

# AP LATIN

## Course Syllabus

Academic Year 2026–2027

Teacher	School	Contact	Meeting Days
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### I. Course Overview

This course is designed to meet the curricular requirements of the Advanced Placement Latin program as specified in the AP Latin Course and Exam Description (CED) published by the College Board (revised 2025–26). Students engage with canonical Latin literature at the college level, developing their capacities for close philological reading, literary analysis, and contextual interpretation.

The course is organized into six thematic and chronological units, distributed across two semesters. The first semester is devoted primarily to the epistolary prose of Pliny the Younger, supplemented by Teacher’s Choice prose. The second semester pivots to the epic poetry of Vergil’s Aeneid, supplemented by Teacher’s Choice poetry. Throughout both semesters, students practice all three College Board skill categories—reading and comprehension, stylistic and contextual description, and analytical argumentation—in preparation for the AP Examination in May and the required Spring Project.

### II. Course Goals and AP Skill Categories

By the conclusion of this course, students will be able to:

#### Skill Category 1: Read and Comprehend Latin Poetry and Prose

- Skill 1.A – Read and recognize Latin vocabulary in context, drawing upon the required vocabulary list of approximately 1,000 words.
- Skill 1.B – Parse Latin words accurately, identifying morphological forms within their syntactic environments.
- Skill 1.C – Summarize Latin texts in accurate English, capturing characters, setting, events, and argument.
- Skill 1.D – Translate Latin texts literally and idiomatically, attending to both accuracy and prose style.

#### Skill Category 2: Describe the Style and Context of Latin Poetry and Prose

- Skill 2.A – Identify and describe literary devices (e.g., chiasmus, anaphora, tricolon, asyndeton, enjambment, dactylic hexameter) in assigned texts.
- Skill 2.B – Describe the historical, political, biographical, and cultural contexts that illuminate assigned texts.

#### Skill Category 3: Analyze Latin Poetry and Prose

- Skill 3.A – Develop a defensible interpretive claim about a Latin text.

- Skill 3.B – Support an interpretive claim with specific textual evidence drawn from the Latin.

### III. Required Readings (CR 1)

The course incorporates the complete required reading list as mandated by the College Board, along with Teacher’s Choice prose and poetry selections. All required passages are distributed across the two semesters as delineated in Section IV below.

#### A. Pliny the Younger, Epistulae (First Semester)

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The following letters constitute the required Pliny passages per the AP CED. Students read each letter in its original Latin and in full English translation:

- Book 6: Letters 4, 7, 16, 20
- Book 7: Letter 27
- Book 10: Letters 5, 6, 7, 37, 90

#### B. Vergil, Aeneid (Second Semester)

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The following passages constitute the required Vergil selections per the AP CED:

- Book 1: Lines 1–33, 88–107, 496–508
- Book 2: Lines 40–56, 201–249
- Book 4: Lines 74–89, 165–197, 305–361
- Book 6: Lines 450–476, 788–800, 847–853
- Book 7: Lines 45–58, 783–792, 803–817
- Book 11: Lines 532–594
- Book 12: Lines 791–796, 803–812, 818–828, 919–952

#### C. Teacher’s Choice Prose (First Semester)

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In addition to the required Pliny letters, students read the following Teacher’s Choice prose selections. The College Board requires at least 1,650 words of Teacher’s Choice prose; total word counts are indicated below.

- Selected letters of Pliny not on the required list: Epistulae 1.9 (De otio), 3.5 (On his uncle’s scholarly habits), and 5.8 (On writing history) – approximately 950 words combined.
- Cicero, Epistulae ad Atticum I.1 and I.2 (introduction to Republican epistolary convention) – approximately 420 words combined.
- Suetonius, Vita Divi Iulii, chapters 1–4 (biographical prose as literary genre) – approximately 380 words.

Total Teacher’s Choice Prose word count: approximately 1,750 words.

#### D. Teacher’s Choice Poetry (Second Semester)

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The College Board requires at least 1,350 words of Teacher's Choice poetry. Selections are drawn from the following:

- Vergil, Aeneid Book 1, lines 34–87 (Juno's monologue, non-required passage extending the opening) – approximately 340 words.
- Catullus, selected Lesbia poems: 5, 8, 51, 72, 75, 85, 87 (elegiac and lyric contrast with Vergilian epic) – approximately 490 words combined.
- Ovid, Metamorphoses I.1–88 (proem and Chaos/Creation, dactylic hexameter in a contrasting register) – approximately 600 words.

Total Teacher's Choice Poetry word count: approximately 1,430 words.

## E. Resource Requirements

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Per the AP Latin resource requirements, each student will have access to:

- The required passages of Vergil's Aeneid and Pliny the Younger's Letters in Latin (provided as classroom sets or via packet).
- The complete works of Vergil and Pliny the Younger in English translation.
- A standard Latin grammar reference (e.g., Allen and Greenough's New Latin Grammar or Wheelock's Latin Grammar).
- Access to the College Board's AP Latin required vocabulary list (~1,000 words).

## IV. Course Schedule (CR 1)

The following week-by-week schedule distributes all required and Teacher's Choice readings over the academic year and demonstrates the skills addressed in each unit. Approximate timing assumes a five-day week with 50-minute class periods.

### SEMESTER ONE: Pliny the Younger, Epistulae

Week(s)	Unit / Topic	Required & Teacher's Choice Readings	Skills Addressed
1–2	<b>Unit 0: Orientation &amp; Grammar Review</b>	Introduction to AP Latin; review of morphology, syntax, and vocabulary; overview of Pliny's life, the epistolary genre, and the Nerva-Trajan era. Review Allen & Greenough.	Skills 1.A, 1.B
3–4	<b>Unit 1A: Pliny's Literary Life (Teacher's Choice)</b>	Epistulae 1.9 (~220 words); 3.5 (~370 words); 5.8 (~360 words). Introduction to Pliny as writer-persona. Total TC prose to date: ~950 words.	Skills 1.C, 1.D, 2.A, 2.B
5–6	<b>Unit 1B: Letters on Private Life</b>	Ep. 6.4 (to wife Calpurnia); 6.7 (longing for Calpurnia). Themes of Roman domestic life, epistolary intimacy.	Skills 1.C, 1.D, 2.A, 2.B
7–8	<b>Unit 2A: Vesuvius – The Eyewitness Accounts</b>	Ep. 6.16 (death of Pliny the Elder); 6.20 (Pliny the Younger's own escape). Roman historiography and natural disaster.	Skills 1.C, 1.D, 2.A, 2.B, 3.A, 3.B
9	<b>Unit 2B: The Supernatural</b>	Ep. 7.27 (the haunted house of Athens). Genre, the uncanny, and Pliny's skeptical persona.	Skills 1.D, 2.A, 3.A, 3.B
10–11	<b>Unit 3A: Pliny and the Emperor Book 10, Part I</b>	Ep. 10.5; 10.6; 10.7 (requests to Trajan: citizenship, privileges). Imperial administration and patronage.	Skills 1.C, 1.D, 2.B, 3.A
12–13	<b>Unit 3B: Pliny and the Emperor Book 10, Part II</b>	Ep. 10.37 (Bithynian aqueduct project); 10.90 (consultation on a municipal matter). Roman provincial governance.	Skills 1.C, 1.D, 2.B, 3.A, 3.B
14–15	<b>Unit 4: Republican Epistolary Comparison (Teacher's Choice)</b>	Cicero, Ep. ad Att. 1.1 (~220 words); 1.2 (~200 words). Comparison of Republican and Imperial epistolary conventions. Total TC prose: ~1,370 words.	Skills 1.D, 2.A, 2.B, 3.A, 3.B
16–17	<b>Unit 5: Biographical</b>	Suetonius, Divus Iulius 1–4 (~380 words). Prose biography as a distinct genre; style vs. Pliny. Total	Skills 1.D, 2.A, 2.B

Week(s)	Unit / Topic	Required & Teacher's Choice Readings	Skills Addressed
	<b>Prose (Teacher's Choice)</b>	TC prose: ~1,750 words. [Requirement fulfilled.]	
18	<b>Semester One Review</b>	Comprehensive review of all Pliny passages; practice AP translation and short-answer questions; sight-reading practice.	Skills 1.A–1.D, 2.A–2.B, 3.A–3.B

## SEMESTER TWO: Vergil, Aeneid, and Spring Project

Week(s)	Unit / Topic	Required & Teacher's Choice Readings	Skills Addressed
19–20	<b>Unit 6: Introduction to Epic &amp; Dactylic Hexameter</b>	Orientation to epic genre, Homeric tradition, Augustan ideology; scansion practice; Aeneid 1.1–33 (proem, fata, and Roman teleology).	Skills 1.A, 1.B, 2.A, 2.B
21	<b>Unit 7: Storm and Landing</b>	Aeneid 1.88–107 (Aeolus, the storm); 1.496–508 (Aeneas views murals at Carthage). Themes of pietas, fatum, furor.	Skills 1.C, 1.D, 2.A, 3.A, 3.B
22–23	<b>Unit 8: The Fall of Troy</b>	Aeneid 2.40–56 (Laocoon's warning); 2.201–249 (the Trojan Horse and the serpents). Tragedy, divine deception, and narrative perspective.	Skills 1.C, 1.D, 2.A, 2.B, 3.A, 3.B
24–25	<b>Unit 9: Dido</b>	Aeneid 4.74–89 (Dido's love); 4.165–197 (the cave, fama); 4.305–361 (Dido's great speech to Aeneas). Characterization, gender, and duty.	Skills 1.C, 1.D, 2.A, 3.A, 3.B
26	<b>Unit 10: Vergil TC – Extended Opening (Teacher's Choice)</b>	Aeneid 1.34–87, Juno's monologue (~340 words). Non-required extension of the proem sequence; divine motivation and its rhetoric.	Skills 1.D, 2.A, 3.A, 3.B
27–28	<b>Unit 11: The Underworld</b>	Aeneid 6.450–476 (encounter with Dido's shade); 6.788–800 (parade of heroes); 6.847–853 (Roman mission). Eschatology and national destiny.	Skills 1.C, 1.D, 2.B, 3.A, 3.B
29	<b>Unit 12: Italy and War</b>	Aeneid 7.45–58 (Latinus's court); 7.783–792; 7.803–817 (the Latin warriors). Transition to war-epic; ethnographic detail.	Skills 1.D, 2.A, 2.B
30	<b>Unit 13: Camilla</b>	Aeneid 11.532–594 (Camilla in battle). Female heroism; Amazonian tradition; epic simile.	Skills 1.D, 2.A, 3.A, 3.B

<b>Week(s)</b>	<b>Unit / Topic</b>	<b>Required &amp; Teacher's Choice Readings</b>	<b>Skills Addressed</b>
31	<b>Unit 14: The Finale</b>	Aeneid 12.791–796; 12.803–812; 12.818–828; 12.919–952 (Juno's reconciliation; the death of Turnus). Epic closure and moral ambiguity.	Skills 1.C, 1.D, 2.A, 3.A, 3.B
32–33	<b>Unit 15: Lyric &amp; Elegiac Contrast (Teacher's Choice)</b>	Catullus 5, 8, 51, 72, 75, 85, 87 (~490 words combined); Ovid, Met. 1.1–88 (~600 words). TC Poetry total: ~1,430 words. [Requirement fulfilled.]	Skills 1.D, 2.A, 2.B, 3.A, 3.B
34–36	<b>Unit 16: Spring Project (at least 12 × 45-min. periods = 9 hrs)</b>	Four non-syllabus College Board project passages; in-class close reading, Checkpoint 1 (translation & comprehension annotation), Checkpoint 2 (interpretive short essay). Scores entered in AP Digital Portfolio.	Skills 1.C, 1.D, 2.A, 2.B, 3.A, 3.B
37–38	<b>AP Examination Review</b>	Comprehensive review: translation drill, MCQ practice (discrete sight-reading; short sets; syllabus sets), short-answer, short-essay, and project-passage essay.	All Skills

## V. Instructional Strategies by Skill Category

The following activities and strategies are employed recurrently throughout the academic year. Each is labeled with the specific AP skill(s) it targets.

### A. Skill Category 1: Reading and Comprehension (CR 2)

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#### 1. Daily Collaborative Sense-Unit Translation (Skills 1.B, 1.C, 1.D)

Each class period begins with students working independently, then in pairs, to segment the day's Latin passage into grammatical "sense units." Students parse each word orally before offering a literal English rendering. The instructor facilitates a whole-class comparison of translations, pressing for idiomatic precision. The class period closes with each student composing a written summary of the passage in English prose (Skill 1.C), attending to setting, speakers, argument, and tone.

#### 2. Vocabulary-in-Context Assessments (Skill 1.A)

Weekly quizzes present vocabulary from the AP required list of approximately 1,000 words in context—i.e., drawn from a short Latin sentence rather than in isolation—requiring students to identify the meaning appropriate to the syntactic environment. Students are also expected to re-read assigned passages prior to each class as preparation.

#### 3. Latin Reading-Aloud and Auditory Comprehension (Skills 1.C, 1.D)

At least twice weekly, the instructor reads a passage aloud in Latin (attending to quantity and accent). Students then demonstrate comprehension by writing three to five sentences summarizing what they heard before consulting their texts. This trains ear-to-brain processing and reinforces the phonological dimension of the language.

### B. Skill Category 2: Style and Context (CR 3)

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#### 4. Literary Annotation Journals (Skills 2.A, 2.B)

For every assigned passage, students maintain an annotation journal in which they (a) identify at least two literary or rhetorical devices by name, citing the Latin, and (b) write two to three sentences situating the passage in its relevant historical, biographical, or cultural context. Journals are reviewed biweekly. This practice is applied throughout both semesters.

#### 5. Small-Group Contextual Discussion (Skills 2.A, 2.B)

Several times each month, the instructor divides the class into groups of three to four students and assigns each group a passage together with a set of guiding questions concerning literary style and historical-cultural context. Groups present their findings to the class in a structured five-minute report. Discussion then opens comparatively, relating Roman contexts to contemporary analogues where appropriate.

### C. Skill Category 3: Analysis (CR 4)

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#### 6. Monthly Interpretive Essay Practice (Skills 3.A, 3.B)

Once per month, students respond to a prompt modeled on the AP short-essay question format, developing a defensible interpretive claim about a Latin passage and supporting it with specific Latin evidence. Essays are peer-reviewed against a rubric adapted from the College Board’s scoring guidelines; the instructor then leads a whole-class norming discussion comparing student scores with released AP reader scores.

### 7. Socratic Debate on Textual Interpretation (Skills 3.A, 3.B)

At the opening of each major unit (roughly monthly), the class is divided into two groups assigned competing interpretive positions on a thematic question arising from the reading. Over the course of the unit, each group compiles Latin textual evidence for its position. At the unit’s conclusion, the groups conduct a structured debate followed by a written summary of their argument with full citation of Latin passages.

## VI. Spring Project (CR 5)

Per the requirements of the revised AP Latin Course and Exam Description (2025–26), at least twelve 45-minute instructional periods—equivalent to nine hours of instructional time—are designated during Weeks 34–36 for the Spring Project and its in-class checkpoint tasks.

During this period, students engage in close philological reading of four non-syllabus Latin passages designated by the College Board for the current academic year. The project proceeds in the following sequence:

- Weeks 34–35: Students receive and translate each of the four project passages with instructor guidance, attending to grammar, vocabulary, and contextual information. Students complete Checkpoint 1 (translation and comprehension annotation of assigned project passages) during in-class supervised sessions.
- Week 36: Students engage in analytical work on the passages, developing interpretive claims supported by Latin textual evidence. Students complete Checkpoint 2 (a short interpretive essay in response to a College Board prompt) under in-class conditions.
- The instructor enters student Checkpoint scores in the AP Digital Portfolio as required.

On the AP Examination, students will respond to two Project Passage Short Essay questions (one comprehension question and one short essay) drawn from the project passages.

## VII. Assessment and Grading

Assessment Category	Weight
Daily translation participation, sense-unit exercises, and reading-aloud summaries	20%
Vocabulary-in-context quizzes (weekly)	15%
Annotation journals (biweekly review)	15%
Monthly interpretive essays (AP short-essay format)	20%
Unit tests (translation, short answer, literary analysis)	20%

Assessment Category	Weight
Spring Project Checkpoints (CP1 and CP2)	10%

## Formative Assessment

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Daily participation in translation exercises, reading-aloud comprehension, and small-group discussion constitutes the primary formative assessment. The instructor provides written feedback on annotation journals and interpretive essays within one week of submission.

## Summative Assessment and AP Exam Preparation

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Unit tests are structured to approximate the format of the AP Examination: translation passages, short-answer comprehension questions, and short-essay prompts requiring interpretation with Latin evidence. Beginning in the second semester, full-length timed AP practice sections are administered.

## VIII. Texts and Materials

Primary Latin Texts (students' own copies or classroom provision):

- Mynors, R. A. B., ed. *P. Vergili Maronis Opera*. Oxford Classical Texts. Oxford University Press, 1969 (or later printing).
- Mynors, R. A. B., ed. *C. Plini Caecili Secundi Epistularum Libri Decem*. Oxford Classical Texts. Oxford University Press, 1963 (or later printing).

English Translations (students must have access to entire works):

- Fairclough, H. R., trans. *Virgil: Aeneid*. 2 vols. Loeb Classical Library. Harvard University Press (or a modern prose translation such as Fagles or Mandelbaum).
- Radice, Betty, trans. *Pliny the Younger: Letters and Panegyricus*. 2 vols. Loeb Classical Library. Harvard University Press.

Grammar and Reference:

- Allen, J. H., and James B. Greenough. *Allen and Greenough's New Latin Grammar*. Ginn and Company, 1903 (reprint: Focus/Hackett); or
- Wheelock, Frederic M. *Wheelock's Latin Grammar*. 7th ed. HarperCollins, 2011.

Supplementary Resources:

- College Board AP Latin Course and Exam Description (2025–26), available on AP Central.
- College Board AP Latin Required Vocabulary List (~1,000 words), distributed to students at the start of the course.
- AP Classroom (online): personal progress checks, practice questions, and the AP Digital Portfolio.

## IX. Accommodations and Accessibility

Students with documented disabilities who are eligible for accommodations through the College Board Services for Students with Disabilities (SSD) will receive all approved accommodations on in-class assessments, Spring Project checkpoint tasks, and the AP Examination. The instructor collaborates with the school's SSD coordinator to ensure timely implementation of accommodation plans. Students requiring assistive technology resources for AP Classroom or PDF materials should contact College Board SSD at 212-713-8333 or [ssd@info.collegeboard.org](mailto:ssd@info.collegeboard.org).

## **X. Academic Integrity**

All work submitted in this course must represent the student's own scholarship. The unauthorized use of machine translation (e.g., Google Translate, DeepL) or AI-assisted translation in place of independent work constitutes a violation of academic integrity. Commentary aids (e.g., Pharr's Aeneid commentary, Sherwin-White's commentary on Pliny) are encouraged as scholarly tools when used transparently and cited appropriately. Spring Project checkpoint tasks are completed under in-class, supervised conditions and are governed by the College Board's academic integrity policies.

## Appendix: Curricular Requirements Checklist (College Board)

CR	Requirement	Where Addressed in This Syllabus
<b>CR 1</b>	Entire required reading list and Teacher's Choice distributed over the course	Sections III and IV (Reading List and Week-by-Week Schedule)
<b>CR 2</b>	Skill Category 1 (Read and Comprehend): at least two skills including 1.C	Section V.A: strategies 1, 2, 3; labeled Skills 1.A–1.D throughout schedule
<b>CR 3</b>	Skill Category 2 (Style and Context): both skills 2.A and 2.B	Section V.B: strategies 4 and 5; labeled Skills 2.A, 2.B throughout schedule
<b>CR 4</b>	Skill Category 3 (Analysis): both skills 3.A and 3.B	Section V.C: strategies 6 and 7; labeled Skills 3.A, 3.B throughout schedule
<b>CR 5</b>	Spring Project: at least 12 × 45-min. periods (9 hrs) for project and checkpoints	Section VI: Weeks 34–36 explicitly designated; CP1 and CP2 described

*This syllabus was prepared in conformity with the AP Latin Course and Exam Description (revised 2025–26) and the AP Latin Syllabus Development Guide published by the College Board. The teacher and school administrator have completed and submitted the AP Course Audit form confirming awareness of the core requirements for this course.*