

Course: AP Latin	Unit Title/ Timeframe: Unit 1: Vergil, <i>Aeneid</i>, Book 1/ 22-24 Class Periods
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand how to read and comprehend Latin poetry and prose • Students will understand how to translate from Latin to English literally • Students will understand how to relate Latin texts to Roman historical, cultural, and literary contexts • Students will understand how to analyze linguistic and literary features of Latin texts • Students will understand how to develop an argument that analyzes Latin poetry and/or prose
Essential Questions	<ul style="list-style-type: none"> • What makes the Aeneid an epic? • What expectations should we have of the narrative given that the story is an epic? • What are we to think of epic characters, especially heroes, from the way they are introduced? • How might it affect Aeneas to talk to someone he suspects is a goddess only to realize too late that it is his own mother? • What do we learn about Roman expectations of women from meeting Dido
Common Core/ Massachusetts Standards/AP Standards	<p>Common Core Standards: R1, R2, R3, R4, R5, R7, W7, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L3, L4</p> <p>Massachusetts Standards: 1.11, 2.7, 2.8, 2.9, 2.10, 2.15, 3.10, 4.6, 4.7, 4.9, 4.11, 4.12, 4.13, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11, 6.5, 6.6, 6.7, 6.8, 7.2</p> <p>AP Standards: 1, 2, 3, 4, 5</p>
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	<p>You Tube Videos on passages (TI)</p> <p>Review grammar found in the poems</p> <p>Literal translation of passages and paraphrasing passages</p> <p>Discussion of Vergil's style</p> <p>Reading aloud in dactylic hexameter</p> <p>Review rhetorical devices/figures of speech (ID)</p>
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills	<p>Vocabulary Quizzes (CT, CS)</p> <p>Unit Tests (CT, LS, CS)</p> <p>Quizzes on Socrative based on grammar (CT)</p> <p>Quizlet Live, Kahoot, Gimkit (CT, CI)</p>

CS = Communication Skills CI = Collaborative/Independent Learning	
Major Resources	Vergil's Aeneid (Pharr)

Course:AP Latin	Unit Title/ Timeframe: Unit 2: Caesar, <i>Gallic War</i>, Books 1 and 6/ 21-23 Class Periods
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand how to read and comprehend Latin poetry and prose • Students will understand how to translate from Latin to English literally • Students will understand how to relate Latin texts to Roman historical, cultural, and literary contexts • Students will understand how to analyze linguistic and literary features of Latin texts • Students will understand how to develop an argument that analyzes Latin poetry and/or prose
Essential Questions	<ul style="list-style-type: none"> • How does Caesar frame the Romans' first impressions of the Gauls? • What aspects of leadership does Caesar portray in his writing? • What other information about the war or Caesar's decisions do we wish we had? • How in Book 1 does Caesar justify the war to the Roman people? To the Roman Senate? • Why would Caesar include stories about other cultures in Book 6, and how do you think he learned what he is saying?
Common Core/ Massachusetts Standards/AP Standards	Common Core Standards:R1,R2, R3,R4, R5, R7, W7, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L3, L4 Massachusetts Standards:1.11, 2.7, 2.8, 2.9, 2.10, 2.15, 3.10, 4.6, 4.7, 4.9, 4.11, 4.12, 4.13, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11, 6.5, 6.6, 6.7, 6.8, 7.2 AP Standards: 1,2,3,4,5
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Powerpoint presentations on Caesar and The Gallic War You Tube Videos of De Bello Gallico passages (TI) Review grammar

	<p>Translation of Caesar's De Bello Gallico</p> <p>paraphrasing passages</p> <p>Discussion of Caesar's writing' style</p> <p>Find examples of rhetorical devices/figures of speech (ID)</p>
<p>Assessment</p> <p>Expectations for Student Learning</p> <p>CT = Critical Thinking</p> <p>LS = Literacy Skills</p> <p>CS = Communication Skills</p> <p>CI = Collaborative/Independent Learning</p>	<p>Vocabulary Quizzes (CT, CS)</p> <p>Unit Tests (CT, LS, CS)</p> <p>Quizzes on Socrative based on grammar (CT)</p> <p>Quizlet Live, Kahoot, Gimkit (CT, CI)</p>
Major Resources	<p>Caesar's De Bello Gallico (Hans-Friedrich Mueller)</p> <p>Teacher generated worksheets</p> <p>Teacher generated powerpoint presentations</p> <p>SPQR and Exit Ticket iPad apps</p>

Course: AP Latin	Unit Title/ Timeframe: Unit 3: Vergil, <i>Aeneid</i>, Book 2/ 12-13 Class Periods
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand how to read and comprehend Latin poetry and prose • Students will understand how to translate from Latin to English literally • Students will understand how to relate Latin texts to Roman historical, cultural, and literary contexts • Students will understand how to analyze linguistic and literary features of Latin texts • Students will understand how to develop an argument that analyzes Latin poetry and/or prose
Essential Questions	<ul style="list-style-type: none"> • What does Vergil gain as an artist by making Aeneas recount these scenes of war? • What does it mean to learn that the gods themselves are destroying your home? • What is Vergil trying to say about heroism and honor in the story of Priam and Neoptolemus or about fathers and sons in the story of Anchises and Aeneas? • What effect might Aeneas's account have had on those listening: his fellow Trojans, who have suffered it; the Carthaginian citizens, who are also refugees; or Dido, a fellow leader who has also escaped violence?

Common Core/ Massachusetts Standards/AP Standards	Common Core Standards:R1,R2, R3,R4, R5, R7, W7, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L3, L4 Massachusetts Standards:1.11, 2.7, 2.8, 2.9, 2.10, 2.15, 3.10, 4.6, 4.7, 4.9, 4.11, 4.12, 4.13, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11, 6.5, 6.6, 6.7, 6.8, 7.2 AP Standards: 1,2,3,4,5
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Powerpoint presentations You Tube Videos of translations (TI) Review grammar found in the passages Literal translations paraphrasing passages Discussion of Vergil's' style Reading aloud in dactylic hexameter Discuss rhetorical devices/figures of speech (ID)
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	Vocabulary Quizzes (CT, CS) Unit Tests (CT, LS, CS) Quizzes on Socrative based on grammar (CT) Quizlet Live, Kahoot, Gimkit (CT, CI)
Major Resources	Vergil's Aeneid (Pharr)

Course: AP Latin	Unit Title/ Timeframe: Unit 4: Caesar, <i>Gallic War</i>, Book 4/ 11-12 Class Periods
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand how to read and comprehend Latin poetry and prose • Students will understand how to translate from Latin to English literally • Students will understand how to relate Latin texts to Roman historical, cultural, and literary contexts • Students will understand how to analyze linguistic and literary features of Latin texts

	<ul style="list-style-type: none"> Students will understand how to develop an argument that analyzes Latin poetry and/or prose
Essential Questions	<ul style="list-style-type: none"> How does Caesar's choice of genre and style allow for subtle evasion of blame when things go contrary to his plans? Why might a Roman reader be particularly interested in Caesar's account of the British charioteers? Why do scenes of bravery by a common soldier make us think that Caesar is a good leader? How might tales of far-off lands and daring battles inspire Roman youth to follow Caesar into the military or simply to follow him?
Common Core/ Massachusetts Standards/AP Standards	<p>Common Core Standards: R1, R2, R3, R4, R5, R7, W7, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L3, L4</p> <p>Massachusetts Standards: 1.11, 2.7, 2.8, 2.9, 2.10, 2.15, 3.10, 4.6, 4.7, 4.9, 4.11, 4.12, 4.13, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11, 6.5, 6.6, 6.7, 6.8, 7.2</p> <p>AP Standards: 1, 2, 3, 4, 5</p>
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	<p>Powerpoint presentations on Caesar and The Gallic War</p> <p>You Tube Videos of De Bello Gallico passages (TI)</p> <p>Review grammar</p> <p>Translation of Caesar's De Bello Gallico</p> <p>paraphrasing passages</p> <p>Discussion of Caesar's writing' style</p> <p>Find examples of rhetorical devices/figures of speech (ID)</p>
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	<p>Vocabulary Quizzes (CT, CS)</p> <p>Unit Tests (CT, LS, CS)</p> <p>Quizzes on Socratic based on grammar (CT)</p> <p>Quizlet Live, Kahoot, Gimkit (CT, CI)</p>
Major Resources	<p>Caesar's De Bello Gallico (Hans-Friedrich Mueller)</p> <p>Teacher generated worksheets</p> <p>Teacher generated powerpoint presentations</p>

	SPQR and Exit Ticket iPad apps
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Course: AP Latin	Unit Title/ Timeframe: Unit 5: Vergil, <i>Aeneid</i>, Book 4/ 12-13 Class Periods
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand how to read and comprehend Latin poetry and prose • Students will understand how to translate from Latin to English literally • Students will understand how to relate Latin texts to Roman historical, cultural, and literary contexts • Students will understand how to analyze linguistic and literary features of Latin texts • Students will understand how to develop an argument that analyzes Latin poetry and/or prose
Essential Questions	<ul style="list-style-type: none"> • What do we learn about poetry when poets take scenes from everyday life (a storm) and elevate them to represent something else entirely (a wedding)? • Why would Vergil make his hero seem timid or underhanded in his relations with Dido? • How would the recent wars with Cleopatra change a Roman's perception of that same story? • Who ultimately is responsible for Dido's death if the gods made her fall in love and then made Aeneas leave her? • What does it mean to say that Dido's death was truly tragic?
Common Core/ Massachusetts Standards/AP Standards	<p>Common Core Standards: R1, R2, R3, R4, R5, R7, W7, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L3, L4</p> <p>Massachusetts Standards: 1.11, 2.7, 2.8, 2.9, 2.10, 2.15, 3.10, 4.6, 4.7, 4.9, 4.11, 4.12, 4.13, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11, 6.5, 6.6, 6.7, 6.8, 7.2</p> <p>AP Standards: 1, 2, 3, 4, 5</p>
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	<p>Powerpoint presentations</p> <p>You Tube Videos of translations (TI)</p> <p>Review grammar found in the passages</p> <p>Literal translations</p> <p>paraphrasing passages</p> <p>Discussion of Vergil's' style</p> <p>Reading aloud in dactylic hexameter</p>

	Discuss rhetorical devices/figures of speech (ID)
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	Vocabulary Quizzes (CT, CS) Unit Tests (CT, LS, CS) Quizzes on Socrative based on grammar (CT) Quizlet Live, Kahoot, Gimkit (CT, CI)
Major Resources	Vergil's Aeneid (Pharr)

Course: AP Latin	Unit Title/ Timeframe: Unit 6: Caesar, <i>Gallic War</i>, Book 5 Part I/ 12-13 Class Periods
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand how to read and comprehend Latin poetry and prose • Students will understand how to translate from Latin to English literally • Students will understand how to relate Latin texts to Roman historical, cultural, and literary contexts • Students will understand how to analyze linguistic and literary features of Latin texts • Students will understand how to develop an argument that analyzes Latin poetry and/or prose
Essential Questions	<ul style="list-style-type: none"> • Why is knowledge of the Roman army needed to understand fully Caesar's narrative? • How does Caesar show good leadership through an example of leaders being fooled? • What does Caesar say about the Gauls by the way he portrays Ambiorix? • How does Caesar give credit for heroism or claim it for himself? • How does the simplicity of Caesar's chosen literary genre still leave room for rhetorical effects?
Common Core/ Massachusetts	Common Core Standards: R1, R2, R3, R4, R5, R7, W7, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L3, L4

Standards/AP Standards	Massachusetts Standards: 1.11, 2.7, 2.8, 2.9, 2.10, 2.15, 3.10, 4.6, 4.7, 4.9, 4.11, 4.12, 4.13, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11, 6.5, 6.6, 6.7, 6.8, 7.2 AP Standards: 1,2,3,4,5
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Powerpoint presentations on Caesar and The Gallic War You Tube Videos of De Bello Gallico passages (TI) Review grammar Translation of Caesar's De Bello Gallico paraphrasing passages Discussion of Caesar's writing' style Find examples of rhetorical devices/figures of speech (ID)
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	Vocabulary Quizzes (CT, CS) Unit Tests (CT, LS, CS) Quizzes on Socrative based on grammar (CT) Quizlet Live, Kahoot, Gimkit (CT, CI)
Major Resources	Caesar's De Bello Gallico (Hans-Friedrich Mueller) Teacher generated worksheets Teacher generated powerpoint presentations SPQR and Exit Ticket iPad apps

Course: AP Latin	Unit Title/ Timeframe: Unit 7: Caesar, <i>Gallic War</i>, Book 5 Part II, Book 6, and Book 7
Enduring Understandings	<ul style="list-style-type: none"> Students will understand how to read and comprehend Latin poetry and prose Students will understand how to translate from Latin to English literally Students will understand how to relate Latin texts to Roman historical, cultural, and literary

	<p>contexts</p> <ul style="list-style-type: none"> Students will understand how to analyze linguistic and literary features of Latin texts Students will understand how to develop an argument that analyzes Latin poetry and/or prose
Essential Questions	<ul style="list-style-type: none"> How do scenes of heroism and clever leadership shine a light on Caesar even when he is not there? What does Caesar imply about the bravery of slaves and foreigners as well as of minor characters through his selections of episodes? For all his careful construction of the account, how did other Romans view Caesar's actions? How do we read these scenes differently with the perspective of time?
Common Core/ Massachusetts Standards/AP Standards	<p>Common Core Standards: R1, R2, R3, R4, R5, R7, W7, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L3, L4</p> <p>Massachusetts Standards: 1.11, 2.7, 2.8, 2.9, 2.10, 2.15, 3.10, 4.6, 4.7, 4.9, 4.11, 4.12, 4.13, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11, 6.5, 6.6, 6.7, 6.8, 7.2</p> <p>AP Standards: 1, 2, 3, 4, 5</p>
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	<p>Powerpoint presentations on Caesar and The Gallic War</p> <p>You Tube Videos of De Bello Gallico passages (TI)</p> <p>Review grammar</p> <p>Translation of Caesar's De Bello Gallico</p> <p>paraphrasing passages</p> <p>Discussion of Caesar's writing' style</p> <p>Find examples of rhetorical devices/figures of speech (ID)</p>
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	<p>Vocabulary Quizzes (CT, CS)</p> <p>Unit Tests (CT, LS, CI)</p> <p>Quizzes on Socrative based on grammar (CT)</p> <p>Quizlet Live, Kahoot, Gimkit (CT, CI)</p>
Major Resources	<p>Caesar's De Bello Gallico (Hans-Friedrich Mueller)</p> <p>Teacher generated worksheets</p>

	Teacher generated powerpoint presentations
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Course: AP Latin	Unit Title/ Timeframe: Unit 8: Vergil, <i>Aeneid</i>, Books 6, 8, and 12/ 12-13 Class Periods
Enduring Understandings	<ul style="list-style-type: none"> • Students will understand how to read and comprehend Latin poetry and prose • Students will understand how to translate from Latin to English literally • Students will understand how to relate Latin texts to Roman historical, cultural, and literary contexts • Students will understand how to analyze linguistic and literary features of Latin texts • Students will understand how to develop an argument that analyzes Latin poetry and/or prose
Essential Questions	<ul style="list-style-type: none"> • How do mythology, philosophy, and history fit into Vergil's account of the Underworld? • Do we learn anything about Roman religion from Vergil's depiction? • How does lingering on stories like the history of Mezentius enhance the brutality of the battlefield narrative? • What views of friendship and family develop for the Roman world? Why do the ancients seem to think that rage is a heroic quality? • Was fate or the gods in charge of the narrative?
Common Core/ Massachusetts Standards/AP Standards	<p>Common Core Standards: R1, R2, R3, R4, R5, R7, W7, W8, W9, SL1, SL2, SL4, SL5, L1, L2, L3, L4</p> <p>Massachusetts Standards: 1.11, 2.7, 2.8, 2.9, 2.10, 2.15, 3.10, 4.6, 4.7, 4.9, 4.11, 4.12, 4.13, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11, 6.5, 6.6, 6.7, 6.8, 7.2</p> <p>AP Standards: 1, 2, 3, 4, 5</p>
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	<p>Powerpoint presentations</p> <p>You Tube Videos of translations (TI)</p> <p>Review grammar found in the passages</p> <p>Literal translations</p> <p>paraphrasing passages</p>

	<p>Discussion of Vergil's' style</p> <p>Reading aloud in dactylic hexameter</p> <p>Discuss rhetorical devices/figures of speech (ID)</p>
<p>Assessment</p> <p>Expectations for Student Learning</p> <p>CT = Critical Thinking</p> <p>LS = Literacy Skills</p> <p>CS = Communication Skills</p> <p>CI = Collaborative/Independent Learning</p>	<p>Vocabulary Quizzes (CT, CS)</p> <p>Unit Tests (CT, LS, CS)</p> <p>Quizzes on Socrative based on grammar (CT)</p> <p>Quizlet Live, Kahoot, Gimkit (CT, CI)</p>
Major Resources	Vergil's Aeneid (Pharr)