- Define Epigrams (in antiquity this included the hendecasyllabics and iambics of 1-60)</li> <li>-- Identify the following characters (? indicates character may not be identifiable outside of Catullus): Quintus Hortensius Hortalus?, Manlius?, M. Caelius Rufus (69 and 77, not 100), Q. Arrius?, Quintia?, C. Lincinius Macer Calvus, L. Gellius Poplicola</li> <li>-- Scan poetry in the elegiac couplet meter (all in this section)</li> <li>-- Compare Catullus’s epigrams to Martial’s epigrams</li> <li>-- Research the poetic history of the elegaic couplet and suggest how this meter enriches the content of Catullus’ poetry.</li> <li>-- Write an epigram in the elegaic couplet in Latin.</li> <li>-- Design an outline that explains the internal concentric structure in Cat. 76.</li> <li>-- Compare the themes of untimely death throughout the final poems in this section—ending, ironically, with the love affair.</li> </ul>

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At the completion of the Catullus Unit, students will hold a mock dinner party where they will each be given a character from Catullus’ poems or from the historical moment. Students will need to complete research (through Catullus’ opus and outside sources) in order to “flesh out” their character. At the dinner party, students will not refer to each other by name, but will drop hints to each other about their character. At the conclusion of the dinner, guests will have an opportunity to guess the character that each student was playing throughout the dinner. This activity will not be given a grade per se, but if 80% of the characters can be identified by the class—the benchmark will have been achieved.

## SCOPE AND SEQUENCE

Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill
<p><b>HORACE syllabus</b></p> <p><i>Odes:</i> Book I.1, 5, 9, 11, 13, 22, 23, 24, 25, 37, 38 Book II.3, 7, 10, 14 Book III.1, 9, 13, 30 Book IV.7 and <i>Sermones</i>: I.9 (the bore)</p> <p><i>Suggested Readings for Instructor:</i> Commager, Steele. <u>The Odes of Horace</u>. Norman: University of Oklaholma Press, 1995. Nisbeth &amp; Hubbard <u>Commentary on Horace Odes: Book I</u>. Oxford UP Nisbeth &amp; Hubbard <u>Commentary on Horace Odes: Book II</u> Oxford UP West, David. <u>Horace: Odes I</u>. Oxford: OUP, 1995</p> <p>*****</p> <p>In the second section of the AP Laitn – Latin Literature Examination, teachers have a choice of authors to select from Horace, Ovid, or Cicero. In any given year that this course runs, only one of the three authors will be studied in conjunction and in relation to Catullus.</p>	<p>Reference to (CCCS – Section 6) and/or (WRS- Section 7) by number: 7.1.A.3-6, 7.1.B.2, 7.1.B.5, 7.1.C.3, 7.2.A.1, 7.2.A.2-4, 7.2.B.2, 7.2.C.1-2, WRS 2-4</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>-- Translate lines literally from Horace’s poetry into English.</li> <li>-- Trace Horace’s use of Traditional Classical Formulas in his verse (i.e.: invocations, dedications, priamel, paraclausithryon, etc.).</li> <li>-- Explain the historical contexts embracing Horace’s writing (e.g.: Actium in I.37).</li> <li>-- Compare Horace’s relations with the elegaists of his time (i.e.: Propertius, et al.) and his struggle to mark himself as great as any of the Greek Canon (i.e.:</li> <li>-- Analyze the word arrangements and internal structures within the Odes.</li> <li>-- Evaluate Horace’s striking use of metaphor in his poems</li> <li>-- Compare Horace I.13 to Catullus 51 and Sappho 1.1.34</li> <li>-- Appraise intertextual references within Horace’s poetry and formulate a hypothesis about Horace’s intention by using these references (e.g: Horace I.24 and Vergil, <i>Georgics</i> 4.470)</li> <li>-- Define a Roman satire as a literary form.</li> <li>-- Dissect Horace’s comedic genius through an analysis of the events in Satire I.9</li> <li>-- Scan in First Asclepiad (1), Second Asclepiad (24), Third Asclepiad (5, 23), Fourth Asclepiad (13), Alcaic (I.9, II.10), Fifth Asclepiad (11), , Sapphic (I.22, 25, 38, II.3, 7, 14). Hendecasyllabics (Satire I.9)</li> </ul>

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<p><b>OVID syllabus</b> <i>Metamorphoses:</i> Book 1 – Daphne and Apollo (lines 452-567) Book 4 – Pyramus and Thisbe (lines 55-166) Book 8 – Daedalus and Icarus (lines 183-235) Book 8 – Baucis and Philemon (lines 616-724) Book 10 – Pygmalion (lines 238-297) and <i>Amores</i>: I.1, I.3, I.9, I.11, I.12, III.15</p> <p><i>Suggested Readings for Instructor:</i> I.M. Le M. Du Quesnay. “The Amores”, <u>Ovid</u>, ed. J.W Binns. London: Routledge, 1973. Kenney, E.J. “The Style of the Metamorphoses”, <u>Ovid</u>, ed. J.W. Binns. London: Routledge, 1973. <u>The Cambridge Companion to Ovid</u>, ed. Philip Hardie, Cambridge: Cambridge University Press, 2002. Luck, Georg. <u>The Latin Love Elegy</u>. London: Methuen, 1979.</p> <p>*****</p> <p>In the second section of the AP Latin – Latin Literature Examination, teachers have a choice of authors to select from Horace, Ovid, or Cicero. In any given year that this course runs, only one of the three authors will be studied in conjunction and in relation to Catullus.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-- Translate lines literally from Ovid’s poetry into English.</li> <li>-- Evaluate Ovid’s interpretation of stories from classical mythology.</li> <li>-- Explain the historical context embracing Ovid’s writing</li> <li>-- Compare Ovid’s Amores to Propertius’ first three books (cf.: other love elegists, Gallus and Tibullus).</li> <li>-- Define conventions of love elegies (e.g.: lovesickness, refusal to write epic, encounter with Cupid, etc.) and determine how Ovid exploits these conventions.</li> <li>-- Analyze the word arrangements and internal structures within Ovid’s works.</li> <li>-- Evaluate Ovid’s ever-changing relationship with his audience through the narration in his poetry.</li> <li>-- Dissect Ovid’s masterful use of meter for symbolic purposes</li> <li>-- Present artwork that demonstrates Ovid’s influence over Renaissance painters and sculptors.</li> <li>-- Determine the form of the Metamorphoses (cf. Kenney)</li> </ul>

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### SCOPE AND SEQUENCE

**Topical outline of content or performance cluster  
in order of presentation**

**Activity, criteria for evaluation, and minimum level of  
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7.2.B.2, 7.2.C.1-2, WRS 2-4*

## CICERO syllabus

### *Pro Caelio*

sections 1 (si quis, iudices...) – 4 (...luctusque declarat.)  
sections 6 (Equidem, ut ad me revertar...) – 14 (...crimen reformidet.)  
sections 30 (Sunt autem duo crimina...) – 36 (...molesta es?)  
sections 41 (Multa enim nobis blandimenta...) – 43 (...defenderet.)  
sections 47 (Nihilne igitur illa vincinitas...) – 50 (facultatem dabit.)  
sections 56 (Reliquum est...) – 58 (...comprobatum venenum)  
sections 61 (Sed tamen venenum) – 63 (...per se ipsa defendat!)  
sections 66 (Quaero enim cur...) – 67 (...fortunisque parcant.)  
sections 74 (Vellem alio...) – 77 (...legibus iam obligavit)  
sections 79 (Quod cum huius vobis adulescentiam...) – 80 end.

Any portion of the text not read in Latin is to be read in English.

### *Books for Instructor*

Dorey, T.A. Cicero: A Collection of Essays. London: Routledge and Kegan Paul, 1965.  
Greenridge, A.H.J. The Legal Procedure of Cicero's Time. Oxford: Clarendon, 1901.  
Gruen E. The Last Generation of the Roman Republic. Berkeley: University of California Press, 1974.

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### Students will:

- Translate lines literally from Cicero into English.
- Identify the formal structure to a defense speech in court
- List the events that proceed Caelius' trial.
- Differentiate Roman law proceedings from the American court system.
- Analyze the word arrangements and internal structures within Cicero's speech.
- Evaluate rhetorical devices used throughout his speech.
- Research the history of the Republic up to this moment.
- Memorize and present a section of Cicero's speech in Latin before the class.
- Reconstruct a Roman court case in class and try a classmate for some trumped up charge.
- Give your opinion of Cicero's defense strategies—selecting strengths and weaknesses from his text.
- Write a rebuttal 'In Caelium' in which you charge Caelius.

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At the completion of approximately every 10-15 sections, students will satisfactorily complete a “mock” AP examination which will cover all translations up to that point, Long Essay, and Free-Response questions based upon this unit. Grading for this test will be based upon the Latin AP grading rubrics. A satisfactory grade will equal a 3 or above.

## SCOPE AND SEQUENCE

<b>SCOPE AND SEQUENCE</b>	
<b>Topical outline of content or performance cluster in order of presentation</b>	<b>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</b> <i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.2, 7.1.B.2, 7.1.C.1, 7.1.C.4, 7.2.B.1-2, 7.2.C.1, 7.2.C.3, WRS 2-4</i>

<p>Latin Meter</p> <p><b>[This unit will extend throughout the remainder of the year. It is taught through the text and is an essential part of the curriculum.]</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-- Define and be able to label the following metrical terms: scanning, long and short syllable, foot, caesura (masculine and feminine), dactyl, spondee, iamb, trochee, elision, prodelision, hexameter.</li> <li>-- Memorize the advanced terms for prosody including, but not limited to: Arsis, Diaeresis, Diastole, Hiatus, Ictus, Syllaba anceps, Synizesis, Systole, Thesis</li> <li>-- Dissect sample lines of Latin into metrical feet with the appropriate syllable lengths.</li> <li>-- Recite Latin lines using the appropriate meter</li> <li>-- Apply the rules for elision and prodelision to a line of poetry</li> <li>-- Examine how scansion reflects the literal meaning of a line in well-crafted poetry</li> <li>-- Compose simple dactylic hexameter couplets in Latin</li> <li>-- Defend a line analysis in short answer format</li> </ul>
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**INSTRUCTIONAL BENCHMARK**

*Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section*

At various points in the year, students will perform satisfactorily on scansion quizzes. Students will need to scan lines in Latin into their appropriate feet and syllable lengths. They will also be asked to comment on any important prosodic features in the line as well as to relate the significance that the scansion holds for the literal meaning of the lines. Quizzes will be based on a 100 point scale.

**SCOPE AND SEQUENCE**

<b>SCOPE AND SEQUENCE</b>	
<p><b>Topical outline of content or performance cluster in order of presentation</b></p>	<p style="text-align: center;"><b>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</b></p> <p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.1-4, 7.1.B.1-4, 7.2.C.1-2, WRS 2-4</i></p>

Grammar and Vocabulary

**This unit will extend throughout the remainder of the year. It is taught through the text and is an essential component of the curriculum.**

Students will:

- Define new grammatical forms as they appear in the readings
- Summarize the grammatical rules in their notebooks
- Give an example how these grammatical rules might be used in Latin
- Differentiate this grammatical usage from other similar uses (e.g.: How does the dative of reference differ from the dative of indirect object?)
- Construct an original Latin sentence that demonstrates an understanding of the new grammatical principle.
- Judge other students' sentences for appropriate use of the new grammatical forms.
- Increase their English vocabulary through the study of classical vocabulary. This includes the study of roots, prefixes, suffixes, etymology, derivatives, cognates, and loan words.
- Determine the historical contexts within which each of these vocabulary words would be placed (i.e.: *amicitia* as a binding agreement between two political allies—not simply 'friendship')
- Infer the meanings of words in English and/or other languages through their knowledge of classical vocabulary.
- Explicate specific words or phrases in context.

**1.**

### **INSTRUCTIONAL BENCHMARK**

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#1) At the completion of each new grammatical unit, students will satisfactorily complete a unit notebook quiz. In their notebooks, students will be asked to dedicate a half page to each new grammatical form that is covered in that unit and to find examples of that grammatical usage from the text. Students will rewrite the line in the notebook citing the appropriate book and line numbers, translate the grammatical phrase into English, and underline the essential elements of that grammatical form in the Latin. Students will receive credit for each form correctly identified, and they will be graded according to the number of times that the grammatical form is found within a specified number of lines. This quiz will be graded on a 100 point scale.

#2) At the completion of each new vocabulary unit, students will satisfactorily complete a vocabulary quiz. Students will identify in English the meanings of Latin words that are provided to them from that particular unit. Student may also need to memorize the full form of the dictionary entry for certain important Latin words. This quiz will be graded on a 100 point scale.

**SCOPE AND SEQUENCE**

<p align="center"><b>Topical outline of content or performance cluster in order of presentation</b></p>	<p align="center"><b>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</b></p> <p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.2, 7.1.A.5, 7.1.B.2, 7.1.C.4, 7.2.A.4, 7.2.B.2, 7.2.C.1-2, WRS 2-4</i></p>
<p>Devices of Style</p> <p><b>[This unit will extend throughout the remainder of the year. It is taught through the text and is an essential part of the curriculum.]</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-- Define and memorize poetic devices including, but not limited to, Alliteration, Anaphora, Anastrophe, Apostrophe, Asyndeton, Chiasmus, Hendiadys, Hysteron Proteron, Litotes, Metaphor, Metonymy, Onomatopoeia, Oxymoron, Personification, Polysyndeton, Prolepsis, Simile, Synchronism, Synecdoche, Tmesis, Zeugma</li> <li>-- List these devices in their notebooks</li> <li>-- Identify and analyze characteristic or noteworthy features of the author's modes of expression</li> <li>-- Locate poetic devices from unprepared passages</li> </ul>

**INSTRUCTIONAL BENCHMARK**

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Based upon self-selected passages, students will compose a three-page essay which concentrates on one poetic device and its relationship to the meaning of those selected passages. Students will be asked to elicit a larger, thematic current based upon the poet's employment of these devices within their answer. Students will be graded upon the AP rubric for the Long Essay Question, and it will count as a full test grade. Students will be said to have performed satisfactorily with a score of 3 or above.

**SCOPE AND SEQUENCE**

<p align="center"><b>Topical outline of content or performance cluster in order of presentation</b></p>	<p align="center"><b>Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill</b></p> <p><i>Reference to (CCCS – Section 6) and/or (WRS – Section 7) by number: 7.1.A.4, 7.1.A.5, 7.1.A.6, 7.1.B.5, 7.1.C.3, WRS 2-4</i></p>
<p>General AP preparation for the Translation Question, Long Essay, and Free-Response Questions</p> <p><b>[This unit will extend throughout the remainder of the year. It is taught through the text and is an essential part of the curriculum.]</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-- Define the phrase “as literally as possible” from the AP curriculum</li> <li>-- Translate unfamiliar Latin passages into English “as literally as possible”</li> <li>-- Define description and analysis and recognize the difference between the two in a written passage. We want analysis.</li> <li>-- Analyze Latin passages, using the Latin itself to support their arguments</li> <li>-- Examine the holistic grading rubric for the Long Essay section and the Free-Response Questions</li> <li>-- Rank student-written essays according to the Long Essay rubric and the Free-Response Questions</li> <li>-- Evaluate their own performance on Long Essay and Free-Response questions according to the appropriate rubrics</li> </ul>

**INSTRUCTIONAL BENCHMARK**

*Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section*

At the completion of this unit, students will complete a grading exam where they are asked to act as the AP graders for each of the three sections identified in this unit. In section one, students will be given a sample student translation and the grading mechanism for that particular translation. They will then evaluate the student’s performance on that translation. Their score on the translation section will be based upon how close they come to the actual student score. For each ½ point that they err from the actual score, a percentage will be deducted from their test grade. In section two students will be asked to grade a sample student essay according to the AP Long Essay rubric. In section three students will be asked to grade sample student Free-Response questions according to the AP Free-Response rubric. For each point they err from the actual score of the Essay and Free-Response questions, a percentage will be deducted from their overall test score.

#### 4. REQUIRED INSTRUCTIONAL RESOURCES

*Listing of textbooks, supplemental readings, field study, software, equipment, and materials that are required for instruction and/or student learning activities.*

##### CATULLUS

**Bender, Henry V. and Phyllis Young Forsyth, Catullus: AP Edition, Wauconda, IL: Bolchazy-Carducci, 2004**  
**or Merrill, Elmer T. ed. Catullus. Boston: Ginn, 1893.**

##### HORACE, OVID, and CICERO

**Ancona, Ronnie. Horace: Selected Odes and Satire I.9, Wauconda, IL: Bolchazy-Carducci, 2004**  
**LaFleur, R.A., Love and Transformation: An Ovid Reader, White Plains, NY: Longman, Addison-Wesley, 1995.**  
**Englert, W., Cicero: Pro Caelio. Bryn Mawr: Bryn Mawr Commentaries.**

#### 5. EVALUATION AND GRADING

*Identify criteria for evaluation of student performance, for the course of study (i.e., completion of specific activities, levels of skill proficiency, participation, performance or product); include exemplars, rubrics, performance checklists, etc.*

Students will be evaluated through:

written tests covering a specified section of the material (see benchmarks)

weekly announced and unannounced quizzes (e.g.: see benchmarks)

daily homework

oral quizzes -- students are graded upon the accuracy of their wording, pronunciation, and meter.

oral presentations on Roman and Greek history and mythology (grades will be assigned according to accuracy of the material presented, quality and depth of the material presented, flow of the presentation, and professionalism of the presenter)

class participation

in-class compositions targeting selected “interesting” passages (see benchmarks)

formal essays addressing larger themes within the text (see scope and sequence)

notebook checks to make sure students are up to date with the material

notebook quizzes based on grammar (see benchmarks)

portfolio assessing the student’s overall progress within the course

and cooperative learning activities (e.g.: team translations with assigned roles)

**6. NEW JERSEY CORE CONTENT STANDARDS**

*To be inserted for reference*

**7. NEW JERSEY CROSS-CONTENT WORKPLACE READINESS SKILLS**

*To be inserted for reference*

SUBMITTED BY: \_\_\_\_\_Mark C. Gutkowski\_\_\_\_\_ DATE: \_\_\_\_\_6 July 2004\_\_\_\_\_

CURRICULUM COUNCIL APPROVAL: YES NO DATE: \_\_\_\_\_

BOARD OF EDUCATION CURR. COMMITTEE: YES NO DATE: \_\_\_\_\_

BOARD OF EDUCATION APPROVAL: YES NO DATE: \_\_\_\_\_