INCLUDES

- Course framework
- Instructional section
- Sample exam questions

AP® Latin

COURSE AND EXAM DESCRIPTION

Effective
Fall 2025

AP® Latin

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Effective
Fall 2025

AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY
Please visit AP Central (apcentral.collegeboard.org) to determine whether a more recent course and exam description is available.

What AP® Stands For

Thousands of Advanced Placement teachers have contributed to the principles articulated here. These principles are not new; they are, rather, a reminder of how AP already works in classrooms nationwide. The following principles are designed to ensure that teachers' expertise is respected, required course content is understood, and that students are academically challenged and free to make up their own minds.

1. AP stands for clarity and transparency. Teachers and students deserve clear expectations. The Advanced Placement Program makes public its course frameworks and sample assessments. Confusion about what is permitted in the classroom disrupts teachers and students as they navigate demanding work.
2. AP is an unflinching encounter with evidence. AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses.
3. AP opposes censorship. AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology.
4. AP opposes indoctrination. AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with any specific viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students' abilities to assess the credibility of sources, draw conclusions, and make up their own minds.

   As the AP English Literature course description states: "AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole."
5. AP courses foster an open-minded approach to the histories and cultures of different peoples. The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.
6. Every AP student who engages with evidence is listened to and respected. Students are encouraged to evaluate arguments but not one another. AP classrooms respect diversity in backgrounds, experiences, and viewpoints. The perspectives and contributions of the full range of AP students are sought and considered. Respectful debate of ideas is cultivated and protected; personal attacks have no place in AP.
7. AP is a choice for parents and students. Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. Parents do not define which college-level topics are suitable within AP courses; AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

The AP Program encourages educators to review these principles with parents and students so they know what to expect in an AP course. Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

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About AP

The Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 40 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores—more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses, selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers' time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students with free formative assessments—Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

Enrolling Students: Access, Opportunity, and Readiness

The AP Program welcomes all students willing to challenge themselves with college-level coursework and career preparation. We strongly encourage educators to invite students into AP classes, including students from ethnic, racial, socioeconomic, geographic, or other groups not broadly participating in a school's AP program. We believe that readiness for AP is attainable, and that educators can expand readiness by opening access to Pre-AP course work. We commit to support educators and communities in their efforts to make AP courses widely available, advancing students in their plans for college and careers.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course "Advanced Placement" or "AP." Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

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The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit the **AP Course Audit** website for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on **AP Central®**.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement and/or college credit.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiplechoice questions are scored by machine, the freeresponse questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- Performance that researchers have found to be predictive of an AP student succeeding when placed into a subsequent higher-level college course.
- The number of points college faculty indicate, after reviewing each AP question, that they expect is necessary to achieve each AP grade level.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

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While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, use the search engine available on the **AP Credit Policy Search** page.

BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.
- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check the **AP Reader** site for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

How to Apply

Visit the **Become an AP Reader** site for eligibility requirements and to start the application process.

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AP Resources and Supports

By completing a simple class selection process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

AP Classroom

AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and students, offering opportunities to give and get meaningful feedback on student progress.

UNIT GUIDES

Appearing in this publication and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each Unit Guide suggests a sequence and pacing of content, scaffolds skill instruction across units, organizes content into topics, and provides tips on taking the AP Exam.

PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.*

REPORTS

The Reports section provides teachers with a one-stop shop for student results on all assignment types, including Progress Checks. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.

QUESTION BANK

The Question Bank is a searchable library of all AP questions that teachers use to build custom practice for their students. Teachers can create and assign assessments with formative topic questions or questions from practice or released AP Exams.

Class Section Setup and Enrollment

- Teachers and students sign into or create their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP coordinator.
- Students will be asked for additional information upon joining their first class section.

*To report misuses, please call, 877-274-6474 (International: +1-212-632-1781).

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Instructional Model

Integrating AP resources throughout the course can help students develop skills and conceptual understandings. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.

Plan

Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Review the overview at the start of each **Unit Guide** to identify essential questions, conceptual understandings, and skills for each unit.
- Use the **Unit at a Glance** table to identify related skills that build toward a common understanding, and then plan appropriate pacing for students.
- Identify useful strategies in the **Instructional Approaches** section to help teach the concepts and skills.

Teach

When teaching, supporting resources could be used to build students' conceptual understanding and their mastery of skills.

- Use the reading pages in the **Unit Guides** to identify the required content.
- Integrate the content with a skill, considering any appropriate scaffolding.
- Employ any of the instructional strategies previously identified.

Assess

Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- As you teach each topic, use **AP Classroom** to assign student **Topic Questions** as a way to continuously check student understanding and provide just in time feedback.
- At the end of each unit, use **AP Classroom** to assign students **Progress Checks**, as homework or an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level formative feedback using **Reports**.
- Create additional practice opportunities using the **Question Bank** and assign them through **AP Classroom**.

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About the AP Latin Course

The AP Latin course focuses on continued Latin language acquisition, with the inclusion of textual analysis and contextualization skills. The course features selections from two influential works of Latin literature: Vergil's *Aeneid* and Pliny the Younger's *Letters*. Significant time is also dedicated to the reading of nonsyllabus texts chosen by teachers, as well as four Course Project passages, many of which will extend beyond the authors of the early imperial era of classical Rome. Students will prepare and translate the readings and thus further refine their knowledge of the Latin language. Students will also place these texts in a meaningful context, which will help students develop their critical, historical, and literary sensitivities. Throughout the course, students will consider the main ideas, effects or purposes, and points of view expressed in these works to gain a deeper understanding of the content and the culture in which they were created.

College Course Equivalent

AP Latin is approximately equivalent to an intermediate (typically third- and fourth-semester) college or university Latin course.

Prerequisites

There are no prerequisites for AP Latin; however, students are typically in their fourth year of high-school-level study.

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AP LATIN

Course Framework

Introduction

AP Latin is designed to provide high school students with rich and rigorous coursework. Students who successfully complete the course are able to read, understand, translate, and analyze Latin poetry and prose. Throughout the course, students will develop their language skills with various activities: precise, literal translation with prepared poetry and prose; reading with comprehension of sight passages, both poetry and prose; and written analyses that demonstrate the result of critical reading in clear and coherent arguments supported by textual examples.

The Latin language is also the best route to learning about the history, literature, and culture of ancient Romans. To this end, students will read carefully chosen texts. Vergil's *Aeneid*, arguably the most influential work of Latin literature, is both a model of Latin poetic style and an enduring source of political and cultural commentary from a dynamic period of transition for Roman history and civilization. As one of the principal examples of the Latin epistolary genre, Pliny the Younger's *Letters* are elegant yet approachable pieces of Latin prose that provide a direct and unique view into Roman life nearly a century later and at the Roman Empire's greatest extent.

The amount of extant Latin literature is vast and spans a much longer timeframe than is represented by the course's required texts. The Teacher's Choice readings in this curriculum provide the time and opportunity to engage with the wider world of Latin literature, whether in the form of other passages from the syllabus works, other Classical Latin authors, Latin authors from other periods (e.g., the Renaissance), authors from groups not commonly highlighted by the traditional Latin corpus, or a combination of these. Engagement with nonsyllabus texts will further develop students' facility with the Latin language while providing both a broader context for Latin literature and the cultures in which it existed. These additional texts also provide further and different avenues for analytical practice. Likewise, the Course Project provides students another opportunity to engage with a diverse range of texts, topics, and authors in a project-based approach to hone their ability to read, comprehend, and analyze Latin literature.

The AP Latin course is consistent with many of the goal areas of the *Standards for Classical Language Learning*, paying explicit attention to developing students' skills for reading, translating, and analyzing Latin texts. Students in AP Latin also learn to demonstrate contextual knowledge and make connections to other disciplines and comparisons between Latin and English usages. Using Vergil and Pliny as a foundation, the course helps students reach beyond translation to read with critical, historical, and literary sensitivity.

AP Latin accommodates a variety of approaches to Latin instruction. The course's greater focus on comprehension, the de-emphasized (although not absent) attention to technical grammatical concepts and terminology, the inclusion of Teacher's Choice readings, and the increased amount of time available to devote to a given amount of Latin texts are all intended both to increase teachers' abilities to instruct via a variety of methods and to improve the accessibility of the course to all students, regardless of how they have previously learned Latin.

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Course Framework Components

Overview

This course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students must know, be able to do, and understand to qualify for college credit and/or placement.

The course framework includes two essential components:

1 COURSE CONTENT

The course content is organized into six units. Each unit focuses on either prose or poetry texts, and they are comprised of Teacher's Choice texts and/or syllabus texts from Pliny the Younger and Vergil. They are designed to facilitate students' engagement with increasingly sophisticated Latin texts as they progress through the course. Each unit is further organized into readings. These readings provide teachable and, in the case of syllabus readings, self-contained segments of Latin text on a wide variety of topics and themes. The sequence of the readings allows for the opportunity to draw thematic parallels between the syllabus readings and the Teacher's Choice reading selections. These readings comprise the content and quantity of Latin that colleges and universities typically expect students to be proficient in and prepared for to qualify for college credit and/or placement.

2 COURSE SKILLS

The course skills are central to the study and practice of Latin. Students should develop and apply the described skills on a regular basis over the span of the course.

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AP LATIN

Course Content

The AP Latin course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students must know, be able to do, and understand to qualify for college credit and/or placement.

UNITS

The course content is organized into six units of study that provide a suggested sequence for the course.

Pacing recommendations at the unit level and on the Course at a Glance provide suggestions for how to teach the required course content and administer the Progress Checks. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should adjust pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their schools' academic calendars.

Units of Instruction
Unit 1: Teacher's Choice – Latin Prose
Unit 2: Pliny's *Letters*: Eruption of Mt. Vesuvius
Unit 3: Pliny's *Letters*: Ghosts and Apparitions, Letters to Trajan and Calpurnia, and Teacher's Choice – Latin Prose
Unit 4: Teacher's Choice – Latin Poetry and Vergil's *Aeneid*, Excerpts from Books 1 and 2
Unit 5: Vergil's *Aeneid*, Excerpts from Books 4, 6, 7, 11, and 12
Unit 6: Course Project and Teacher's Choice – Latin Poetry

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Required Readings

Each unit is broken down into teachable segments called readings. The reading pages (starting on page 45) contain the required content for the course.

Reading in Unit Guide	Title
	Teacher's Choice Prose
1.1, 1.2, 1.3, 1.4, 2.5, 3.3	Various prose texts, approximately 1,650 words total
	Pliny the Younger, *Letters*
3.6 2.1, 2.2 2.3, 2.4	Book 6 ▪ Letters 4 and 7: Letters to Calpurnia ▪ Letter 16: Eruption of Mt. Vesuvius and Pliny the Elder ▪ Letter 20: Eruption of Mt. Vesuvius and Pliny the Younger
3.1, 3.2	Book 7 ▪ Letter 27: Ghosts and Apparitions
3.5 3.4	Book 10 ▪ Letters 5, 6, and 7: Letters to Emperor Trajan, Citizenship for Pliny's Doctor ▪ Letters 37 and 90: Letters to Emperor Trajan, Aqueducts
	Teacher's Choice Poetry
4.1, 4.2, 4.3, 6.1, 6.2	Various poetic texts, approximately 1,350 words total
	Vergil, *Aeneid*
4.4 4.5 4.5	Book 1 ▪ Lines 1–33: The Epic Begins ▪ Lines 88–107: The Storm ▪ Lines 496–508: Queen Dido
4.6	Book 2 ▪ Lines 40–56 and 201–249: Laocoön and the Trojan Horse
5.1 5.1 5.2	Book 4 ▪ Lines 74–89: Dido Feels the Effect of Cupid ▪ Lines 165–197: Rumor Reaches Jupiter ▪ Lines 305–361: Aeneas Leaves Dido
5.3 5.3	Book 6 ▪ Lines 450–476: The Shade of Dido ▪ Lines 788–800 and 847–853: Meeting Anchises
5.4 5.4	Book 7 ▪ Lines 45–58: King Latinus ▪ Lines 783–792 and 803–817: Turnus Prepares for War
5.5	Book 11 ▪ Lines 532–594: The Story of Camilla
5.6 5.7	Book 12 ▪ Lines 791–796, 803–812, and 818–828: The Fate of the Trojans Is Decided ▪ Lines 919–952: The Final Battle of Aeneas and Turnus

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AP LATIN

Course Skills

The AP Latin course skills describe what a student should be able to do while engaging with Latin texts. These skills form the basis of tasks on the AP Latin Exam. Students should be able to apply these skills in a variety of contexts. Each skill category is composed of a series of skills that recur and are practiced throughout the course.

The table that follows presents the skill categories and the related skills that students should develop during the AP Latin course. Additionally, each skill has learning objectives associated with it; these are more specific capabilities that comprise the broader skill. Some learning objectives are further paired with essential knowledge statements, which describe what students should learn to successfully develop the course's skills. These learning objectives and essential knowledge statements are detailed on the following pages. Teachers can use their professional judgment to sequence, spiral, and scaffold the skill categories and their related skills, learning objectives, and essential knowledge statements appropriately for students.

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AP LATIN

Course Skills

Skill Category 1	Skill Category 2	Skill Category 3
Read and Comprehend 1 Read and comprehend Latin poetry and prose.	***Describe Style and Context*** 2 Describe the style and context of Latin poetry and prose.	***Analyze*** 3 Analyze Latin poetry and prose.
SKILLS		
1.A Identify the meaning of Latin words and phrases.	2.A Describe features and functions of stylistic elements in Latin texts.	3.A Develop an interpretation of a Latin text.
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	2.B Describe historical and cultural contexts of Latin texts.	3.B Explain how specific evidence supports an interpretation of a Latin text.
1.C Summarize Latin texts in English.		
1.D Translate Latin texts into English.		

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SKILL CATEGORY 1

Read and comprehend Latin poetry and prose.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1

Define Latin words and phrases.

VOC-2

Identify the meaning of Latin words and phrases in context.

Students are responsible for knowing the list of core vocabulary words that can be found in Appendix 2. See **Appendix 2** for additional details about this requirement.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE		ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	GENERAL NOUN MORPHOLOGY	**GRAM-1.A** Latin nouns have a gender, number, and case. The number and case of a noun are indicated by the noun's specific endings, which are dictated by what group—called a declension—the noun belongs to. Declensions sometimes, but not always, identify the noun's gender as well.
	NOMINATIVE	**GRAM-1.B** A noun in the nominative case can show the subject of a verb. **GRAM-1.C** When a verb connects two ideas, both are usually in the nominative case.
	GENITIVE	**GRAM-1.D** Most nouns in the genitive case show the possessor, to whom something belongs (e.g., *villa amici*: my friend's house). **GRAM-1.E** The genitive case can be used to show descriptive properties of something (e.g., *femina magnae sapientiae*: a woman of great wisdom), show the whole of which a noun is a part (e.g., *plus vini*: more wine), or show a quasi-object of a noun implying action (e.g., *cupiditas regni*: desire for a kingdom).

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LEARNING OBJECTIVE		ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text. (continued)	DATIVE	**GRAM-1.F** Nouns in the dative case show the person to whom, for whom, or to whose advantage the action is being done. These nouns can be used with verbs of speaking, giving, and showing and can be translated as "to ____" or "for ____." **GRAM-1.G** A noun in the dative case (e.g., *usui)* can show purpose, often paired with a dative of reference in a double dative construction. **GRAM-1.H** A noun in the dative case can be used with a form of *sum* to show possession or *desum* to show lack of possession.
	ACCUSATIVE	**GRAM-1.I** A noun in the accusative case can be the direct object of a verb; it is the noun receiving the action of a verb. **GRAM-1.J** The accusative case can show how long something happens (e.g., *multos annos*: for many years).
	ABLATIVE	**GRAM-1.K** Nouns in the ablative case have a variety of functions. These nouns most commonly show the means by which an action is done, by whom an action is done, the manner in which an action is done, where or when an action takes place, or the separation between people or things. **GRAM-1.L** A noun in the ablative case, translated as "in ____," "in respect to ____," or "in regard to ____," can show in what respect a statement may be true. **GRAM-1.M** The ablative case with an adjective can show description of a noun and is often translated "with ____" or "of ____" (e.g., *vir animo bono:* a man with a good mind). **GRAM-1.N** The ablative case can accompany a comparative adjective (or, rarely, a comparative adverb) and is translated as "than ____" to show the thing against which another thing is being compared. **GRAM-1.O** A noun and participle in the ablative case form an ablative absolute and can show the time or circumstance of an action. Rarely, the participle can be replaced by a second noun. **GRAM-1.P** The nouns *causa* and *gratia* in the ablative case can follow nouns in the genitive case. In this use, both are translated as "for the sake of."

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LEARNING OBJECTIVE		ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text. (continued)	LOCATIVE	**GRAM-1.Q** Some nouns, especially the names of cities, can use the locative case to show location and are translated "at ____" or "in ____" (e.g., *Romae*: in Rome). Nouns that use the locative case show where something goes to ("place to where") with the accusative case without a preposition (e.g., *Romam*: to Rome), and where something comes from ("place from where") with the ablative case without a preposition (e.g., *Romā*: from Rome).
	VOCATIVE	**GRAM-1.R** The vocative case is used to identify the person or object being addressed (e.g., *Musa, mihi causas memora*, where Vergil is addressing the Muse).
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	GENERAL VERB MORPHOLOGY	**GRAM-2.A** The person, number, tense, voice, and mood of a verb are indicated by a combination of its stem and ending. The specific endings are dictated by what group—called a conjugation—the verb belongs to. Irregular verbs (e.g., *sum, esse*) do not follow the expected patterns of a conjugation. Additionally, forms of *sum*, *esse* are sometimes omitted and must be inferred from context.
	MOOD – INDICATIVE	**GRAM-2.B** The indicative mood of verbs is used for statements of fact or reality. **GRAM-2.C** There are six tenses of verbs in the indicative mood: present (____[s], is/are ____ing), imperfect (was/were ____ing, used to ____), future (will ____), perfect (____ed, has/have ____ed, did ____), pluperfect (had ____ed), and future perfect (will have ____ed). **GRAM-2.D** When *ut* introduces a clause with an indicative verb the *ut* is translated "like," "as," or "when."
	MOOD – SUBJUNCTIVE	**GRAM-2.E** The subjunctive mood has many uses: commands, conditions, wishes, possibility, and dependent clauses. A subjunctive in the main clause can be translated as "may ____," "might ____," "would ____," "should ____," "let ____," and "I wish that ____." **GRAM-2.F** Clauses introduced by question words and having verbs in the subjunctive mood are called indirect questions. **GRAM-2.G** Clauses introduced by *ut* and having verbs in the subjunctive mood show the result of an action and are called result clauses. Adjectives and adverbs expressing degree like *adeo*, *ita*, *sic*, *tam*, *tantus*, *tot*, *talis*, etc., can be found in the main clause of many sentences with these clauses. Other result clauses can follow verbs such as *accidit*, *fit*, and *efficit*.

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LEARNING OBJECTIVE		ESSENTIAL KNOWLEDGE
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text. (continued)	MOOD – SUBJUNCTIVE (CONT'D)	**GRAM-2.H** Clauses introduced by *ut* or *ne* and having verbs in the subjunctive mood can show the purpose of the action of the main clause and are called purpose clauses. Clauses introduced by many verbs expressing a commanding action (e.g., *impero*, *persuadeo*) can show a command relayed indirectly. **GRAM-2.I** Conditions in Latin are introduced by *si* ("if"), *nisi* ("if not"), and sometimes *ni* ("not"). The verb in either part of the condition may be in either the subjunctive or indicative mood.
	MOOD – IMPERATIVE	**GRAM-2.J** The imperative mood of verbs is used for commands.
	VOICE	**GRAM-2.K** Verbs can have two voices, reflecting how the subject interacts with the action of the verb. The active voice is used when the subject of the verb is doing the action. The passive voice is used when the action is being done to the subject. Each voice is formed differently. **GRAM-2.L** Some verbs, called deponent verbs, have passive forms in Latin but are translated into English with active meanings. Deponent verbs are often listed with three principal parts that look passive (e.g., *orior, oriri, ortus sum*).
	INFINITIVES AND OTHER VERBAL NOUNS	**GRAM-2.M** The infinitive is used with certain verbs (e.g., *possum, volo, licet*) and is often translated as "to _____." **GRAM-2.N** A verb of speaking, thinking, feeling, etc., can introduce an indirect statement, with an accusative case noun as its subject and an infinitive as its verb. **GRAM-2.O** A gerund is a noun formed from a verb (e.g., *bellandi*: of waging war). Like the gerund, a gerundive is an adjective formed from a verb, and it modifies a noun (e.g., *ad eas res conficiendas*: for preparing these things). **GRAM-2.P** A gerundive (often but not always with a form of the verb *sum, esse*) can show necessity or obligation. A dative case noun can be used to show the agent of the action in this passive construction. **GRAM-2.Q** A supine is a fourth declension verbal noun ending in *-um* or *-u*. The supine ending in *-u* is used after adjectives and is translated with "to ____" (e.g., *horribile visu*: horrible to see).

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LEARNING OBJECTIVE		ESSENTIAL KNOWLEDGE
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text. (continued)	PARTICIPLES	**GRAM-2.R** Participles can also describe nouns and are verbal adjectives that modify nouns. Like adjectives, they agree with nouns in case, number, and gender. Like verbs, they have a tense and a voice, and they may have objects.
	SPECIAL VERBS	**GRAM-2.S** There are special verbs that govern nouns in the dative (e.g., *persuadeo, impero, propinquo, credo*), ablative (e.g., *potior, utor*), or genitive (e.g., *obliviscor, potior*) cases. These nouns are often translated into English as the direct objects of these verbs.
GRAM-3 Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	ADJECTIVES	**GRAM-3.A** Adjectives describe nouns and agree in gender, number, and case with the nouns they are describing. Adjectives usually modify an explicitly stated noun but may also modify an implied noun, when the adjective is used substantively. Adjectives occur in only the first three declensions but may modify nouns in any declension. Like nouns, an adjective's gender, number, and case are indicated by its specific ending. **GRAM-3.B** Superlative adjectives show the highest degree of the word and are often translated "____est" or "very ____." The superlative degree of an adjective is indicated by its stem. **GRAM-3.C** Comparative adjectives show a comparison between two words and are often translated "____er," "more ____," or "rather ____." The comparative degree of an adjective is indicated by its stem.
	PRONOUNS	**GRAM-3.D** Like nouns, pronouns have a gender, number, and case, which are indicated by a specific form. **GRAM-3.E** The antecedent of a pronoun is the noun it refers to and takes the place of. This antecedent may be named earlier or simply be understood in the context. A pronoun agrees in number and gender with its antecedent. **GRAM-3.F** Relative clauses are introduced by the relative pronoun *qui, quae, quod*. Like other pronouns, the antecedent of the relative pronoun is the noun it refers back to and gives more information about. The relative pronoun agrees in number and gender with its antecedent, but its case is determined by its use in the relative clause. **GRAM-3.G** The relative pronoun can be used in Latin as a demonstrative pronoun and can be translated in English as "this," "that," "these," or "those," instead of "which" or "who."

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LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-4 Describe how Latin particles (such as adverbs, prepositions, and conjunctions) function in context and contribute to the meaning of the text.	**GRAM-4.A** An adverb can modify a verb, adjective, or other adverb. The comparative adverb ends in *-ius*, while the superlative adverb often ends in *-e*. **GRAM-4.B** Prepositional phrases consist of a preposition and a noun, most often in the ablative or accusative cases. **GRAM-4.C** When *cum* introduces a clause, it may be translated "when," "since," or "although," among other acceptable translations. **GRAM-4.D** Questions in Latin are typically introduced by interrogative words or the suffix *-ne* placed on the first or most important word of the question.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1

Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2

Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1

Provide a translation of a text from Latin to English using idiomatic English.

TRAN-2

Provide a literal translation of a text from Latin to English accounting for every word in the original Latin.

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SKILL CATEGORY 2

Describe the style and context of Latin poetry and prose.

SKILL 2.A

Describe features and functions of stylistic elements in Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
STYL-1 Describe the use of repetition as a stylistic device in Latin texts.	**STYL-1.A** An author may repeat words or phrases for a variety of rhetorical or poetic effects. This can be done to stress the importance of an idea, to make a statement more memorable, or to give the text a more rhythmic, and at times musical, effect.
	STYL-1.B Alliteration is the repetition of the same initial consonant sound in successive words. This type of repetition may be used to draw attention to an idea, give the text a pleasant rhythmic quality, or reinforce an emotion or sensory element communicated by the text.
	STYL-1.C Anaphora is the repetition of a word or phrase at the beginning of successive phrases, clauses, sentences, or lines. This type of repetition may be used to emphasize ideas and create a sense of momentum.
	STYL-1.D Parallel structure (also called parallelism) is the repetition of phrases, clauses, or sentences. This repetition may create a sense of balance between ideas, give emphasis to an idea, or establish a relationship between ideas.
STYL-2 Describe the use of word order as a stylistic device in Latin texts.	**STYL-2.A** Chiasmus is a rhetorical figure in which two corresponding pairs are arranged not following a regular order but in inverted order (a-b-b-a). Chiasmus creates emphasis in speech, calling the reader's or listener's attention to that point.
	STYL-2.B To create an unexpected or emphatic moment in a text, an author may change the natural word order by using interlocking word order, also known as synchysis, with elements placed in an a-b-a-b format.
	STYL-2.C To create suspense or emphasis, an author may choose to delay the final word of a phrase, clause, or sentence to the beginning of the following poetic line. This delay is called enjambment.

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LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
STYL-3 Describe the use of similes and metaphors as stylistic devices in Latin texts.	**STYL-3.A** A simile is a rhetorical figure, in which an explicit comparison is made between two things, usually using "like" or "as" as connecting words. Similes tend to be used in descriptive passages and help make images more vivid or clear to the reader or listener.
	STYL-3.B A metaphor is a rhetorical figure in which an implied comparison is achieved through a figurative use of words. The metaphor is distinguished from the simile due to it being implicit (the simile is explicit). In a metaphor, words are used not in their literal sense but in an analogous sense. Metaphors transfer meanings, create surprising and unexpected connections, and provide vivid imagery, among other effects.
STYL-4 Describe features of meter in Latin poetry.	**STYL-4.A** Latin poetry is characterized by regular meter, which means one verse is formed by a somewhat predictable sequence of long and short syllables. Syllables make up feet, the basic repeating unit of poetry. Common metrical feet in epic poetry are dactyls (a long and two short syllables), spondees (two long syllables), and trochees (a long then short syllable).
	STYL-4.B Elision is the act of partially suppressing the end of a word when reading a verse. Elision occurs when the word ends in a vowel, a vowel followed by an *m*, or a diphthong; and the next word begins with a vowel, a diphthong, or with an *h*.
	STYL-4.C All epic poetry is composed using dactylic hexameter. Each line contains six feet, usually either dactyls or spondees. In the Vergilian form of epic poetry, the first four feet can be a dactyl or spondee and the fifth foot is usually a dactyl. The last foot is always a spondee or a trochee.
STYL-5 Describe features of genre in Latin texts.	**STYL-5.A** Epistles are a major genre of Roman literature. Several writers published either real or fictional letters (e.g., Pliny the Younger, Ovid, Seneca), while others had their private letters published by someone else after their death (e.g., Cicero). Letters can give us insight to the daily lives of Romans, but those of Pliny are also highly literary since they were heavily revised between the time they were sent to the addressee and the time they were published in his letter collection.
	STYL-5.B Epic poetry was a highly stylized, long-established genre of poetry in the ancient world. In order to claim their place in that tradition, epic poets would use the same elements that their predecessors had, while adding their own personal contribution. For example, Vergil drew inspiration for the *Aeneid* from Greek epics, namely Homer's *Odyssey* and *Iliad*.
	STYL-5.C An epic poem in the Greek and Roman tradition was a long narrative in verse, which started with a proem (a preface or prologue) and an invocation to the muses, followed by the start of the plot in medias res.

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LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
STYL-5 Describe features of genre in Latin texts. (continued)	**STYL-5.D** In traditional epic poetry, the gods (which can be personified forces of nature) are always involved in and sometimes responsible for moving the narrative forward.
	STYL-5.E An epic poem usually follows the deeds of a hero who is helped and hindered by divine interventions and on many occasions must descend to the underworld to complete his or her quest.
	STYL-5.F Other genres of Latin literature include epigrams, historiography, love poems, didactic poetry, drama (tragedy and comedy), dialogues, oratory, ancient novels, and modern novellas.

SKILL 2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-1 Describe references and allusions to influential people, literary works, and historical events in Latin texts.	**CTXT-1.A** Vergil (70–19 BCE) composed some of the most famous poems in Latin literature: the *Eclogues* (or *Bucolics*), the *Georgics*, and the *Aeneid*. His works were well known in his lifetime by most educated Romans, and they have had a lasting influence on Western literature.
	CTXT-1.B Rome fought a series of wars of expansion with Carthage, a city on the northern tip of modern Tunisia, between 264 and 146 BCE. Known as the Punic Wars, these conflicts ended when Romans sacked the city of Carthage and took over Carthaginian territories.
	CTXT-1.C Several civil wars marked the transition from the Roman Republic to the Roman Empire. Julius Caesar returned from his invasion of Gaul to wage war on Rome and establish his own dictatorship (49–45 BCE). After his assassination in 44 BCE, an alliance of three influential leaders called the Second Triumvirate marshalled their supporters to defeat the conspirators in Caesar's death at the Battle of Philippi.
	CTXT-1.D Caesar Augustus (63 BCE–14 CE), born Gaius Octavius, was the adopted son and heir of his great-uncle Julius Caesar. Struggles for power between Octavius and the other two members of the Second Triumvirate, Marcus Lepidus and Mark Antony, escalated into civil war, which culminated in Octavius's defeat of Mark Antony's and Cleopatra's armies at Actium in 31 BCE. Octavius then became the first emperor of Rome in 27 BCE.

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LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-1 Describe references and allusions to influential people, literary works, and historical events in Latin texts. (continued)	**CTXT-1.E** Augustus successfully used a variety of propaganda to support his rise to power as emperor (27 BCE). Through art, literature, coinage, and architecture he promoted the idea of his peaceful reign and a powerful, stable empire. The *Aeneid* created a foundation legend of Rome that established Augustus's divine ancestry (as a descendent of Aeneas, the son of Venus) and preordained status as ruler, and presented Romans as fated to be rulers of the world.
	CTXT-1.F Pliny the Younger (61–c. 113 CE) was a lawyer, magistrate, and letter writer who served under the Emperor Trajan. He wrote hundreds of letters that provide insight into everyday life, the legal system, and Roman public administration in the first century CE.
	CTXT-1.G Pliny the Elder (c. 23–79 CE) was Pliny the Younger's maternal uncle. After Pliny the Younger's father died, Pliny the Elder took part in his nephew's rearing and education and adopted him in his will. In addition to being an admiral in the Roman fleet, Pliny the Elder was an author and scholar who wrote the *Natural History*, the largest single work from the Roman Empire to have survived antiquity and a model for the modern encyclopedia.
	CTXT-1.H Pliny the Younger's letters about the eruption of Mt. Vesuvius are addressed to his friend, the historian Tacitus. Tacitus (c. 56–c. 120 CE) is best known for his *Annals* and *Histories*, which examined the lives of emperors and the history of the Roman Empire in the first century CE. The letters he exchanged with Pliny are one of the main sources of the little we know about his personal life.
	CTXT-1.I The Bay of Naples is located on the west coast of the Italian peninsula. Mt. Vesuvius is clearly visible from most places in the bay as it is located near the center of the land around the bay. Misenum is located at the northern end of Bay of Naples and was where the Roman navy was stationed, which is why Pliny the Elder was there as admiral. The eruption of Mt. Vesuvius in 79 CE famously covered the towns of Pompeii, Herculaneum, Oplontis, and Stabiae. Stabiae, mentioned in Pliny's letters, was south of Vesuvius and in the direct path of the ash and cinder from the eruption.
	CTXT-1.J Domitian was the emperor of Rome from 81 to 96 CE and the last member of the Flavian dynasty (consisting of his father and brother who both ruled before him). During his rule, he transferred some of the government's functions to the imperial court, tried to diminish the power of the Senate, and executed multiple senators.
	CTXT-1.K Emperor Trajan ruled the Roman Empire from 98 to 117 CE. He expanded the empire to its greatest territorial size in its history and oversaw extensive public building programs and the enactment of several social welfare policies.

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LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-1 Describe references and allusions to influential people, literary works, and historical events in Latin texts. (continued)	**CTXT-1.L** At its height, the Roman Empire encompassed nearly the entire Mediterranean Basin and beyond. It extended west to encompass the entire Iberian Peninsula, north over Britain, east through modern-day Iraq, and into southern Egypt. By the time Vergil was writing the *Aeneid* in 29 to 19 BCE, the empire included the supposed location of ancient Troy (rebuilt by Augustus as the city Ilium) and the city of Carthage. In his letters, Pliny refers to Athens and Alexandria (located in Egypt at the mouth of the Nile river), which were a part of the empire at that time in the late first century CE.
	CTXT-1.M Pliny the Younger wrote his letters to Emperor Trajan from Bithynia-Pontus, a province in the Roman Empire located on the southern shore of the Black Sea (now in Turkey). Pliny served as governor of the province from 110 to 113 CE.
	CTXT-1.N An author's life and background can inform an interpretation of a text (e.g., Vergil's patronage by Maecenas, political advisor to Caesar Augustus, probably influenced the pro-Augustan allegory of the *Aeneid*).
	CTXT-1.O An author's other works can inform an interpretation of a text, and a work as a whole can inform the interpretation of any part of it.
CTXT-2 Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.A** A Roman's social standing could be influenced by their family background, their wealth, their professional accomplishments, and their political power and connections.
	CTXT-2.B Roman citizenship granted free male citizens certain rights and protections, such as the right to a legal trial, the right to vote, and the right to run for civic office. Female Roman citizens, however, were not granted the same rights, protections, or independence (either legally or due to strongly held social norms).
	CTXT-2.C Enslaved people were considered property under Roman law and had few legal rights or protections. They often performed manual labor and domestic services, but they could also be highly educated and do work that reflected this education (e.g., as bookkeepers and physicians). Many people enslaved by Romans were captives of war or piracy and came from across Europe and the Mediterranean. An enslaved person could be freed through the process of manumission, at which point they might also receive Roman citizenship and even attain wealth and political influence, despite being barred from holding political offices. However, most people enslaved by Romans were never freed.

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LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-2 Describe references and allusions to Roman social norms and everyday life in Latin texts. (continued)	**CTXT-2.D** The system of patronage (mutually beneficial relationships between individuals with different levels of power and influence) was a major part of Roman culture. Wealthier and more powerful patrons would provide assistance, such as legal defense and gifts of food, to their less powerful clients, who would offer political support and form part of their patron's entourage in public settings. The relationship between Pliny the Younger and Emperor Trajan was an example of political patronage, as was the relationship between Vergil and Maecenas, who was a friend and political advisor to Caesar Augustus. Thanks to Maecenas's patronage, Vergil was probably inspired (or encouraged) to craft the *Aeneid* as a pro-Augustan allegory and even include cameos of the Emperor himself.
	CTXT-2.E Like broader Roman society, Roman family structure was hierarchical and patriarchal. The head of the household, *paterfamilias*, had the power of life and death over his entire household; although it was considered a dereliction of duty (and counter-productive) to abuse this power by being cruel or violent towards members of a household. A wealthy household typically consisted of husband, wife, children, and enslaved people.
	CTXT-2.F The Romans divided the day into 12 hours, from sunrise to sunset. The first hour would begin at sunrise; the sixth hour would be approximately midday.
	CTXT-2.G The Romans viewed their gods as allies in their everyday lives. They prayed and made offerings to household gods at shrines in their homes, and they performed public animal sacrifices to ask the gods for favor or protection. The Romans would sometimes examine the entrails of sacrificed animals looking for signs indicating the approval of the gods.
	CTXT-2.H Romans often looked for signs, good or bad, about the future in portents, omens, and dreams. They believed that bad omens could be avoided or averted, but failure to address them could lead to disaster. These prophetic signs could take a variety of forms (e.g., human speech or action, weather or celestial events, features or behavior of animals) and required careful interpretation.
	CTXT-2.I *Pietas* reflects the Roman ideals of reverence for the gods, loyalty to country, and devotion to parents and family. Vergil's use of *pius* to describe Aeneas significantly expresses this set of ideals in his religious attitude, in his patriotic mission, and in his relations with his father, son, and comrades.
	CTXT-2.J Although Roman principles evolved over time, there was a discernible Roman character evident in the writings and art of the Late Republic and Early Empire. Romans especially valued mercy, honesty, frugality, hard work, responsibility, courage, self-control, moral discernment, and ethical behavior. However, the history of Rome and individual Romans show us that they did not always live up to these values.

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LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-3 Describe references and allusions to Greco-Roman mythology and legend in Latin texts.	**CTXT-3.A** The Romans practiced a polytheistic religion and thought of many of their gods as equated with deities in the Greek Pantheon. To the Romans, Jupiter was king of the gods and married to Juno, the queen of the gods and goddess of marriage. Jupiter's daughter Minerva was the goddess who presided over handicrafts and war. His son Mars was also a god of war, while his son Apollo presided over music, medicine, prophecy, and archery, in addition to being a sun god. Another son, Mercury, was the god of merchants and thieves in addition to serving as messenger of the gods.
	CTXT-3.B Saturn was Jupiter's father, and was described as the god of time, wealth, and renewal who ruled over a mythical past of abundance and peace. Saturn's other sons included Neptune and Pluto. Neptune was the god of the seas and bodies of fresh water, while Pluto (also referred to as Dis Pater or simply Dis) was the ruler of the underworld.
	CTXT-3.C Venus, Aeneas's mother in the *Aeneid*, was the Roman goddess of love, beauty, sexual desire, and victory. She was married to Vulcan, the god of fire, metalworking, and the forge and another son of Jupiter and Juno.
	CTXT-3.D Diana was the goddess of wild animals, the hunt, and fertility. In the *Aeneid*, she was concerned for the welfare of the warrior Camilla. Diana was allowed to remain unmarried as a privilege.
	CTXT-3.E The Fates were three goddesses who controlled the destinies of humans. They dictated how long people would live, what they would accomplish, and what they would suffer.
	CTXT-3.F The Judgement of Paris is a Greek myth that refers to the dispute between Hera, Athena, and Aphrodite (Juno, Minerva, and Venus to the Romans) about who was the fairest among them. They chose Paris, a Trojan prince, to judge the contest. He named Aphrodite the winner, and in return, Aphrodite caused the famously beautiful Helen, the queen of Sparta, to fall in love with him.
	CTXT-3.G The story of the Trojan War comes from Greek mythology. The Greeks went to war with Troy after Paris of Troy took Helen from her husband, the king of Sparta. The siege of Troy lasted a decade and the city finally fell due to the Greek's trick of the Trojan Horse—a gift of a giant wooden horse statue that held Greek soldiers inside. The Trojan Horse was the idea of the Greek hero Ulysses (known as Odysseus in Greek). The *Aeneid* connects the Trojan war with the foundation of Rome, creating an origin story for the Romans as descendants of the Trojans.

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LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-3 Describe references and allusions to Greco-Roman mythology and legend in Latin texts. (continued)	**CTXT-3.H** Dido, also known as Elissa, was the legendary founder of Carthage. She was originally the queen of Tyre (in present-day Lebanon) but fled with her supporters after her brother Pygmalion murdered her husband, Sychaeus, for his wealth. When Dido arrived with her people in northern Africa, she met Iarbas, the leader of the Gaetulians. Iarbas offered her as much land as could be covered by a piece of hide, to which Dido responded by cutting the hide into strips and encircling as much land as she could. Dido also humiliated Iarbas by rejecting his offer of marriage.

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SKILL CATEGORY 3

Analyze Latin poetry and prose.

SKILL 3.A

Develop an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-1

Develop an interpretation about a main idea or meaning of a Latin text.

INT-2

Develop an interpretation about an effect or purpose of a Latin text.

INT-3

Develop an interpretation about a point of view or attitude expressed by the author, speaker, or character in a Latin text.

SKILL 3.B

Explain how specific evidence supports an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-4

Cite specific Latin from the selected text that supports an interpretation.

INT-5

Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6

Explain how contextual information supports an interpretation of a Latin text.

INT-7

Explain how stylistic information supports an interpretation of a Latin text.

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Course at a Glance

Plan

The Course at a Glance provides a useful visual organization for the AP Latin course components, including:

- Sequence of units, along with associated skills and suggested pacing. Please note, pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Progression of readings within each unit.
- Spiraling of the skills across units.

Teach

Skills spiral throughout the course

1 Read and Comprehend

2 Describe Style and Context

3 Analyze

Required Course Content

Each reading contains required learning objectives and essential knowledge statements that form the basis of the assessment on the AP Exam.

Assess

Assign the Progress Checks—either as homework or in class—for each unit. Most Progress Checks contain formative multiple-choice and free-response questions. The feedback from the Progress Checks shows students the areas where they need to focus.

UNIT 1 Teacher's Choice – Latin Prose

~16 Class Periods

1	**1.1** Teacher's Choice Prose, approx. 300 words
1	**1.2** Teacher's Choice Prose, approx. 300 words
1	**1.3** Teacher's Choice Prose, approx. 300 words
1, 3	**1.4** Teacher's Choice Prose, approx. 300 words

UNIT 2 Pliny's *Letters*: Eruption of Mt. Vesuvius

~20 Class Periods

1, 2	**2.1** Letter 6.16.1–12 – Eruption of Mt. Vesuvius and Pliny the Elder, part 1
1, 2, 3	**2.2** Letter 6.16.13–22 – Eruption of Mt. Vesuvius and Pliny the Elder, part 2
1, 2	**2.3** Letter 6.20.1–10 – Eruption of Mt. Vesuvius and Pliny the Younger, part 1
1, 3	**2.4** Letter 6.20.11–20 – Eruption of Mt. Vesuvius and Pliny the Younger, part 2
1, 3	**2.5** Teacher's Choice Prose, approx. 225 words

Progress Check 1

Multiple-choice: ~12 questions
Free-response: 1 question
- Short Essay (modified)

Progress Check 2

Multiple-choice: ~18 questions
Free-response: 2 questions
- Short Answer (modified)
- Short Essay

NOTE: Modified versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

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UNIT 3 Pliny's *Letters*: Ghosts and Apparitions, Letters to Trajan and Calpurnia, and Teacher's Choice – Latin Prose

~18 Class Periods

- 1 — **3.1** Letter 7.27.1–8 – Ghosts and Apparitions, part 1
- 1 2 3 — **3.2** Letter 7.27.9–16 – Ghosts and Apparitions, part 2
- 1 2 3 — **3.3** Teacher's Choice Prose, approx. 225 words
- 1 2 — **3.4** Letters 10.37 and 10.90 – Letters to Emperor Trajan, Aqueducts
- 1 2 — **3.5** Letters 10.5, 10.6, and 10.7 – Letters to Emperor Trajan, Citizenship for Pliny's Doctor
- 1 2 3 — **3.6** Letters 6.4 and 6.7 – Letters to Calpurnia

Progress Check 3

Multiple-choice: ~21 questions
Free-response: 2 questions
- Translation (modified)
- Short Essay

UNIT 4 Teacher's Choice – Latin Poetry and Vergil's *Aeneid*, Excerpts from Books 1 and 2

~22 Class Periods

- 1 — **4.1** Teacher's Choice Poetry, approx. 300 words
- 1 — **4.2** Teacher's Choice Poetry, approx. 300 words
- 1 3 — **4.3** Teacher's Choice Poetry, approx. 250 words
- 1 2 — **4.4** Book 1, Lines 1–33 – The Epic Begins
- 1 2 — **4.5** Book 1, Lines 88–107 and 496–508 – The Storm, Queen Dido
- 1 2 3 — **4.6** Book 2, Lines 40–56 and 201–249 – Laocoön and the Trojan Horse

Progress Check 4

Multiple-choice: ~18 questions
Free-response: 2 questions
- Short Answer
- Short Essay

UNIT 5 Vergil's *Aeneid*, Excerpts from Books 4, 6, 7, 11, and 12

~26 Class Periods

- 1 2 — **5.1** Book 4, Lines 74–89 and 165–197 – Dido Feels the Effect of Cupid, Rumor Reaches Jupiter
- 1 2 3 — **5.2** Book 4, Lines 305–361 – Aeneas Leaves Dido
- 1 2 — **5.3** Book 6, Lines 450–476, 788–800, and 847–853 – The Shade of Dido, Meeting Anchises
- 1 — **5.4** Book 7, Lines 45–58, 783–792, and 803–817 – King Latinus, Turnus Prepares for War
- 1 2 3 — **5.5** Book 11, Lines 532–594 – The Story of Camilla
- 1 — **5.6** Book 12, Lines 791–796, 803–812, and 818–828 – The Fate of the Trojans Is Decided
- 1 3 — **5.7** Book 12, Lines 919–952 – The Final Battle of Aeneas and Turnus

Progress Check 5

Multiple-choice: ~24 questions
Free-response: 4 questions
- Short Answer
- Translation
- Short Essay

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UNIT 6 Course Project and Teacher's Choice – Latin Poetry

~18 Class Periods

		Course Project
1 2	6.1	Teacher's Choice Poetry, approx. 250 words
1 2	6.2	Teacher's Choice Poetry, approx. 250 words

Progress Check 6

Multiple-choice: ~18 questions

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AP LATIN

Unit Guides

Introduction

Designed with input from the AP Latin community, the unit guides offer teachers helpful guidance in building students' skills and content knowledge. The suggested sequence was identified in close consultation with highly effective AP teachers and college faculty and follows the organization typical of second-year college Latin.

This unit structure respects new AP teachers' time by providing one possible sequence they can adopt or modify rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Topic Questions and Progress Checks—that are aligned directly with the readings, skills, learning objectives, and essential knowledge statements introduced and/or reviewed in each unit. Teachers can assign their students these formative assessments during and at the end of each unit to gauge progress toward success on the AP Exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course.

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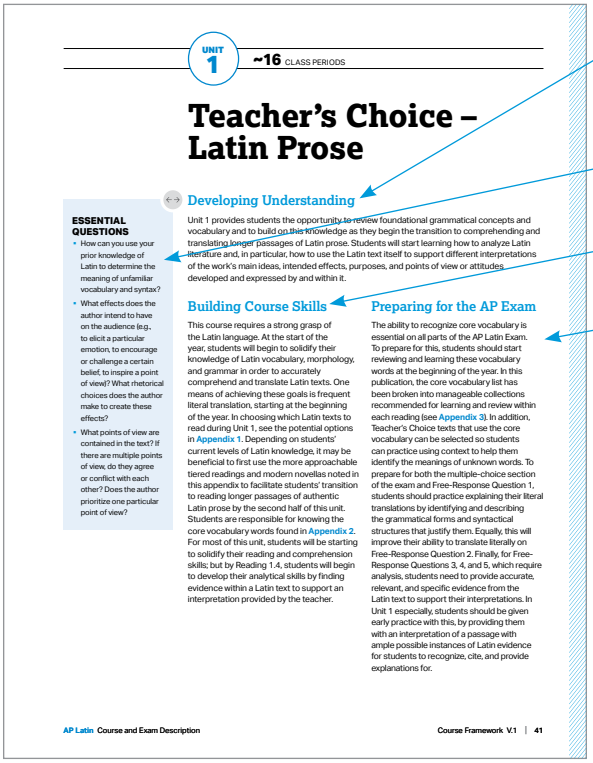
Using the Unit Guides



UNIT 1 ~16 CLASS PERIODS

Teacher's Choice – Latin Prose

ESSENTIAL QUESTIONS

- How can you use your prior knowledge of Latin to determine the meaning of unfamiliar vocabulary and syntax?
- What effects does the author intend to have on the audience (e.g., to elicit a particular emotion, to encourage or challenge a certain belief, to inspire a point of view)? What rhetorical choices does the author make to create these effects?
- What points of view are contained in the text? If there are multiple points of view, do they agree or conflict with each other? Does the author prioritize one particular point of view?

Developing Understanding

Unit 1 provides students the opportunity to review foundational grammatical concepts and vocabulary and to build on this knowledge as they begin the transition to comprehending and translating longer passages of Latin prose. Students will start learning how to analyze Latin literature and, in particular, how to use the Latin text itself to support different interpretations of the work's main ideas, intended effects, purposes, and points of view or attitudes developed and expressed by and within it.

Building Course Skills

This course requires a strong grasp of the Latin language. At the start of the year, students will begin to solidify their knowledge of Latin vocabulary, morphology, and grammar in order to accurately comprehend and translate Latin texts. One means of achieving these goals is frequent literal translation, starting at the beginning of the year. In choosing which Latin texts to read during Unit 1, see the potential options in Appendix 1. Depending on students' current levels of Latin knowledge, it may be beneficial to first use the more approachable tiered readings and modern novellas noted in this appendix to facilitate students' transition to reading longer passages of authentic Latin prose by the second half of this unit. Students are responsible for knowing the core vocabulary words found in Appendix 2. For most of this unit, students will be starting to solidify their reading and comprehension skills; but by Reading 1.4, students will begin to develop their analytical skills by finding evidence within a Latin text to support an interpretation provided by the teacher.

Preparing for the AP Exam

The ability to recognize core vocabulary is essential on all parts of the AP Latin Exam. To prepare for this, students should start reviewing and learning these vocabulary words at the beginning of the year. In this publication, the core vocabulary list has been broken into manageable collections recommended for learning and review within each reading (see Appendix 3). In addition, Teacher's Choice texts that use the core vocabulary can be selected so students can practice using context to help them identify the meanings of unknown words. To prepare for both the multiple-choice section of the exam and Free-Response Question 1, students should practice explaining their literal translations by identifying and describing the grammatical forms and syntactical structures that justify them. Equally, this will improve their ability to translate literally on Free-Response Question 2. Finally, for Free-Response Questions 3, 4, and 5, which require analysis, students need to provide accurate, relevant, and specific evidence from the Latin text to support their interpretations. In Unit 1 especially, students should be given early practice with this, by providing them with an interpretation of a passage with ample possible instances of Latin evidence for students to recognize, cite, and provide explanations for.

AP Latin Course and Exam Description — Course Framework V.1 | 41

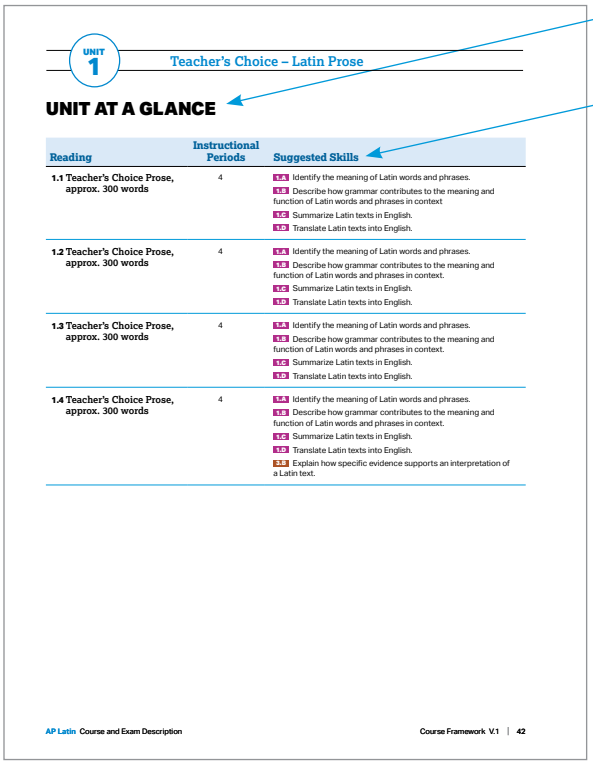
UNIT OPENERS

Developing Understanding provides an overview that contextualizes and situates the key content of the unit within the scope of the course.

The **essential questions** are thought-provoking questions that motivate students and inspire inquiry.

Building Course Skills describes specific skills within the skills categories that are appropriate to focus on in that unit.

Preparing for the AP Exam provides helpful tips and common student misunderstandings identified from prior exam data.



UNIT 1 Teacher's Choice – Latin Prose

UNIT AT A GLANCE

Reading	Instructional Periods	Suggested Skills
1.1 Teacher's Choice Prose, approx. 300 words	4	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English.
1.2 Teacher's Choice Prose, approx. 300 words	4	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English.
1.3 Teacher's Choice Prose, approx. 300 words	4	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English.
1.4 Teacher's Choice Prose, approx. 300 words	4	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English. 3.3 Explain how specific evidence supports an interpretation of a Latin text.

AP Latin Course and Exam Description — Course Framework V.1 | 42

The **Unit at a Glance** table shows the readings and suggested skills.

The **suggested skills** for each reading show possible ways to link the content in that reading to specific AP Latin skills. The individual skills have been thoughtfully chosen in a way that scaffolds the skills throughout the course. The Topic Questions and questions on the Progress Checks are based on this pairing, as well as the particular learning objectives and essential knowledge statements introduced or reviewed in each reading. However, AP Exam questions can pair the content with any of the skills, learning objectives, or essential knowledge statements.

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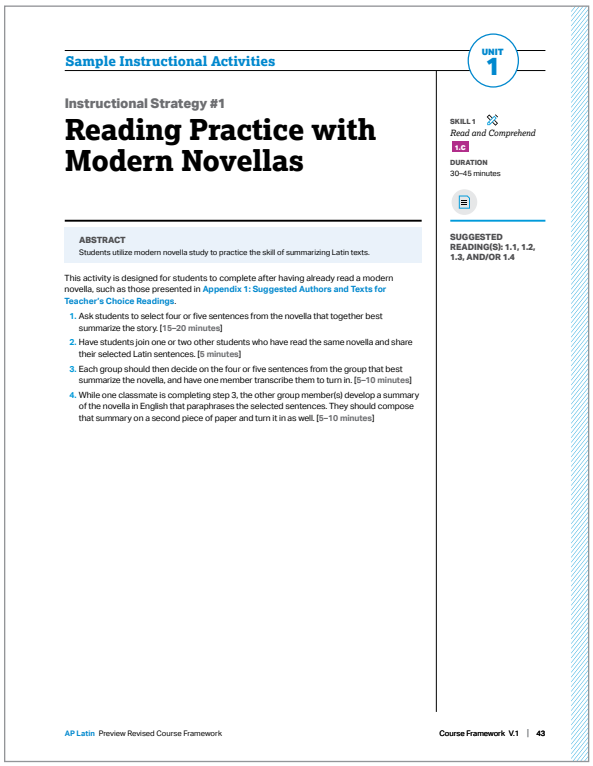


Sample Instructional Activities

UNIT 1

Instructional Strategy #1

Reading Practice with Modern Novellas

SKILL 1
Read and Comprehend
1.C

DURATION
30–45 minutes

SUGGESTED READING(S): 1.1, 1.2, 1.3, AND/OR 1.4

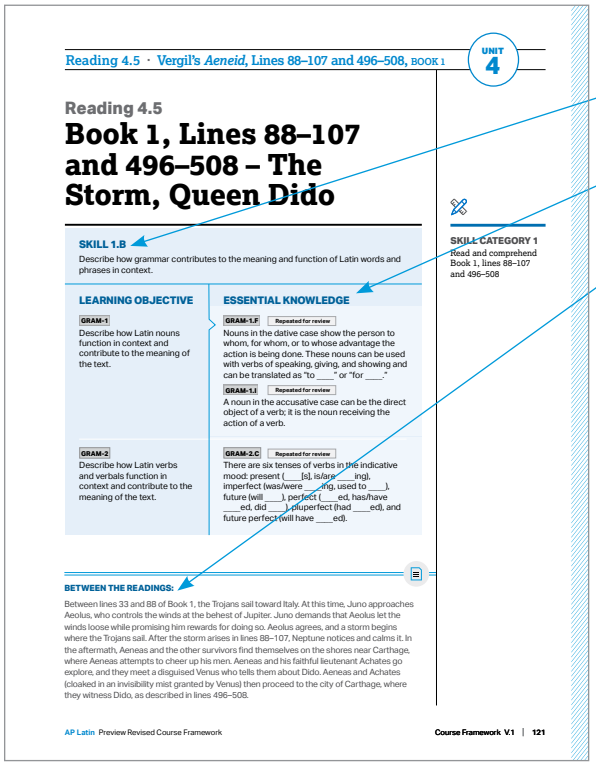
ABSTRACT
Students utilize modern novella study to practice the skill of summarizing Latin texts.

This activity is designed for students to complete after having already read a modern novella, such as those presented in Appendix 1: Suggested Authors and Texts for Teacher's Choice Readings.

1. Ask students to select four or five sentences from the novella that together best summarize the story. [15–20 minutes]
2. Have students join one or two other students who have read the same novella and share their selected Latin sentences. [5 minutes]
3. Each group should then decide on the four or five sentences from the group that best summarize the novella, and have one member transcribe them to turn in. [5–10 minutes]
4. While one classmate is completing step 3, the other group member(s) develop a summary of the novella in English that paraphrases the selected sentences. They should compose that summary on a second piece of paper and turn it in as well. [5–10 minutes]

AP Latin Preview Revised Course Framework — Course Framework V.1 | 43

The **Sample Instructional Activities** include optional activities that can help teachers tie together the content and skills for a particular reading.



Reading 4.5 · Vergil's *Aeneid*, Lines 88–107 and 496–508, BOOK 1

UNIT 4

Reading 4.5

Book 1, Lines 88–107 and 496–508 – The Storm, Queen Dido

SKILL CATEGORY 1
Read and comprehend Book 1, lines 88–107 and 496–508

SKILL 1.B
Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	GRAM-1.F Repeated for review: Nouns in the dative case show the person to whom, for whom, or to whose advantage the action is being done. These nouns can be used with verbs of speaking, giving, and showing and can be translated as "to ____" or "for ____."
	GRAM-1.I Repeated for review: A noun in the accusative case can be the direct object of a verb; it is the noun receiving the action of a verb.
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	GRAM-2.C Repeated for review: There are six tenses of verbs in the indicative mood: present (____[s], is/are ____ing), imperfect (was/were ____ing, used to ____), future (will ____), perfect (____ed, has/have ____ed, did ____), pluperfect (had ____ed), and future perfect (will have ____ed).

BETWEEN THE READINGS:
Between lines 33 and 88 of Book 1, the Trojans sail toward Italy. At this time, Juno approaches Aeolus, who controls the winds at the behest of Jupiter. Juno demands that Aeolus let the winds loose while promising him rewards for doing so. Aeolus agrees, and a storm begins where the Trojans sail. After the storm arises in lines 88–107, Neptune notices and calms it. In the aftermath, Aeneas and the other survivors find themselves on the shores near Carthage, where Aeneas attempts to cheer up his men. Aeneas and his faithful lieutenant Achates go explore, and they meet a disguised Venus who tells them about Dido. Aeneas and Achates (cloaked in an invisibility mist granted by Venus) then proceed to the city of Carthage, where they witness Dido, as described in lines 496–508.

AP Latin Preview Revised Course Framework — Course Framework V.1 | 121

READING PAGES

The **suggested skills** offer possible skills to pair with the reading.

Learning objectives define what a student needs to be able to do with content knowledge in order to progress through the course.

Essential knowledge statements define the required content knowledge associated with each learning objective assessed on the AP Exam.

Between the Readings appear in the *Aeneid* readings. They offer a brief summary of the events of the *Aeneid* between each reading, in order to situate the reading within the broader context of the epic.

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AP LATIN

UNIT 1

Teacher's Choice – Latin Prose

~16
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Checks** for this unit.

Whether assigned as homework or completed in class, the **Progress Checks** provide each student with immediate feedback related to this unit's readings and skills.

Progress Check 1

Multiple-choice: ~12 questions
Free-response: 1 question

- Short Essay (modified)

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UNIT 1

~16 CLASS PERIODS

Teacher's Choice – Latin Prose

ESSENTIAL QUESTIONS

- How can you use your prior knowledge of Latin to determine the meaning of unfamiliar vocabulary and syntax?
- What effects does the author intend to have on the audience (e.g., to elicit a particular emotion, to encourage or challenge a certain belief, to inspire a point of view)? What rhetorical choices does the author make to create these effects?
- What points of view are contained in the text? If there are multiple points of view, do they agree or conflict with each other? Does the author prioritize one particular point of view?

Developing Understanding

Unit 1 provides students the opportunity to review foundational grammatical concepts and vocabulary and to build on this knowledge as they begin the transition to comprehending and translating longer passages of Latin prose. Students will start learning how to analyze Latin literature and, in particular, how to use the Latin text itself to support different interpretations of the work's main ideas, intended effects, purposes, and points of view or attitudes developed and expressed by and within it.

Building Course Skills

This course requires a strong grasp of the Latin language. At the start of the year, students will begin to solidify their knowledge of Latin vocabulary, morphology, and grammar in order to accurately comprehend and translate Latin texts. One means of achieving these goals is frequent literal translation, starting at the beginning of the year. In choosing which Latin texts to read during Unit 1, see the potential options in **Appendix 1**. Depending on students' current levels of Latin knowledge, it may be beneficial to first use the more approachable tiered readings and modern novellas noted in this appendix to facilitate students' transition to reading longer passages of authentic Latin prose by the second half of this unit. Students are responsible for knowing the core vocabulary words found in **Appendix 2**. For most of this unit, students will be starting to solidify their reading and comprehension skills; but by Reading 1.4, students will begin to develop their analytical skills by finding evidence within a Latin text to support an interpretation provided by the teacher.

Preparing for the AP Exam

The ability to recognize core vocabulary is essential on all parts of the AP Latin Exam. To prepare for this, students should start reviewing and learning these vocabulary words at the beginning of the year. In this publication, the core vocabulary list has been broken into manageable collections recommended for learning and review within each reading (see **Appendix 3**). In addition, Teacher's Choice texts that use the core vocabulary can be selected so students can practice using context to help them identify the meanings of unknown words. To prepare for both the multiple-choice section of the exam and Free-Response Question 1, students should practice explaining their literal translations by identifying and describing the grammatical forms and syntactical structures that justify them. Equally, this will improve their ability to translate literally on Free-Response Question 2. Finally, for Free-Response Questions 3, 4, and 5, which require analysis, students need to provide accurate, relevant, and specific evidence from the Latin text to support their interpretations. In Unit 1 especially, students should be given early practice with this, by providing them with an interpretation of a passage with ample possible instances of Latin evidence for students to recognize, cite, and provide explanations for.

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UNIT AT A GLANCE

Reading	Instructional Periods	Suggested Skills
1.1 Teacher's Choice Prose, approx. 300 words	4	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English.
1.2 Teacher's Choice Prose, approx. 300 words	4	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English.
1.3 Teacher's Choice Prose, approx. 300 words	4	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English.
1.4 Teacher's Choice Prose, approx. 300 words	4	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English. 3.B Explain how specific evidence supports an interpretation of a Latin text.

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Instructional Strategy #1

Reading Practice with Modern Novellas

SKILL 1
Read and Comprehend
1.C

DURATION
30–45 minutes

SUGGESTED READING(S): 1.1, 1.2, 1.3, AND/OR 1.4

ABSTRACT
Students utilize modern novella study to practice the skill of summarizing Latin texts.

This activity is designed for students to complete after having already read a modern novella, such as those presented in **Appendix 1: Suggested Authors and Texts for Teacher's Choice Readings**.

1. Ask students to select four or five sentences from the novella that together best summarize the story. [**15–20 minutes**]
2. Have students join one or two other students who have read the same novella and share their selected Latin sentences. [**5 minutes**]
3. Each group should then decide on the four or five sentences from the group that best summarize the novella, and have one member transcribe them to turn in. [**5–10 minutes**]
4. While one classmate is completing step 3, the other group member(s) develop a summary of the novella in English that paraphrases the selected sentences. They should compose that summary on a second piece of paper and turn it in as well. [**5–10 minutes**]

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SKILL 3
Analyze
3.B

DURATION
30–35 minutes

SUGGESTED READING(S): 1.4

Instructional Strategy #2

Interpretation and Citation Practice with Modern Novellas

ABSTRACT
Students utilize modern novella study to practice the skill of citing specific evidence from a Latin text to support an interpretation of that text.

This activity is designed for students to complete after Instructional Strategy #1.

1. Utilizing the same groupings/pairings from Instructional Strategy #1, have each group read another group's English summary of a novella that its members have not previously read. [5 minutes]
2. Students should skim that novella, looking for Latin evidence that supports the English summary. [10–15 minutes]
3. Ask groups to write down one or two Latin citations from the novella that support(s) each English summary sentence. [10 minutes]
4. Invite groups to share the collected citations with the original authors of the English summary, who should check the citations' accuracy. [5 minutes]

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Reading 1.1

Teacher's Choice Prose, approx. 300 words

SKILL CATEGORY 1
Read and comprehend Latin prose.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 1.1** for a suggested list of required vocabulary to review or introduce during the first week of instruction. The list for Reading 1.1 is drawn from a list of high-frequency Latin vocabulary words. Many of these words will already be familiar to students from previous Latin study.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

Essential knowledge statements on grammar concepts will be presented throughout the unit guides. Students will be expected to understand and describe these concepts in relation to any reading on the AP Latin Exam.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.A** Latin nouns have a gender, number, and case. The number and case of a noun are indicated by the noun's specific endings, which are dictated by what group—called a declension—the noun belongs to. Declensions sometimes, but not always, identify the noun's gender as well. **GRAM-1.B** A noun in the nominative case can show the subject of a verb.

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GRAM-1
Describe how Latin nouns function in context and contribute to the meaning of the text.

GRAM-1.I
A noun in the accusative case can be the direct object of a verb; it is the noun receiving the action of a verb.

GRAM-4
Describe how Latin particles (such as adverbs, prepositions, and conjunctions) function in context and contribute to the meaning of the text.

GRAM-4.B
Prepositional phrases consist of a preposition and a noun, most often in the ablative or accusative cases.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1
Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

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Reading 1.2

Teacher's Choice Prose, approx. 300 words

SKILL CATEGORY 1
Read and comprehend Latin prose.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 1.2** for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.C** When a verb connects two ideas, both are usually in the nominative case.
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.A** The person, number, tense, voice, and mood of a verb are indicated by a combination of its stem and ending. The specific endings are dictated by what group—called a conjugation—the verb belongs to. Irregular verbs (e.g., *sum, esse*) do not follow the expected patterns of a conjugation. Additionally, forms of *sum, esse* are sometimes omitted and must be inferred from context.

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GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.B** The indicative mood of verbs is used for statements of fact or reality. **GRAM-2.C** There are six tenses of verbs in the indicative mood: present (____[s], is/are ____ing), imperfect (was/were ____ing, used to ____), future (will ____), perfect (____ed, has/have ____ed, did ____), pluperfect (had ____ed), and future perfect (will have ____ed). **GRAM-2.K** Verbs can have two voices, reflecting how the subject interacts with the action of the verb. The active voice is used when the subject of the verb is doing the action. The passive voice is used when the action is being done to the subject. Each voice is formed differently.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1

Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1

Provide a translation of a text from Latin to English using idiomatic English.

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Reading 1.3

Teacher's Choice Prose, approx. 300 words

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1

Define Latin words and phrases.

VOC-2

Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 1.3** for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE

GRAM-1

Describe how Latin nouns function in context and contribute to the meaning of the text.

ESSENTIAL KNOWLEDGE

GRAM-1.D

Most nouns in the genitive case show the possessor, to whom something belongs (e.g., *villa amici*: my friend's house).

GRAM-1.E

The genitive case can be used to show descriptive properties of something (e.g., *femina magnae sapientiae*: a woman of great wisdom), show the whole of which a noun is a part (e.g., *plus vini*: more wine), or show a quasi-object of a noun implying action (e.g., *cupiditas regni*: desire for a kingdom).

GRAM-1.F

Nouns in the dative case show the person to whom, for whom, or to whose advantage the action is being done. These nouns can be used with verbs of speaking, giving, and showing and can be translated as "to ____" or "for ____."

SKILL CATEGORY 1

Read and comprehend Latin prose.

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GRAM-1
Describe how Latin nouns function in context and contribute to the meaning of the text.

GRAM-1.J
The accusative case can show how long something happens (e.g., *multos annos*: for many years).

GRAM-3
Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.

GRAM-3.D
Like nouns, pronouns have a gender, number, and case, which are indicated by a specific form.

GRAM-3.E
The antecedent of a pronoun is the noun it refers to and takes the place of. This antecedent may be named earlier or simply be understood in the context. A pronoun agrees in number and gender with its antecedent.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1
Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2
Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

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Reading 1.4

Teacher's Choice Prose, approx. 300 words

SKILL CATEGORY 1
Read and comprehend Latin prose.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 1.4** for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.K** Nouns in the ablative case have a variety of functions. These nouns most commonly show the means by which an action is done, by whom an action is done, the manner in which an action is done, where or when an action takes place, or the separation between people or things.
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.E** The subjunctive mood has many uses: commands, conditions, wishes, possibility, and dependent clauses. A subjunctive in the main clause can be translated as "may ____," "might ____," "would ____," "should ____," "let ____," and "I wish that ____."

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GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.J** The imperative mood of verbs is used for commands. **GRAM-2.R** Participles can also describe nouns and are verbal adjectives that modify nouns. Like adjectives, they agree with nouns in case, number, and gender. Like verbs, they have a tense and a voice, and they may have objects.
GRAM-3 Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	**GRAM-3.A** Adjectives describe nouns and agree in gender, number, and case with the nouns they are describing. Adjectives usually modify an explicitly stated noun but may also modify an implied noun, when the adjective is used substantively. Adjectives occur in only the first three declensions but may modify nouns in any declension. Like nouns, an adjective's gender, number, and case are indicated by its specific ending.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1

Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2

Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1

Provide a translation of a text from Latin to English using idiomatic English.

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Reading 1.4 · Teacher's Choice Prose, APPROX. 300 WORDS

SKILL CATEGORY 3
Analyze Latin prose.

SKILL 3.B

Explain how specific evidence supports an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-4
Cite specific Latin from the selected text that supports an interpretation.

INT-5
Explain how the cited textual evidence supports an interpretation of a Latin text.

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AP LATIN

UNIT 2

Pliny's *Letters*: Eruption of Mt. Vesuvius

~20
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Checks** for this unit.

Whether assigned as homework or completed in class, the **Progress Checks** provide each student with immediate feedback related to this unit's readings and skills.

Progress Check 2

Multiple-choice: ~18 questions
Free-response: 2 questions

- Short Answer (modified)
- Short Essay

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UNIT 2

~20 CLASS PERIODS

Pliny's *Letters*: Eruption of Mt. Vesuvius

ESSENTIAL QUESTIONS

- Why would an author write in epistolary form?
- What characteristics of heroism, if any, are portrayed by Pliny the Elder and Pliny the Younger?
- What virtues and vices are displayed in these letters?
- How and for what purpose does Pliny include multiple perspectives during the eruption?

Developing Understanding

Unit 2 introduces the first syllabus author, Pliny the Younger, who wrote his *Letters* (*Epistulae*) during his career as a lawyer and magistrate in the first century CE, during the reign of the emperor Trajan. Students will read Pliny's two letters about the eruption of Mt. Vesuvius in 79 CE. In addition to their vivid descriptions of the volcanic eruption and the flight of Roman refugees, Pliny's *Letters* also exemplify the epistolary genre as they focus on the thoughts and deeds of Romans (specifically upper-class patrician men and women) in their daily lives from a first-person perspective. These two letters also exemplify the highly literary and polished nature of Pliny's writings, as he considers the effects on his and his family's reputation that will result from the publication and reception of these letters. Of particular note, Pliny the Younger's portrayal of himself and his uncle as heroic (or not) may be fruitfully compared later to Vergil's depiction of Aeneas's heroism in the *Aeneid*, read in Units 4 and 5. The final reading of Unit 2 allows students to engage again with prose text(s) outside of the required passages. Other letters, whether from Pliny or another Latin author, may be chosen for students to read as different examples of the epistolary genre or as points of thematic comparison with letters 6.16 and 6.20.

Building Course Skills

In Unit 2, students continue to build on the reading and comprehension skills from Unit 1, this time with the long, continuous prose of two syllabus letters by Pliny the Younger. These sustained, coherent narratives allow students to practice using context to aid in their literal translation of the Latin. Moreover, students will begin to engage with stylistic elements and contextual facts relevant to Latin prose and Pliny the Younger's life and works, recognizing how these features and facts allow for a deeper understanding of the text. With this syllabus material, which more readily involves consistent themes and enables the productive consideration of multiple related texts, students will continue to develop their analytical skills. They should now begin to practice both developing their own interpretations and using literary style and historical and cultural context as evidence for their interpretations. It is critical that students' interpretations explain something relevant to a prompt, rather than merely identify or describe something in or about a passage. Explanations must make some reference to how or why one should see some proposed meaning, effect or purpose, or point of view in the passage at hand. Finally, the Teacher's Choice readings interspersed here provide students a chance to develop their sight-reading skills and to practice analysis of nonsyllabus passages.

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Preparing for the Exam

To help develop their sight-reading skills, students should learn how to navigate the common difficulty of being thrown off by a particular word or grammatical structure in a sight-reading passage. Students should practice getting a general sense of the text based on what they recognize and understand, using context and prior knowledge. This practice will give students more confidence in sight-reading and help develop their overall comprehension skills (as opposed to literal translation), which will also be vital for success on the AP Exam. Likewise, it is easy for students to lose track of words less critical to the overall meaning of a passage (e.g., adjectives and conjunctions) in their literal translations of syllabus passages. Free-Response Question 2, however, requires that students' translations account for the sense of every word in the original Latin. (Although, critically, this does not require a one-to-one correspondence between English and Latin words. For instance, *inter* together with the adjective *medius*, *-a*, *-um* can often be translated as simply "between.") During the exam, students should read through their translations in Free-Response Question 2 to confirm that they meet this requirement.

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UNIT AT A GLANCE

Reading	Instructional Periods	Suggested Skills
2.1 Letter 6.16.1–12 – Eruption of Mt. Vesuvius and Pliny the Elder, part 1	4	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 2.A Describe features and functions of stylistic elements in Latin texts. 2.B Describe historical and cultural contexts of Latin texts.
2.2 Letter 6.16.13–22 – Eruption of Mt. Vesuvius and Pliny the Elder, part 2	5	1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.D Translate Latin texts into English. 2.B Describe historical and cultural contexts of Latin texts. 3.B Explain how specific evidence supports an interpretation of a Latin text.
2.3 Letter 6.20.1–10 – Eruption of Mt. Vesuvius and Pliny the Younger, part 1	4	1.A Identify the meaning of Latin words and phrases. 1.C Summarize Latin texts in English. 2.B Describe historical and cultural contexts of Latin texts.
2.4 Letter 6.20.11–20 – Eruption of Mt. Vesuvius and Pliny the Younger, part 2	4	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.D Translate Latin texts into English. 3.A Develop an interpretation of a Latin text. 3.B Explain how specific evidence supports an interpretation of a Latin text.
2.5 Teacher's Choice Prose, approx. 225 words	3	1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English. 3.B Explain how specific evidence supports an interpretation of a Latin text.

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SKILL 1
Read and Comprehend
1.A

DURATION
10 minutes

SUGGESTED READING(S): 2.1 (ALSO APPLICABLE TO ALL SYLLABUS READINGS)

Instructional Strategy #1

Prereading Vocabulary Acquisition

ABSTRACT
Students practice the Latin vocabulary in Pliny's letter 6.16 to make the day's reading more comprehensible and facilitate better acquisition of high-frequency words over time.

Utilize an online gaming platform to create a game or quiz in which students are presented with the Latin vocabulary they will encounter in the reading. For each question, students choose the correct meaning of a Latin word from among four possible answer choices.

For example, for the vocabulary word *peto, petere* = "to ask":

PROMPT
"*Petis* ut tibi avunculi mei exitum scribam."

ANSWER CHOICES
"you ask," "you write," "you hand over," and "you are able" ["you ask" is correct]

Some notes to consider when creating a vocabulary game/quiz include:

- Each vocabulary word is presented in its actual context (clause or sentence) to encourage students to use that context to assist in their determination of the word's meaning.
- Only one possible definition is given for each answer choice, and it is the contextually correct meaning (e.g., "you seek" is not provided because it does not fit the context of this sentence).
- The distractors are the same part of speech (in this case verbs).
- The distractors are definitions of other words that appear in the same reading (e.g., "you write" refers to *scribam*, which happens to be in the same sentence), or they are often confused meanings of the given word (e.g., for *semper*, the choices "always," "often," "sometimes," and "almost" would be provided).
- The activity should be built so that students see every word in the day's reading at least once.

Depending on the gaming platform and/or mode, students earn points (or other in-game rewards) and compete for the top score. Some platforms offer longitudinal tracking so students can compete across multiple games, and classes can compete against each other.

1. Have students log into the activity/game with an electronic device by going to a predetermined URL and entering the code for the game. Project the code on the board. [**2 minutes**]
2. Once every student has entered, begin the game. Five minutes is usually enough time for all students to interact with 40–50 vocabulary items. [**5 minutes**]
3. Display the results of the activity or game at the end. [**1 minute**]
4. Most platforms can show students which words were the most challenging. Briefly review that vocabulary while providing suggestions (such as cognates) to remember the words' meanings. [**2 minutes**]

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Instructional Strategy #2

Understanding Experiences During the Eruption

SKILL 3
Analyze
3.A 3.B

DURATION
35–40 minutes

SUGGESTED READING(S): 2.4

ABSTRACT
Students use Pliny's letter 6.20.11–15 to develop their textual interpretation skills.

1. Pass out a clean copy of the Latin text of sections 11–15.
2. Ask students to work alone or with a partner to pick an excerpt (at least 25 words) that they will read aloud to the class. Each student should select their own excerpt. [**5 minutes**]
3. Have students select words they want to emphasize to convey the appropriate meaning and tone in their own recitations and underline them. [**5 minutes**]
4. Students then explain to their partners why they chose each word for emphasis. [**5 minutes**]
5. Have each student read their selection aloud to the class. [**10–15 minutes**]
6. Conduct a whole-class discussion that focuses on which interpretative readings resonated the most with students, most captured the text's meaning, best reflected Pliny's or his mother's point of view, etc. [**10 minutes**]

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Reading 2.1

Letter 6.16.1–12 – Eruption of Mt. Vesuvius and Pliny the Elder, part 1

SKILL CATEGORY 1
Read and comprehend letter 6.16.1–12.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See Appendix 3: Latin Vocabulary List by Reading – Reading 2.1 for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.N** The ablative case can accompany a comparative adjective (or, rarely, a comparative adverb) and is translated as "than ____" to show the thing against which another thing is being compared. **GRAM-1.O** A noun and participle in the ablative case form an ablative absolute and can show the time or circumstance of an action. Rarely, the participle can be replaced by a second noun.

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GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.Q** Some nouns, especially the names of cities, can use the locative case to show location and are translated "at ____" or "in ____" (e.g., *Romae*: in Rome). Nouns that use the locative case show where something goes to ("place to where") with the accusative case without a preposition (e.g., *Romam*: to Rome), and where something comes from ("place from where") with the ablative case without a preposition (e.g., *Romā*: from Rome).
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.D** When *ut* introduces a clause with an indicative verb the *ut* is translated "like," "as," or "when." **GRAM-2.G** Clauses introduced by *ut* and having verbs in the subjunctive mood show the result of an action and are called result clauses. Adjectives and adverbs expressing degree like *adeo*, *ita*, *sic*, *tam*, *tantus*, *tot*, *talis*, etc., can be found in the main clause of many sentences with these clauses. Other result clauses can follow verbs such as *accidit*, *fit*, and *efficit*. **GRAM-2.H** Clauses introduced by *ut* or *ne* and having verbs in the subjunctive mood can show the purpose of the action of the main clause and are called purpose clauses. Clauses introduced by many verbs expressing a commanding action (e.g., *impero*, *persuadeo*) can show a command relayed indirectly. **GRAM-2.M** The infinitive is used with certain verbs (e.g., *possum, volo, licet*) and is often translated as "to _____."

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1

Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2

Summarize a Latin text's implied meaning based on figurative language and inferences.

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SKILL CATEGORY 2

Describe the style and context of letter 6.16.1–12.

SKILL 2.A

Describe features and functions of stylistic elements in Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
STYL-1 Describe the use of repetition as a stylistic device in Latin texts.	**STYL-1.A** An author may repeat words or phrases for a variety of rhetorical or poetic effects. This can be done to stress the importance of an idea, to make a statement more memorable, or to give the text a more rhythmic, and at times musical, effect. **STYL-1.B** Alliteration is the repetition of the same initial consonant sound in successive words. This type of repetition may be used to draw attention to an idea, give the text a pleasant rhythmic quality, or reinforce an emotion or sensory element communicated by the text. **STYL-1.C** Anaphora is the repetition of a word or phrase at the beginning of successive phrases, clauses, sentences, or lines. This type of repetition may be used to emphasize ideas and create a sense of momentum. **STYL-1.D** Parallel structure (also called parallelism) is the repetition of phrases, clauses, or sentences. This repetition may create a sense of balance between ideas, give emphasis to an idea, or establish a relationship between ideas.
STYL-3 Describe the use of similes and metaphors as stylistic devices in Latin texts.	**STYL-3.B** A metaphor is a rhetorical figure in which an implied comparison is achieved through a figurative use of words. The metaphor is distinguished from the simile due to it being implicit (the simile is explicit). In a metaphor, words are used not in their literal sense but in an analogous sense. Metaphors transfer meanings, create surprising and unexpected connections, and provide vivid imagery, among other effects.

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STYL-5 Describe features of genre in Latin texts.	**STYL-5.A** Epistles are a major genre of Roman literature. Several writers published either real or fictional letters (e.g., Pliny the Younger, Ovid, Seneca), while others had their private letters published by someone else after their death (e.g., Cicero). Letters can give us insight to the daily lives of Romans, but those of Pliny are also highly literary since they were heavily revised between the time they were sent to the addressee and the time they were published in his letter collection. **STYL-5.F** Other genres of Latin literature include epigrams, historiography, love poems, didactic poetry, drama (tragedy and comedy), dialogues, oratory, ancient novels, and modern novellas.

SKILL 2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-1 Describe references and allusions to influential people, literary works, and historical events in Latin texts.	**CTXT-1.F** Pliny the Younger (61–c. 113 CE) was a lawyer, magistrate, and letter writer who served under the Emperor Trajan. He wrote hundreds of letters that provide insight into everyday life, the legal system, and Roman public administration in the first century CE. **CTXT-1.G** Pliny the Elder (c. 23–79 CE) was Pliny the Younger's maternal uncle. After Pliny the Younger's father died, Pliny the Elder took part in his nephew's rearing and education and adopted him in his will. In addition to being an admiral in the Roman fleet, Pliny the Elder was an author and scholar who wrote the *Natural History*, the largest single work from the Roman Empire to have survived antiquity and a model for the modern encyclopedia. **CTXT-1.H** Pliny the Younger's letters about the eruption of Mt. Vesuvius are addressed to his friend, the historian Tacitus. Tacitus (c. 56–c. 120 CE) is best known for his *Annals* and *Histories*, which examined the lives of emperors and the history of the Roman Empire in the first century CE. The letters he exchanged with Pliny are one of the main sources of the little we know about his personal life.

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CTXT-1 Describe references and allusions to influential people, literary works, and historical events in Latin texts.	**CTXT-1.I** The Bay of Naples is located on the west coast of the Italian peninsula. Mt. Vesuvius is clearly visible from most places in the bay as it is located near the center of the land around the bay. Misenum is located at the northern end of Bay of Naples and was where the Roman navy was stationed, which is why Pliny the Elder was there as admiral. The eruption of Mt. Vesuvius in 79 CE famously covered the towns of Pompeii, Herculaneum, Oplontis, and Stabiae. Stabiae, mentioned in Pliny's letters, was south of Vesuvius and in the direct path of the ash and cinder from the eruption. **CTXT-1.N** An author's life and background can inform an interpretation of a text (e.g. Vergil's patronage by Maecenas, political advisor to Caesar Augustus, probably influenced the pro-Augustan allegory of the *Aeneid*). **CTXT-1.O** An author's other works can inform an interpretation of a text, and a work as a whole can inform the interpretation of any part of it.
CTXT-2 Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.F** The Romans divided the day into 12 hours, from sunrise to sunset. The first hour would begin at sunrise; the sixth hour would be approximately midday.

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Reading 2.2

Letter 6.16.13–22 – Eruption of Mt. Vesuvius and Pliny the Elder, part 2

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.L** Some verbs, called deponent verbs, have passive forms in Latin but are translated into English with active meanings. Deponent verbs are often listed with three principal parts that look passive (e.g., *orior, oriri, ortus sum*). **GRAM-2.N** A verb of speaking, thinking, feeling, etc., can introduce an indirect statement, with an accusative case noun as its subject and an infinitive as its verb. **GRAM-2.O** A gerund is a noun formed from a verb (e.g., *bellandi*: of waging war). Like the gerund, a gerundive is an adjective formed from a verb, and it modifies a noun (e.g., *ad eas res conficiendas*: for preparing these things).
GRAM-3 Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	**GRAM-3.B** Superlative adjectives show the highest degree of the word and are often translated "____est" or "very ____." The superlative degree of an adjective is indicated by its stem. **GRAM-3.C** Comparative adjectives show a comparison between two words and are often translated "____er," "more ____," or "rather ____." The comparative degree of an adjective is indicated by its stem.

SKILL CATEGORY 1

Read and comprehend letter 6.16.13–22.

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GRAM-3 Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	**GRAM-3.F** Relative clauses are introduced by the relative pronoun *qui, quae, quod*. Like other pronouns, the antecedent of the relative pronoun is the noun it refers back to and gives more information about. The relative pronoun agrees in number and gender with its antecedent, but its case is determined by its use in the relative clause. **GRAM-3.G** The relative pronoun can be used in Latin as a demonstrative pronoun and can be translated in English as "this," "that," "these," or "those," instead of "which" or "who."
GRAM-4 Describe how Latin particles (such as adverbs, prepositions, and conjunctions) function in context and contribute to the meaning of the text.	**GRAM-4.A** An adverb can modify a verb, adjective, or other adverb. The comparative adverb ends in *-ius*, while the superlative adverb often ends in *-e*. **GRAM-4.C** When *cum* introduces a clause, it may be translated "when," "since," or "although," among other acceptable translations.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1

Provide a translation of a text from Latin to English using idiomatic English.

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SKILL 2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-1 Describe references and allusions to influential people, literary works, and historical events in Latin texts.	**CTXT-1.I** Repeated for review The Bay of Naples is located on the west coast of the Italian peninsula. Mt. Vesuvius is clearly visible from most places in the bay as it is located near the center of the land around the bay. Misenum is located at the northern end of Bay of Naples and was where the Roman navy was stationed, which is why Pliny the Elder was there as admiral. The eruption of Mt. Vesuvius in 79 CE famously covered the towns of Pompeii, Herculaneum, Oplontis, and Stabiae. Stabiae, mentioned in Pliny's letters, was south of Vesuvius and in the direct path of the ash and cinder from the eruption.
CTXT-2 Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.A** A Roman's social standing could be influenced by their family background, their wealth, their professional accomplishments, and their political power and connections. **CTXT-2.C** Enslaved people were considered property under Roman law and had few legal rights or protections. They often performed manual labor and domestic services, but they could also be highly educated and do work that reflected this education (e.g., as bookkeepers and physicians). Many people enslaved by Romans were captives of war or piracy and came from across Europe and the Mediterranean. An enslaved person could be freed through the process of manumission, at which point they would usually become clients of their former master. They might also receive Roman citizenship and even attain wealth and political influence, despite being barred from holding political offices. However, most people enslaved by Romans were never freed.

SKILL CATEGORY 2

Describe the context of letter 6.16.13–22.

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Reading 2.2 · Pliny's Letter 6.16.13–22, PART 2

SKILL CATEGORY 3
Analyze letter 6.16.13–22.

SKILL 3.B

Explain how specific evidence supports an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-4
Cite specific Latin from the selected text that supports an interpretation.

INT-5
Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6
Explain how contextual information supports an interpretation of a Latin text.

INT-7
Explain how stylistic information supports an interpretation of a Latin text.

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Reading 2.3

Letter 6.20.1–10 – Eruption of Mt. Vesuvius and Pliny the Younger, part 1

SKILL CATEGORY 1
Read and comprehend letter 6.20.1–10.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 2.3** for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.C

Summarize Latin texts in English

LEARNING OBJECTIVE

SUM-1
Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2
Summarize a Latin text's implied meaning based on figurative language and inferences.

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SKILL CATEGORY 2
Describe the context of letter 6.20.1–10.

SKILL 2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-1 Describe references and allusions to influential people, literary works, and historical events in Latin texts.	**CTXT-1.G** Repeated for review Pliny the Elder (c. 23–79 CE) was Pliny the Younger's maternal uncle. After Pliny the Younger's father died, Pliny the Elder took part in his nephew's rearing and education and adopted him in his will. In addition to being an admiral in the Roman fleet, Pliny the Elder was an author and scholar who wrote the *Natural History*, the largest single work from the Roman Empire to have survived antiquity and a model for the modern encyclopedia.
CTXT-2 Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.E** Like broader Roman society, Roman family structure was hierarchical and patriarchal. The head of the household, *paterfamilias*, had the power of life and death over his entire household; although it was considered a dereliction of duty (and counter-productive) to abuse this power by being cruel or violent towards members of a household. A wealthy household typically consisted of husband, wife, children, and enslaved people.
	CTXT-2.F Repeated for review The Romans divided the day into 12 hours, from sunrise to sunset. The first hour would begin at sunrise; the sixth hour would be approximately midday.

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Reading 2.4

Letter 6.20.11–20 – Eruption of Mt. Vesuvius and Pliny the Younger, part 2

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1

Define Latin words and phrases.

VOC-2

Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 2.4** for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE

GRAM-1

Describe how Latin nouns function in context and contribute to the meaning of the text.

ESSENTIAL KNOWLEDGE

GRAM-1.E Repeated for review

The genitive case can be used to show descriptive properties of something (e.g., *femina magnae sapientiae*: a woman of great wisdom), show the whole of which a noun is a part (e.g., *plus vini*: more wine), or show a quasi-object of a noun implying action (e.g., *cupiditas regni*: desire for a kingdom).

GRAM-1.I Repeated for review

A noun in the accusative case can be the direct object of a verb; it is the noun receiving the action of a verb.

GRAM-1.L

A noun in the ablative case, translated as "in ____," "in respect to ____," or "in regard to ____," can show in what respect a statement may be true.

SKILL CATEGORY 1

Read and comprehend letter 6.20.11–20.

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GRAM-2
Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.

GRAM-2.E Repeated for review
The subjunctive mood has many uses: commands, conditions, wishes, possibility, and dependent clauses. A subjunctive in the main clause can be translated as "may ____," "might ____," "would ____," "should ____," "let ____," and "I wish that ____."

GRAM-2.S
There are special verbs that govern nouns in the dative (e.g., *persuadeo*, *impero*, *propinquo*, *credo*), ablative (e.g., *potior*, *utor*), or genitive (e.g., *obliviscor*, *potior*) cases. These nouns are often translated into English as the direct objects of these verbs.

SKILL CATEGORY 3
Analyze letter 6.20.11–20.

SKILL 1.D
Translate Latin texts into English.

LEARNING OBJECTIVE
TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

SKILL 3.A
Develop an interpretation of a Latin text.

LEARNING OBJECTIVE
INT-1
Develop an interpretation about a main idea or meaning of a Latin text.

INT-2
Develop an interpretation about an effect or purpose of a Latin text.

INT-3
Develop an interpretation about a point of view or attitude expressed by the author, speaker, or character in a Latin text.

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SKILL 3.B

Explain how specific evidence supports an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-4

Cite specific Latin from the selected text that supports an interpretation.

INT-5

Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6

Explain how contextual information supports an interpretation of a Latin text.

INT-7

Explain how stylistic information supports an interpretation of a Latin text.

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Reading 2.5

Teacher's Choice Prose, approx. 225 words

SKILL CATEGORY 1
Read and comprehend Latin prose.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.A** Repeated for review Latin nouns have a gender, number, and case. The number and case of a noun are indicated by the noun's specific endings, which are dictated by what group—called a declension—the noun belongs to. Declensions sometimes, but not always, identify the noun's gender as well. **GRAM-1.F** Repeated for review Nouns in the dative case show the person to whom, for whom, or to whose advantage the action is being done. These nouns can be used with verbs of speaking, giving, and showing and can be translated as "to ____" or "for ____." **GRAM-1.R** The vocative case is used to identify the person or object being addressed (e.g., *Musa, mihi causas memora*, where Vergil is addressing the Muse).
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.A** Repeated for review The person, number, tense, voice, and mood of a verb are indicated by a combination of its stem and ending. The specific endings are dictated by what group—called a conjugation—the verb belongs to. Irregular verbs (e.g., *sum, esse*) do not follow the expected patterns of a conjugation. Additionally, forms of *sum, esse* are sometimes omitted and must be inferred from context.

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Reading 2.5 · Teacher's Choice Prose, APPROX. 225 WORDS

GRAM-2
Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.

GRAM-2.R Repeated for review
Participles can also describe nouns and are verbal adjectives that modify nouns. Like adjectives, they agree with nouns in case, number, and gender. Like verbs, they have a tense and a voice, and they may have objects.

SKILL 1.C
Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1
Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2
Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL 1.D
Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

SKILL 3.B
Explain how specific evidence supports an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-4
Cite specific Latin from the selected text that supports an interpretation.

INT-5
Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6
Explain how contextual information supports an interpretation of a Latin text.

INT-7
Explain how stylistic information supports an interpretation of a Latin text.

SKILL CATEGORY 3
Analyze Latin prose.

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UNIT 3

Pliny's *Letters*: Ghosts and Apparitions, Letters to Trajan and Calpurnia, and Teacher's Choice – Latin Prose

~18
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Checks** for this unit.

Whether assigned as homework or completed in class, the **Progress Checks** provide each student with immediate feedback related to this unit's readings and skills.

Progress Check 3

Multiple-choice: ~21 questions
Free-response: 2 questions

- Translation (modified)
- Short Essay

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UNIT 3

~18 CLASS PERIODS

Pliny's *Letters*: Ghosts and Apparitions, Letters to Trajan and Calpurnia, and Teacher's Choice – Latin Prose

ESSENTIAL QUESTIONS

- How does Pliny represent himself as a character in these letters?
- How does Pliny engage with Trajan in his letters to achieve his goals?
- What sorts of power and power dynamics are on display in these letters?
- What do Pliny and Calpurnia (as Pliny presents her) consider "love"? How do they express their affection for each other?

Developing Understanding

Unit 3 continues to explore different aspects of Roman daily life through Pliny's *Letters*, along with how the letters themselves play an important role in these activities. Each letter or collection of letters offers unique topics and themes intended, in part, to open up multiple avenues for comparison with texts chosen for the Teacher's Choice readings and other syllabus readings. Letter 7.27 displays the different ways Romans conceived, interpreted, and interacted with the supernatural and divine world within the context of a friendly exchange between two learned Romans. As teachers decide how to present this letter, they may want to keep in mind the later *Aeneid* readings (in Units 4 and 5), which offer a distinct perspective informed by a different genre. The letters from Book 10 and Book 6 explore two different forms of social practices and relationships essential to Roman life: Roman patronage (the mutually beneficial relationship between Romans of unequal social status) and marriage. The particular dynamics of these two relationships in the letters between Pliny and the emperor Trajan and between Pliny and his wife, Calpurnia, may be fruitfully compared later in the course to the similar relationships between Vergil and the emperor Augustus and between Aeneas and Dido. Moreover, as in Pliny's letters on the eruption of Mt. Vesuvius in Unit 2 and throughout Vergil's *Aeneid* in Units 4 and 5, the letters in Unit 3 exemplify the Romans' diverse virtues—in particular, civic and familial values—as well as vices. Reading 3.3 offers the opportunity to investigate any of these topics or themes in the Teacher's Choice texts.

Building Course Skills

In this final unit on prose and Pliny the Younger, students will continue to acquire relevant cultural knowledge and build their analytical skills to develop textual interpretations using supporting evidence, both from the language and from stylistic and contextual features of the text. At this point in the course, students should be comfortable reading and comprehending prose texts and answering factual questions about them, but they will also need to develop further the ability to answer comprehension questions that require inference. Students can more readily practice this skill now that they have some familiarity with Pliny's *Letters*, and teachers should consistently include drawing inferences from the text in discussions that check student comprehension. Finally, students should now have learned or reviewed all the core vocabulary for Pliny's *Letters* (i.e., the vocabulary that occurs three or more times in the syllabus readings of Pliny, as noted in **Appendix 2**).

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Preparing for the Exam

As students practice their reading and comprehension skills for the multiple-choice section and Free-Response Questions 1 and 2, be sure students are using glosses to their greatest benefit. Just as students should practice getting a general sense of a passage from a preliminary or cursory reading, they should also do a quick overview of the glosses. This will ensure students can make use of every gloss during the exam and provide additional information to help guide their general comprehension of the passage. As students' comfort with authentic Latin prose increases, they should continue to hone their skills at literal translation. Students should practice being as exact as possible in their translations. For example, even if it sounds a bit unnatural in English, students should retain the passive versus active voice and specific tenses with verbs as well as the number and particular case usage for nouns and pronouns.

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UNIT AT A GLANCE

Reading	Instructional Periods	Suggested Skills
3.1 Letter 7.27.1–8 – Ghosts and Apparitions, part 1	4	**1.A** Identify the meaning of Latin words and phrases. **1.B** Describe how grammar contributes to the meaning and function of Latin words and phrases in context. **1.D** Translate Latin texts into English.
3.2 Letter 7.27.9–16 – Ghosts and Apparitions, part 2	4	**1.B** Describe how grammar contributes to the meaning and function of Latin words and phrases in context. **1.C** Summarize Latin texts in English. **2.B** Describe historical and cultural contexts of Latin texts. **3.B** Explain how specific evidence supports an interpretation of a Latin text.
3.3 Teacher's Choice Prose, approx. 225 words	3	**1.B** Describe how grammar contributes to the meaning and function of Latin words and phrases in context. **1.C** Summarize Latin texts in English. **1.D** Translate Latin texts into English. **2.A** Describe features and functions of stylistic elements in Latin texts. **3.B** Explain how specific evidence supports an interpretation of a Latin text.
3.4 Letters 10.37 and 10.90 – Letters to Emperor Trajan, Aqueducts	2	**1.A** Identify the meaning of Latin words and phrases. **1.D** Translate Latin texts into English. **2.B** Describe historical and cultural contexts of Latin texts.
3.5 Letters 10.5, 10.6, and 10.7 – Letters to Emperor Trajan, Citizenship for Pliny's Doctor	3	**1.B** Describe how grammar contributes to the meaning and function of Latin words and phrases in context. **1.C** Summarize Latin texts in English. **2.B** Describe historical and cultural contexts of Latin texts.
3.6 Letters 6.4 and 6.7 – Letters to Calpurnia	2	**1.A** Identify the meaning of Latin words and phrases. **1.D** Translate Latin texts into English. **2.A** Describe features and functions of stylistic elements in Latin texts. **3.A** Develop an interpretation of a Latin text. **3.B** Explain how specific evidence supports an interpretation of a Latin text.

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SKILL 1
Read and Comprehend
1.D

DURATION
30–45 minutes

SUGGESTED READING(S): 3.1 (ALSO APPLICABLE TO ALL SYLLABUS READINGS)

Instructional Strategy #1

Translation Race (*Dictatio Currens*)

ABSTRACT
Students demonstrate mastery over the language and meaning of Pliny's letter 7.27.5–6 by recreating a translation of that portion of the letter.

Prior to the instructional period, students preread letter 7.27.5–6 by looking up unfamiliar vocabulary items and preparing a literal translation. Ahead of time, teachers should prepare a document to be provided to students with two columns: one that includes the Latin sentences from letter 7.27.5–6 (but not in sequential order), and one column that should be blank for students' English translations. In addition, teachers may make a copy of the Latin sentences with their English translations, perhaps enlarging them for visibility, and cut them into strips, so that each strip contains a Latin sentence and its English translation. Place the strips throughout the room so they are visible for students.

1. Have students work in pairs to resolve specific grammar questions they have about the letter and refine the translations they created as preparatory work. While pairs are working, pass out the two-column document. When they have finished, students should put their refined English translations away in their notebooks. [**5–10 minutes**]
2. Ask each pair to choose the person who will be writing first (the "Scribe") and who will be running first (the "Racer"). [**1 minute**]
3. Give students a signal. At that point, every Racer should run to find a Latin sentence strip, memorize the correct literal translation (leaving the sentence strip where they found it), and relay that information to their Scribe. Once the Scribe has finished transcribing the translation onto the document received in step 1, they become the new Racer and locate another Latin sentence strip. The first Racer now becomes the Scribe. The activity continues until every pair has transcribed all the literal translations of the Latin sentences. [**14–19 minutes**]
4. Ask each pair to work together to sequence the translation based on the correct order of the Latin. [**5 minutes**]
5. As the pairs finish, have them take out their translations from the beginning of class, compare them with their partners, make corrections, and race to be the first to turn in the corrected and properly sequenced translations from the game. The first pair to do so with accurate translations wins *Dictatio Currens*. [**5–10 minutes**]

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Instructional Strategy #2

Vocabulary Turn and Talk

SKILL 1
Read and Comprehend
1.A

DURATION
15–20 minutes

SUGGESTED READING(S): 3.6 (ALSO APPLICABLE TO ALL SYLLABUS READINGS)

ABSTRACT
Students discuss the definition, usage, and context of unfamiliar words and then make predictions about how they will be used in future course readings.

Prior to the instructional period, students preread letter 6.4 and identify unfamiliar or unclear vocabulary in preparation for a literal translation.

1. Organize students into pairs, and ask them to take turns sharing the vocabulary they identified as unfamiliar or unclear. [**5 minutes**]
2. As they share each word, invite students to work together to determine the correct definition of the word. Then, invite them to discuss the following questions for each word:
   - How was the word used in this reading? Did the usage help you understand the definition or lead to more confusion?
   - In what context was the word used? Did the context help you understand the definition or lead to more confusion?
   - To what extent do you anticipate that the usage of this word and the context in which it is used will be consistent across readings? Why? [**10–15 minutes**]

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Reading 3.1

Letter 7.27.1–8 – Ghosts and Apparitions, part 1

SKILL CATEGORY 1
Read and comprehend letter 7.27.1–8.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 3.1** for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE

GRAM-1
Describe how Latin nouns function in context and contribute to the meaning of the text.

ESSENTIAL KNOWLEDGE

GRAM-1.M
The ablative case with an adjective can show description of a noun and is often translated "with ____" or "of ____" (e.g., *vir animo bono*: a man with a good mind).

GRAM-1.Q Repeated for review
Some nouns, especially the names of cities, can use the locative case to show location and are translated "at ____" or "in ____" (e.g., *Romae*: in Rome). Nouns that use the locative case show where something goes to ("place to where") with the accusative case without a preposition (e.g., *Romam*: to Rome), and where something comes from ("place from where") with the ablative case without a preposition (e.g., *Romā*: from Rome).

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GRAM-2
Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.

GRAM-2.I
Conditions in Latin are introduced by *si* ("if"), *nisi* ("if not"), and sometimes *ni* ("not"). The verb in either part of the condition may be in either the subjunctive or indicative mood.

GRAM-4
Describe how Latin particles (such as adverbs, prepositions, and conjunctions) function in context and contribute to the meaning of the text.

GRAM-4.D
Questions in Latin are typically introduced by interrogative words or the suffix *-ne* placed on the first or most important word of the question.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

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Reading 3.2

Letter 7.27.9–16 – Ghosts and Apparitions, part 2

SKILL CATEGORY 1
Read and comprehend letter 7.27.9–16.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.K** Repeated for review Nouns in the ablative case have a variety of functions. These nouns most commonly show the means by which an action is done, by whom an action is done, the manner in which an action is done, where or when an action takes place, or the separation between people or things.
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.C** Repeated for review There are six tenses of verbs in the indicative mood: present (____[s], is/are ____ing), imperfect (was/were ____ing, used to ____), future (will ____), perfect (____ed, has/have ____ed, did ____), pluperfect (had ____ed), and future perfect (will have ____ed). **GRAM-2.D** Repeated for review When *ut* introduces a clause with an indicative verb the *ut* is translated "like," "as," or "when." **GRAM-2.H** Repeated for review Clauses introduced by *ut* or *ne* and having verbs in the subjunctive mood can show the purpose of the action of the main clause and are called purpose clauses. Clauses introduced by many verbs expressing a commanding action (e.g., *impero*, *persuadeo*) can show a command relayed indirectly.

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SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1

Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2

Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL 2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE

CTXT-1

Describe references and allusions to influential people, literary works, and historical events in Latin texts.

ESSENTIAL KNOWLEDGE

CTXT-1.F Repeated for review

Pliny the Younger (61–c. 113 CE) was a lawyer, magistrate, and letter writer who served under the Emperor Trajan. He wrote hundreds of letters that provide insight into everyday life, the legal system, and Roman public administration in the first century CE.

CTXT-1.J

Domitian was the emperor of Rome from 81 to 96 CE and the last member of the Flavian dynasty (consisting of his father and brother who both ruled before him). During his rule, he transferred some of the government's functions to the imperial court, tried to diminish the power of the Senate, and executed multiple senators.

SKILL CATEGORY 2

Describe the context of letter 7.27.9–16.

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Reading 3.2 · Pliny's Letter 7.27.9–16, PART 2

CTXT-2
Describe references and allusions to Roman social norms and everyday life in Latin texts.

CTXT-2.C Repeated for review
Enslaved people were considered property under Roman law and had few legal rights or protections. They often performed manual labor and domestic services, but they could also be highly educated and do work that reflected this education (e.g., as bookkeepers and physicians). Many people enslaved by Romans were captives of war or piracy and came from across Europe and the Mediterranean. An enslaved person could be freed through the process of manumission, at which point they would usually become clients of their former master. They might also receive Roman citizenship and even attain wealth and political influence, despite being barred from holding political offices. However, most people enslaved by Romans were never freed.

SKILL CATEGORY 3
Analyze letter 7.27.9–16.

SKILL 3.B

Explain how specific evidence supports an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-4
Cite specific Latin from the selected text that supports an interpretation.

INT-5
Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6
Explain how contextual information supports an interpretation of a Latin text.

INT-7
Explain how stylistic information supports an interpretation of a Latin text.

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Reading 3.3

Teacher's Choice Prose, approx. 225 words

SKILL CATEGORY 1
Read and comprehend Latin prose.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.H** A noun in the dative case can be used with a form of *sum* to show possession or *desum* to show lack of possession.
	GRAM-1.O Repeated for review A noun and participle in the ablative case form an ablative absolute and can show the time or circumstance of an action. Rarely, the participle can be replaced by a second noun.
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.P** A gerundive (often but not always with a form of the verb *sum, esse*) can show necessity or obligation. A dative case noun can be used to show the agent of the action in this passive construction.
GRAM-3 Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	**GRAM-3.A** Repeated for review Adjectives describe nouns and agree in gender, number, and case with the nouns they are describing. Adjectives usually modify an explicitly stated noun but may also modify an implied noun, when the adjective is used substantively. Adjectives occur in only the first three declensions but may modify nouns in any declension. Like nouns, an adjective's gender, number, and case are indicated by its specific ending.

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GRAM-3
Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.

GRAM-3.E Repeated for review
The antecedent of a pronoun is the noun it refers to and takes the place of. This antecedent may be named earlier or simply be understood in the context. A pronoun agrees in number and gender with its antecedent.

GRAM-4
Describe how Latin particles (such as adverbs, prepositions, and conjunctions) function in context and contribute to the meaning of the text.

GRAM-4.C Repeated for review
When *cum* introduces a clause, it may be translated "when," "since," or "although," among other acceptable translations.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1
Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2
Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

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SKILL CATEGORY 2
Describe the style of Latin prose.

SKILL 2.A

Describe features and functions of stylistic elements in Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
STYL-1 Describe the use of repetition as a stylistic device in Latin texts.	**STYL-1.B** Repeated for review Alliteration is the repetition of the same initial consonant sound in successive words. This type of repetition may be used to draw attention to an idea, give the text a pleasant rhythmic quality, or reinforce an emotion or sensory element communicated by the text. **STYL-1.C** Repeated for review Anaphora is the repetition of a word or phrase at the beginning of successive phrases, clauses, sentences, or lines. This type of repetition may be used to emphasize ideas and create a sense of momentum.
STYL-3 Describe the use of similes and metaphors as stylistic devices in Latin texts.	**STYL-3.B** Repeated for review A metaphor is a rhetorical figure in which an implied comparison is achieved through a figurative use of words. The metaphor is distinguished from the simile due to it being implicit (the simile is explicit). In a metaphor, words are used not in their literal sense but in an analogous sense. Metaphors transfer meanings, create surprising and unexpected connections, and provide vivid imagery, among other effects.

SKILL CATEGORY 3
Analyze Latin prose.

SKILL 3.B

Explain how specific evidence supports an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-4
Cite specific Latin from the selected text that supports an interpretation.

INT-5
Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6
Explain how contextual information supports an interpretation of a Latin text.

INT-7
Explain how stylistic information supports an interpretation of a Latin text.

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Reading 3.4

Letters 10.37 and 10.90 – Letters to Emperor Trajan, Aqueducts

SKILL CATEGORY 1
Read and comprehend letters 10.37 and 10.90.

SKILL 1.A
Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See Appendix 3: Latin Vocabulary by Reading – Reading 3.4 for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.D
Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

SKILL CATEGORY 2
Describe the context of letters 10.37 and 10.90.

SKILL 2.B
Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE

CTXT-1
Describe references and allusions to influential people, literary works, and historical events in Latin texts.

ESSENTIAL KNOWLEDGE

CTXT-1.K
Emperor Trajan ruled the Roman Empire from 98 to 117 CE. He expanded the empire to its greatest territorial size in its history and oversaw extensive public building programs and the enactment of several social welfare policies.

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Reading 3.4 · Pliny's Letters 10.37 and 10.90

CTXT-1 Describe references and allusions to influential people, literary works, and historical events in Latin texts.	**CTXT-1.M** Pliny the Younger wrote his letters to Emperor Trajan from Bithynia-Pontus, a province in the Roman Empire located on the southern shore of the Black Sea (now in Turkey). Pliny served as governor of the province from 110 to 113 CE.
CTXT-2 Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.C** Repeated for review Enslaved people were considered property under Roman law and had few legal rights or protections. They often performed manual labor and domestic services, but they could also be highly educated and do work that reflected this education (e.g., as bookkeepers and physicians). Many people enslaved by Romans were captives of war or piracy and came from across Europe and the Mediterranean. An enslaved person could be freed through the process of manumission, at which point they would usually become clients of their former master. They might also receive Roman citizenship and even attain wealth and political influence, despite being barred from holding political offices. However, most people enslaved by Romans were never freed.
	CTXT-2.D The system of patronage (mutually beneficial relationships between individuals with different levels of power and influence) was a major part of Roman culture. Wealthier and more powerful patrons would provide assistance, such as legal defense and gifts of food, to their less powerful clients, who would offer political support and form part of their patron's entourage in public settings. The relationship between Pliny the Younger and Emperor Trajan was an example of political patronage, as was the relationship between Vergil and Maecenas, who was a friend and political advisor to Caesar Augustus. Thanks to Maecenas's patronage, Vergil was probably inspired (or encouraged) to craft the *Aeneid* as a pro-Augustan allegory and even include cameos of the Emperor himself.

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Reading 3.5

Letters 10.5, 10.6, and 10.7 – Letters to Emperor Trajan, Citizenship for Pliny's Doctor

SKILL CATEGORY 1
Read and comprehend letters 10.5, 10.6, and 10.7.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.D** Repeated for review Most nouns in the genitive case show the possessor, to whom something belongs (e.g., *villa amici*: my friend's house).
	GRAM-1.P The nouns *causa* and *gratia* in the ablative case can follow nouns in the genitive case. In this use, both are translated as "for the sake of."
	GRAM-1.R Repeated for review The vocative case is used to identify the person or object being addressed (e.g., *Musa, mihi causas memora*, where Vergil is addressing the Muse).
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.F** Clauses introduced by question words and having verbs in the subjunctive mood are called *indirect questions*.
	GRAM-2.N Repeated for review A verb of speaking, thinking, feeling, etc., can introduce an indirect statement, with an accusative case noun as its subject and an infinitive as its verb.

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SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1

Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2

Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL 2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-1 Describe references and allusions to influential people, literary works, and historical events in Latin texts.	**CTXT-1.L** At its height, the Roman Empire encompassed nearly the entire Mediterranean Basin and beyond. It extended west to encompass the entire Iberian Peninsula, north over Britain, east through modern-day Iraq, and into southern Egypt. By the time Vergil was writing the *Aeneid* in 29 to 19 BCE, the empire included the supposed location of ancient Troy (rebuilt by Augustus as the city Ilium) and the city of Carthage. In his letters, Pliny refers to Athens and Alexandria (located in Egypt at the mouth of the Nile river), which were a part of the empire at that time in the late first century CE.
	CTXT-1.M Repeated for review Pliny the Younger wrote his letters to Emperor Trajan from Bithynia-Pontus, a province in the Roman Empire located on the southern shore of the Black Sea (now in Turkey). Pliny served as governor of the province from 110 to 113 CE.
CTXT-2 Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.B** Roman citizenship granted free male citizens certain rights and protections, such as the right to a legal trial, the right to vote, and the right to run for civic office. Female Roman citizens, however, were not granted the same rights, protections, or independence (either legally or due to strongly held social norms).

SKILL CATEGORY 2

Describe the context of letters 10.5, 10.6, and 10.7.

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Reading 3.6

Letters 6.4 and 6.7 – Letters to Calpurnia

SKILL CATEGORY 1
Read and comprehend letters 6.4 and 6.7.

SKILL 1.A
Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 3.6** for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.D
Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

SKILL CATEGORY 2
Describe the style of letters 6.4 and 6.7.

SKILL 2.A
Describe features and functions of stylistic elements in Latin texts.

LEARNING OBJECTIVE

STYL-1
Describe the use of repetition as a stylistic device in Latin texts.

ESSENTIAL KNOWLEDGE

STYL-1.C Repeated for review
Anaphora is the repetition of a word or phrase at the beginning of successive phrases, clauses, sentences, or lines. This type of repetition may be used to emphasize ideas and create a sense of momentum.

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Reading 3.6 · Pliny's Letters 6.4 and 6.7

STYL-1 Describe the use of repetition as a stylistic device in Latin texts.	**STYL-1.D** Repeated for review Parallel structure (also called parallelism) is the repetition of phrases, clauses, or sentences. This repetition may create a sense of balance between ideas, give emphasis to an idea, or establish a relationship between ideas.
STYL-5 Describe features of genre in Latin texts.	**STYL-5.A** Repeated for review Epistles are a major genre of Roman literature. Several writers published either real or fictional letters (e.g., Pliny the Younger, Ovid, Seneca), while others had their private letters published by someone else after their death (e.g., Cicero). Letters can give us insight to the daily lives of Romans, but those of Pliny are also highly literary since they were heavily revised between the time they were sent to the addressee and the time they were published in his letter collection.

SKILL 3.A

Develop an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-1
Develop an interpretation about a main idea or meaning of a Latin text.

INT-2
Develop an interpretation about an effect or purpose of a Latin text.

INT-3
Develop an interpretation about a point of view or attitude expressed by the author, speaker, or character in a Latin text.

SKILL CATEGORY 3
Analyze letters 6.4 and 6.7.

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Reading 3.6 · Pliny's Letters 6.4 and 6.7

SKILL 3.B

Explain how specific evidence supports an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-4

Cite specific Latin from the selected text that supports an interpretation.

INT-5

Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6

Explain how contextual information supports an interpretation of a Latin text.

INT-7

Explain how stylistic information supports an interpretation of a Latin text.

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AP LATIN

UNIT 4

Teacher's Choice – Latin Poetry and Vergil's *Aeneid*, Excerpts from Books 1 and 2

~22
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Checks** for this unit.

Whether assigned as homework or completed in class, the **Progress Checks** provide each student with immediate feedback related to this unit's readings and skills.

Progress Check 4

Multiple-choice: ~18 questions
Free-response: 2 questions

- Short Answer
- Short Essay

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UNIT 4

~22 CLASS PERIODS

Teacher's Choice – Latin Poetry and Vergil's *Aeneid*, Excerpts from Books 1 and 2

ESSENTIAL QUESTIONS

- What makes the *Aeneid* an epic?
- What expectations do you have of the narrative given that the story is an epic?
- What do you think of epic characters, especially heroes, from the way they are introduced?
- What do you learn about Roman expectations of women from Vergil's portrayal of Dido?

Developing Understanding

Unit 4 introduces poetry and the *Aeneid*. Teacher's Choice Readings 4.1 through 4.3 offer students an opportunity to familiarize themselves with reading Latin in meter. They should become accustomed to, in particular, the artful word order common to most Latin poetry. Readings 4.4 through 4.6 set the stage for the *Aeneid* as it introduces two key leaders in the epic—Aeneas and Dido—and the trials of the Trojans and the role of others, both mortal and divine. Vergil's invocation of the Muse and revelation of Juno's anger introduce essential ideas about how humans interact with supernatural forces in a Latin epic. At the same time, Aeneas's emotion-filled response to his experience—in the form of a storm sent by Juno and the fall of Troy—illustrate a range of human reactions to this world of active gods and rigid fate that the *Aeneid* readings in both Units 4 and 5 engage with. These scenes, together with the description of Laocoön and his fate in Reading 4.6, explore not just how humans might react to supernatural forces, but also how they *ought* to react and the dangers of reacting poorly. Finally, Unit 4 also explores both the relationships between mortals and the complicated nature of heroic leaders, in the form of Aeneas and Dido. It may be beneficial to present the Unit 4 readings as they relate to discussions of heroism in Pliny's work in Unit 2 and looking ahead to the later *Aeneid* readings of Unit 5.

Building Course Skills

Students in this unit continue to develop the skills of reading and comprehending Latin text but now within the context of poetry. The more artful word order and abstract nature of Latin poetry, relative to Latin prose, can make reading and comprehension more challenging. But with this complication comes a greater variety and prevalence of stylistic devices, which students will learn to identify, in addition to more contextual facts, now focusing on Vergil, the epic genre, and Roman mythology and lore. Because many of the newly introduced stylistic devices are more available to Latin poets precisely by Latin's flexibility in word order, help students comprehend word order while drawing attention to these new stylistic devices. In this unit, students will also begin to develop their ability to scan poetry in dactylic hexameter. They will continue to develop their analytical skills and learn how to apply them to poetry. Lastly, they will begin to review and build their vocabulary knowledge for Vergil's *Aeneid*.

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Preparing for the Exam

Latin poetry tends to employ a wider variety of vocabulary than Latin prose. Students can reinforce their knowledge of Latin vocabulary and facilitate their reading of Latin poetry by recognizing and actively identifying groups of Latin synonyms. Relatedly, given the greater fluidity of word order in Latin poetry, students often struggle (both in multiple-choice questions and in Free-Response Questions 1 and 2) to identify noun–adjective agreements accurately. Ensure students are attentive to these agreements during their translations. Additionally, as students begin to practice scansion of hexameter, they are often confused when the letter *i* is used as a consonant or a vowel (either alone or together in a diphthong). Be sure students know the patterns needed to distinguish these two uses while emphasizing that these patterns are not always followed. As students' scansion skills improve, reinforce how it can assist in reading and comprehending Latin, namely, through distinguishing long versus short vowel endings that indicate different cases.

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UNIT AT A GLANCE

Reading	Instructional Periods	Suggested Skills
4.1 Teacher's Choice Poetry, approx. 300 words	4	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English.
4.2 Teacher's Choice Poetry, approx. 300 words	4	1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English.
4.3 Teacher's Choice Poetry, approx. 250 words	3	1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English. 3.A Develop an interpretation of a Latin text. 3.B Explain how specific evidence supports an interpretation of a Latin text.
4.4 Book 1, Lines 1–33 – The Epic Begins	3	1.A Identify the meaning of Latin words and phrases. 1.C Summarize Latin texts in English. 2.A Describe features and functions of stylistic elements in Latin texts. 2.B Describe historical and cultural contexts of Latin texts.
4.5 Book 1, Lines 88–107 and 496–508 – The Storm, Queen Dido	3	1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.D Translate Latin texts into English. 2.A Describe features and functions of stylistic elements in Latin texts. 2.B Describe historical and cultural contexts of Latin texts.
4.6 Book 2, Lines 40–56 and 201–249 – Laocoön and the Trojan Horse	5	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 2.A Describe features and functions of stylistic elements in Latin texts. 2.B Describe historical and cultural contexts of Latin texts. 3.A Develop an interpretation of a Latin text. 3.B Explain how specific evidence supports an interpretation of a Latin text.

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SKILLS 1, 3

Read and Comprehend
Analyze

1.C 3.A 3.B

DURATION

40–45 minutes

SUGGESTED READING(S): 4.3

Instructional Strategy #1

Visualizing a Text

ABSTRACT

After an initial reading of Luisa Sigea's poem *Syntra* (verses 1–44), students create visual representations of the description of a landscape and explain, with support of the Latin text, why they added specific elements to their images.

1. Provide a brief introduction about the author and a note that the excerpt describes the landscape of Syntra, located in Portugal, where the palace of princess Maria, Luisa Sigea's patroness, was located. [**5 minutes**]
2. Pair up students and have them reread the excerpt together, underlining or circling all words that represent elements of the landscape described by the author. Encourage students to think about how the words and elements relate to each other, forming a mental image of the place. [**10 minutes**]
3. Ask each pair to create visual representations of the landscape as described by Sigea, adding as many elements from the poem as possible. Members of each pair may draw their own, or they may collaborate on one representation. [**15 minutes**]
4. Have pairs present and discuss their images with another pair. Every pair should be able to explain their choices by pointing to the Latin words in the text that support the addition of features of the landscape. Students can also compare the images and discuss similarities and dissimilarities. [**5 minutes**]
5. Finally, have students summarize for the class the Latin passage they read, based on the images they created, which stands as their own interpretation of Sigea's poem. [**5–10 minutes**]

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Instructional Strategy #2

Scanning Latin Hexameter

SKILL 2
Describe Style and Context

2.A

DURATION
40–45 minutes

SUGGESTED READING(S): 4.5 (ALSO APPLICABLE TO ALL VERGIL READINGS)

ABSTRACT

Students practice scanning lines of dactylic hexameter using Aen. 1.88–107, while also understanding how a poet can utilize the meter of a line to inform meaning.

Prior to this activity, students will have learned how to scan lines of dactylic hexameter (marking dactyls, spondees, elisions, etc.).

1. Guide the class in a review of scansion with lines 88 (no elisions, etc.) and 91 (no elisions but a fairly rare spondaic first foot). [**5 minutes**]
2. Allow students to practice with lines including elisions and the rule of *x* (lines 89–90) and liquid *l* and *r* exceptions (line 93). [**5 minutes**]
3. Next, divide the class into groups of two or three to practice scanning, assigning three to four lines to each group from lines 94–107. [**5 minutes**]
4. Before the groups begin, introduce how the metrical pattern of the line can help convey meaning. For example, line 91 emphasizes the threat of mortal danger by its heavily spondaic rhythm and the presence of harsh *t* sounds contrasting with repeated *n* and *m* sounds. Reinforce this by reading the line aloud several times and emphasizing those elements. [**5 minutes**]
5. Challenge the groups to scan their assigned set of lines, thinking about how the preponderance of spondees or dactyls emphasizes a line's meaning, and consider what certain sounds indicate and how easily the line flows (i.e., if the beginnings and endings of words line up with the beginnings and endings of feet). [**10–15 minutes**]
6. Ask each group to report what they have discovered. When all groups have discussed their lines, the class votes for which lines are particularly compelling in how the meter conveys their meaning. [**10 minutes**]

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SKILL 1
Read and Comprehend
1.A

DURATION
10–15 minutes

SUGGESTED READING(S): 4.4

Instructional Strategy #3

The Themes of the *Aeneid*: A Vocabulary Exercise

ABSTRACT
After having read and translated the text of Reading 4.4, students use lines 1–11 of *Aeneid* Book 1 to learn pertinent vocabulary.

1. Pass out a clean copy of the Latin text of lines 1–11 of *Aeneid* Book 1 to each student.
2. Ask students, working individually or in groups of two or three, to note vocabulary that fits into the following three categories: fate, migration, and divine anger. Students may either list the words or mark them on the worksheet with different colored pens. [**5–10 minutes**]
3. After giving students time to work, invite them to share their words for each of the three categories. Collaborate to create a comprehensive vocabulary list, focusing on students correctly defining the words chosen for each of the three themes. [**5 minutes**]

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Instructional Strategy #4

Fabula Belli Troiani

SKILL 2
Describe Style and Context

2.B

DURATION
25–35 minutes

SUGGESTED READING(S): 4.6

ABSTRACT
In this prereading activity, students review details of the Trojan War before reading the selections from *Aeneid* Book 2 to consolidate their knowledge of pertinent cultural and mythological information.

1. Ask students to view, whether on their own or shared with the class, pre-selected materials about the events of the Trojan War, such as those found in AP Daily videos or various instructional YouTube channels (in both English and Latin). [**5–10 minutes**]
2. Have students write their own Latin summaries of the Trojan War, focusing specifically on the episode of the Trojan Horse. Encourage them to incorporate the following words and phrases into their writing: *Paris, iudex certaminis, Helena, decem annos, Troia, Danai, Troiani / Teucri, Priamus, Ulixes, equus, Minerva, Laocoon, Neptunus,* and *Aeneas*. It is important that they write continuously for five minutes and without overwhelming concern about correct grammar. They can also substitute English words when they cannot remember the desired Latin words. [**5 minutes**]
3. Assign pairs, and ask each student to read their partner's paragraph, offering only one suggestion for improvement before handing the paper back to its author. [**5 minutes**]
4. Have students underline the sentence they are most proud of and then share their sentences with the class. Compile students' sentences on the board or in a document. Praise students' uses of the target vocabulary and other points of pride. [**5–10 minutes**]
5. Conclude the activity by reviewing the pertinent cultural and Greco-Roman mythological information about the Trojan War. [**5 minutes**]

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Reading 4.1

Teacher's Choice Poetry, approx. 300 words

SKILL CATEGORY 1
Read and comprehend Latin poetry.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See Appendix 3: Latin Vocabulary List by Reading – Reading 4.1 for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE

GRAM-1
Describe how Latin nouns function in context and contribute to the meaning of the text.

ESSENTIAL KNOWLEDGE

GRAM-1.A Repeated for review
Latin nouns have a gender, number, and case. The number and case of a noun are indicated by the noun's specific endings, which are dictated by what group—called a declension—the noun belongs to. Declensions sometimes, but not always, identify the noun's gender as well.

GRAM-1.K Repeated for review
Nouns in the ablative case have a variety of functions. These nouns most commonly show the means by which an action is done, by whom an action is done, the manner in which an action is done, where or when an action takes place, or the separation between people or things.

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GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.S** Repeated for review There are special verbs that govern nouns in the dative (e.g., *persuadeo, impero, propinquo, credo*), ablative (e.g., *potior, utor*), or genitive (e.g., *obliviscor, potior*) cases. These nouns are often translated into English as the direct objects of these verbs.
GRAM-3 Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	**GRAM-3.D** Repeated for review Like nouns, pronouns have a gender, number, and case, which are indicated by a specific form. **GRAM-3.F** Repeated for review Relative clauses are introduced by the relative pronoun *qui, quae, quod*. Like other pronouns, the antecedent of the relative pronoun is the noun it refers back to and gives more information about. The relative pronoun agrees in number and gender with its antecedent, but its case is determined by its use in the relative clause.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1

Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2

Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1

Provide a translation of a text from Latin to English using idiomatic English.

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Reading 4.2

Teacher's Choice Poetry, approx. 300 words

SKILL CATEGORY 1
Read and comprehend Latin poetry.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.L** Repeated for review A noun in the ablative case, translated as "in ____," "in respect to ____," or "in regard to ____," can show in what respect a statement may be true. **GRAM-1.O** Repeated for review A noun and participle in the ablative case form an ablative absolute and can show the time or circumstance of an action. Rarely, the participle can be replaced by a second noun.
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.E** Repeated for review The subjunctive mood has many uses: commands, conditions, wishes, possibility, and dependent clauses. A subjunctive in the main clause can be translated as "may ____," "might ____," "would ____," "should ____," "let ____," and "I wish that ____." **GRAM-2.G** Repeated for review Clauses introduced by *ut* and having verbs in the subjunctive mood show the result of an action and are called result clauses. Adjectives and adverbs expressing degree like *adeo*, *ita*, *sic*, *tam*, *tantus*, *tot*, *talis*, etc., can be found in the main clause of many sentences with these clauses. Other result clauses can follow verbs such as *accidit*, *fit*, and *efficit*. **GRAM-2.J** Repeated for review The imperative mood of verbs is used for commands.

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Reading 4.2 · Teacher's Choice Poetry, APPROX. 300 WORDS

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1

Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2

Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL 1.D

Summarize Latin texts in English.

LEARNING OBJECTIVE

TRAN-1

Provide a translation of a text from Latin to English using idiomatic English.

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Reading 4.3

Teacher's Choice Poetry, approx. 250 words

SKILL CATEGORY 1
Read and comprehend Latin poetry.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.B** Repeated for review A noun in the nominative case can show the subject of a verb. **GRAM-1.C** Repeated for review When a verb connects two ideas, both are usually in the nominative case. **GRAM-1.H** Repeated for review A noun in the dative case can be used with a form of *sum* to show possession or *desum* to show lack of possession. **GRAM-1.J** Repeated for review The accusative case can show how long something happens (e.g., *multos annos*: for many years).
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.H** Repeated for review Clauses introduced by *ut* or *ne* and having verbs in the subjunctive mood can show the purpose of the action of the main clause and are called purpose clauses. Clauses introduced by many verbs expressing a commanding action (e.g., *impero*, *persuadeo*) can show a command relayed indirectly.

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Reading 4.3 · Teacher's Choice Poetry, APPROX. 250 WORDS

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1

Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2

Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1

Provide a translation of a text from Latin to English using idiomatic English.

SKILL 3.A

Develop an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-1

Develop an interpretation about a main idea or meaning of a Latin text.

INT-2

Develop an interpretation about an effect or purpose of a Latin text.

INT-3

Develop an interpretation about a point of view or attitude expressed by the author, speaker, or character in a Latin text.

SKILL CATEGORY 3

Analyze Latin poetry.

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Reading 4.3 · Teacher's Choice Poetry, APPROX. 250 WORDS

SKILL 3.B

Explain how specific evidence supports an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-4

Cite specific Latin from the selected text that supports an interpretation.

INT-5

Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6

Explain how contextual information supports an interpretation of a Latin text.

INT-7

Explain how stylistic information supports an interpretation of a Latin text.

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Reading 4.4

Book 1, Lines 1–33 – The Epic Begins

SKILL CATEGORY 1
Read and comprehend Book 1, lines 1–33.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 4.4** for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1
Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2
Summarize a Latin text's implied meaning based on figurative language and inferences.

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SKILL CATEGORY 2

Describe the style and context of Book 1, lines 1–33.

SKILL 2.A

Describe features and functions of stylistic elements in Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
STYL-4 Describe features of meter in Latin poetry.	**STYL-4.A** Latin poetry is characterized by regular meter, which means one verse is formed by a somewhat predictable sequence of long and short syllables. Syllables make up feet, the basic repeating unit of poetry. Common metrical feet in epic poetry are *dactyls* (a long and two short syllables), *spondees* (two long syllables), and *trochees* (a long then short syllable). **STYL-4.B** Elision is the act of partially suppressing the end of a word when reading a verse. Elision occurs when the word ends in a vowel, a vowel followed by an *m*, or a diphthong; and the next word begins with a vowel, a diphthong, or with an *h*. **STYL-4.C** All epic poetry is composed using dactylic hexameter. Each line contains six feet, usually either dactyls or spondees. In the Vergilian form of epic poetry, the first four feet can be a dactyl or spondee and the fifth foot is usually a dactyl. The last foot is always a spondee or a trochee.
STYL-5 Describe features of genre in Latin texts.	**STYL-5.B** Epic poetry was a highly stylized, long-established genre of poetry in the ancient world. In order to claim their place in that tradition, epic poets would use the same elements that their predecessors had, while adding their own personal contribution. For example, Vergil drew inspiration for the *Aeneid* from Greek epics, namely Homer's *Odyssey* and *Iliad*. **STYL-5.C** An epic poem in the Greek and Roman tradition was a long narrative in verse, which started with a proem (a preface or prologue) and an invocation to the muses, followed by the start of the plot in medias res.

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SKILL 2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE

CTXT-1

Describe references and allusions to influential people, literary works, and historical events in Latin texts.

ESSENTIAL KNOWLEDGE

CTXT-1.A

Vergil (70–19 BCE) composed some of the most famous poems in Latin literature: the *Eclogues* (or *Bucolics*), the *Georgics*, and the *Aeneid*. His works were well known in his lifetime by most educated Romans, and they have had a lasting influence on Western literature.

CTXT-1.C

Several civil wars marked the transition from the Roman Republic to the Roman Empire. Julius Caesar returned from his invasion of Gaul to wage war on Rome and establish his own dictatorship (49–45 BCE). After his assassination in 44 BCE, an alliance of three influential leaders called the Second Triumvirate marshalled their supporters to defeat the conspirators in Caesar's death at the Battle of Philippi.

CTXT-1.D

Caesar Augustus (63 BCE–14 CE), born Gaius Octavius, was the adopted son and heir of his great-uncle Julius Caesar. Struggles for power between Octavius and the other two members of the Second Triumvirate, Marcus Lepidus and Mark Antony, escalated into civil war, which culminated in Octavius's defeat of Mark Antony's and Cleopatra's armies at Actium in 31 BCE. Octavius then became the first emperor of Rome in 27 BCE.

CTXT-1.E

Augustus successfully used a variety of propaganda to support his rise to power as emperor (27 BCE). Through art, literature, coinage, and architecture he promoted the idea of his peaceful reign and a powerful, stable empire. The *Aeneid* created a foundation legend of Rome that established Augustus's divine ancestry (as a descendent of Aeneas, the son of Venus) and preordained status as ruler, and presented Romans as fated to be rulers of the world.

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Reading 4.4 · Vergil's *Aeneid*, Lines 1–33, BOOK 1

LEARNING OBJECTIVE

CTXT-3

Describe references and allusions to Greco-Roman mythology and legend in Latin texts.

ESSENTIAL KNOWLEDGE

CTXT-3.A

The Romans practiced a polytheistic religion and thought of many of their gods as equated with deities in the Greek Pantheon. To the Romans, Jupiter was king of the gods and married to Juno, the queen of the gods and goddess of marriage. Jupiter's daughter Minerva was the goddess who presided over handicrafts and war. His son Mars was also a god of war, while his son Apollo presided over music, medicine, prophecy, and archery, in addition to being a sun god. Another son, Mercury, was the god of merchants and thieves in addition to serving as messenger of the gods.

CTXT-3.B

Saturn was Jupiter's father, and was described as the god of time, wealth, and renewal who ruled over a mythical past of abundance and peace. Saturn's other sons included Neptune and Pluto. Neptune was the god of the seas and bodies of fresh water, while Pluto (also referred to as Dis Pater or simply Dis) was the ruler of the underworld.

CTXT-3.E

The Fates were three goddesses who controlled the destinies of humans. They dictated how long people would live, what they would accomplish, and what they would suffer.

CTXT-3.F

The Judgement of Paris is a Greek myth that refers to the dispute between Hera, Athena, and Aphrodite (Juno, Minerva, and Venus to the Romans) about who was the fairest among them. They chose Paris, a Trojan prince, to judge the contest. He named Aphrodite the winner, and in return, Aphrodite caused the famously beautiful Helen, the queen of Sparta, to fall in love with him.

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Reading 4.5

Book 1, Lines 88–107 and 496–508 – The Storm, Queen Dido

SKILL CATEGORY 1
Read and comprehend Book 1, lines 88–107 and 496–508

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.F** Repeated for review Nouns in the dative case show the person to whom, for whom, or to whose advantage the action is being done. These nouns can be used with verbs of speaking, giving, and showing and can be translated as "to ____" or "for ____." **GRAM-1.I** Repeated for review A noun in the accusative case can be the direct object of a verb; it is the noun receiving the action of a verb.
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.C** Repeated for review There are six tenses of verbs in the indicative mood: present (____[s], is/are ____ing), imperfect (was/were ____ing, used to ____), future (will ____), perfect (____ed, has/have ____ed, did ____), pluperfect (had ____ed), and future perfect (will have ____ed).

BETWEEN THE READINGS:

Between lines 33 and 88 of Book 1, the Trojans sail toward Italy. At this time, Juno approaches Aeolus, who controls the winds at the behest of Jupiter. Juno demands that Aeolus let the winds loose while promising him rewards for doing so. Aeolus agrees, and a storm begins where the Trojans sail. After the storm arises in lines 88–107, Neptune notices and calms it. In the aftermath, Aeneas and the other survivors find themselves on the shores near Carthage, where Aeneas attempts to cheer up his men. Aeneas and his faithful lieutenant Achates go explore, and they meet a disguised Venus who tells them about Dido. Aeneas and Achates (cloaked in an invisibility mist granted by Venus) then proceed to the city of Carthage, where they witness Dido, as described in lines 496–508.

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GRAM-3
Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.

GRAM-3.A Repeated for review
Adjectives describe nouns and agree in gender, number, and case with the nouns they are describing. Adjectives usually modify an explicitly stated noun but may also modify an implied noun, when the adjective is used substantively. Adjectives occur in only the first three declensions but may modify nouns in any declension. Like nouns, an adjective's gender, number, and case are indicated by its specific ending.

GRAM-3.B Repeated for review
Superlative adjectives show the highest degree of the word and are often translated "____est" or "very ____." The superlative degree of an adjective is indicated by its stem.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

SKILL CATEGORY 2

Describe the style and context of Book 1, lines 88–107 and 496–508.

SKILL 2.A

Describe features and functions of stylistic elements in Latin texts.

LEARNING OBJECTIVE

STYL-1
Describe the use of repetition as a stylistic device in Latin texts.

ESSENTIAL KNOWLEDGE

STYL-1.C Repeated for review
Anaphora is the repetition of a word or phrase at the beginning of successive phrases, clauses, sentences, or lines. This type of repetition may be used to emphasize ideas and create a sense of momentum.

STYL-2
Describe the use of word order as a stylistic device in Latin texts.

STYL-2.A
Chiasmus is a rhetorical figure in which two corresponding pairs are arranged not following a regular order but in inverted order (a-b-b-a). Chiasmus creates emphasis in speech, calling the reader's or listener's attention to that point.

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STYL-3 Describe the use of similes and metaphors as stylistic devices in Latin texts.	**STYL-3.A** A simile is a rhetorical figure, in which an explicit comparison is made between two things, usually using "like" or "as" as connecting words. Similes tend to be used in descriptive passages and help make images more vivid or clear to the reader or listener.

SKILL 2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-1 Describe references and allusions to influential people, literary works, and historical events in Latin texts.	**CTXT-1.B** Rome fought a series of wars of expansion with Carthage, a city on the northern tip of modern Tunisia, between 264 and 146 BCE. Known as the Punic Wars, these conflicts ended when Romans sacked the city of Carthage and took over Carthaginian territories.
CTXT-3 Describe references and allusions to Greco-Roman mythology and legend in Latin texts.	**CTXT-3.C** Venus, Aeneas's mother in the *Aeneid*, was the Roman goddess of love, beauty, sexual desire, and victory. She was married to Vulcan, the god of fire, metalworking, and the forge and another son of Jupiter and Juno. **CTXT-3.H** Dido, also known as Elissa, was the legendary founder of Carthage. She was originally the queen of Tyre (in present-day Lebanon) but fled with her supporters after her brother Pygmalion murdered her husband, Sychaeus, for his wealth. When Dido arrived with her people in northern Africa, she met Iarbas, the leader of the Gaetulians. Iarbas offered her as much land as could be covered by a piece of hide, to which Dido responded by cutting the hide into strips and encircling as much land as she could. Dido also humiliated Iarbas by rejecting his offer of marriage.

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Reading 4.6

Book 2, Lines 40–56 and 201–249 – Laocoön and the Trojan Horse

SKILL CATEGORY 1
Read and comprehend Book 2, lines 40–56 and 201–249.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 4.6** for a suggested list of required vocabulary to review or introduce during this reading.

BETWEEN THE READINGS:

After Aeneas and Achates witness Dido's entrance in Book 1 (lines 496–508), they watch as the Trojans, who were separated from Aeneas and his survivors during the storm, approach and ask Dido for help. When Dido offers the Trojans aid and safety, Aeneas comes forth from Venus's mist and introduces himself to Dido. Dido invites them all to a banquet, where Venus has her son Cupid cause Dido to fall in love with Aeneas. Book 1 ends with Dido's request to Aeneas to tell them all about his journey. Book 2 (on the end of the Trojan War) and Book 3 (on the Trojan voyage after that) consist of that story. Book 2 opens with the story of Laocoön and how a supposedly left-behind Greek, Sinon, tricks the Trojans into bringing the Trojan Horse into the city. The rest of Book 2 recounts the sack of Troy.

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SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.G** A noun in the dative case (e.g., *usui*) can show purpose, often paired with a dative of reference in a double dative construction.
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.A** Repeated for review The person, number, tense, voice, and mood of a verb are indicated by a combination of its stem and ending. The specific endings are dictated by what group—called a conjugation—the verb belongs to. Irregular verbs (e.g., *sum, esse*) do not follow the expected patterns of a conjugation. Additionally, forms of *sum*, *esse* are sometimes omitted and must be inferred from context. **GRAM-2.I** Repeated for review Conditions in Latin are introduced by *si* ("if"), *nisi* ("if not"), and sometimes *ni* ("not"). The verb in either part of the condition may be in either the subjunctive or indicative mood. **GRAM-2.L** Repeated for review Some verbs, called deponent verbs, have passive forms in Latin but are translated into English with active meanings. Deponent verbs are often listed with three principal parts that look passive (e.g., *orior, oriri, ortus sum*). **GRAM-2.R** Repeated for review Participles can also describe nouns and are verbal adjectives that modify nouns. Like adjectives, they agree with nouns in case, number, and gender. Like verbs, they have a tense and a voice, and they may have objects.

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SKILL CATEGORY 2

Describe the style and context of Book 2, lines 40–56 and 201–249.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1

Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2

Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL 2.A

Describe features and functions of stylistic elements in Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
STYL-2 Describe the use of word order as a stylistic device in Latin texts.	**STYL-2.B** To create an unexpected or emphatic moment in a text, an author may change the natural word order by using interlocking word order, also known as synchysis, with elements placed in an a-b-a-b format. **STYL-2.C** To create suspense or emphasis, an author may choose to delay the final word of a phrase, clause, or sentence to the beginning of the following poetic line. This delay is called enjambment.
STYL-4 Describe features of meter in Latin poetry.	**STYL-4.C** Repeated for review All epic poetry is composed using dactylic hexameter. Each line contains six feet, usually either dactyls or spondees. In the Vergilian form of epic poetry, the first four feet can be a dactyl or spondee and the fifth foot is usually a dactyl. The last foot is always a spondee or a trochee.

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SKILL 2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-2 Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.G** The Romans viewed their gods as allies in their everyday lives. They prayed and made offerings to household gods at shrines in their homes, and they performed public animal sacrifices to ask the gods for favor or protection. The Romans would sometimes examine the entrails of sacrificed animals looking for signs indicating the approval of the gods. **CTXT-2.H** Romans often looked for signs, good or bad, about the future in portents, omens, and dreams. They believed that bad omens could be avoided or averted, but failure to address them could lead to disaster. These prophetic signs could take a variety of forms (e.g., human speech or action, weather or celestial events, features or behavior of animals) and required careful interpretation.
CTXT-3 Describe references and allusions to Greco-Roman mythology and legend in Latin texts.	**CTXT-3.G** The story of the Trojan War comes from Greek mythology. The Greeks went to war with Troy after Paris of Troy took Helen from her husband, the king of Sparta. The siege of Troy lasted a decade and the city finally fell due to the Greek's trick of the Trojan Horse—a gift of a giant wooden horse statue that held Greek soldiers inside. The Trojan Horse was the idea of the Greek hero Ulysses (known as Odysseus in Greek). The *Aeneid* connects the Trojan War with the foundation of Rome, creating an origin story for the Romans as descendants of the Trojans.

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SKILL CATEGORY 3
Analyze Book 2, lines 40–56 and 201–249.

SKILL 3.A

Develop an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-1
Develop an interpretation about a main idea or meaning of a Latin text.

INT-2
Develop an interpretation about an effect or purpose of a Latin text.

INT-3
Develop an interpretation about a point of view or attitude expressed by the author, speaker, or character in a Latin text.

SKILL 3.B

Explain how specific evidence supports an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-4
Cite specific Latin from the selected text that supports an interpretation.

INT-5
Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6
Explain how contextual information supports an interpretation of a Latin text.

INT-7
Explain how stylistic information supports an interpretation of a Latin text.

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AP LATIN

UNIT 5

Vergil's *Aeneid*, Excerpts from Books 4, 6, 7, 11, and 12

~26
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Checks** for this unit.

Whether assigned as homework or completed in class, the **Progress Checks** provide each student with immediate feedback related to this unit's readings and skills.

Progress Check 5

Multiple-choice: ~24 questions
Free-response: 2 questions

- Translation
- Short Essay

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UNIT 5

~26 CLASS PERIODS

Vergil's *Aeneid*, Excerpts from Books 4, 6, 7, 11, and 12

ESSENTIAL QUESTIONS

- What purpose does the failed relationship of Dido and Aeneas (and indeed the entire stop at Carthage) serve in Vergil's epic?
- How and why does Vergil incorporate explicit references to Rome (and Augustus) into the narrative of the *Aeneid*?
- In the *Aeneid*, are the Trojans and the future Romans a force for good or ill?
- In the *Aeneid*, what agency do mortals have in a world shaped by fate and divine intervention?

Developing Understanding

Unit 5 continues with selections from the *Aeneid*, as students read through to its conclusion in Book 12. The doomed relationship between Queen Dido and Aeneas—which is shown evolving and tragically ending in Readings 5.1 through 5.3—further develops the nuanced picture of the role of supernatural forces in human lives in this epic. Two enduring aspects of this role in the *Aeneid*, Juno's involvement and Fate, reach their thematic climax in Reading 5.6. The dissolution of Dido and Aeneas's affection offers an insightful scene of interpersonal conflict, which might be compared to the contrasting episode of supposed marital harmony between Pliny the Younger and Calpurnia in Reading 3.6. At the same time, Dido's and Aeneas's actions complicate the qualities of the heroic character. The second part of Reading 5.3, which sees Aeneas in the underworld with his father Anchises, explicitly links this topic of the heroic to Roman virtue in particular. Readings 5.4 and 5.5 invite students to ask how the many characters, especially Turnus, Camilla, and Aeneas, either exemplify or fail to live up to the virtues—explicitly Roman or otherwise—identified in the *Aeneid*. This invitation comes perhaps most forcefully at the close of the epic in Reading 5.7 as Aeneas, unrestrained by fate and the gods, strikes down the defeated Italian leader Turnus.

Building Course Skills

As students conclude the *Aeneid* syllabus readings, they will continue to refine their ability to read and comprehend Vergilian poetry. Of particular note, they will consolidate their mastery over core vocabulary, which is featured in these *Aeneid* passages. Given their increasing facility with the comprehension of Latin, stylistic devices, and the context of the *Aeneid*, students should continue to work on comprehending not only facts about the text but also the text's implied meanings, conveyed through figurative language and inferences. Students will learn the final set of stylistic devices, features of the epic genre, and contextual facts related to Vergil and the *Aeneid*. Be sure to integrate the new features of genre and contextual facts within the body of features and facts learned in Unit 4, as they form a coherent whole. Students will be better able to apply this knowledge to their understanding and interpretations of the text if they have this fuller picture in mind. Once they do, students will practice their analytical skills in interpreting and supporting their analyses of the *Aeneid* readings in Unit 5 with full knowledge of the *Aeneid* syllabus readings.

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Preparing for the Exam

At this point in the course, students should be incorporating style and context into their analyses, which is important for full credit on Free-Response Questions 4 and 5. However, it can be challenging to recognize when and how style and context can enhance understanding and deepen one's analysis, so model this thought process—both in developing interpretations and supporting them—as often as possible. Mere mention of a stylistic or contextual detail is not enough to earn full credit on this portion of the exam. Students need to practice seeing and explaining how these details support their interpretations. In particular, to help students consider how stylistic devices deepen the meaning of a Latin text, reiterate the potential effects of the different stylistic devices, as detailed in the essential knowledge statements. Encouraging students to consider why a Latin author may have wanted to create a particular effect can push them to go beyond merely identifying the stylistic device.

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UNIT AT A GLANCE

Reading	Instructional Periods	Suggested Skills
5.1 Book 4, Lines 74–89 and 165–197 – Dido Feels the Effect of Cupid and Rumor Reaches Jupiter	4	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.D Translate Latin texts into English. 2.A Describe features and functions of stylistic elements in Latin texts.
5.2 Book 4, Lines 305–361 – Aeneas Leaves Dido	5	1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 2.B Describe historical and cultural contexts of Latin texts. 3.A Develop an interpretation of a Latin text. 3.B Explain how specific evidence supports an interpretation of a Latin text.
5.3 Book 6, Lines 450–476, 788–800, and 847–853 – The Shade of Dido, Meeting Anchises	4	1.A Identify the meaning of Latin words and phrases. 1.D Translate Latin texts into English. 2.A Describe features and functions of stylistic elements in Latin texts. 2.B Describe historical and cultural contexts of Latin texts.
5.4 Book 7, Lines 45–58, 783–792, and 803–817 – King Latinus, Turnus Prepares for War	3	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English.
5.5 Book 11, Lines 532–594 – The Story of Camilla	5	1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.D Translate Latin texts into English. 2.B Describe historical and cultural contexts of Latin texts. 3.A Develop an interpretation of a Latin text. 3.B Explain how specific evidence supports an interpretation of a Latin text.
5.6 Book 12, Lines 791–796, 803–812, and 818–828 – The Fate of the Trojans Is Decided	2	1.A Identify the meaning of Latin words and phrases. 1.C Summarize Latin texts in English.
5.7 Book 12, Lines 919–952 – The Final Battle of Aeneas and Turnus	3	1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.D Translate Latin texts into English. 3.A Develop an interpretation of a Latin text. 3.B Explain how specific evidence supports an interpretation of a Latin text.

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SKILL 2
Describe Style and Context

2.A

DURATION
35–45 minutes

SUGGESTED READING(S): 5.3

Instructional Strategy #1

The Dido Similes

ABSTRACT
In this postreading activity for *Aen.* 6.450–476, students analyze the role of the Dido simile from Book 6 as it relates to the greater context of the epic and the arc of Dido's character.

1. Ask students to review *Aen.* 6.450–476 and write a one- or two-sentence summary of Aeneas's encounter with Dido in the Underworld. [**5–10 minutes**]
2. Have student volunteers read their summaries for the class and invite the other classmates to offer feedback (if needed). Pass out clean copies of the Latin text of two other similes about Dido from *Aen.* 1.498–502 (included in the syllabus) and *Aen.* 4.68–73 (not in the syllabus). [**5 minutes**]
3. Then ask students to highlight important words and phrases from the moon simile in *Aen.* 6.453–454 and look for connections (e.g., similar language, themes) in the Diana simile of *Aen.* 1.498–502 and the wounded deer simile in *Aen.* 4.68–73. [**10 minutes**]
4. To conclude, lead a class discussion to review the highlights and connections made in step 3 and address the change in characterization of Dido across the three different similes, looking at specific word choice and general themes. Students may also want to discuss why it is appropriate for Dido to be compared in these similes to Diana, a deer, and the moon. [**15–20 minutes**]

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Instructional Strategy #2

The Characterization of Aeneas

SKILL 3
Analyze
3.B

DURATION
30-40 minutes

SUGGESTED READING(S): 5.7

ABSTRACT
In this postreading activity, students can evaluate the characterization of Aeneas at the end of the *Aeneid*.

1. Divide the class into two groups, assigning one group to support the claim that the *Aeneid*'s ending reflects a positive portrayal of Aeneas's *pietas* and the other to take the contrary view—that the ending reflects the theme of rage and thus is a negative portrayal of Aeneas. [5 minutes]
2. Pass out clean copies of the Latin text of *Aen.* 12.919–952 and encourage both groups to highlight specific words and phrases that reinforce the position they have been given. [10 minutes]
3. Guide the class in a discussion in which each side presents the evidence they have found, referring to specific citations from the Latin text to support their arguments. Care should be taken to hear from every student. [10–15 minutes]
4. Conclude the discussion by evaluating which position seems to have made the more compelling argument, based on textual evidence. Encourage all students to answer the question of whether the ending leaves them with a positive or negative view of Aeneas by polling them at the end of the class. [5–10 minutes]
5. If appropriate, extend the discussion by asking students to read "The Last Line of the *Aeneid*" (Springer, Carl P.E. 1987. *Classical Journal* 82 [4]: 310–313). In this piece, the author argues that the abruptness of Vergil's ending has its roots in the *Iliad*. Invite students to incorporate or respond to the article's arguments in their own discussions.

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Reading 5.1

Book 4, Lines 74–89 and 165–197 – Dido Feels the Effect of Cupid, Rumor Reaches Jupiter

SKILL CATEGORY 1
Read and comprehend Book 4, lines 74–89 and 165–197.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 5.1** for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE

GRAM-1
Describe how Latin nouns function in context and contribute to the meaning of the text.

ESSENTIAL KNOWLEDGE

GRAM-1.P Repeated for review
The nouns *causa* and *gratia* in the ablative case can follow nouns in the genitive case. In this use, both are translated as "for the sake of.

BETWEEN THE READINGS:

Book 3 continues Aeneas's account, describing the Trojans' flight from Troy by sea and the seven years they spent wandering the Mediterranean, up to their present arrival at Carthage. At the opening of Book 4, Dido keeps her love for Aeneas hidden but becomes consumed by it, as is described in lines 74–89. When Juno notices Dido's love, she colludes with Venus to orchestrate a union between Dido and Aeneas. Then, while Dido and Aeneas are out on a hunt, Juno sends a storm that leads to the ceremony in the cave in lines 165–197.

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GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.M** Repeated for review The infinitive is used with certain verbs (e.g., *possum, volo, licet*) and is often translated as "to _____." **GRAM-2.O** Repeated for review A gerund is a noun formed from a verb (e.g., *bellandi*: of waging war). Like the gerund, a gerundive is an adjective formed from a verb, and it modifies a noun (e.g., *ad eas res conficiendas*: for preparing these things). **GRAM-2.Q** A supine is a fourth declension verbal noun ending in *-um* or *-u*. The supine ending in *-u* is used after adjectives and is translated with "to ____" (e.g., *horribile visu*: horrible to see).
GRAM-3 Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	**GRAM-3.A** Repeated for review Adjectives describe nouns and agree in gender, number, and case with the nouns they are describing. Adjectives usually modify an explicitly stated noun but may also modify an implied noun, when the adjective is used substantively. Adjectives occur in only the first three declensions but may modify nouns in any declension. Like nouns, an adjective's gender, number, and case are indicated by its specific ending.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1

Provide a translation of a text from Latin to English using idiomatic English.

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SKILL CATEGORY 2

Describe the style of Book 4, lines 74–89 and 165–197.

SKILL 2.A

Describe features and functions of stylistic elements in Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
STYL-2 Describe the use of word order as a stylistic device in Latin texts.	**STYL-2.A** Repeated for review Chiasmus is a rhetorical figure in which two corresponding pairs are arranged not following a regular order but in inverted order (a-b-b-a). Chiasmus creates emphasis in speech, calling the reader's or listener's attention to that point.
STYL-4 Describe features of meter in Latin poetry.	**STYL-4.A** Repeated for review Latin poetry is characterized by regular meter, which means one verse is formed by a somewhat predictable sequence of long and short syllables. Syllables make up feet, the basic repeating unit of poetry. Common metrical feet in epic poetry are dactyls (a long and two short syllables), spondees (two long syllables), and trochees (a long then short syllable).
STYL-5 Describe features of genre in Latin texts.	**STYL-5.D** In traditional epic poetry, the gods (which can be personified forces of nature) are always involved in and sometimes responsible for moving the narrative forward.

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Reading 5.2

Book 4, Lines 305–361 – Aeneas Leaves Dido

SKILL CATEGORY 1
Read and comprehend Book 4, lines 305–361.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.D** Repeated for review Most nouns in the genitive case show the possessor, to whom something belongs (e.g., *villa amici*: my friend's house). **GRAM-1.K** Repeated for review Nouns in the ablative case have a variety of functions. These nouns most commonly show the means by which an action is done, by whom an action is done, the manner in which an action is done, where or when an action takes place, or the separation between people or things.
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.C** Repeated for review There are six tenses of verbs in the indicative mood: present (____[s], is/are ____ing), imperfect (was/were ____ing, used to ____), future (will ____), perfect (____ed, has/have ____ed, did ____), pluperfect (had ____ed), and future perfect (will have ____ed).

BETWEEN THE READINGS:

News of Aeneas and Dido's relationship spreads and reaches Iarbas, the Gaetulian king whom Dido rejected. Upset, Iarbas complains to Jupiter, and Jupiter sends Mercury to tell Aeneas to leave Carthage for Italy, where the Trojans are fated to settle. Aeneas makes plans to leave Dido and Carthage in secret, but Dido realizes what Aeneas is planning and confronts him in lines 305–361.

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GRAM-2
Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.

GRAM-2.E Repeated for review
The subjunctive mood has many uses: commands, conditions, wishes, possibility, and dependent clauses. A subjunctive in the main clause can be translated as "may ____," "might ____," "would ____," "should ____," "let ____," and "I wish that ____."

GRAM-2.I Repeated for review
Conditions in Latin are introduced by *si* ("if"), *nisi* ("if not"), and sometimes *ni* ("not"). The verb in either part of the condition may be in either the subjunctive or indicative mood.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1
Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2
Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL CATEGORY 2
Describe the context of Book 4, lines 305–361.

SKILL 2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE

CTXT-2
Describe references and allusions to Roman social norms and everyday life in Latin texts.

ESSENTIAL KNOWLEDGE

CTXT-2.I
Pietas reflects the Roman ideals of reverence for the gods, loyalty to country, and devotion to parents and family. Vergil's use of *pius* to describe Aeneas significantly expresses this set of ideals in his religious attitude, in his patriotic mission, and in his relations with his father, son, and comrades.

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CTXT-3
Describe references and allusions to Greco-Roman mythology and legend in Latin texts.

CTXT-3.E Repeated for review
The Fates were three goddesses who controlled the destinies of humans. They dictated how long people would live, what they would accomplish, and what they would suffer.

CTXT-3.H Repeated for review
Dido, also known as Elissa, was the legendary founder of Carthage. She was originally the queen of Tyre (in present-day Lebanon) but fled with her supporters after her brother Pygmalion murdered her husband, Sychaeus, for his wealth. When Dido arrived with her people in northern Africa, she met Iarbas, the leader of the Gaetulians. Iarbas offered her as much land as could be covered by a piece of hide, to which Dido responded by cutting the hide into strips and encircling as much land as she could. Dido also humiliated Iarbas by rejecting his offer of marriage.

SKILL 3.A

Develop an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-1
Develop an interpretation about a main idea or meaning of a Latin text.

INT-2
Develop an interpretation about an effect or purpose of a Latin text.

INT-3
Develop an interpretation about a point of view or attitude expressed by the author, speaker, or character in a Latin text.

SKILL CATEGORY 3
Analyze Book 4, lines 305–361.

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SKILL 3.B

Explain how specific evidence supports an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-4

Cite specific Latin from the selected text that supports an interpretation.

INT-5

Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6

Explain how contextual information supports an interpretation of a Latin text.

INT-7

Explain how stylistic information supports an interpretation of a Latin text.

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Reading 5.3

Book 6, Lines 450–476, 788–800, and 847–853 – The Shade of Dido, Meeting Anchises

SKILL CATEGORY 1
Read and comprehend Book 6, lines 450–476, 788–800, and 847–853.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 5.3** for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

BETWEEN THE READINGS:

At the end of Book 4, following Aeneas's departure from Carthage, a distraught Dido dies by suicide but not before declaring that there will be an eternal hatred between Carthage and Aeneas's descendants (i.e., the Romans). During Book 5, Aeneas and the Trojans are stranded in Sicily and celebrate elaborate funeral games in honor of Anchises, who had died before they arrived in Carthage. After these ceremonial games and an attempt by the Trojan women (incited by Juno) to burn the Trojan fleet, Anchises appears to Aeneas in a vision and tells his son to visit him in the Underworld. Aided by the Sibyl, a priestess of Apollo, and Venus at Cumae in Italy, Aeneas descends to the Underworld. There he sees, among other things, dead Greek and Trojan heroes, Dido (in lines 450–476), Anchises (partly detailed in lines 788–800), and future souls about to be reincarnated as notable Romans (partly detailed in lines 847–853).

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SKILL CATEGORY 2

Describe the style and context of Book 6, lines 450–476, 788–800, and 847–853.

SKILL 2.A

Describe features and functions of stylistic elements in Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
STYL-3 Describe the use of similes and metaphors as stylistic devices in Latin texts.	**STYL-3.A** Repeated for review A simile is a rhetorical figure, in which an explicit comparison is made between two things, usually using "like" or "as" as connecting words. Similes tend to be used in descriptive passages and help make images more vivid or clear to the reader or listener.
STYL-4 Describe features of meter in Latin poetry.	**STYL-4.C** Repeated for review All epic poetry is composed using dactylic hexameter. Each line contains six feet, usually either dactyls or spondees. In the Vergilian form of epic poetry, the first four feet can be a dactyl or spondee and the fifth foot is usually a dactyl. The last foot is always a spondee or a trochee.
STYL-5 Describe features of genre in Latin texts.	**STYL-5.B** Repeated for review Epic poetry was a highly stylized, long-established genre of poetry in the ancient world. In order to claim their place in that tradition, epic poets would use the same elements that their predecessors had, while adding their own personal contribution. For example, Vergil drew inspiration for the *Aeneid* from Greek epics, namely Homer's *Odyssey* and *Iliad*.
	STYL-5.E An epic poem usually follows the deeds of a hero who is helped and hindered by divine interventions and on many occasions must descend to the underworld to complete his or her quest.

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SKILL 2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-1 Describe references and allusions to influential people, literary works, and historical events in Latin texts.	**CTXT-1.D** Repeated for review Caesar Augustus (63 BCE–14 CE), born Gaius Octavius, was the adopted son and heir of his great-uncle Julius Caesar. Struggles for power between Octavius and the other two members of the Second Triumvirate, Marcus Lepidus and Mark Antony, escalated into civil war, which culminated in Octavius's defeat of Mark Antony's and Cleopatra's armies at Actium in 31 BCE. Octavius then became the first emperor of Rome in 27 BCE.
CTXT-2 Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.J** Although Roman principles evolved over time, there was a discernible Roman character evident in the writings and art of the Late Republic and Early Empire. Romans especially valued mercy, honesty, frugality, hard work, responsibility, courage, self-control, moral discernment, and ethical behavior. However, the history of Rome and individual Romans show us that they did not always live up to these values.
CTXT-3 Describe references and allusions to Greco-Roman mythology and legend in Latin texts.	**CTXT-3.H** Repeated for review Dido, also known as Elissa, was the legendary founder of Carthage. She was originally the queen of Tyre (in present-day Lebanon) but fled with her supporters after her brother Pygmalion murdered her husband, Sychaeus, for his wealth. When Dido arrived with her people in northern Africa, she met Iarbas, the leader of the Gaetulians. Iarbas offered her as much land as could be covered by a piece of hide, to which Dido responded by cutting the hide into strips and encircling as much land as she could. Dido also humiliated Iarbas by rejecting his offer of marriage.

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Reading 5.4

Book 7, Lines 45–58, 783–792, and 803–817 – King Latinus, Turnus Prepares for War

SKILL CATEGORY 1
Read and comprehend Book 7, lines 45–58, 783–792, and 803–817.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 5.4** for a suggested list of required vocabulary to review or introduce during this reading.

BETWEEN THE READINGS:

After Aeneas returns from the Underworld, he attempts to integrate the Trojans into Latium by marrying Lavinia, the daughter of King Latinus (introduced in lines 45–58). Juno foils these plans by inspiring some of the Latins and the Rutulians (a neighboring people) against the Trojans to the point that hostilities break out and troops are called up (partially described in lines 783–792 and 803–817).

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SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.M** Repeated for review The ablative case with an adjective can show description of a noun and is often translated "with ____" or "of ____" (e.g., *vir animo bono*: a man with a good mind).
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.F** Repeated for review Clauses introduced by question words and having verbs in the subjunctive mood are called indirect questions.
GRAM-3 Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	**GRAM-3.B** Repeated for review Superlative adjectives show the highest degree of the word and are often translated "____est" or "very ____." The superlative degree of an adjective is indicated by its stem. **GRAM-3.C** Repeated for review Comparative adjectives show a comparison between two words and are often translated "____er," "more ____," or "rather ____." The comparative degree of an adjective is indicated by its stem. **GRAM-3.E** Repeated for review The antecedent of a pronoun is the noun it refers to and takes the place of. This antecedent may be named earlier or simply be understood in the context. A pronoun agrees in number and gender with its antecedent.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1

Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2

Summarize a Latin text's implied meaning based on figurative language and inferences.

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Reading 5.5

Book 11, Lines 532–594 – The Story of Camilla

SKILL CATEGORY 1
Read and comprehend Book 11, lines 532–594.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-1 Describe how Latin nouns function in context and contribute to the meaning of the text.	**GRAM-1.F** Repeated for review Nouns in the dative case show the person to whom, for whom, or to whose advantage the action is being done. These nouns can be used with verbs of speaking, giving, and showing and can be translated as "to ____" or "for ____." **GRAM-1.O** Repeated for review A noun and participle in the ablative case form an ablative absolute and can show the time or circumstance of an action. Rarely, the participle can be replaced by a second noun.
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.J** Repeated for review The imperative mood of verbs is used for commands.

BETWEEN THE READINGS:

Books 8, 9, 10, and 11 recount the war between the Trojans (and their allies) and the Rutulians (and their allies). Of particular note, Aeneas creates an alliance with a nearby Greek king, Evander, whose son, Pallas, is entrusted to Aeneas's protection and joins Aeneas's forces. Pallas, however, is later killed in combat by Turnus. To aid in the war, Venus has Vulcan produce weapons for Aeneas, including a shield that ornately depicts the future glory of Rome. Among the many different male heroes whose combat is described in the epic, the female warrior Camilla, whose origins are described in lines 532–594, fights valiantly but is ultimately slain.

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GRAM-3
Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.

GRAM-3.F Repeated for review
Relative clauses are introduced by the relative pronoun *qui, quae, quod*. Like other pronouns, the antecedent of the relative pronoun is the noun it refers back to and gives more information about. The relative pronoun agrees in number and gender with its antecedent, but its case is determined by its use in the relative clause.

GRAM-4
Describe how Latin particles (such as adverbs, prepositions, and conjunctions) function in context and contribute to the meaning of the text.

GRAM-4.C Repeated for review
When *cum* introduces a clause, it may be translated "when," "since," or "although," among other acceptable translations.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

SKILL 2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE

CTXT-2
Describe references and allusions to Roman social norms and everyday life in Latin texts.

ESSENTIAL KNOWLEDGE

CTXT-2.B Repeated for review
Roman citizenship granted free male citizens certain rights and protections, such as the right to a legal trial, the right to vote, and the right to run for civic office. Female Roman citizens, however, were not granted the same rights, protections, or independence (either legally or due to strongly held social norms).

CTXT-2.G Repeated for review
The Romans viewed their gods as allies in their everyday lives. They prayed and made offerings to household gods at shrines in their homes, and they performed public animal sacrifices to ask the gods for favor or protection. The Romans would sometimes examine the entrails of sacrificed animals looking for signs indicating the approval of the gods.

SKILL CATEGORY 2
Describe the context of Book 11, lines 532–594.

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CTXT-3
Describe references and allusions to Greco-Roman mythology and legend in Latin texts.

CTXT-3.D
Diana was the goddess of wild animals, the hunt, and fertility. In the *Aeneid*, she was concerned for the welfare of the warrior Camilla. Diana was allowed to remain unmarried as a privilege.

SKILL CATEGORY 3
Analyze Book 11, lines 532–594.

SKILL 3.A

Develop an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-1
Develop an interpretation about a main idea or meaning of a Latin text

INT-2
Develop an interpretation about an effect or purpose of a Latin text.

INT-3
Develop an interpretation about a point of view or attitude expressed by the author, speaker, or character in a Latin text.

SKILL 3.B

Explain how specific evidence supports an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-4
Cite specific Latin from the selected text that supports an interpretation.

INT-5
Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6
Explain how contextual information supports an interpretation of a Latin text.

INT-7
Explain how stylistic information supports an interpretation of a Latin text.

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Reading 5.6

Book 12, Lines 791–796, 803–812, and 818–828 – The Fate of the Trojans Is Decided

SKILL CATEGORY 1
Read and comprehend Book 12, lines 791–796, 803–812, and 818–828.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 5.6** for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1
Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2
Summarize a Latin text's implied meaning based on figurative language and inferences.

BETWEEN THE READINGS:

In Book 12, Aeneas and Turnus agree to a truce and to settle the war (and decide who will marry Lavinia) by single combat, but the Rutulians, fearing Turnus's defeat, break the truce. Ultimately, Aeneas is able to force Turnus into a fight. This agreement by the two mortals to end the war is paired with Jupiter's insistence that Juno give up her fight against the Trojans and give in to Fate. The deities' agreement is detailed in part in lines 791–796, 803–812, and 818–828.

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Reading 5.7

Book 12, Lines 919–952 – The Final Battle of Aeneas and Turnus

SKILL CATEGORY 1
Read and comprehend Book 12, lines 919–952.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
GRAM-2 Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.	**GRAM-2.N** Repeated for review A verb of speaking, thinking, feeling, etc., can introduce an indirect statement, with an accusative case noun as its subject and an infinitive as its verb. **GRAM-2.R** Repeated for review Participles can also describe nouns and are verbal adjectives that modify nouns. Like adjectives, they agree with nouns in case, number, and gender. Like verbs, they have a tense and a voice, and they may have objects. **GRAM-2.S** Repeated for review There are special verbs that govern nouns in the dative (e.g., *persuadeo, impero, propinquo, credo*), ablative (e.g., *potior, utor*), or genitive (e.g., *obliviscor, potior*) cases. These nouns are often translated into English as the direct objects of these verbs.
GRAM-3 Describe how Latin adjectives and pronouns function in context and contribute to the meaning of the text.	**GRAM-3.D** Repeated for review Like nouns, pronouns have a gender, number, and case, which are indicated by a specific form.

BETWEEN THE READINGS:

Juno, satisfied by Jupiter's promises concerning the fate of the Trojans, ceases to interfere in the war, and so Aeneas and Turnus duel to the end. Aeneas, upon seeing the slain Pallas's belt on Turnus, kills him and thus ends the war, as described in lines 919–952.

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GRAM-4
Describe how Latin particles (such as adverbs, prepositions, and conjunctions) function in context and contribute to the meaning of the text.

GRAM-4.D Repeated for review
Questions in Latin are typically introduced by interrogative words or the suffix *-ne* placed on the first or most important word of the question.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

SKILL 3.A

Develop an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-1
Develop an interpretation about a main idea or meaning of a Latin text.

INT-2
Develop an interpretation about an effect or purpose of a Latin text.

INT-3
Develop an interpretation about a point of view or attitude expressed by the author, speaker, or character in a Latin text.

SKILL CATEGORY 3
Analyze Book 12, lines 919–952.

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Reading 5.7 · Vergil's *Aeneid*, Lines 919–952, BOOK 12

SKILL 3.B

Explain how specific evidence supports an interpretation of a Latin text.

LEARNING OBJECTIVE

INT-4

Cite specific Latin from the selected text that supports an interpretation.

INT-5

Explain how the cited textual evidence supports an interpretation of a Latin text.

INT-6

Explain how contextual information supports an interpretation of a Latin text.

INT-7

Explain how stylistic information supports an interpretation of a Latin text.

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AP LATIN

UNIT 6

Course Project and Teacher's Choice – Latin Poetry

~18
CLASS PERIODS

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Remember to go to **AP Classroom** to assign students the online **Progress Checks** for this unit.

Whether assigned as homework or completed in class, the **Progress Checks** provide each student with immediate feedback related to this unit's readings and skills.

Progress Check 6

Multiple-choice: ~18 questions

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UNIT 6

~18 CLASS PERIODS

Course Project and Teacher's Choice – Latin Poetry

ESSENTIAL QUESTIONS

Consider revisiting the essential questions in Unit 1 and applying them to the Course Project passages and Teacher's Choice poetry readings, in addition to the following questions:

- What role does figurative language play within the context of a specific text?
- How does a poet's choices change the meaning of a poem?
- How do stylistic devices (e.g., alliteration, synchysis, enjambment) affect a poem's meaning or produce a certain effect?

Developing Understanding

In this final unit, the analytical skills students have been developing throughout the course are put to robust use on the Course Project passages, which give students the opportunity to engage with nonsyllabus passages in a sustained way that encourages rigorous and contextually informed exploration over a number of class periods. Students should now be able to comprehend and translate challenging Latin poetic texts in the two remaining Teacher's Choice readings and bring to bear their considerable stylistic knowledge on these texts. Equally, students now have a breadth of contextual details to situate a Classical or Late Antique Latin text in its cultural context, should they engage with such a text during Reading 6.2.

Building Course Skills

This final unit requires students to utilize everything they have learned throughout the year as they read, comprehend, and analyze the four Course Project passages. They will need to translate and comprehend the four passages, identify relevant stylistic features and context, and then use their developed analytical skills to consider the passages' deeper meanings, purposes and effects, and the various attitudes and points of view expressed through and within them. At this point, there may be fruitful comparisons to draw between the Course Project passages and the syllabus readings, comparisons that can be used to deepen students' analyses of both. As the course concludes, the Teacher's Choice readings should provide an opportunity to conduct a final review of students' grammatical, syntactical, and vocabulary knowledge and to do some final practice on sight-reading. Ideally, these texts will provide an opportunity for students to identify and describe the many stylistic features and contextual details they have learned throughout the course.

Preparing for the Exam

While the short essay questions (Free-Response Questions 3, 4, and 5) on the exam assess students' analytical abilities, they also assess students' abilities to read, comprehend, and translate Latin. As students are completing a final review and practice for the exam, it is critical to remind them that to earn full credit on these questions, they must show they comprehend the specific Latin of the assessed passages. The supporting evidence for their interpretations must include specific citations of the Latin in the passage, accompanied by either a translation, detailed paraphrase, or other language that shows they fully understand the Latin they cite. Additionally, an explanation of how that Latin supports their interpretation should be included. Relatedly, consistently reinforce that successful analysis of the Latin in the short essay questions almost always requires analyzing full Latin expressions (e.g., phrases or clauses) rather than single words.

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UNIT AT A GLANCE

Reading	Instructional Periods	Suggested Skills
Course Project	12	N/A
6.1 Teacher's Choice Poetry, approx. 250 words	3	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English. 2.A Describe features and functions of stylistic elements in Latin texts.
6.2 Teacher's Choice Poetry, approx. 250 words	3	1.A Identify the meaning of Latin words and phrases. 1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context. 1.C Summarize Latin texts in English. 1.D Translate Latin texts into English. 2.B Describe historical and cultural contexts of Latin texts.

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Instructional Strategy #1

The Death of Priam (*Aen.* 2.526–543) and Stylistic Devices

SKILL 2
Describe Style and Context

2.A

DURATION
40–45 minutes

SUGGESTED READING(S): 6.1

ABSTRACT
In this postreading activity, students use the nonsyllabus text *Aen.* 2.526 –543 to practice identifying stylistic devices and discover the impact they have on the text.

1. Ask students to identify examples of the following stylistic devices in *Aen.* 2.526–543: anaphora, alliteration, parallel structure, chiasmus, and enjambment. Among others, students may discover anaphora/parallel construction in line 527 (*per … per*), alliteration in line 539 (*foedasti funere*), chiasmus in line 529 (*ardens infesto vulnere Pyrrhus*) and line 530 (*manu tenet premit hasta*), and enjambment in line 529 (*saucius*). [**10 minutes**]
2. Review with the class the stylistic devices students found. [**5 minutes**]
3. Ask each student to pick one stylistic device that has the greatest impact on the text as written and to write one or two sentences explaining that impact. [**5 minutes**]
4. Invite students to share their choices and the impact those devices had on the text. As this discussion develops, keep track of which two devices the class feels have the greatest impact on the text. [**10 minutes**]
5. Conclude the discussion by asking students to write a three- or four-sentence analysis on each of the two devices, being sure to incorporate the opinions expressed by the class. [**10–15 minutes**]

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SKILL 2
Describe Style and Context

2.A

DURATION
40–45 minutes

SUGGESTED READING(S): 6.1

Instructional Strategy #2

The Death of Priam (*Aen.* 2.526–566) and Textual Influences

ABSTRACT
In this postreading activity, students use the nonsyllabus text *Aen.* 2.526–566 to explore the influence of Homer's *Iliad* Book 24 on Vergil's account of the death of Priam in these lines.

1. Have students read an English translation of the end of *Iliad* Book 24 in which Priam ransoms Hector's body from Achilles (lines 468–620). [**10 minutes**]
2. After reading, place students into small groups and ask them to discuss the events described in that portion of the *Iliad* and form ideas about what kind of people Priam and Achilles are based on Homer's depiction of them. [**5–10 minutes**]
3. Next, ask students to reread *Aen.* 2.544–566. [**10 minutes**]
4. Students should then compose and submit a brief reflection on the similarities and differences between Achilles's actions towards Priam in *Iliad* Book 24 and Pyrrhus's actions towards Priam in *Aen.* 2.526–566. [**10 minutes**]
5. In a brief class discussion, encourage students to consider how reading Homer's account of Priam and Achilles enriched or shaped their understanding of this passage in the *Aeneid*. [**5 minutes**]

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Instructional Strategy #3

More Connections: Aeneas to Augustus

SKILL 1
Read and Comprehend
1.C 1.D

DURATION
45 minutes

SUGGESTED READING(S): 6.1, 6.2

ABSTRACT
In this postreading activity, students practice reading and summarizing Latin texts after translating Ovid's *Metamorphoses*, Book 15.761–783, 800–831, and 858–879.

1. Have students find a partner and choose two portions (at least seven words each) of Ovid's *Metamorphoses* that remind them of another text they have read in this (or a previous) year's Latin class. Suggested starting points may include: *quod de Dardanio … Iulo* (line 767), *bella cum Turno … cum Iuno magis* (lines 773-4), *Venus anxia* (line 779), *veterum decreta sororum* (line 781), *Romanique ducis coniunx* (line 826), and *opus exegi* (line 871). [**10 minutes**]
2. Ask pairs to translate their two selections. [**5 minutes**]
3. For both Ovid references and their connections, have students write summaries of the selections, making sure to include textual citations to identify all points of reference. [**10 minutes**]
4. Then ask students to pick one connection, illustrate it in a drawing, and label it with Latin words to indicate specific details captured from the text. [**10 minutes**]
5. Invite volunteers to share their summaries or illustrations and the connections they made to the *Metamorphoses* text. [**10 minutes**]

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Course Project

During the Course Project, students will engage in project-based analyses of four nonsyllabus passages of Latin text on a variety of topics and from a variety of authors and time periods. The project aims to help students develop their analytical skills, in addition to their ability to read and comprehend Latin, through the study of Latin from a diverse range of authors, topics, and time periods. Teachers may support students in their project-based study of these passages and can add any additional components they would like to score as part of the students' course grades. For more information, see the **Course Project** section later in this publication.

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Reading 6.1

Teacher's Choice Poetry, approx. 250 words

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1

Define Latin words and phrases.

VOC-2

Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 6.1** for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE

GRAM-1

Describe how Latin nouns function in context and contribute to the meaning of the text.

ESSENTIAL KNOWLEDGE

GRAM-1.A Repeated for review

Latin nouns have a gender, number, and case. The number and case of a noun are indicated by the noun's specific endings, which are dictated by what group—called a declension—the noun belongs to. Declensions sometimes, but not always, identify the noun's gender as well.

GRAM-1.B Repeated for review

A noun in the nominative case can show the subject of a verb.

SKILL CATEGORY 1

Read and comprehend Latin poetry.

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GRAM-2
Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.

GRAM-2.A Repeated for review
The person, number, tense, voice, and mood of a verb are indicated by a combination of its stem and ending. The specific endings are dictated by what group—called a conjugation—the verb belongs to. Irregular verbs (e.g., *sum, esse*) do not follow the expected patterns of a conjugation. Additionally, forms of *sum*, *esse* are sometimes omitted and must be inferred from context.

GRAM-2.D Repeated for review
When *ut* introduces a clause with an indicative verb the *ut* is translated "like," "as," or "when."

GRAM-2.H Repeated for review
Clauses introduced by *ut* or *ne* and having verbs in the subjunctive mood can show the purpose of the action of the main clause and are called purpose clauses. Clauses introduced by many verbs expressing a commanding action (e.g., *impero*, *persuadeo*) can show a command relayed indirectly.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1
Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2
Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

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SKILL 2.A

Describe features and functions of stylistic elements in Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
STYL-2 Describe the use of word order as a stylistic device in Latin texts.	**STYL-2.B** Repeated for review To create an unexpected or emphatic moment in a text, an author may change the natural word order by using interlocking word order, also known as synchysis, with elements placed in an a-b-a-b format.
STYL-4 Describe features of meter in Latin poetry.	**STYL-4.B** Repeated for review Elision is the act of partially suppressing the end of a word when reading a verse. Elision occurs when the word ends in a vowel, a vowel followed by an *m*, or a diphthong; and the next word begins with a vowel, a diphthong, or with an *h*. **STYL-4.C** Repeated for review All epic poetry is composed using dactylic hexameter. Each line contains six feet, usually either dactyls or spondees. In the Vergilian form of epic poetry, the first four feet can be a dactyl or spondee and the fifth foot is usually a dactyl. The last foot is always a spondee or a trochee.

SKILL CATEGORY 2

Describe the style of Latin poetry.

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Reading 6.2

Teacher's Choice Poetry, approx. 250 words

SKILL CATEGORY 1
Read and comprehend Latin poetry.

SKILL 1.A

Identify the meaning of Latin words and phrases.

LEARNING OBJECTIVE

VOC-1
Define Latin words and phrases.

VOC-2
Identify the meaning of Latin words and phrases in context.

See **Appendix 3: Latin Vocabulary List by Reading – Reading 6.2** for a suggested list of required vocabulary to review or introduce during this reading.

SKILL 1.B

Describe how grammar contributes to the meaning and function of Latin words and phrases in context.

LEARNING OBJECTIVE

GRAM-1
Describe how Latin nouns function in context and contribute to the meaning of the text.

ESSENTIAL KNOWLEDGE

GRAM-1.E Repeated for review
The genitive case can be used to show descriptive properties of something (e.g., *femina magnae sapientiae*: a woman of great wisdom), show the whole of which a noun is a part (e.g., *plus vini*: more wine), or show a quasi-object of a noun implying action (e.g., *cupiditas regni*: desire for a kingdom).

GRAM-1.J Repeated for review
The accusative case can show how long something happens (e.g., *multos annos*: for many years).

GRAM-1.R Repeated for review
The vocative case is used to identify the person or object being addressed (e.g., *Musa, mihi causas memora*, where Vergil is addressing the Muse).

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Reading 6.2 · Teacher's Choice Poetry, APPROX. 250 WORDS

GRAM-2
Describe how Latin verbs and verbals function in context and contribute to the meaning of the text.

GRAM-2.G Repeated for review
Clauses introduced by *ut* and having verbs in the subjunctive mood show the result of an action and are called result clauses. Adjectives and adverbs expressing degree like *adeo*, *ita*, *sic*, *tam*, *tantus*, *tot*, *talis*, etc., can be found in the main clause of many sentences with these clauses. Other result clauses can follow verbs such as *accidit*, *fit*, and *efficit*.

SKILL 1.C

Summarize Latin texts in English.

LEARNING OBJECTIVE

SUM-1
Summarize a Latin text's explicit meaning. The summary may contain, for example, a description of the ideas in the text, the setting of the text, and the sequence of events in the text.

SUM-2
Summarize a Latin text's implied meaning based on figurative language and inferences.

SKILL 1.D

Translate Latin texts into English.

LEARNING OBJECTIVE

TRAN-1
Provide a translation of a text from Latin to English using idiomatic English.

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SKILL CATEGORY 2
Describe the context of Latin poetry.

SKILL 2.B

Describe historical and cultural contexts of Latin texts.

LEARNING OBJECTIVE	ESSENTIAL KNOWLEDGE
CTXT-2 Describe references and allusions to Roman social norms and everyday life in Latin texts.	**CTXT-2.H** Repeated for review Romans often looked for signs, good or bad, about the future in portents, omens, and dreams. They believed that bad omens could be avoided or averted, but failure to address them could lead to disaster. These prophetic signs could take a variety of forms (e.g., human speech or action, weather or celestial events, features or behavior of animals) and required careful interpretation. **CTXT-2.J** Repeated for review Although Roman principles evolved over time, there was a discernible Roman character evident in the writings and art of the Late Republic and Early Empire. Romans especially valued mercy, honesty, frugality, hard work, responsibility, courage, self-control, moral discernment, and ethical behavior. However, the history of Rome and individual Romans show us that they did not always live up to these values.
CTXT-3 Describe references and allusions to Greco-Roman mythology and legend in Latin texts.	**CTXT-3.A** Repeated for review The Romans practiced a polytheistic religion and thought of many of their gods as equated with deities in the Greek Pantheon. To the Romans, Jupiter was king of the gods and married to Juno, the queen of the gods and goddess of marriage. Jupiter's daughter Minerva was the goddess who presided over handicrafts and war. His son Mars was also a god of war, while his son Apollo presided over music, medicine, prophecy, and archery, in addition to being a sun god. Another son, Mercury, was the god of merchants and thieves in addition to serving as messenger of the gods.

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AP LATIN

Course Project

Course Project

Project Overview

Students in AP Latin will engage in project-based analysis of four nonsyllabus passages of Latin text on a variety of topics and from a variety of authors and time periods. They will demonstrate their understanding and analysis of these passages on two free-response questions on the AP Exam and through two checkpoint activities during the course. The project aims to help students develop their analytical skills, in addition to their ability to read and comprehend Latin, through the study of Latin from a diverse range of authors, topics, and time periods. Teachers may support students in their project-based study of these passages and add any additional components to score as part of the students' course grades.

Project Passage Overview

Every summer, the AP Latin program will release four authentic Latin passages that students will engage with as part of the Course Project in the upcoming academic year. These passages will be released on AP Digital Portfolio at **digitalportfolio.collegeboard.org**. Two of the passages will be prose, and the other two will be poetry. They will cover a variety of topics and be drawn from a variety of authors and time periods. Each passage will be approximately 100–150 words and will include:

- a title
- an attribution
- a brief introduction
- the text of the passage in Latin
- a glossary of any Latin words in the text not on the Full Required Latin Vocabulary List
- a brief commentary aimed at aiding teachers and students in translating and comprehending the Latin

If the passage is drawn from a larger work, students may read—in English or in Latin—additional selections from the larger work to aid in their analysis of the project passage. However, the Course Project does not require it, nor will students necessarily be advantaged on the AP Exam for doing so.

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The following is an example of a project passage:

Perpetua and Her Father (Prose)

Work: *Passio Perpetuae et Felicitatis* (*The Passion of Perpetua and Felicity*) 5.1–5

Author: Perpetua (edited afterwards by an unidentified eyewitness)

Date: Early 3rd century CE

Introduction:

The *Passio* recounts the historical killing of two young woman—the elite, free-born Vibia Perpetua and the enslaved Felicitas—on account of their professed Christian beliefs. When this text was written, the Roman government was actively persecuting Christians who refused to publicly renounce their religion. In the part of the account that focuses on Perpetua, from which the following passage is drawn, Perpetua describes her imprisonment in Carthage. Despite being a young mother with an infant, Perpetua refuses to recant her views, even after being urged to do so by her non-Christian father. For this, she is killed.

Text:

Supervenit autem et de civitate pater meus, consumptus
taedio, et ascendit ad me, ut me *deiceret*, dicens: "*Miserere*,
filia, canis meis; *miserere* patri, si dignus sum a te pater
vocari; si his te manibus ad hunc florem aetatis *provexi*,
5 si te *praeposui* omnibus fratribus tuis: ne me dederis in
dedecus hominum. Aspice fratres tuos, aspice matrem tuam
et *materteram*, aspice filium tuum qui post te vivere non
poterit. *Depone* animos; ne *universos* nos *extermines*.
Nemo enim nostrum libere loquetur, si tu aliquid fueris
10 passa." Haec dicebat quasi pater pro sua *pietate*, *basians*
mihi manus et se ad pedes meos iactans et lacrimans; me
iam non filiam *nominabat* sed dominam.

Vocabulary:

basio, *-are*: to kiss
cani, -orum, m.: gray hairs
dedecus, *-oris*, n.: dishonor, shame
deicio, *-ere*: to discourage, divert (from a course of action)
depono, *-ere*: to put down, give up
extermino, *-are*: to banish, destroy
matertera, *-ae*, f.: maternal aunt
misereor, *-eri*: to (feel/take) pity, have compassion
nomino, *-are* = *appello*, *-are*
pietas, *-atis*, f.: responsibility, sense of duty
praepono, *-ere*, *-posui*: to place/put X [in acc.] in front of Y [in dat.]
proveho, -ere, provexi: to raise
supervenio, *-ire*, *-i* = *venio*, *-ire*
taedium, *-i*, n. = *dolor*, *-is*
universus, *-a*, *-um*, adj. = *omnes*, *-is*

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Commentary:

1 *de civitate*: Perpetua was imprisoned and ultimately killed in the city of Carthage. That her father came to her prison *de civitate* suggests that the prison was either outside of or on the edge of the city.
3 *canis meis*: dative with the verb *miserere*
4 *ad hunc florem aetatis* = *ad hoc tempus aetatis*
5 *ne me dederis*: a subjunctive construction indicating a negative command (= *noli me ponere*)
8 *animos*: While *animus* here may simply mean "mind," in the sense of a plan or something Perpetua has set her mind to, *animus* in the plural often indicates a particular emotion. Here that likely is courage or, in a negative sense, pride or arrogance.
ne…nos extermines: another subjunctive construction indicating a negative command (= *noli nos exterminare*)
9 *libere*: Her father is expressing concern here that her family will be marked for persecution as a result of her actions and so they will not be able to go safely into public or, at least, avoid social stigma.
fueris passa = *passa eris*
11 *mihi*: a dative of reference (= *meas manus*)

Project Scoring

Teachers may set their own requirements for students' engagement with the four project passages, as the AP Latin program does not require students to produce a final project to be scored. Instead, students will demonstrate their mastery of and ability to analyze the four project passages on two Project Passage Short Essay free-response questions (11 points each) on the AP Latin Exam (see the **following section**). These two free-response questions, like the rest of the free-response section on the AP Exam, will be scored by AP Readers. In addition, there will be two in-class checkpoints as part of the Course Project, which will be scored by the teacher, using the checkpoint rubrics provided in the Course Project Appendix. The two checkpoints (5 total points) will contribute to 2% of students' overall AP Exam score.

Together with the two Project Passage Short Essay free-response questions, the Course Project component of the course (27 total points) will contribute to 20% of students' overall AP Exam score.

Project Passage Short Essay Free-Response Questions

During the AP Latin Exam's free-response section, students will respond to two questions, each with two parts, about two of the four project passages. One question will be about one of the two prose passages, and the other question will be about one of the two poetry passages. Which passages the free-response questions cover will not be announced ahead of the exam administration.

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For each Project Passage Short Essay free-response question on the AP Exam, the question will include the Latin text of the passage as it was provided for study in class during the Course Project. However, it will *not* include the title, attribution, introduction, glossing, or commentary. Following each passage, there will be two parts:

Part A (4 points)

Part A will ask students to summarize the passage. The prompt will read:

> In your own words, summarize the passage in 4–5 complete sentences.

Following the prompt, students will be instructed as follows:

> In your response, you should do the following:

- Provide a summary sentence that identifies what the passage as a whole is about.
- Address the entire passage, including the beginning, middle, and end.

Part B (7 points)

Part B will ask students to write a short essay that makes a specific, analytical interpretation about some aspect of the passage and to support this interpretation with specific Latin evidence drawn from the text, in addition to a stylistic and/or contextual feature, or fact in or about the text. While this prompt will be unique to the passage assessed, Part B will always directly relate to one of the three main areas of interpretation required by the learning objectives of Skill 3.A: Develop an interpretation of a Latin text. These three learning objectives are:

INT-1 Develop an interpretation about a main idea or meaning of a Latin text.
INT-2 Develop an interpretation about an effect or purpose of a Latin text.
INT-3 Develop an interpretation about a point of view or attitude expressed by the author, speaker, or character in a Latin text.

Examples of these parts, based on the example project passage provided in the Project Passage Overview section (Perpetua, *Passio* 5.1–5), are:

> Aligned to Learning Objective **INT-1**:

- Describe the relationship between Perpetua and her father in this passage. Explain how the passage expresses this relationship.

> Aligned to Learning Objective **INT-2**:

- Identify two aspects of the father's plea that create sympathy for him. Explain how these aspects contribute to that sympathy.
- Identify a specific argument that Perpetua's father makes in his speech to change his daughter's mind. Explain how he uses this argument to try to change her mind.

> Aligned to Learning Objective **INT-3**:

- Describe the father's point of view toward Perpetua's choices in this passage. Explain how the passage develops this point of view.
- Describe Perpetua's father's state of mind throughout this passage. Explain how the passage depicts this state of mind.

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Following the prompt, students will be instructed as follows:

> Your response should be 7–8 sentences in length.
>
> In your response, you should do the following:

- Include at least two specific Latin citations from the passage. Provide the Latin and/or cite line numbers and translate or accurately paraphrase the Latin. Refer to more than a single word in your reference.
- Explain how the Latin citations support your response.
- Include one piece of relevant contextual or stylistic information, such as information about the broader work, genre, substantive elements of style, author, historical context, or Roman values.
- Explain how the contextual or stylistic reference supports your response.

For an example of a Project Passage Short Essay free-response question and the scoring guidelines AP Readers will use to score these free-response questions, see the **Sample Exam Questions** and **Scoring Guidelines**.

Foundational Skills and Preparation for the Project Passage Short Essay Free-Response Questions

The Course Project and the Project Passage Short Essay free-response questions are designed to develop and assess students' competency with the course skills listed below. The *AP Latin Course and Exam Description* provides suggestions for consistently integrating instruction on and practice with these skills. Teachers may opt to follow the suggested skill spiraling in the course framework or take a different approach. In either case, students will benefit from instruction on and practice with each of these skills before they begin this project:

1C Summarize Latin texts in English.

3A Develop an interpretation of a Latin text.

3B Explain how specific evidence supports an interpretation of a Latin text.

In addition to skill development across the course, the two potential project plans described later in this manual offer numerous activities that individually or together will foster students' development of the skills needed for success on the Project Passage Short Essay free-response questions.

Moreover, any activity that encourages students to engage analytically with the project passages in such a way that they can answer the following questions will facilitate their success on Part B of the Project Passage Short Essay free-response questions. Students should be able to use specific Latin citations from the text or stylistic/contextual features or facts to support their answers to these questions. The questions indicated below foster the sort of analytical thinking expected for answering Part B and address the broader topics Part B will address. Note that these questions do not reflect the style and format of the specific prompts on the free-response questions. For examples of those prompts, see the **prior section**.

- Identify and/or describe the main ideas in the text.
  - How does the text develop, express, or complicate these ideas?
  - If there are multiple ideas, do they fit together into a larger meaning? Do any conflict?
- Identify and/or describe the author's purpose in writing the text.
  - How does the author effect this purpose? What choices does the author make?

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    - Do different parts or features of the texts have different purposes? If so, how does the author relate, coordinate, or juxtapose these purposes?
- Identify and/or describe the primary effects (e.g., emotions, reactions, lines of thinking) the text elicits.
    - How does the text develop these effects?
    - Why might the author seek to elicit these effects?
- Identify and/or describe the point(s) of view (or attitudes) expressed by the author in the text.
    - How does the text develop this point of view? How does the text clarify or complicate the author's point of view?
    - Why might the author have this point of view? What contextual details might inform this point of view?
- Identify and/or describe any points of view (or attitudes) expressed by characters (real or fictional) within the text.
    - How does the text develop these points of view?
    - How does the author relate different points of view—if present—in the text?
    - Why would the author develop these points of view in the way they do? How do they reveal or obscure the author's own point of view?

Lastly, the Practice Exams found on AP Classroom do not include practice Project Passage Short Essay free-response questions. Teachers may supplement each Practice Exam with examples of these free-response questions of their own making. Include one prose project passage and one poetry project passage to simulate the actual AP Exam.

Any teacher-created practice Project Passage Short Essay free-response question should include both a Part A and Part B, following the instructions and skills assessment previously noted. All prompts should be modeled in both content and style on the example prompts above, the Project Passage Short Essay free-response question in the Sample Exam Questions and Answer Key/Scoring Guidelines, and on any released Project Passage Short Essay free-response questions from previously administered exams.

Teachers can use the scoring guideline templates provided in the **Course Project Appendix** to adapt to the project passages chosen for each Practice Exam and to the specific, teacher-created analytical Part B.

Project Timing

The Course Project requires at least two and a half weeks of standard class periods (i.e., 12 class periods, each approximately 45 minutes).

This manual provides guidance on how to incorporate the two and a half weeks for the project at the beginning of Unit 6. However, teachers may adapt this guidance to allow for the project's occurrence at another time in the year or even to implement parts of it at different times throughout the year, as best befits the needs of the class.

Project Checkpoints

To ensure that students engage with the four project passages and effectively prepare them for the AP Exam, teachers will assign during the Course Project two separate tasks that align with the following two checkpoints. Teachers should choose the timing best suited to the teaching plan for the project or follow the example project plans described in this manual, as they offer ideas on how to integrate these checkpoints into an overall approach to the project.

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Checkpoint 1 (2 points):

Students create a written draft summary (4–5 sentences) of one of the four passages.

For a student to earn full points for Checkpoint 1, their summary must:

- provide an accurate summary sentence that identifies what the passage as a whole is about
- provide an accurate and complete summary of at least half of the passage
- be written in the student's own voice

Checkpoint 2 (3 points):

Students create a product that presents an interpretation of one of the four passages and supports that interpretation with evidence drawn from the Latin text and their knowledge about the passage. The product may involve an oral component, a written component, or both. The interpretation should focus on one of the points outlined in Skill 3.A's learning objectives: **INT-1**, **INT-2**, or **INT-3**.

For a student to earn full points for Checkpoint 2, their product or presentation must:

- include a statement that summarizes the interpretation
- cite one specific piece of Latin in support of the interpretation
- explain how the cited textual evidence supports the interpretation

These project checkpoints will be scored in accordance with the rubrics in this manual, found in the **Course Project Appendix**. Teachers should enter their students' checkpoint scores in Digital Portfolio at **digitalportfolio.collegeboard.org**. This platform will be available to teachers for entry of checkpoint scores starting in the Fall until the deadline at 11:59 pm ET, May 31.

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Example Project Plans

Overview

The Course Project provides students with an opportunity to examine four texts not included as part of the AP Latin required readings. These texts demonstrate the depth and breadth of Latin selections that span from the Classical to Modern periods. As students embark on this project, they will benefit from the content they have learned and skills they have developed in the course so far. The recommendations provided in this manual offer an outline for classroom instruction for each day of the project, including project checkpoints. However, these approaches are suggestions only. There is no expectation that teachers follow them.

Project Checkpoint Rubrics

Teachers may incorporate scoring of the following projects into students' grades in ways that best reflect their progress and understanding of course content within the class's grading system. However, where the plans incorporate Checkpoints 1 and 2, use the official rubrics contained in the **Course Project Appendix**.

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Project Plan A

Introduction and Overview

Students will first encounter the four project passages in a prereading activity, gaining a general familiarity of the author, the passage, and the context of all four passages. The class will then conduct a closer reading of each passage. Finally, students will independently focus on one passage, with a final presentation that includes a visual medium that reflects a stylistic and interpretive approach to the passage, connecting the author's words to an element of the modern world. By way of these presentations, the entire class can gain a deeper understanding of all four project passages and thus be prepared to summarize and analyze the two passages that will appear on the AP Latin Exam.

Daily Outline

Day One

Warm Up/Do Now: Divide the class into groups of 3–4 students, and assign each group to preread one of the four project passages that will be the focus of study (create more groups for larger classes). Be sure to provide all four passages to students so they have access to each of them. Have students work individually to annotate their first impressions and the general meaning of their assigned passages. [**10 minutes**]

Gather students in their groups to briefly discuss the passage to gain clarity and meaning beyond their first impressions. [**5 minutes**]

Invite a member from each group to summarize (in 1–2 minutes) their group's passage to the entire class. During the presentations, the rest of the class should follow along with their copies of the passage. At the end of each group's presentation, ask the class to identify potentially difficult portions of the text. Note these portions down for emphasis and clarification during Day Two's translation. [**10–15 minutes**]

After gaining an initial clarity on the passages, students write a single sentence preview of each of the four passages. This summary will be used as the foundation for their later work, which includes Checkpoint 1 (due on Day Six). [**10 minutes**]

Announce the project element of the AP Latin Exam to the class, introducing first what students just attempted: a short summary of the passage. Then explain the second aspect of the project, the interpretative and analytical element, which is what students will spend much of the remaining 11 class periods working through. Let students know that they will develop a creative product that highlights a connection between one Latin passage and the modern world. Discuss the five-minute presentation students will give to the class on Day Eleven, explaining how their creative product connects their interpretation of the Latin to the modern world. [**10 minutes**]

Duration: 45–50 minutes

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Days Two–Five

Each of these days will focus on one of the four project passages, with the same general lesson plan for each.

Warm Up/Do Now: Invite students to play a vocabulary game to preview the vocabulary for the day's passage. Utilize one of several quizzing/gaming websites or provide a crossword puzzle activity with 20–30 of the most important vocabulary. It may be beneficial to focus on the vocabulary glossed for the passage, as it is not on the required vocabulary list and therefore may be more unfamiliar to students. It may also be valuable to focus on vocabulary from the required list that occurs less frequently in the syllabus readings, or to include vocabulary whose meaning in the day's passage is less common than the usual definitions. [**10 minutes**]

With critical vocabulary now primed, have students work in small groups of 2–3 to translate the day's passage as literally as possible. [**15–20 minutes**]

Lead a review of the passage's translation, calling on individual students to volunteer how they understood portions of the passage. Throughout this review, help students correct translations, but also provide thought-provoking questions to promote student analysis concerning how the author conveys meaning. For examples of questions to ask, use the essential questions found in the Unit Guides of this publication as a model. [**15 minutes**]

Provide an "exit ticket" (i.e., a question on a half-sheet of paper for students to answer before they leave) that asks the students to respond to an analytical element (e.g., "In 1–2 sentences, how does the author … ", "Identify a part of the passage that … ", or "Explain how the passage promotes that author's point of view."). [**5 minutes**]

Duration: 45–50 minutes

Day Six

Warm Up/Do Now: Have students review all four project passages and select their top two choices—one prose passage and one poetry passage (a primary and secondary option that they will feature in their creative project). Students should consider which passages resonate with them, thinking about modern connections they see, content they relate to personally, and any interesting analysis they can provide. As an example, refer to the example project passage *The Passion of Perpetua and Felicity* on page 158. Considering Section 5 (lines 1–5), students may want to think about how it relates to a modern novel or movie that involves a complicated relationship between loved ones or a character with personal convictions that come at a cost to themselves or their loved ones. [**10 minutes**]

After all students have chosen two options (a primary and secondary option), coordinate passage assignments across the class (assigning one passage to each student). It may be necessary to utilize students' secondary options to ensure that all four passages are represented roughly equally and that students will be prepared for the appearance of any passage on the exam. [**5 minutes**]

Once passages are assigned to students, share the details of the project and what the ultimate goals are so students can envision how they relate to their assigned passage. Students' presentations need to be 5 minutes in length and:

- reflect a clear and thorough understanding of the text
- utilize a media format (digital storytelling, visual arts, theatrical performance, etc.) to express their interpretation creatively
- explain how their visual element interprets or relates to the text
- show how the text relates to the modern world in a meaningful way

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- cite and reference Latin text that contributes to the modern connection
- cite and reference secondary sources (if any) that were used to develop aspects of the presentation

Share that, in addition to the presentations, students will also produce a written summary of their presentation, which details in writing the interpretative claim of their project (elements 3 and 4 above) and the citations and explanations presented in their project (element 5 above). The written summary does not need to be more than a page, but it must reflect a strong understanding of the passage and make sophisticated connections to the modern world. To ensure that this presentation helps prepare students for the Project Passage Short Essay free-response questions, students' interpretations of the passage should in some way engage with one of the three main areas of interpretation identified in Skill 3.A's learning objectives: a main idea of the passage, an effect or purpose of it, or a point of view or attitude expressed by or within it. Either the presentation or presentation summary can be used as the product required for Checkpoint 2. [**5 minutes**]

Have students write a brief summary (4–5 sentences) of their assigned passage. They should turn this in as Checkpoint 1. [**10 minutes**]

After students turn in Checkpoint 1, direct them to write a 4–5 sentence description or outline of their presentation that they will work with at the start of the next class. The description should explain how the passage relates to an aspect of the modern world and detail how the presentation will communicate that relationship. As an example of what is expected of this exercise, refer students to the first 11 lines of the *Aeneid*, and ask one student to briefly summarize the content. Then ask students how this epic introduction compares to introductions to modern works of art (e.g., novels, movies). Remind students that the one characteristic of the epic genre is to begin *in medias res*. Consequently, ask students to identify another work whose introduction signals to the audience what the plot will be and how it will be presented. If students need some examples, suggest the novel *The Hobbit* by Tolkien or the film *Up* by Disney/Pixar. [**15–20 minutes** (plus homework as needed)]

Duration: 45–50 minutes

Day Seven

Warm Up/Do Now: Divide students into pairs and ask them to share their presentation outlines developed on Day Six (and for homework, as needed). Direct pairs to provide feedback to one another using the following steps:

1. The first student describes the aspect of the modern world they will compare their passage to.
2. The second student identifies Latin from the passage that could be used to support the first student's comparison.

3a. If the second student is unable to find support in the Latin passage, then the first student may use class time following this activity to reconsider and possibly revise their comparison or develop a new one.

3b. If the second student successfully identifies support in the Latin passage for the first student's comparison, then the first student can continue to develop their presentation following this activity.

4. Repeat the process with the paired students reversing their roles.

As students complete this activity, circulate among the pairs and listen to the discussions. [**10 minutes**]

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For the rest of the class, students who need to revise their comparison or develop a new one may work in small groups. Offer guidance to these students as needed. Students who do not need to revise their comparison may continue to develop their projects, working on their selected passages, using various media or formats to express their interpretations creatively. Offer continuous feedback to help students refine their ideas and ensure their projects are deeply rooted in textual analysis, while not suggesting any particular interpretation. For example, ask students to explain how a specific portion of the text inspired their decisions about their projects or how that textual selection connects to the modern world. [**30–35 minutes**]

At the end of class, have students fill out and turn in an exit ticket that reports on:

- which passage they are using (to help in evaluating these exit tickets)
- the medium/format of creative interpretation they will use
- what portions of the text they focused on and analyzed to develop their ideas [**5 minutes**]

Duration: 45–50 minutes

Days Eight–Nine

Warm Up/Do Now: Return students' exit tickets from Day Seven, and ask them to review the feedback. Allot time for any questions that may benefit the whole class. [**5 minutes**]

Have students continue to work on their creative projects and determine how they will share their project to the class in a brief (5-minute) presentation on Day Eleven. [**35–40 minutes**]

At the end of each class, ask students to fill out an exit ticket, which:

- updates on their progress
- outlines their presentation (including an itemization of which portions of the text they will focus on in their analysis)
- asks any questions they may have [**5 minutes**]

Duration: 45–50 minutes

Days Ten

Warm Up/Do Now: Ask students to review their materials and prepare their presentations. [**5 minutes**]

Gather students into groups (according to the selected work) and ask them to practice their presentations in front of the small group. Give each student a copy of the **Practice Presentation Feedback Sheet**, found in the **Course Project Appendix**, to provide feedback as they observe the presentations from the other students in their groups. [**15–20 minutes**]

Have students hand over the feedback sheets they filled out to each presenter. Using the feedback from these sheets as guidance, students should spend the rest of the class period polishing their presentations and their written summaries. Remind students that their presentation summaries, complete with specific Latin references in support of their interpretation of the passage, are due on Day Eleven. [**25 minutes**]

Duration: 45–50 minutes

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Day Eleven

Have students hand in their presentation summaries and then give their finalized 5-minute presentations to the class to complete the requirements of Checkpoint 2. During the presentations, ask students currently not presenting to provide feedback. Have them complete a **Final Presentation Feedback Sheet**, found in the **Course Project Appendix**, for each presenter. Students can use these feedback sheets in Day Twelve's discussion. Extend the presentations into additional class periods as needed. [**45–50 minutes**]

During their presentations, students should explain their interpretation of the Latin passage and its relevance to a modern context, with special emphasis on how Latin evidence from the passage informs this interpretation. Teachers may use either the presentation or the presentation summary as the product required by Checkpoint 2, but the chosen product must be scored according to the Checkpoint 2 rubric. However, any additional rubric may be used to score either product.

Duration: 45–50 minutes

Day Twelve

Warm Up/Do Now: Ask students to review the feedback sheets other students completed during their presentations from Day Eleven in preparation for the day's discussion. [**5–10 minutes**]

For the rest of class, lead a rereading of each passage, along with a discussion of each passage informed by the perspectives shared by students in their presentations. Invite students to to add to this discussion, highlighting details from each passage and thinking critically about the passages as they move onto the final unit of study in AP Latin. [**40 minutes**]

Duration: 45–50 minutes

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Project Plan B

Introduction and Overview

Students will first encounter the four project passages in a prereading activity, gaining a general familiarity of the author, the passage, and the context of all four passages. Then, the class will conduct a closer reading of each passage. Finally, each student will focus on one prose and one poetry passage, creating an interpretive visual presentation of their prose passage and a performative recitation of their poetry passage. By way of these presentations, the entire class can gain a deeper understanding of all four passages and thus be prepared to summarize and analyze the two passages that will appear on the AP Latin Exam.

Daily Outline

Day One

Activating Prior Knowledge

In this activity, students are first introduced to the two prose project passages assigned for the year. The goal is to familiarize the whole class with both prose passages, giving students the chance to use any previous knowledge they have to place each passage within its broader context, while providing additional important information about the texts.

1. Divide students into pairs, and give each pair a copy of one of the prose passages, splitting the distribution so that roughly half the class has one passage and half the other. [**5 minutes**]
2. Ask each pair to read through their passage once together to develop a general understanding of its meaning. [**10–15 minutes**]
3. Have students discuss with their partners what they read and then annotate the text with any prior knowledge about the passage and its author, the general meaning of the work, and any stylistic details they observed. [**10 minutes**]
4. Invite students who worked on the first prose passage to share their annotations with the whole class. Provide any additional information to help students' understanding of the text (e.g., describing background and context of the author and the work, clarifying confusion over elements of the text). [**10 minutes**]
5. Do the same with the students who worked on the other prose passage. Enhance and clarify this text as well, so the entire class has a general understanding of both passages and their contexts. [**10 minutes**]

Duration: 45–50 minutes

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Day Two

Translating the Text

In this activity, students translate the two prose passages, with the aid of footnotes and teacher guidance, to achieve a more thorough understanding of each passage and how the authors communicate meaning.

1. Divide students into new sets of pairs. Give each pair a copy of one of the prose passages, ensuring that roughly half the class has one passage and half the other. With the aid of the glosses and footnotes provided for each passage by the AP Program (which may be added to as necessary), have the pairs translate their passage. [**25–30 minutes**]
2. Ask each pair to provide their translation to a pair who worked on the other passage. Pairs should then read the text and propose edits to the translation shared with them, while writing the translation down in their notebooks. During this activity, circulate around the classroom to provide assistance when needed. [**15 minutes**]
3. Have each pair pick one passage, select a particularly compelling (e.g., by being interesting, insightful, unexpected, entertaining) portion of that passage (10–20 words), and develop a one-word or one-phrase hashtag of that portion of the text. In other words, if a student were to post that text on social media, what hashtag would accompany it? Collect the assignment at the end of class. [**5 minutes**]

Duration: 45–50 minutes

Day Three

Hashtag Summary

In this activity, the class reviews the two prose passages by way of one-word or one-phrase hashtags.

1. Pass out a clean copy of both prose passages with the student-generated hashtags marked on the various portions of each text. Ask students to note which portions were repeatedly singled out by their classmates, and then have the class discuss why those selections are compelling. This is a good opportunity to guide students in literary analysis using, for example, figures of speech, word choice, and word order. [**15 minutes**]
2. In a whole-class discussion, invite students to vote on (e.g., by a show of hands) which hashtags are the most compelling—the most interesting, insightful, creative, or amusing. [**10 minutes**]
3. Then ask the students to consider parts of the texts that have not yet been singled out for hashtags, and have them develop hashtags for those portions. Students can vote again if needed, and then record the additional hashtags on a master copy of the text. [**5–10 minutes**]

At the end of the activity, the whole class should possess a series of hashtags that summarize the texts, and they will have discussed the meaning of the texts. That information, paired with the contextual information covered in previous sessions, is useful for completing Checkpoint 1.

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Checkpoint 1

Have students work independently to summarize both prose passage's explicit meanings. These 4–5 sentences summaries should describe the ideas in the texts, their settings, and the sequences of events in them, as applicable. Students will turn in one of these summaries as Checkpoint 1. [**15 minutes**]

Duration: 45–50 minutes

Day Four

Visual Development

In this activity, students use class time to create visuals about the prose passages, which will then be posted around the classroom for the rest of the year to keep the material fresh in their minds.

1. Ask students to join their partners from Day Two. Provide each pair with a posterboard and writing tools (markers, pens, pencils, etc.). [**5 minutes**]
2. Have pairs create a visual representation of their portion of the text (the same portion of text from step 3 on Day Two). Encourage students to be creative and develop their visual representation in their own unique ways while including the following required elements:
   - the portion of text from the selected prose passage
   - the hashtag developed about that portion of text
   - a visual interpretation of the text that reflects its meaning and the author's style in communicating that text [**30–35 minutes**]
3. When the visuals are complete, have students work together to hang up the posters in the classroom in the correct order so that a visual representation of the entirety of each passage is created. If there were portions of the text not selected (see Day Three, step 3), hang up those hashtags as well to ensure that the entire passage is represented. [**10 minutes**]

Duration: 45–50 minutes

Day Five

Interpreting the Texts

In this activity, students use the hashtag visuals to delve deeper into the text, considering the texts' meanings, the authors' style choices, and various interpretations of each prose passage.

1. Working with their partners from Day Two, have students review the visuals and hashtags that represent the other passage (i.e., the passage they did not translate). While doing so, students should imagine potential questions someone could have about the text's meaning, the hashtags, and/or the visual interpretations present on one or more of the posters. Emphasize that these do not need to be personal inquiries but rather what questions any viewer may have when reviewing these interpretations. [**10 minutes**]
2. On a sheet of paper or a student's device, ask pairs to write the title of this other passage on the top of the page and divide the remaining space equally to develop three questions about the text. At least one question should concern a stylistic element of the text (e.g., "Why does the author use this simile?"), and one should concern an interpretive element (e.g., "What does the author mean when they write … ?"). Have pairs record their questions on the document and turn it in. [**15 minutes**]

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3. To facilitate a stylistic and interpretive whole-class discussion of the passages, read aloud the questions for various portions of each passage. Encourage comments from students on both passages, whether they worked on a passage or not. [**20–25 minutes**]

Duration: 45–50 minutes

Day Six

Checkpoint 2

In this activity, students reread the summaries they turned in on Day Three and then use them to write two short analytical essays (4–5 sentences each) that build from the discussions of Day Five. Finally, these are submitted as the product for Checkpoint 2.

1. Return to students their Checkpoint 1 summaries with comments added. Ask them to reread their summaries and consider the feedback. [**5 minutes**]
2. Based on the comments and the previous day's stylistic and interpretive discussions, students should write one short essay (4–5 sentences) on each prose passage. Each essay should include an analysis of the passage, explaining both what the author is saying and how that message is communicated in the passage. [**40–45 minutes**]
3. When completed, students should turn in both essays. To fulfill the requirements of Checkpoint 2, their product must:
   - provide a concise stylistic and interpretive analysis of each passage
   - be written in the student's own voice

Duration: 45–50 minutes

Day Seven

Introduction to the First Poetry Passage

In this activity, students are introduced to the first poetry project passage assigned for the year. The goal is to familiarize the class with the poetry passage, giving students the chance to generate ideas and build together, as a class, a pool of knowledge about the text.

1. Introduce the author, general content, and subject matter of the first poetry passage. Then, read the poem aloud (in meter) twice. Take care to read it slowly, clearly, and with meaning. As students listen, they should write down anything about the poem they notice. These comments may be about the meaning, the sounds they hear (e.g., alliteration, assonance, the pacing of certain lines), or anything else that strikes them as they listen. Students will use these comments on Day Eight. [**5–10 minutes**]
2. Pass out copies of the first poetry passage and invite students to remark on the elements that resonated with them, encouraging them to gather meaning from these observations. Did the meter and sounds convey positive or negative emotions? What vocabulary did they recognize? What portions stood out? Why did they stand out? [**10 minutes**]
3. With the basic premise of the poem established, have students translate it (individually or in groups), utilizing the provided commentary. [**25 minutes**]
4. Conclude class with another recitation of the poem, inviting students to follow along with the written version so they may note any additional comments on the poem based on what they hear. [**5 minutes**]

Duration: 45–50 minutes

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Day Eight

Consolidation of Knowledge

In this activity, students consolidate their impressions of and solidify their knowledge about the first poetry passage.

1. Ask students to review and/or finish their translations of the first poetry passage. [**5 minutes**]
2. Recite the poem aloud again, and translate it with the class. Students should revise their own translations as needed. [**20 minutes**]
3. Conduct a whole-class discussion, inviting students to make connections between the poem's meaning and its verbal expression. Looking at their notes from Day Seven, students should consider what initial impressions were proven accurate. Are there any surprises? Do any uncertainties still exist? [**15 minutes**]
4. For the remainder of the class, have students practice their own recitations of the poem, working with a partner to encourage correct basic pronunciation, before working toward a recitation that reflects and reinforces meaning. [**5–10 minutes**]

Duration: 45–50 minutes

Day Nine

Introduction to the Second Poetry Passage

Repeat the activities of Day Seven with the second poetry passage.

Duration: 45–50 minutes

Day Ten

Consolidation of Knowledge

Repeat the activities of Day Eight with the second poetry passage.

Duration: 45–50 minutes

Day Eleven

Analysis of the Poetry Passages

In this activity, students consolidate their knowledge of both poetry passages by writing a brief analysis of one of the passages as they prepare for a recitation of it.

1. Let students know that they will be reciting one of the poetry project passages. Ask them to select a passage and compose a 4–5 sentence summary of how they plan to convey the poem's meaning through their performance. For example, students can discuss why certain words need to be emphasized and how they will convey meaning through tone, volume, facial expressions, etc. [**30–35 minutes**]
2. Have students practice their recitation of their passage for performance on Day Twelve (memorization not required). If any students feel anxiety over the performance aspect of the recitation, let them know that they have the option of creating an audio recording of their performance instead. [**15 minutes**]

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3. When completed, students should turn in their written analysis. To earn full credit, the analysis must:
   - summarize how they will convey meaning through their performance
   - provide examples of how they will do this
   - be written in the student's own voice

Duration: 45–50 minutes

Day Twelve

Poetic Recitations

In this activity, students demonstrate what they have learned about the poetry project passages through interpretive and expressive performances, in meter.

1. Allot the first 10 minutes of class for students to further practice their recitations. Any student who would prefer not to perform in front of the class can record their recitation in the hallway. [**10 minutes**]
2. Distribute multiple copies of the **Poetry Performance Feedback Sheet**, found in the **Course Project Appendix**, to every student. They will need enough sheets to provide one piece of qualitative, positive feedback for each of their peers' performances. [**5 minutes**]
3. Invite students to give their performances. When all performances are completed and everyone is finished providing positive feedback, collect the feedback sheets. [**15–25 minutes**]
4. Lead a concluding discussion that both praises students based on their classmates' feedback and highlights insights into the poems' meanings as observed by the students. [**15 minutes**]

Duration: 45–50 minutes

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AP LATIN

Course Project Appendix

Practice Presentation Feedback Sheet

Presenter's Name:

	Yes	No
Did the presentation make a connection between the Latin and an aspect of the modern world?		
Did the presentation clearly use the Latin in the passage to support this connection?		
Did the presentation explain how the cited Latin supported the connection?		

How convincing was the presentation's argument about the connection between the Latin passage and the modern work? (Circle one of the options below.)

Very Convincing → Mostly Convincing → Somewhat Convincing

Explain why you are convinced or not.

Select one aspect of the presentation that you found most effective or impactful, and explain why.

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Final Presentation Feedback Sheet

Presenter's Name:

	Yes	No
Did the presentation make a connection between the Latin and an aspect of the modern world?		

What was the connection the presentation made?

Did the presentation clearly use at least **one accurate** citation of Latin in the passage to support this connection?		

What was this Latin citation? (Briefly summarize it here.)

Did the presentation **adequately** explain how the cited Latin supported the connection?		

Explain why you marked "yes" or "no."

What is one aspect of the presentation that you found most effective or impactful?

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Poetry Performance Feedback Sheet

Performer's Name:

Provide **one** piece of qualitative feedback (positive only) regarding a specific portion of the recitation or a specific decision made about the performance.

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Scoring Guideline for Free-Response Questions 4 and 5: Project Prose/Poetry Passage Short Essay (11 Points each)

Reporting Category	Scoring Criteria	
Part A **Summary Sentence** **(0–1 points)** **Row 1**	**0 points** Does not provide an accurate summary sentence.	**1 point** Provides an accurate summary sentence.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Provide no summary sentence. ▪ Provide a summary sentence that inaccurately identifies what the passage, as a whole, is about. ▪ Provide a summary sentence that summarizes only a part of the passage.	**Responses that earn this point:** ▪ Provide a summary sentence that accurately identifies what the passage as a whole is about.
	Examples that do not earn this point: **Provide an inaccurate summary sentence** ▪ "[*Example*]" **Provide a partial summary sentence** ▪ "[*Example*]"	**Examples that earn this point:** **Provide a summary sentence that accurately summarizes the passage as a whole** ▪ "[*Example*]" ▪ "[*Example*]"
	Additional Notes: ▪ When reasonable given the passage, a summary sentence may be awarded a point if it accurately summarizes the main argument or aim of the passage. ▪ Where there is room for interpretation about what the passage as a whole is about (e.g., if the passage makes an argument), a summary sentence may be awarded a point so long as the interpretation is reasonable. It need not be sophisticated or persuasive. ▪ Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

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Reporting Category	Scoring Criteria	
Part A **Summary of Beginning** **(First Third)** **(0–1 points)** **Row 2**	**0 points** Does not provide an accurate or complete summary of the beginning of the passage.	**1 point** Provides an accurate and complete summary of the beginning of the passage.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Provide no summary of the beginning of the passage. ▪ Inaccurately summarize the beginning of the passage. ▪ Incompletely summarize the beginning of the passage.	**Responses that earn this point:** ▪ Provide an accurate and complete summary of the beginning of the passage.
	Examples that do not earn this point: **Inaccurately summarize the beginning of the passage** ▪ "[*Example*]" **Incompletely summarize the beginning of the passage** ▪ "[*Example*]"	**Examples that earn this point:** **Accurately and completely summarize the beginning of the passage** ▪ "[*Example*]" ▪ "[*Example*]"
	Additional Notes: ▪ Summary sections do not need to be a single sentence to be awarded a point. ▪ An incomplete summary section leaves out a significant part of the passage. Minor details need not be included in order to earn the point. ▪ Summary sections do not need to divide the passage evenly, in terms of lines or words. ▪ Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

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Reporting Category	Scoring Criteria	
Part A **Summary of Middle** **(Second Third)** **(0–1 points)** **Row 3**	**0 points** Does not provide an accurate or complete summary of the middle of the passage.	**1 point** Provides an accurate and complete summary of the middle of the passage.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Provide no summary of the middle of the passage. ▪ Inaccurately summarize the middle of the passage. ▪ Incompletely summarize the middle of the passage.	**Responses that earn this point:** ▪ Provide an accurate and complete summary of the middle of the passage.
	Examples that do not earn this point: **Inaccurately summarize the middle of the passage** ▪ "[*Example*]" **Incompletely summarize the middle of the passage** ▪ "[*Example*]"	**Examples that earn this point:** **Accurately and completely summarize the middle of the passage** ▪ "[*Example*]" ▪ "[*Example*]"
	Additional Notes: ▪ Summary sections do not need to be a single sentence to be awarded a point. ▪ An incomplete summary section leaves out a significant part of the passage. Minor details need not be included in order to earn the point. ▪ Summary sections do not need to divide the passage evenly, in terms of lines or words. ▪ Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

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Reporting Category	Scoring Criteria	
Part A **Summary of End** **(Final Third)** **(0–1 points)** **Row 4**	**0 points** Does not provide an accurate or complete summary of the end of the passage.	**1 point** Provides an accurate and complete summary of the end of the passage.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Provide no summary of the end of the passage. ▪ Inaccurately summarize the end of the passage. ▪ Incompletely summarize the end of the passage.	**Responses that earn this point:** ▪ Provide an accurate and complete summary of the end of the passage.
	Examples that do not earn this point: **Inaccurately summarize the end of the passage** ▪ "[*Example*]" **Incompletely summarize the end of the passage** ▪ "[*Example*]"	**Examples that earn this point:** **Accurately and completely summarize the end of the passage** ▪ "[*Example*]" ▪ "[*Example*]"
	Additional Notes: ▪ Summary sections do not need to be a single sentence to be awarded a point. ▪ An incomplete summary section leaves out a significant part of the passage. Minor details, events, etc., need not be included. ▪ Summary sections do not need to divide the passage evenly, in terms of lines or words. ▪ Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

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Reporting Category	Scoring Criteria	
Part B Interpretation (0–1 points) Row 5	**0 points** Does not present an interpretation that responds directly to the prompt.	**1 point** Presents an interpretation that responds directly to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Restate the prompt without responding to it. ▪ Respond to a related but different prompt. ▪ Do not respond to any single prompt.	**Responses that earn this point:** ▪ Present an interpretation that addresses [*the specific demands of the prompt*].
	Examples that do not earn this point: **Restate the prompt** ▪ "[*Example*]" **Respond to a related but different prompt** ▪ "[*Example*]" **Do not respond to any single prompt** ▪ "[*Example*]"	**Examples that earn this point:** **Present an interpretation that responds directly to the prompt** ▪ "[*Example*]" ▪ "[*Example*]" ▪ "[*Example*]"
	Additional Notes: ▪ The interpretation may be anywhere within the response. ▪ An interpretation that meets the criteria can be awarded the point regardless of whether or not the provided Latin citations and explanations successfully support the interpretation.	

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Reporting Category	Scoring Criteria		
Part B **Latin Citation AND Explanation: First Example** **(0–2 points)** **Row 6**	**0 points** Does not provide an adequate Latin citation from the provided Latin text to support the response or an adequate explanation of how the cited Latin relates to the prompt.	**1 point** Provides **one** adequate Latin citation from the provided Latin text to support the response BUT provides **no** or **inadequate** explanation of how the cited Latin relates to the prompt.	**2 points** Provides **one** adequate Latin citation from the provided Latin text to support the response AND adequately explains how the Latin citations from the provided Latin text relate to the prompt.
	Decision Rules and Scoring Notes		
	Responses that earn 0 points: ▪ Cite no Latin. ▪ Present a citation, but the citation exhibits no understanding of the Latin. ▪ Present a citation, but the citation exhibits a complete misunderstanding of the Latin.	**Responses that earn 1 point:** ▪ Present a citation that exhibits an accurate understanding of the Latin. ▪ Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. BUT ▪ Provide no explanation of the cited Latin. ▪ Do not address [*the prompt*] in the explanation. ▪ Do not address the specific Latin cited in the explanation. ▪ Rely on incorrect assumptions about the Latin citation in the explanation. ▪ Do not go beyond mere summary of the cited Latin in the explanation.	**Responses that earn 2 points:** ▪ Present a citation that exhibits an accurate understanding of the Latin. ▪ Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. AND ▪ Adequately explain how the Latin citation from the provided Latin text relates to [the *prompt*].
	Examples that earn 0 points: **Cite no Latin** ▪ "[*Example*]" **Citation exhibits no understanding or a complete misunderstanding of the Latin** ▪ "[*Example*]"	**Examples that earn 1 point:** ▪ "[*Example*]" ▪ "[*Example*]" ▪ "[*Example*]"	**Examples that earn 2 points:** ▪ "[*Example*]" ▪ "[*Example*]" ▪ "[*Example*]"
	Additional Notes: ▪ Paraphrase or translation of cited Latin may contain minor errors that do not detract from the response. ▪ Additional citations beyond two, whether accurate or not, do not affect the points awarded. (If there are multiple citations, some accurate but others not, points should be awarded for the two accurate citations.) ▪ An adequate explanation may (1) display only limited understanding of the implied information in the Latin citation and/or (2) make inaccurate inferences. ▪ Adequate explanations do not need to be separate sentences. Latin support and the explanation of it can be contained in a single sentence (or multiple sentences). ▪ Explanation may still earn a point if it relates the cited Latin to the prompt but not the response's interpretation.		

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Reporting Category	Scoring Criteria		
Part B **Latin Citation AND Explanation: Second Example** **(0–2 points)** **Row 7**	**0 points** Beyond what earns the response points in Row 6: Does not provide an adequate Latin citation from the provided Latin text to support the response or an adequate explanation of how the cited Latin relates to the prompt.	**1 point** Beyond what earns the response points in Row 6: Provides **one** adequate Latin citation from the provided Latin text to support the response BUT provides **no** or **inadequate** explanation of how the cited Latin relates to the prompt.	**2 points** Beyond what earns the response points in Row 6: Provides **one** adequate Latin citation from the provided Latin text to support the response AND adequately explains how the Latin citations from the provided Latin text relate to the prompt.
	Decision Rules and Scoring Notes		
	Responses that earn 0 points: ▪ Cite no Latin. ▪ Present a citation, but the citation exhibits no understanding of the Latin. ▪ Present a citation, but the citation exhibits a complete misunderstanding of the Latin.	**Responses that earn 1 point:** ▪ Present a citation that exhibits an accurate understanding of the Latin. ▪ Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. BUT ▪ Provide no explanation of the cited Latin. ▪ Do not address [*the prompt*] in the explanation. ▪ Do not address the specific Latin cited in the explanation. ▪ Rely on incorrect assumptions about the Latin citation in the explanation. ▪ Do not go beyond mere summary of the cited Latin in the explanation.	**Responses that earn 2 points:** ▪ Present a citation that exhibits an accurate understanding of the Latin. ▪ Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. AND ▪ Adequately explain how the Latin citation from the provided Latin text relates to [*the prompt*].
	Examples that earn 0 points: **Cite no Latin** ▪ "[*Example*]" **Citation exhibits no understanding or a complete misunderstanding of the Latin** ▪ "[*Example*]"	**Examples that earn 1 point:** ▪ "[*Example*]" ▪ "[*Example*]" ▪ "[*Example*]"	**Examples that earn 2 points:** ▪ "[*Example*]" ▪ "[*Example*]" ▪ "[*Example*]"
	Additional Notes: ▪ Paraphrase or translation of cited Latin may contain minor errors that do not detract from the response. ▪ Additional citations beyond two, whether accurate or not, do not affect the points awarded. (If there are multiple citations, some accurate but others not, points should be awarded for the accurate citation[s].) ▪ An adequate explanation may (1) display only limited understanding of the implied information in the Latin citation and/or (2) make inaccurate inferences. ▪ Adequate explanations do not need to be separate sentences. Latin support and the explanation of it can be contained in a single sentence (or multiple sentences). ▪ Explanation may still earn a point if it relates the cited Latin to the prompt but not the response's interpretation.		

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Reporting Category	Scoring Criteria		
Part B **Contextual or Stylistic Information** **(0–2 points)** **Row 8**	**0 points** Does not include contextual or stylistic information that is relevant to the provided Latin text or explain how this information relates to the prompt.	**1 point** Includes contextual or stylistic information that is relevant to the provided Latin text BUT does **not** explain how this information relates to the prompt.	**2 points** Includes contextual or stylistic information that is relevant to the provided Latin text AND explains how this information relates to the prompt.
	Decision Rules and Scoring Notes		
	Responses that earn 0 points: ▪ Do not include any contextual or stylistic information relevant to the text. ▪ Include contextual or stylistic information, but it is not accurate. ▪ Include contextual or stylistic information, but it is not relevant to the provided Latin text.	**Responses that earn 1 point:** ▪ Include accurate contextual or stylistic information relevant to the provided Latin text. BUT ▪ Do not explain how the given contextual or stylistic information relates to [*the prompt*].	**Responses that earn 2 points:** ▪ Include accurate contextual or stylistic information relevant to the text. AND ▪ Adequately explain how the given contextual or stylistic information relates to [*the prompt*].
	Examples that earn 0 points: **Include information, but it is inaccurate** ▪ "[*Example*]" **Include information, but it is irrelevant** ▪ "[*Example*]"	**Examples that earn 1 point:** ▪ "[*Example*]" ▪ "[*Example*]" ▪ "[*Example*]"	**Examples that earn 2 points:** ▪ "[*Example*]" ▪ "[*Example*]" ▪ "[*Example*]"
	Additional Notes: ▪ Examples of contextual or stylistic information include but are not limited to: ◆ Information about the life and works of the author ◆ Information about the larger work from which the passage is drawn ◆ Information about the passage's genre ◆ Reference to substantive elements of style, such as simile or metaphor ◆ Reference to Roman values ◆ Reference to Greco-Roman mythology and legend ▪ An adequate explanation may make incorrect inferences based on the contextual or stylistic information provided. ▪ If the contextual or stylistic information on its own is not obviously relevant, a point will not be awarded unless its relevancy is explained. ▪ The same Latin citation and explanation can earn points for either Row 6 or Row 7 AND also Row 8 so long as they meet the criteria for both rows. In particular, the explanation would need to both address the specific Latin citation and also address the context/stylistic information, beyond simply mentioning it.		

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Scoring Rubric for Course Project Checkpoint 1 (2 points)

Students create a written draft summary (4–5 sentences) of **one** of the four project passages.

For a student to earn the full 2 points for Checkpoint 1, their summary must:

- provide an accurate summary sentence that identifies what the passage as a whole is about
- provide an accurate and complete summary of at least half of the passage

Teachers should enter their students' checkpoint scores in Digital Portfolio at **digitalportfolio.collegeboard.org**. This platform will be available to teachers for entry of checkpoint scores starting in the Fall until the deadline at 11:59 pm ET, May 31.

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Scoring Category	Scoring Criteria	
Checkpoint 1 **Summary Sentence** **(0–1 points)** **Row 1**	**0 points** Does not provide an accurate summary sentence.	**1 point** Provides an accurate summary sentence.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Provide no summary sentence. ▪ Provide a summary sentence that inaccurately identifies what the passage, as a whole, is about. ▪ Provide a summary sentence that summarizes only a part of the passage.	**Responses that earn this point:** ▪ Provide a summary sentence that accurately identifies what the passage as a whole is about.
	Additional Notes: ▪ When reasonable given the passage, a summary sentence may be awarded a point if it accurately summarizes the main argument or aim of the passage. ▪ Where there is room for interpretation about what the passage as a whole is about (for example, if the passage makes an argument), a summary sentence may be awarded a point so long as the interpretation is reasonable. It need not be sophisticated or persuasive. ▪ Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

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Scoring Category	Scoring Criteria	
Checkpoint 1 **Summary of Part of Passage** **(At Least Half)** **(0–1 points)** **Row 2**	**0 points** Does not provide an accurate or complete summary of at least half of the passage.	**1 point** Provides an accurate and complete summary of at least half of the passage.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Provide no summary of at least half of the passage. ▪ Inaccurately summarize at least half of the passage. ▪ Incompletely summarize at least half of the passage.	**Responses that earn this point:** ▪ Provide an accurate and complete summary of at least half of the passage.
	Additional Notes: ▪ An incomplete summary leaves out a significant part of the passage. Minor details need not be included in order to earn the point. ▪ Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

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Scoring Rubric for Course Project Checkpoint 2 (3 points)

Students create a product that presents an interpretation of **one** of the four project passages and supports that interpretation with evidence drawn from the Latin text and their knowledge about the passage.

- The project passage chosen for Checkpoint 2 may be the same as or different from the passage chosen for Checkpoint 1.
- The type of product the student creates is determined in consultation with their teacher. It may be, for example, a presentation, essay, poster, or object.
- The interpretation should focus on one of the points outlined in Skill 3.A's learning objectives INT-1, INT-2, or INT-3 (main idea, effect or purpose, or point of view or attitude).

For a student to earn the full 3 points for Checkpoint 2, their product must:

- include a statement that summarizes the interpretation
- cite one specific piece of Latin in support of the interpretation
- explain how the cited textual evidence supports the interpretation

Teachers should enter their students' checkpoint scores in Digital Portfolio at **digitalportfolio.collegeboard.org**. This platform will be available to teachers for entry of checkpoint scores starting in the Fall until the deadline at 11:59 pm ET, May 31.

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Scoring Category	Scoring Criteria	
Checkpoint 2 **Interpretation (Thesis)** **(0–1 points)** **Row 1**	**0 points** Does not present an interpretation related to: ▪ a main idea or meaning of the passage (INT-1), ▪ an effect or purpose of the passage (INT-2), ▪ or point of view or attitude expressed by a character in the passage or the author of the passage (INT-3).	**1 point** Presents an interpretation related to: ▪ a main idea or meaning of the passage (INT-1), ▪ an effect or purpose of the passage (INT-2), ▪ or point of view or attitude expressed by a character in the passage or the author of the passage (INT-3).
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Do not present an interpretation that addresses one of the learning objectives (INT-1, INT-2, INT-3).	**Responses that earn this point:** ▪ Present an interpretation that addresses one of the learning objectives (INT-1, INT-2, INT-3).
	Additional Notes: ▪ The interpretation may be anywhere within the product and may be orally stated. ▪ An interpretation that meets the criteria can be awarded the point regardless of whether or not the provided Latin citations and explanations successfully support the interpretation.	

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Scoring Category	Scoring Criteria		
Checkpoint 2 **Latin Citation AND Explanation** **(0–2 points)** **Row 2**	**0 point** Does not provide an adequate Latin citation from the provided Latin text to support the response or an adequate explanation of how the cited Latin relates to the interpretation.	**1 point** Provides **one** adequate Latin citation from the provided Latin text to support the response BUT provides **no** or **inadequate** explanation of how the cited Latin relates to the interpretation.	**2 points** Provides **one** adequate Latin citation from the provided Latin text to support the response AND adequately explains how the Latin citations from the provided Latin text relate to the interpretation.
	Decision Rules and Scoring Notes		
	Responses that earn 0 points: ▪ Cite no Latin. ▪ Present a citation, but the citation exhibits no understanding of the Latin. ▪ Present a citation, but the citation exhibits a complete misunderstanding of the Latin.	**Responses that earn 1 point:** ▪ Present a citation that exhibits an accurate understanding of the Latin. ▪ Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. BUT ▪ Provide no explanation of the cited Latin. ▪ Do not address the interpretation. ▪ Do not address the specific Latin cited in the explanation. ▪ Rely on incorrect assumptions about the Latin citation in the explanation. ▪ Do not go beyond mere summary of the cited Latin in the explanation.	**Responses that earn 2 points:** ▪ Present a citation that exhibits an accurate understanding of the Latin. ▪ Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. AND ▪ Relates to the interpretation.
	Additional Notes: ▪ Paraphrase or translation of cited Latin may contain minor errors that do not detract from the response. ▪ Additional citations beyond one, whether accurate or not, do not affect the points awarded. (If there are multiple citations, some accurate but others not, points should be awarded for the one accurate citation.) ▪ An adequate explanation may (1) display only limited understanding of the implied information in the Latin citation and/or (2) make inaccurate inferences.		

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AI and Plagiarism Policy

AP Latin Policy on Plagiarism

Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and works of others throughout their course work. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

A student who fails to properly acknowledge sources or authors will receive a score of 0 on the relevant project checkpoint components of the AP Exam.

AP Latin Policy on Generative Artificial Intelligence (AI)

Generative AI tools must be used ethically, responsibly, and intentionally to support student learning, not to bypass it. Accordingly, all possible components of the AP Latin project must be the student's own work. While students are permitted to use generative AI tools consistent with this policy, their use is optional and not mandatory.

Students can use generative AI tools as optional aids for initial searches for sources of information or additional context (whether in English or Latin), confirming their understanding of a complex text, or checking their writing for grammar and tone. However, students must read primary and secondary sources (whether in English or Latin) directly, perform their own analysis—both in developing the interpretation and selecting evidence to support it—and make their own choices on how to communicate their ideas effectively in their summaries, interpretative arguments, and presentations. It remains the student's responsibility to engage deeply with the Latin project passages and any additional supporting material when working on the project.

Definition of Generative AI

Generative AI tools use predictive technology to produce new texts, charts, images, audio, video, etc. This includes not only ChatGPT and similar Large Language Models (LLMs), but also many writing assistants or plug-ins that are built on this or similar AI technologies. Generative AI tools can be contrasted with other AI-based tools that do specific tasks—for example, that help students with grammar, but do not generate new writing.

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AP LATIN

Instructional Approaches

Selecting and Using Course Materials

Resources particular to the AP Latin project are discussed in the **Course Project** section. Additionally, potential sources for Teacher's Choice readings are provided in **Appendix 1: Suggested Authors and Texts for Teacher's Choice Readings**. Below are general resources for learning and teaching Latin, sources for the syllabus texts, and professional resources.

General Resources

There are many good Latin dictionaries online, of which the University of Chicago's **Logeion** is one good example. Both **Bennett's** and **Allen & Greenough's** Latin grammars are online. **Latintutorial** introduces and reviews many aspects of Latin instruction for all levels and may be a helpful supplement for grammar review not covered in the AP Daily videos.

Textbooks

There are several textbooks that focus on the syllabus texts for the AP Latin Exam and include ancillary materials such as guided questions or practice tasks. It is also possible to find college-level texts that include the course readings and more. Textbooks should be considered as resources to guide and support instruction.

The **Vergil Project** has text, commentary, and other resources for the *Aeneid*. **Hexameter.co** is a nice resource for practicing scansion. **Operation Lapis** has tiered readings for some of the AP passages and more. The **Perseus Digital Library** provides interactive online text for both Vergil and Pliny. Additional resources can be found on AP Latin's **Online Teacher Community**.

Professional Societies

The **American Classical League (ACL)** offers scholarships, publications, and training for teachers at all levels.

The **Society for Classical Studies (SCS)** provides awards, scholarly material, and information about programs and funding opportunities of interest to classicists.

The **Classical Association of the Atlantic States (CAAS)**, the **Classical Association of the Middle, West, and South (CAMWS)**, the **Classical Association of New England (CANE)**, and the **Classical Association of the Pacific Northwest (CAPN)** all provide resources, fellowship, and funding to aid teachers at all levels. In addition, many states and communities have their own societies to promote both the classics and classical scholarship and pedagogy.

The **American Council on the Teaching of Foreign Languages (ACTFL)** is the largest organization of world language educators in the United States. ACTFL has worked in conjunction with the ACL and the SCS to produce the revised Standards for Classical Language Learning, which is currently available on the ACL's website. ACTFL also offers many current documents that inform instruction and assessment, including:

- **Performance Descriptors for Language Learners**: This document defines and describes the levels of language performance (Novice, Intermediate, Advanced) in each of the modes of communication that result from explicit instruction in a classroom setting. It also explains the difference between proficiency and performance.
- **ACTFL Proficiency Guidelines 2024:** This document defines and describes the levels of proficiency in speaking, writing, listening, and reading that result from language learned within and beyond the classroom.
- **NCSSFL-ACTFL Can-Do Statements**: This document guides language learners to identify and set learning goals and chart their progress toward language and intercultural proficiency. The statements are organized according to the modes of communication. It helps students and teachers establish and work toward reasonable goals for progress.

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Instructional Strategies

The AP Latin course framework outlines the concepts and skills students must master in order to be successful on the AP Exam. To address those concepts and skills effectively, it helps to incorporate a variety of instructional approaches into daily lessons and activities. The following table presents strategies that can help students apply their understanding of course concepts.

Strategy	Definition	Example
3-2-1	Students review a short section of text by summarizing it and thinking about notable or difficult vocabulary and language.	Have students write down three difficult vocabulary words, two notable language points, and a one-sentence summary of a section of text already encountered in class.
Activating Prior Knowledge	Students think about what they already know about a concept, place, person, culture, and so on, and share their knowledge with a wider audience.	Use an anticipatory set of guiding questions, perhaps drawn from the essential questions at the beginning of a unit, to activate students' prior knowledge. This is also useful for reviewing contextual information.
Ask the Expert	Students are assigned as "experts" on points they understand well; groups rotate through the expert stations to learn about concepts they need to work on, providing students with opportunities to share knowledge and learn from one another.	When reviewing rules of grammar, assign students as "experts" on specific concepts. Have students rotate through stations in groups, working with the station expert to study examples that illustrate the corresponding concept. Students can retain expert status for questions during daily work in translation.
Chalk Talk	Students respond to a question about a text or an excerpt of a text in writing on the board.	Post a question related to a text and have students write their reactions on the board. Students can respond to the question and to one another. This can also be a way to refine claims and evidence for an argument.
Change of Perspective	Students retell a story from the perspective of a different character in order to understand issues of perspective/point of view and bias.	To help students see the different viewpoints, suggest they retell the story of the Trojan arrival to Italy from the perspective of the Rutulians.

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Strategy	Definition	Example
Chunking the Text	Students break the text into smaller, manageable units of sense (e.g., words, noun–adjective pairs, clauses) by underlining, circling, drawing boxes, and so on, to facilitate students' abilities to translate and comprehend longer or more difficult sentences and passages.	Have students break apart a sentence of Vergil or Pliny into associated units to examine the text section by section.
Critique Reasoning	Through collaborative discussion, students critique the arguments of others, questioning the author's perspective, evidence presented, and reasoning behind the arguments.	Have students consider the perspectives of Aeneas and Turnus at the conclusion of Book 12 of the *Aeneid* and analyze Aeneas's heroism (or lack thereof) in the scene.
Deleting (Revision)	Students eliminate words, phrases, sentences, or ideas in a text to gain clarity and perceive cohesiveness.	Have students reduce a longer Latin sentence into its most basic components (subject–object–verb) or revise a clause with more common vocabulary.
Double-Entry Journal	A two-column journal (also called a dialectical journal) with a student-selected passage in one column and the student's response in the second column (e.g., asking questions of the text, forming personal responses, interpreting the text, reflecting on the process of making meaning of the text).	Assign this journal with the project passages to encourage students to read and comprehend texts on their own. This technique can also help students keep track of contextual elements, such as character lists or mythological references. For examples of questions students may consider about a passage, see the Foundational Skills and Preparation for the Project Passage Short Essay Free-Response Questions section of the Course Project manual.
Fishbowl	Students form two circles: an inner circle facing outward and an outer circle facing inward. Students in the inner circle begin a discussion with the students across from them in the outer circle, while students in the outer circle listen, respond, and/or evaluate.	Provide students with the syllabus text of Pliny the Younger's *Letter* 20, sections 13–15. Pose the following question for discussion: "Why does Pliny include the numerous different perspectives and reactions—including his own—to the eruption here?" Group students into an inner circle and an outer circle. The inner circle actively discusses the question, while the outer circle listens and eventually summarizes the discussion.
Fix the Translation	Students are given a translation of a small section of text, which may or may not have a mistake in it. Students must identify the mistake (if any) and correct it.	Give the students the following Latin: *Petis ut tibi avunculus meus exitum scribam*. Provide the following translation: "You ask that I write to you about the death of my uncle." Ask them to identify the error (if any). They should identify *avunculus meus* as the wrong case (it is nominative but should be genitive to show possession, "of my uncle") and provide the correct *avunculi mei*.

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Strategy	Definition	Example
Gradual Release Writing	Class brainstorming session on what a short essay prompt is asking and initial ways to respond to the prompt. Small groups or pairs write an outline to answer the prompt, then individuals prepare a one-body paragraph. Students come back to partners/ group to discuss and assess their paragraphs.	Take an AP short essay prompt and go through the described process with students. This can be used to help students deconstruct any prompt and is useful for instruction and review for the AP Exam.
Guided Reading	A series of strategies to guide students through challenging text (e.g., make predictions, mark the text, skim the text).	Provide a short passage for students to read; ask them to skim first and state their immediate impressions of the main idea. Have them reread and mark evidence of the main idea and supporting details in the text. Finally, have them predict what will happen next.
Hashtag Summary	Chunking a text into sections, and then after reading each section, providing a hashtag followed by a key word or phrase that summarizes that section of text. The hashtag summaries are reviewed to determine relationships among the sections.	Provide a text that has been chunked into sections and have students read in pairs. Ask them to identify the hashtag for each chunk and then discuss the relationships among sections based on the hashtags.
Interactive Word Wall	An interactive visual display of vocabulary words that serves as a constant reminder of words and groups of words as they are introduced, used, and mastered over the course.	Dedicate a section of the classroom to posting useful words and/or phrases, such as interrogatives, adverbs, and easily confused vocabulary.
Jigsaw	Reading different texts or passages from a single text, students take on the role of "experts," sharing information from that reading with a specific group and then returning to their initial group to share their new knowledge.	Divide students into groups and assign each group a section of text. They are to become the "expert" on that section of the text. Once students have become familiar with their text, the members of that group teach their text to others.
(Mis)Interpret	While translating a text, students think about how the meaning of a text could be misinterpreted to encourage them to consider what elements of a translation might be confusing or misdirect a reader.	Have students review a lengthy and/or complex sentence they have already read and then translate it. Ask them to explain how the meaning of the text could be misinterpreted.
Predicting	Students make guesses about the content of a text by reflecting on prior readings and/or thinking ahead about ideas that may be presented, based on evidence in the text.	Have students predict what a text will be about by looking at the title and glosses. Students may also gain information from questions provided for a given text.

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Strategy	Definition	Example
QHT	Students expand prior knowledge of vocabulary words by marking words with a Q (question), H (heard), or T (teach). Q signals words students do not know; H signals words students have heard and might be able to identify; T signals words students know well enough to teach to their peers.	When reading, ask students to identify unfamiliar words (Q), words they think they might know (H), and words they know well (T). Use the identified words to foster comprehension of the text and vocabulary acquisition.
Questioning the Text	Students practice developing literal, inferential, and universal questions about a text as a way to engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text.	Have each student write two literal questions, one inferential question, and one universal question to ask others about a text.
RAFT	A writing method for generating and/or transforming a text by identifying and/or manipulating its component parts of (R)ole, (A)udience, (F)ormat, and (T)opic.	Apply concepts of literary style and genre to the course syllabus texts as well as to other Teacher's Choice readings. For example, in analyzing a letter of Pliny to Trajan, consider Pliny's role as governor and social inferior to Trajan, his audience (Trajan) and his social position and responsibilities to Pliny, the epistolary format, and what it is Pliny is asking of Trajan.
Scanning Latin Hexameter	Students apply the conventions of Latin meter to increasingly complex lines of poetry.	Start with teaching the units of a hexameter line, then introduce elisions, exceptions, etc.
Self-/Peer Revision	Working alone or with a partner, students examine a piece of writing for accuracy and clarity to provide an opportunity to edit a written text to ensure correctness of identified components.	Have students perform self- and peer revisions of their practice short essays.
Skimming/ Scanning	Skimming by rapid or superficial reading of a text to form an overall impression or to obtain a general understanding of the material; scanning focuses on key words, phrases, or specific details and provides speedy recognition of information.	Give students a limited amount of time to skim or scan a text, and have them identify text type, purpose, main idea, etc., as appropriate. This technique is helpful for sight reading or in approaching free-response questions.
SOAPSTone	An analysis of the text by discussing and identifying *Speaker*, *Occasion*, *Audience*, *Purpose*, *Subject*, and *Tone*.	Provide a graphic organizer listing the speaker, occasion, audience, purpose, subject, and tone and have students complete it as they read. Use a completed organizer as a basis for discussing the text in class.

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Strategy	Definition	Example
Socratic Seminar	Students participate in a focused discussion tied to a topic, an essential question, or selected text in which they ask questions of one another to initiate a conversation and to help students arrive at a new understanding with questions that clarify; challenge assumptions; probe perspective and point of view; question facts, reasons, and evidence; or examine implications and outcomes.	Use an essential question to initiate discussion where students can activate and reinforce their understanding of context and its relation to the texts. This practice is also useful for more complex contextualization, issues of perspective, comparison, etc.
Substituting	Students replace original words or phrases in a text with new words or phrases without changing the meaning in order to build vocabulary knowledge through the use of synonyms.	Give student pairs a short text with various words underlined and have them substitute those words with synonyms. This exercise is also valuable during daily work in translation.
Summarizing/ Paraphrasing	Students restate in their own words the main idea or essential information expressed in a text in order to facilitate comprehension and recall of a text.	Have students retell the content of a syllabus text, Teacher's Choice reading, or Course Project passage in their own words, or have them summarize what has just been translated.
Tiered Readings	Simplifying an AP-level text to encourage comprehension, reinforce vocabulary, and give students a feeling of success with a text.	Create a tiered reading by removing words, phrases, or clauses inessential to the main point of a selection of text or by simplifying the vocabulary as much as possible. Alternatively, use the tiered readings found on Operation LAPIS.

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Developing the Course Skills

Throughout the AP Latin course, students will develop skills that are fundamental to the discipline of Classical studies. Since these course skills represent those that adept Classicists demonstrate, students will benefit from multiple opportunities to develop them in a scaffolded manner. The tables that follow look at each of the skills and provide examples of questions with sample activities for incorporating instruction on that skill into the course.

Skill Category 1: Read and comprehend Latin poetry and prose.

The first goal of learning Latin is to engage with the ancients in their own language. That is why the foundation of the AP Latin course is a syllabus drawn from two Classical authors, neither of which should be considered easy for students of Latin. Readers of Latin at this level must master an extensive range of vocabulary, the various grammatical forms, and many complex syntactical structures. Translation is an essential part of demonstrating a reader's accurate understanding of the Latin. As a result, in the AP Latin curriculum, the goal is not to produce the artistically best translation but rather the most literal one that is consistent with English usage. Translations should show that students understand the forms and functions of the Latin structures and which English equivalent of a Latin word is appropriate in context. Wherever possible, students should endeavor to render a Latin word into an English word with the same grammatical characteristics.

Guide students in their reading and comprehension skills, including translation, by helping them build vocabulary, teaching them to use contextual clues, and encouraging them to persevere in dealing with unfamiliar or challenging texts.

The table that follows provides some examples of questions and sample activities for teaching students to successfully read and comprehend Latin.

Skill Category 1: *Read and Comprehend*

Skills	Questions to Ask Students	Sample Activities
1.A *Identify the meaning of Latin words and phrases.*	▪ What is the correct dictionary entry for this item? ▪ What is the correct meaning of this word in context? ▪ What synonyms and/or figurative meanings may also be appropriate?	▪ Check declension or conjugation to aid students in identifying vocabulary. ▪ Conduct frequent reviews of idioms and easily confused vocabulary words. ▪ Regional understanding of some vocabulary can vary widely. Offer further explanation for English definitions that may not be understandable to some students.

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Skills	Questions to Ask Students	Sample Activities
1.B *Describe how grammar contributes to the meaning and function of Latin words and phrases in context.*	▪ What is the correct case and usage of this noun? What is the tense and voice of this verb? ▪ How is this case usage, tense, voice, mood, etc., correctly translated into English? ▪ What is the correct association between words, chunks, clauses, etc.? ▪ What structures in English accurately convey the meaning of the Latin structure, the relationships between clauses, etc.?	▪ Review genitive endings for all declensions rather than the second declension genitive to help solidify important patterns. ▪ The ability to match noun–adjective pairs is an important skill for reading poetry where word order tends to be more fluid. Have students identify (e.g., through underlining) the noun–adjective pairs before translating. ▪ Hold students accountable for distinctions in singular/plural or precise tense usages so they are comfortable with accurate morphological distinctions.
1.C *Summarize Latin texts in English.*	▪ What is the main idea, sequence of events, setting, etc.? ▪ What can be inferred from the passage?	▪ Have students practice reading through a selection of Latin (perhaps aloud) to get a sense of the overall meaning of the selection before doing a word-by-word translation. ▪ After translating a line, check overall comprehension and push students toward answering inferential questions such as why a character might be acting as they are.
1.D *Translate Latin texts into English.*	▪ How are Latin constructions like purpose clauses or indirect statement appropriately rendered into English?	▪ Discuss the subjunctive and complex clauses in English to help students in Latin and in their other classes. ▪ Discuss where Latin and English interfaces well and where the idiomatic differences are too profound for the languages to match up literally.

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Skill Category 2: Describe the style and context of Latin poetry and prose.

Context and knowledge of stylistic devices and conventions of genre allow students to expand their understanding of Latin texts. Knowledge of the persons, perspectives, practices, and events of the ancient world are vital for an accurate interpretation and analysis of Pliny's and Vergil's works. Understanding Roman history, mythology, culture, and literary conventions are all important in comprehending Latin. In addition, many ancient authors wrote in a highly allusive style with an assumption of a very erudite audience. Subtle messages were often encoded in these allusions, overt references often cannot be taken at face value, and almost hidden references abound. Students need to build their knowledge of the Romans as they read and study Latin literature. Furthermore, recognition of the stylistic devices employed by both poetry and prose authors and the metrical features of Latin poetry expand a student's ability to not only better appreciate an author's artistry but also further understand the nuances of a text's meaning.

The table that follows provides examples of questions and sample activities for teaching students to successfully understand stylistic elements and historical and cultural context of Latin texts.

Skill Category 2: *Describe Style and Context*

Skills	Questions to Ask Students	Sample Activities
2.A *Describe features and functions of stylistic elements in Latin texts.*	▪ What stylistic devices does the author use to enhance their message? How do the devices enhance it? ▪ What is the correct application of metrical conventions for the line?	▪ Ask students to bring examples from readings in other classes to reinforce attention to these devices. ▪ Direct students to sites such as Hexameter.co, so they can track their progress in the skill.
2.B *Describe historical and cultural contexts of Latin texts.*	▪ What knowledge of the ancient world enriches comprehension of the passage? ▪ Who is involved and why are they influential? ▪ What event is referenced and why is it mentioned? ▪ What knowledge of Roman political and social structures and perspectives is needed to understand the passage? ▪ What knowledge of goddesses, heroes, legends, events, etc., lend depth to the passage?	▪ Create outlines of important dates and events to help students set the stage for their readings. ▪ Give students a different version of a myth to help them understand the ways in which ancient authors used and adapted stories. ▪ Bring these discussions to the present day: How are both the Romans and those in their literature viewed?

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Skill Category 3: Analyze Latin poetry and prose.

Analysis and argumentation of a text comes after comprehension and translation. A text must be considered with an eye toward specific language usage, literary devices, and genre as well as the proper context of history, mythology, and culture. The skill of analysis is needed in Free-Response Questions 3, 4, 5, which all involve short essays. While writing, including argumentative essays, is taught in many academic areas, there is a special point of emphasis for AP Latin. Although their essays are written in English, students must supply adequate Latin support for a claim, demonstrate proper understanding of that Latin, and fully explain how the Latin supports a claim. Students must reflect on details of the passage and then form a coherent argument as to why those details matter, using appropriate contextual references when required and making fully articulated conclusions for their claims based on the evidence of the Latin passage at hand. To help build their skills in textual analysis, students need to consider the deeper significance of a text's language, contextualize the text using details of Roman society and culture, recognize stylistic features in Latin literature, and learn to make inferential connections.

The table that follows provides examples of questions and sample activities for teaching students to successfully analyze Latin texts.

Skill Category 3: *Analyze*

Skills	Questions to Ask Students	Sample Activities
3.A *Develop an interpretation of a Latin text.*	▪ How do language usage, literary style, rhetorical devices, and/or awareness of context convey meaning to the reader? ▪ How does context enhance or contradict the surface meaning conveyed in vocabulary and syntax?	▪ Have students analyze a piece in English, such as a notable speech, to solidify understanding of the terms of literary style. ▪ Conduct a discussion about what a reference might be saying about the author, the audience, etc. Is the reference positive or negative for those perspectives?
3.B *Explain how specific evidence supports an interpretation of a Latin text.*	▪ What claim is being made? ▪ What evidence supports the claim? ▪ Why does the evidence support the claim? ▪ What knowledge of the ancient world, this text, this author, etc., supports the overall argument?	▪ Ask probing questions to ensure students can articulate the argument or claim they are trying to prove and can identify what steps are necessary to take to get to a full answer to the prompt. ▪ Discuss with students what Latin and contextual knowledge from the passages would provide support for their claim. ▪ In helping students explain their evidence, ask "So what?" Have they fully articulated their conclusion or inference? If they can think of context that goes against their argument, can they reason a counterargument in response?

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AP LATIN

Exam Information

Exam Overview

The AP Latin exam assesses student understanding of the skills and learning objectives outlined in the course framework. The exam is 3 hours long and includes 52 multiple-choice questions and 5 free-response questions. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	**Multiple-Choice Questions**	**52**	**50%**	**65 minutes**
	Discrete Questions: Sight Prose or Poetry	20	18%	
	Short Set: Sight Prose	3	3%	
	Short Set: Sight Poetry	3	3%	
	Short Set: Syllabus Prose	3	3%	
	Short Set: Syllabus Poetry	3	3%	
	Long Set: Syllabus Prose	10	10%	
	Long Set: Syllabus Poetry	10	10%	
II	**Free-Response Questions**	**5**	**50%**	**115 minutes**
	Question 1: Short Answer	6–8 subquestions	10%	~15 minutes
	Question 2: Translation	15 segments	10%	~15 minutes
	Question 3: Short Essay	2 subquestions	10%	~25 minutes
	Question 4: Project Prose Passage Short Essay	2 subquestions	9%	~30 minutes
	Question 5: Project Poetry Passage Short Essay	2 subquestions	9%	~30 minutes
	Course Project – In-Class Checkpoints	2 tasks	2%	

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The exam assesses content and skills developed in the six units of the course.

Units of Instruction
Unit 1: Teacher's Choice – Latin Prose
Unit 2: Pliny's *Letters*: Eruption of Mt. Vesuvius
Unit 3: Pliny's *Letters*: Ghosts and Apparitions, Letters to Trajan and Calpurnia, and Teacher's Choice – Latin Prose
Unit 4: Teacher's Choice – Latin Poetry and Vergil's *Aeneid*, Excerpts from Books 1 and 2
Unit 5: Vergil's *Aeneid*, Excerpts from Books 4, 6, 7, 11, and 12
Unit 6: Course Project and Teacher's Choice – Latin Poetry

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How Student Learning Is Assessed on the AP Exam

Exam Weighting by Skill

All three AP Latin skill categories are assessed on the multiple-choice and free-response sections with the following weighting.

Skill	Approximate AP Exam Weighting
Skill Category 1: Read and comprehend Latin poetry and prose.	**70%**
1.A Identify the meaning of Latin words and phrases.	**5–15%**
1.B Describe how grammar contributes to the meaning and function of Latin words and phrases in context.	**10–20%**
1.C Summarize Latin texts in English.	**25–35%**
1.D Translate Latin texts into English.	**15–25%**
Skill Category 2: Describe the style and context of Latin poetry and prose.	**11%**
2.A Describe features and functions of stylistic elements in Latin texts.	**2–10%**
2.B Describe historical and cultural contexts of Latin texts.	**5–10%**
Skill Category 3: Analyze Latin poetry and prose.	**19%**
3.A Develop an interpretation of a Latin text.	**3%**
3.B Explain how specific evidence supports an interpretation of a Latin text.	**16%**

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All three AP Latin skill categories are assessed on the exam in the multiple-choice and free-response sections as detailed below.

Skill Category	Multiple-Choice Section	Free-Response Section
1: Read and Comprehend	All discrete multiple-choice questions assess students' ability to read and comprehend Latin poetry and prose. All multiple-choice sets include questions that assess students' ability to read and comprehend Latin poetry and prose. Students will need to: ▪ demonstrate knowledge of Latin vocabulary; ▪ identify the meaning of Latin words and phrases in context; ▪ use specific terminology to identify grammatical forms and syntactic structures, identify the correct translation of a word or phrase based on its grammatical form or syntactical use, and demonstrate an understanding of the syntactical use of a word, phrase, or clause in the context of a Latin passage; ▪ demonstrate knowledge of Latin syntax to read and comprehend Latin texts; ▪ demonstrate knowledge of Latin vocabulary, grammatical forms, and syntactical structures to identify an accurate translation of a Latin text; and ▪ demonstrate overall comprehension of passages in Latin texts. Approximately 80–85% of the multiple-choice questions assess this skill category.	All free-response questions assess the skill of reading and comprehension.
2: Describe Style and Context	This skill is not assessed in the discrete multiple-choice questions. All multiple-choice sets include questions that assess students' ability to identify and describe stylistic elements in Latin texts and to relate Latin texts to Roman historical, cultural, and literary contexts. Students will need to use knowledge of common stylistic devices and elements of the epic and epistolary genre to: ▪ identify stylistic features in Latin poetry and prose and describe their function; ▪ identify features of genre in Latin poetry and prose; and ▪ demonstrate the ability to scan dactylic hexameter in Latin poetry. Students will need to use knowledge of influential people; key historical events; Roman political, social, and religious practices; and mythology and legends to: ▪ identify references to Roman culture, history, and mythology in Latin texts; and ▪ demonstrate understanding of Latin texts. Approximately 15–20% of the multiple-choice questions assess this skill category.	Free-Response Question 1: Short Answer directly assesses the skill of describing style and context. Free-Response Questions 4: Project Prose Passage Short Essay and 5: Project Poetry Passage Short Essay indirectly assess this skill, as students will need to use their knowledge of style and context to support their analysis.

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Skill Category	Multiple-Choice Section	Free-Response Section
3: Analyze	This skill is not assessed in the multiple-choice section.	Free-Response Questions 3: Short Essay, 4: Project Prose Passage Short Essay, and 5: Project Poetry Passage Short Essay assess students' ability to analyze a Latin text. Students will need to develop an interpretation of a Latin text and explain how specific evidence—textual, stylistic, and contextual—supports this interpretation.

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Section I: Multiple-Choice

The first section of the AP Latin Exam includes 52 multiple-choice questions presented in discrete questions, short sets, and long sets. The following chart lays out the number of questions per set and the different types and lengths of stimulus material.

Question Type	Stimulus Types	Stimulus Length	Number of Questions
Discrete	1. Sight Reading: Pliny 2. Sight Reading: Vergil 3. Sight Reading: Other Prose 4. Sight Reading: Other Poetry The distribution of stimulus types will be approximately even among the discrete questions.	20 word maximum	20
Short Set	1. Syllabus Reading: Pliny 2. Syllabus Reading: Vergil 3. Sight Reading: Pliny 4. Sight Reading: Vergil Each set assesses one of these stimulus types.	Prose: 20–30 words Poetry: 3–4 lines	3 per set
Long Set	1. Syllabus Reading: Pliny 2. Syllabus Reading: Vergil Each set assesses one of these stimulus types.	Prose: 75–90 words Poetry: 10–12 lines	10 per set

The stimuli for the Sight Reading: Pliny and Vergil questions will be drawn from material by these authors not covered by the AP Latin syllabus.

The stimuli for the Sight Reading: Other Prose and Other Poetry will be material that was authored or adapted specifically for the AP Latin Exam or drawn from authors or about topics that are either underrepresented in the extant Classical Latin corpus, nonclassical, or a combination of both.

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Section II: Free-Response

The second section of the AP Latin Exam includes five free-response questions, as outlined below.

Free-Response Question 1: Short Answer presents students with a passage in Latin of approximately 5–10 lines from the required Vergil readings or approximately 50–75 words from the required Pliny readings and requires students to answer a series of 6–8 subquestions based on the passage. This question assesses students' ability to read and comprehend Latin poetry written by Vergil or prose written by Pliny, translate Latin text into English, scan dactylic hexameter (if assessing a Vergil reading), identify or describe stylistic elements in Latin text, and relate the Latin text to Roman historical, cultural, and literary contexts.

Free-Response Question 2: Translation presents students with a passage in Latin of approximately 35 words from the required Vergil readings or 40 words from the required Pliny readings (each scored in 15 segments). This question assesses students' ability to read and comprehend Latin texts, in particular, by translating Latin texts into English.

Free-Response Question 3: Short Essay presents students with a passage in Latin of approximately 35–55 words from the required Vergil readings or 40–60 words from the required Pliny readings. This question has two parts: Part A assesses students' ability to read and comprehend Latin texts, and Part B assesses students' ability to develop an interpretation of a Latin text and to explain how specific evidence supports the interpretation.

Free-Response Question 4: Project Prose Passage Short Essay presents students with one of the prose project passages (approximately 100-150 words). This question has two parts: Part A assesses students' ability to read and comprehend Latin texts, and Part B assesses students' ability to develop an interpretation of a Latin text and to explain how specific evidence supports the interpretation.

Free-Response Question 5: Project Poetry Passage Short Essay presents students with one of the poetry project passages (approximately 100-150 words). This question has two parts: Part A assesses students' ability to read and comprehend Latin texts, and Part B assesses students' ability to develop an interpretation of a Latin text and to explain how specific evidence supports the interpretation.

No exam will utilize only Vergil readings or only Pliny readings exclusively for Free-Response Questions 1, 2, and 3.

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Task Verbs Used in Free-Response Questions

The following task verbs are commonly used in the free-response questions:

Describe: Provide the relevant characteristics or details of a specified topic.

- "Describe the grammatical use" requires the provision of the essential characteristics or details of what a Latin word, phrase, or clause is doing grammatically or syntactically in the Latin passage. For example, a description of the grammatical use of a purpose clause may be "It is specifying what the subject intends to do."

Explain: Provide information about how or why a relationship, pattern, position, situation, or outcome occurs, using evidence and/or reasoning.

- "Explain how" typically requires analyzing the relationship, process, pattern, position, situation, or outcome.
- "Explain why" typically requires analysis of motivations or reasons for the relationship, process, pattern, position, situation, or outcome.

Identify/name or other interrogatory words such as what, which, who, does, why, where: Indicate or provide information about a specific topic, without elaboration or explanation.

- "Identify the meaning in context" requires the provision of a definition of a word that fits the context of the Latin passage from which it is drawn, but that does not need to reflect the syntax of the word. For example, a response for *opis* (from *ops, opis*) may, given the context, be "wealth" and could not be "aid" or "power," but the response does not need to make clear that *opis* is genitive (e.g., "of wealth").

Indicate the scansion: Provide the metrical pattern of a line of dactylic hexameter. On the AP Latin exam, this can be done three different ways:

(1) type out the names of the metrical patterns (i.e., "spondee" and "dactyl," or shortened to "S" and "D");

(2) indicate long syllables with a hyphen ("-") and short syllables with the letter "u;"

(3) indicate long syllables with "L" and short syllables with "S."

These instructions will be available to students during the exam in the testing application.

Translate: Render or express Latin text literally into English.

- "Translate in context" specifies explicitly that a translation is required that makes clear the syntax (e.g., case usage, use of the subjunctive) of the assessed Latin in the Latin passage from which it is drawn.

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Sample Exam Questions

The sample exam questions that follow illustrate the relationship between the course framework and the AP Latin Exam and serve as examples of the types of questions that appear on the exam. These sample questions do not represent the full range and distribution of items on an official AP Latin Exam. After the sample questions is a table that shows which skill, learning objective(s), and essential knowledge statement each question assesses. The table also provides the answers to the multiple-choice questions.

Section I: Multiple-Choice

Sic nesciens Psyche sponte Amoris in amorem incidit.

Amor, *-is*, m.: Cupid (son of Venus)
Psyche, *-es*, f.: Psyche (the name of a young woman)
sponte = "by her own actions"

1. In the sentence, what does *incidit* mean?
   (A) Falls
   (B) Loses
   (C) Begins
   (D) Encourages

Dux propius militibus quam hostibus stat.

2. How is the sentence translated?
   (A) The leader stands closer to the soldiers than to the enemies.
   (B) The leader of the soldiers stands rather far from the enemies.
   (C) The leader stands as close to the soldiers as he does to the enemies.
   (D) The leader of the enemies stands as far as possible from the soldiers.

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Haec[1] siccis cum oculis neminem vel legere vel audire posse aestimo.

[1]refers to the contents of a letter

aestimo, *-are*: to believe
siccus, *-a*, *-um*, adj: dry

3. In the sentence, what does *siccis cum oculis* specify?
   (A) Where someone may react to the letter
   (B) When someone may react to the letter
   (C) Why someone may react to the letter
   (D) How someone may react to the letter

Inter ego Clarias sum memoranda tibi,[1] sum numeranda, deas?

[1]refers to the god Apollo

Clarius, -a, -um, adj.: Clarian, relating to Claros (home to an oracle of Apollo)
memoro, *-are*: to remember

4. In the sentence, *tibi* is translated
   (A) of you
   (B) by you
   (C) for you
   (D) with you

Nihil enim legit[1] quod non excerperet. Dicere etiam solebat nullum esse librum tam malum ut non aliqua parte prodesset.

[1]The subject of *legit* is Pliny the Elder.

excerpo, *-ere*: to take notes on

5. In the passage, Pliny the Elder shows his ability to
   (A) select only good books to read
   (B) find something good in any book
   (C) suggest ways to make bad books better
   (D) distinguish between good and bad books

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Duplex libelli dos est: quod risum movet
et quod prudenti vitam consilio monet.

dos, *dotis*, f. = *donum*, *-i*
duplex, *-icis*, adj. = *geminus*, *-a*, *-um*
libellus, *-i*, m. = *liber*, *-bri*
risus, *-us*, m.: laugh, laughter

6. In the passage, the author suggests that their work
   (A) has a single purpose
   (B) is especially complicated
   (C) causes the reader to forget about their worries
   (D) aims both to entertain and to educate

Iam summas arces Tritonia, respice, Pallas
insedit nimbo effulgens et Gorgone saeva.

effulgeo, *-ere*: to shine
Gorgo, *-onis*, f.: Gorgon
insideo, *-ere*, *-sedi* = *sedeo*, *-ere*
nimbus, *-i*, m. = *nubes*, *-is*
Pallas, *-adis*, f.: the goddess Minerva
Tritonius, *-a*, *-um*, adj.: Tritonian (a description of Minerva)

7. In the sentence, what does *arces* mean?
   (A) Fortress
   (B) Altar
   (C) Bow
   (D) Fire

Vir cognovit se domum celeriter aedificare non posse.

8. In the sentence, *aedificare* is translated
   (A) had been built
   (B) about to build
   (C) to build
   (D) be built

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Questions 9 through 11 refer to the following.

Aeneas on the Shores of the Styx

Quisquis es, armatus qui nostra ad flumina tendis,
fare age, quid venias, iam istinc et comprime gressum.
Umbrarum hic locus est, somni noctisque soporae:
corpora viva nefas Stygia vectare carina.

armatus, *-a*, *-um*, adj.: armed
carina, *-ae*, f. = *navis*, *-is*
comprimo, *-ere*: to restrain
gressus, *-us*, m.: step
istinc, adv.: from there
nefas, n.: impious act
soporus, *-a*, *-um*, adj.: sleep-bringing
Stygius, *-a*, *-um*, adj.: Stygian, of the river Styx
vecto, *-are*: to carry

9. In line 2, what is the mood of *comprime*?
   (A) Subjunctive
   (B) Imperative
   (C) Indicative
   (D) Infinitive

10. Line 3 (*Umbrarum...soporae*) is translated
   (A) this is a shady place of sleep during sleep-bringing night
   (B) this is the place of shades, sleep, and sleep-bringing night
   (C) in this place the shades are asleep, and there is sleep-bringing night
   (D) this man has a place among the shades of sleep and sleep-bringing night

11. The scene in the passage is an example of which feature of the epic genre?
   (A) The description of events before the epic begins
   (B) The love affair between a hero and a heroine
   (C) The trip by the hero into the Underworld
   (D) The final speech of a dying enemy

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Questions 12 through 14 refer to the following.

Petit[1] ante alios pulcherrimus omnes
Turnus, avis atavisque potens, quem regia coniunx
adiungi generum miro properabat amore;
sed variis portenta deum terroribus obstant.

[1]Lavinia (the daughter of King Latinus and Queen Amata) is the object of *petit*.

adiungo, *-ere*: to join
atavus, *-i*, m.: great-grandfather
avus, *-i*, m.: grandfather
deum = *deorum*
gener, *-i*, m.: son-in-law
mirus, *-a*, *-um*, adj. = *mirabilis*, *-e*
obsto, *-are*: to stand in the way
portentum, *-i*, n.: omen
regius, *-a*, *-um*, adj.: royal
terror, *-is*, m. = *metus*, *-us*

12. In line 3, what does *properabat* mean?
    (A) Was approaching
    (B) Was destroying
    (C) Was acquiring
    (D) Was hurrying

13. The passage describes
    (A) in what way Queen Amata will arrange a marriage
    (B) why Queen Amata began to hate King Latinus
    (C) why Turnus was not yet married to Lavinia
    (D) how Turnus seeks the approval of the gods

14. Which cultural belief led Romans, like the Italians in the passage, to be afraid of some omens?
    (A) Omens could suggest something bad would happen.
    (B) Omens often angered or displeased the gods.
    (C) Omens could not be interpreted by mortals.
    (D) Omens forced people to make mistakes.

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Questions 15 through 20 refer to the following.

Petis ut tibi avunculi mei exitum scribam, quo verius
tradere posteris possis. Gratias ago; nam video morti eius si
celebretur a te immortalem gloriam esse propositam.
Quamvis enim pulcherrimarum clade terrarum, ut populi ut
5 urbes memorabili casu, quasi semper victurus occiderit,
quamvis ipse plurima opera et mansura condiderit, multum
tamen perpetuitati eius scriptorum tuorum aeternitas addet
Equidem beatos puto, quibus deorum munere datum est aut
facere scribenda aut scribere legenda, beatissimos vero
10 quibus utrumque. Horum in numero avunculus meus et suis
libris et tuis erit.

aeternitas, *-tatis*, f.: immortality
clades, *-is*, f. = *casus*, *-us*
memorabilis, *-e*, adj.: memorable
perpetuitas, *-tatis*, f.: permanence
posteri, *-orum*, m. pl.: future generations
propono, *-ere*, *-posui*, *-positum*: to promise

15. In line 1, what does *verius* mean?
    (A) More seriously
    (B) More accurately
    (C) In a more varied way
    (D) In a more personal way

16. In lines 4-6 (*Quamvis enim...condiderit*), Pliny describes how
    (A) his uncle almost survived the eruption
    (B) the eruption destroyed the writings of his uncle
    (C) people may not remember the eruption in the future
    (D) his uncle's death in the eruption will make his uncle famous

17. In line 7, to whom or what does the pronoun *eius* refer?
    (A) Tacitus
    (B) Pliny's letter
    (C) The eruption
    (D) Pliny's uncle

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18. Lines 8-10 (*Equidem...utrumque*) identify Pliny's opinion about how
    (A) to seek help from the gods
    (B) the eruption can be described
    (C) to write stories about fortunate people
    (D) some people live the most fortunate lives

19. How is *Horum in numero avunculus meus et suis libris et tuis erit* (lines 10-11) translated?
    (A) My uncle will be among the number of these people by means of both his and your books.
    (B) My uncle will be in a number of these books—both because of their writings and yours.
    (C) My uncle has a number of these books—both those men's and your own.
    (D) My uncle has his own and your own books in great number.

20. Pliny hopes Tacitus will be able to honor his uncle by commemorating his deeds in
    (A) a beloved epic poem
    (B) a famous work of history
    (C) an inscription in the Forum
    (D) a widely heard public eulogy

Section II: Free–Response

The following are examples of the free-response question types found on the exam. Note that on the actual AP Exam, there will be five free-response questions.

Question 1: Short Answer

Illud te, nulla fati quod lege tenetur,
pro Latio obtestor, pro maiestate tuorum:
cum iam conubiis pacem felicibus (esto)
component, cum iam leges et foedera iungent,
ne vetus indigenas nomen mutare Latinos
neu Troas fieri iubeas Teucrosque vocari
aut vocem mutare viros aut vertere vestem.
Sit Latium, sint Albani per saecula reges,
sit Romana potens Itala virtute propago:
occidit, occideritque sinas cum nomine Troia.

***Aeneid* 12.819-828**

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Albanus, *-a*, *-um*, adj.: Alban, inhabiting Alba Longa (a city in Italy)
foedus, *-eris*, n.: alliance
indigenus, *-a*, *-um*, adj.: native
Italus, *-a*, *-um*, adj.: Italian
iungo, *-ere*: to join
Latinus, *-a*, *-um*, adj.: Latin, of Latium
maiestas, *-atis*, f.: dignity
neu, adv.: nor
obtestor, *-ari* = *oro*, *-are*
propago, *-inis*, f.: offspring
sino, *-ere*: to allow
Troas = acc. pl., "Trojans"

Answer the following question(s) in English unless the question specifically asks you to provide Latin words.

A. (i) Translate in context the phrase *nulla fati lege* (line 1).
   (ii) Identify the case of *fati*.
B. Identify the meaning of *cum* (line 4) in context.
C. Identify one and only one of the two groups who will make alliances in line 4 (*cum…iungent*).
D. Indicate the scansion of line 5.

   ne vetus indigenas nomen mutare Latinos

   You may use any of the methods listed in the reference information.
E. Identify one and only one of the requests Juno makes concerning the Latins in lines 5-7 (*ne…vestem*).
F. Identify or describe the grammatical use of the subjunctive verb *Sit* (line 8).
G. Identify what Paris did to make Juno angry and thus cause the Trojan War.

Question 2: Translation

After Laocoön's Death

At gemini lapsu delubra ad summa dracones
effugiunt saevaeque petunt Tritonidis arcem,
sub pedibusque deae clipeique sub orbe teguntur.
Tum vero tremefacta novus per pectora cunctis
5 insinuat pavor, et scelus expendisse merentem
Laocoönta ferunt.

***Aeneid* 2.225-230**

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delubrum, *-i*, n. = *templum*, *-i*
draco, *-onis*, m.: snake
effugio, *-ere* = *fugio*, *-ere*
expendo, *-ere*, *-i*: to pay for
insinuo, *-are* = *intro*, *-are*
Laocoönta = acc. sing.
pavor, *-is*, m. = *timor*, *-is*
tremefactus, *-a*, *-um*, adj.: trembling
Tritonis, *Tritonidis*, f.: Minerva

Translate the passage as literally as possible.

Question 3: Short Essay

Proximo anno, Domine, gravissima valetudine usque ad
periculum vitae vexatus iatralipten assumpsi; cuius
sollicitudini et studio tuae tantum indulgentiae beneficio
referre gratiam parem possum. Quare rogo des ei civitatem
5 Romanam... Vocatur ipse Harpocras, patronam habuit
Thermuthin Theonis, quae iam pridem defuncta est.

***Epistulae* 10.5**

assumo, *-ere*, *-sumpsi*: to hire
defungor, *-i*, *defunctus sum* = *morior*, *-i*
iam pridem, adv.: for a long time now
iatralipten = acc. sing.
indulgentia, *-ae*, f.: kindness
quare, adv.: therefore
sollicitudo, *-inis*, f.: concern
Thermuthin Theonis = acc. of Thermuthis, daughter of Theon
usque, adv.: all the way (to)
valetudo, *-inis*, f.: health, illness

Answer the following question(s) in English unless the question specifically asks you to provide Latin words.

A. (i) Identify what serious personal crisis Pliny describes in this passage.
(ii) Provide the Latin word(s) that support your answer in Part (i).
(iii) Translate in context the Latin word(s) you cited in Part (ii).

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B. In 3 to 4 complete sentences, identify Pliny's feelings toward Harpocras and explain how they motivate his request to the emperor.

In your response you should do the following:

- Include at least one specific Latin citation from the passage. Provide the Latin and/or cite line numbers and translate or accurately paraphrase the Latin. Refer to more than a single word in your reference.
- Explain how the Latin citation(s) support(s) your response.

Question 4/5: Project Passage Short Essay

Supervenit autem et de civitate pater meus, consumptus
taedio, et ascendit ad me, ut me deiceret, dicens: "Miserere,
filia, canis meis; miserere patri, si dignus sum a te pater
vocari; si his te manibus ad hunc florem aetatis provexi,
5 si te praeposui omnibus fratribus tuis: ne me dederis in
dedecus hominum. Aspice fratres tuos, aspice matrem tuam
et materteram, aspice filium tuum qui post te vivere non
poterit. Depone animos; ne universos nos extermines.
Nemo enim nostrum libere loquetur, si tu aliquid fueris
10 passa." Haec `dicebat quasi pater pro sua pietate basians
mihi manus et se ad pedes meos iactans et lacrimans me
iam non filiam nominabat sed dominam.

Answer the following question(s) in English unless the question specifically asks you to provide Latin words.

A. In your own words, summarize the passage in 4-5 complete sentences.

In your response you should do the following:

- Provide a summary sentence that identifies what the passage as a whole is about.
- Address the entire passage, including the beginning, middle, and end.

B. Describe the relationship between Perpetua and her father in this passage. Explain how the passage expresses this relationship.

Your response should be 7-8 complete sentences in length.

In your response you should do the following:

- Include at least two specific Latin citations from the passage. Provide the Latin and/or cite line numbers and translate or accurately paraphrase the Latin. Refer to more than a single word in your reference.
- Explain how the Latin citations support your response.
- Include one piece of relevant contextual or stylistic information, such as information about the broader work, genre, substantive elements of style, author, historical context, or Roman values.
- Explain how the contextual or stylistic reference supports your response.

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Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Source	Skill	Learning Objective	Essential Knowledge
1	A	Apuleius, *Metamorphoses* 5.23	1.A	VOC-1	n/a
2	A	Authored for the Exam	1.D	TRAN-1	n/a
3	D	Heloise, *Epistles* 1	1.B	GRAM-1	GRAM-1.K
4	B	Anna Memorata, *Sol, Oculus Mundi* 5-6	1.B	GRAM-2	GRAM-2.P
5	B	Pliny, *Epistles* 3.5.10	1.C	SUM-1	n/a
6	D	Phaedrus, *Fabulae* 1, Prologue	1.C	SUM-2	n/a
7	A	Vergil, *Aeneid* 2.615-616	1.A	VOC-1	n/a
8	C	Authored for the Exam	1.B	GRAM-2	GRAM-2.M
9	B	Vergil, *Aeneid* 6.388-391	1.B	GRAM-2	GRAM-2.J
10	B	Vergil, *Aeneid* 6.388-391	1.D	TRAN-1	n/a
11	C	Vergil, *Aeneid* 6.388-391	2.A	STYL-5	STYL-5.E
12	D	Vergil, *Aeneid* 7.55-58	1.A	VOC-1	n/a
13	C	Vergil, *Aeneid* 7.55-58	1.C	SUM-1	n/a
14	A	Vergil, *Aeneid* 7.55-58	2.B	CTXT-2	CTXT-2.H
15	B	Pliny, *Epistles* 6.16.1-3	1.A	VOC-1	n/a
16	D	Pliny, *Epistles* 6.16.1-3	1.C	SUM-1	n/a
17	D	Pliny, *Epistles* 6.16.1-3	1.B	GRAM-3	GRAM-3.E
18	D	Pliny, *Epistles* 6.16.1-3	1.C	SUM-1	n/a
19	A	Pliny, *Epistles* 6.16.1-3	1.D	TRAN-1	n/a
20	B	Pliny, *Epistles* 6.16.1-3	2.B	CTXT-1	CTXT-1.H

Free-Response Question	Source	Skill	Learning Objective	Essential Knowledge
1A	Vergil, *Aeneid* 12.819-828	1.D 1.B	TRAN-2 GRAM-1	GRAM-1.D
1B	Vergil, *Aeneid* 12.819-828	1.A	VOC-2	n/a
1C	Vergil, *Aeneid* 12.819-828	1.C	SUM-1	n/a
1D	Vergil, *Aeneid* 12.819-828	2.A	STYL-4	STYL-4.C
1E	Vergil, *Aeneid* 12.819-828	1.C	SUM-1	n/a
1F	Vergil, *Aeneid* 12.819-828	1.B	GRAM-2	GRAM-2.E
1G	Vergil, *Aeneid* 12.819-828	2.B	CTXT-3	CTXT-3.F
2	Vergil, *Aeneid* 2.225-230	1.D	TRAN-2	n/a
3A	Pliny, *Epistles* 10.5	1.C 1.D	SUM-1 TRAN-2	n/a
3B	Pliny, *Epistles* 10.5	3.A 3.B	INT-3 INT-4, INT-5, INT-6, INT-7	n/a
4A	Perpetua, *Passio* 5.1-5	1.C	SUM-1	n/a
4B	Perpetua, *Passio* 5.1-5	3.A 3.B	INT-1 INT-4, INT-5, INT-6, INT-7	n/a

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Scoring Guidelines

Question 1: Short Answer — 8 points

Illud te, nulla fati quod lege tenetur,
pro Latio *obtestor*, pro *maiestate* tuorum:
cum iam conubiis pacem felicibus (esto)
component, cum iam leges et *foedera iungent*,
5 ne vetus *indigenas* nomen mutare *Latinos*
neu Troas fieri iubeas Teucrosque vocari
aut vocem mutare viros aut vertere vestem.
Sit Latium, sint *Albani* per saecula reges,
sit Romana potens *Itala* virtute *propago*:
10 occidit, occideritque *sinas* cum nomine Troia.

***Aeneid* 12.819-828**

obtestor, *-ari* = *oro*, *-are*
maiestas, *-atis*, f.: dignity
foedus, *-eris*, n.: alliance
iungo, *-ere*: to join
indigenus, *-a*, *-um*, adj.: native
Latinus, *-a*, *-um*, adj.: Latin, of Latium
neu, adv.: nor
Troas = acc. pl., "Trojans"
Albanus, *-a*, *-um*, adj.: Alban, inhabiting Alba Longa (a city in Italy)
Italus, *-a*, *-um*, adj.: Italian
propago, *-inis*, f.: offspring
sino, *-ere*: to allow

Answer the following question(s) in English unless the question specifically asks you to provide Latin words.

A. (i) Translate in context the phrase *nulla fati lege* (line 1).
   (ii) Identify the case of *fati*.

B. Identify the meaning of *cum* (line 4) in context.

C. Identify one and only one of the two groups who will make alliances in line 4 (*cum…iungent*).

D. Indicate the scansion of line 5.
   ne vetus indigenas nomen mutare Latinos
   You may use any of the methods listed in the reference information.

E. Identify one and only one of the requests Juno makes concerning the Latins in lines 5-7 (*ne…vestem*).

F. Identify or describe the grammatical use of the subjunctive verb *Sit* (line 8).

G. Identify what Paris did to make Juno angry and thus cause the Trojan War.

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Point 1	A(i)	***nulla***: no [must modify *lege*] ***fati***: of fate, fate's ***lege***: by (means of)/with (a/the) law	**1 point**
Point 2	A(ii)	genitive	**1 point**
Point 3	B	when, since, because, although	**1 point**
Point 4	C	Trojans OR Latins/Italians/Albans **Note**: Any Latin reference from the text that identifies these two peoples is acceptable.	**1 point**
Point 5	D	dactyl-dactyl-spondee-spondee-dactyl-spondee/trochee D-D-S-S-D-S/T – u u | – u u | – – | – – | – u u | – – L S S L S S L L L L L S S L L [*ne vetus indigenas nomen mutare Latinos*] **Additional Notes:** The line must be completely correct in its scansion. The final foot may be rendered as a spondee, as a long-short, or as a long-anceps (X). The response may have the names of the metrical units written out, S and D (and T) written out, long and short marks indicating long and short syllables, or L and S indicating long and short syllables. The response does not need to include the Latin. If it does, the copying of the Latin need not be perfect, nor do the indications of meter need to align with the syllables of the Latin. It is not necessary to mark the feet divisions or elisions (if applicable).	**1 point**
Point 6	E	that the Latins not (have to) change their name OR that the Latins not (have to) be called Trojans and/or Teucrians OR that the Latins not (have to) change their voice/language and/or clothing	**1 point**
Point 7	F	(independent) subjunctive indicating what someone commands/wants to happen/others to do; to show what Juno wants/demands/orders; jussive/optative/hortatory (subjunctive)	**1 point**
Point 8	G	did not judge Juno the most beautiful; didn't give Juno the golden apple OR kidnapped Helen (from Sparta)	**1 point**

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Question 2: Translation — 15 points

After Laocoon's Death

At gemini lapsu *delubra* ad summa *dracones*
effugiunt saevaeque petunt *Tritonidis* arcem,
sub pedibusque deae clipeique sub orbe teguntur.
Tum vero *tremefacta* novus per pectora cunctis
5 *insinuat pavor*, et scelus *expendisse* merentem
Laocoönta ferunt.

***Aeneid* 2.225-230**

delubrum, *-i*, n. = *templum*, *-i*
draco, *-onis*, m.: snake
effugio, *-ere* = *fugio*, *-ere*
Tritonis, *Tritonidis*, f.: Minerva
tremefactus, *-a*, *-um*, adj.: trembling
insinuo, *-are* = *intro*, *-are*
pavor, -is, m. = *timor, -is*
expendo, *-ere*, *-i*: to pay for
Laocoönta = acc. sing.

Translate the passage as literally as possible.

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For every correctly translated segment, award one point. Except for the segment indicated by "[scored for definition only]," the response must correctly translate all words in a given segment to receive credit for that segment.

1	***At***: But, and, yet, moreover ***dracones***: snakes, serpents [must be the subject of *effugiunt*] ***effugiunt***: flee/run/escape, glide/go [Verb may be followed by prepositions such as "away" and/or "from"; may be in perfect tense.]	**1 point each**
2	***gemini***: twin, two(fold), double(d), pair of [must modify *dracones*]	
3	***lapsu***: by/with (a) sliding/gliding/slipping/slithering ***delubra***: temple(s) [must be the object of *ad*] ***ad***: to/toward ***summa***: topmost/highest, lofty [must modify *delubra*]	
4	***(-que)***: and ***petunt***: seek/go to(ward)/advance to(ward)/hasten to/aim (at)/approach [may be in perfect tense]	
5	***arcem***: citadel [must be the object of *petunt*]	
6	***(-que)***: and ***saevae***: savage, fierce, cruel, dreadful, furious, warlike ***Tritonidis***: Minerva, Athena	
7	***sub***: under, beneath, at ***pedibus***: feet [must be the object of *sub*] ***-que***: and	
8	***deae***: of the god(dess), god(dess)'s [scored for vocabulary only]	
9	***clipei***: of (a/the/her) shield ***-que***: and ***sub***: under, beneath, at ***orbe***: orb, circle, ring, disk [must be object of *sub*] ***teguntur***: hide, conceal, shelter, protect, cover, bury (themselves) [may be taken passively and/or in the perfect tense]	
10	***novus***: new, fresh, unusual [must modify *pavor* if taken as an adjective; may be taken adverbially] ***pavor***: fear, fright, terror, trembling, panic, awe [must be the subject of *insinuat*]	
11	***Tum***: Then, at that/the same time, moreover ***vero***: in fact, truly, indeed ***insinuat***: enters, goes, insinuates, penetrates, reaches	
12	***tremefacta***: trembling, shaking, quivering, quaking [must modify *pectora*] ***per***: through(out), into, over ***pectora***: heart(s), chest(s), soul(s), spirit(s), breast(s), mind(s) ***cunctis***: to/for/in/of all, everyone/person; everyone's, every person's	
13	***(et)***: and ***ferunt***: they say, declare, report, tell, relate, bring word/news [may be in perfect tense]	
14	***merentem***: deserving, meriting, worthy, guilty [must modify *Laocoönta*; may be translated as a relative clause] ***Laocoönta***: Laocoon [must be object of *ferunt*]	
15	***(et)***: and ***scelus***: (his) crime, (evil) deed/act(ion), sin, wickedness [must be object of *expendisse*] ***expendisse***: (had) paid for, (had) suffered for [may also be translated as infinitive]	

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Scoring Notes:

- Latin words in a segment with parentheses appear in two different segments. The parentheses indicate that this word may count toward the correctness of either of the segments, and a point should be awarded whenever possible.
- Words or phrases separated by a comma or a forward slash (/) are wholly interchangeable ways of translating the word. You can consider a comma or forward slash as equivalent to the word "OR."
- Parentheses indicate words, e.g., "(my)," or parts of a word—such as whether a word is in the plural or not, e.g., "mind(s)"—that a response may include but does not have to in order to earn the point.
- A note in [brackets] specifies some requirement or clarification for a correct translation that is not easily captured in the listed translations. So, for example, the scoring guideline may note that a given noun's translation [must be the subject of X verb].
- A word or phrase in {curly brackets} specifies that it is not required to be translated in the segment in order for a point to be awarded.

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Question 3: Short Essay — 8 points

Proximo anno, Domine, gravissima *valetudine usque* ad
periculum vitae vexatus *iatralipten assumpsi*; cuius
sollicitudini et studio tuae tantum *indulgentiae* beneficio
referre gratiam parem possum. *Quare* rogo des ei civitatem
5 Romanam…Vocatur ipse Harpocras, patronam habuit
Thermuthin Theonis, quae *iam pridem defuncta est*.

***Epistulae* 10.5**

valetudo, *-inis*, f.: health, illness
usque, adv.: all the way (to)
iatralipten = acc. sing.
assumo, *-ere*, *-sumpsi*: to hire
sollicitudo, *-inis*, f.: concern
indulgentia, *-ae*, f.: kindness
quare, adv.: therefore
Thermuthin Theonis = acc. of Thermuthis, daughter of Theon
iam pridem, adv.: for a long time now
defungor, *-i*, *defunctus sum* = *morior*, *-i*

Answer the following question(s) in English unless the question specifically asks you to provide Latin words.

A. (i) Identify what serious personal crisis Pliny describes in this passage.
(ii) Provide the Latin word(s) that support your answer in Part (i).
(iii) Translate in context the Latin word(s) you cited in Part (ii).

B. In 3 to 4 complete sentences, identify Pliny's feelings toward Harpocras and explain how they motivate his request to the emperor.

In your response you should do the following:

- Include at least one specific Latin citation from the passage. Provide the Latin and/or cite line numbers and translate or accurately paraphrase the Latin. Refer to more than a single word in your reference.
- Explain how the Latin citation(s) support(s) your response.

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Reporting Category	Scoring Criteria	
Part A (i) Comprehension (0–1 points) Row 1	**0 points** Does not display adequate comprehension of the passage or relevant part of it.	**1 point** Displays an adequate comprehension of the passage or relevant part of it.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Provide no response to the prompt. ▪ Restate the prompt. ▪ Display an inaccurate comprehension of the passage or relevant part of it. ▪ Display an incomplete comprehension of the passage or relevant part of it.	**Responses that earn this point:** ▪ Display an accurate and complete comprehension of what serious personal crisis Pliny describes in the passage.
	Examples that do not earn this point: **Restate the prompt** ▪ *"Pliny is in crisis."* **Display an inaccurate comprehension** ▪ *"Pliny's doctor gets sick."* **Display an incomplete comprehension** ▪ *"Pliny's in danger."*	**Examples that earn this point:** ▪ *"Illness/sickness"* ▪ *"He becomes very sick."* ▪ *"Pliny gets sick."* ▪ *"Pliny's life is in danger because of a sickness."*
	Additional Notes: ▪ In order for a response to earn this point, it must refer to illness or bad health.	

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Reporting Category	Scoring Criteria	
Part A (ii) **Provide Latin** **(0–1 points)** **Row 2**	**0 points** Does not provide Latin that adequately supports the answer to Part A (i).	**1 point** Provides Latin that adequately supports the answer to Part A (i).
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Provide no Latin. ▪ Provide Latin that does not support the answer to Part A (i). ▪ Provide Latin that partially supports the answer to Part A (i).	**Responses that earn this point:** ▪ Provide Latin that fully and accurately supports the answer to Part A (i).
	Examples that do not earn this point: **Provide Latin that does not support the response** ▪ "iatralipten assumpsi" **Provide Latin that partially supports the response** ▪ "ad periculum vitae"	**Examples that earn this point:** ▪ "(gravissima) valetudine (usque ad periculum vitae vexatus)"
	Additional Notes: ▪ Parentheses indicate words that a response may but does not need to include in order to earn the point. ▪ Responses can still earn the point for accurately supporting the answer to Part A (i) even if the answer to Part A (i) did not receive credit.	

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Reporting Category	Scoring Criteria	
Part A (iii) **Translation** **(0–1 points)** **Row 3**	**0 points** Does not provide an accurate translation of the provided Latin.	**1 point** Provides an accurate translation of the provided Latin.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Provide no translation. ▪ Provide an inaccurate translation of the answer to Part A (ii). ▪ Provide an incomplete translation of the answer to Part A (ii).	**Responses that earn this point:** ▪ Provide an accurate and complete translation of the answer to Part A (ii).
	Examples that do not earn this point: **Provide an inaccurate translation** ▪ *"with my life bothered by an illness"* **Provide an incomplete translation** ▪ *"bothered"*	**Examples that earn this point:** ▪ *"by/with/from an illness/sickness"* ▪ *"having been bothered/vexed by an illness"* ▪ *"when/because/since/after I was bothered/vexed with an illness"*
	Additional Notes: ▪ Responses must correctly translate all required words to earn the point. ▪ If additional Latin is provided for Part A (ii) and translated in Part A (iii), the accuracy of the translation of this additional Latin does not affect the response's score. ▪ Responses can still earn the point for correctly translating the Latin in Part A (ii) even if the answer to Part A (ii) did not receive credit. ▪ "Illness/sickness" is not sufficient for a response to receive credit because it has not translated the ablative case of *valetudine*.	

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Reporting Category	Scoring Criteria	
Part B Interpretation (0–1 points) Row 4	**0 points** Does not present an interpretation that responds directly to the prompt.	**1 point** Presents an interpretation that responds directly to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Restate the prompt without responding to it. ▪ Respond to a related but different prompt. ▪ Do not respond to any single prompt.	**Responses that earn this point:** ▪ Present an interpretation that addresses how Pliny's feelings toward Harpocras motivate his request to the emperor.
	Examples that do not earn this point: **Restate the prompt** ▪ *"Pliny's feelings toward Harpocras motivate his request to the emperor."* **Respond to a related but different prompt** ▪ *"Pliny is motivated by his position as an elite Roman to help Harpocras."* **Do not respond to any single prompt** ▪ [Response provides Latin citation from the passage and even an interpretation of the Latin citation without responding to a prompt.]	**Examples that earn this point:** **Present an interpretation that responds directly to the prompt** ▪ *"Pliny feels gratitude toward Harpocras for healing him and so wants to help Harpocras."* ▪ *"Pliny respects Harpocras's skill as a doctor and so wants to get him citizenship to have him as a client."* ▪ *"Pliny not only feels gratitude toward Harpocras for his help but also feels bad that he no longer has a patron, and this motivates him to ask the Emperor for Roman citizenship for Harpocras."*
	Additional Notes: ▪ The interpretation may be anywhere within the response. ▪ An interpretation that meets the criteria can be awarded the point regardless of whether the provided Latin citations and explanations successfully support the interpretation.	

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Reporting Category	Scoring Criteria		
Part B **Latin citation** **(0–2 points)** **Row 5**	**0 points** Provides **no** Latin citation or one that is wholly incorrect from the provided Latin text to support the response.	**1 point** Provides **one partially correct** Latin citation from the provided Latin text to support the response.	**2 points** Provides **one correct** Latin citation from the provided Latin text to support the response.
	Decision Rules and Scoring Notes		
	Responses that earn 0 points: ▪ Cite no Latin. ▪ Present a citation, but the citation exhibits no understanding of the Latin. ▪ Present a citation, but the citation exhibits a complete misunderstanding of the Latin.	**Responses that earn 1 point:** ▪ Present a citation that exhibits a partially accurate understanding of the cited Latin. ▪ Present a citation that, while not wholly inaccurate, contains significant errors and/or reflects a weak understanding of the Latin. ▪ Present a citation that is no more substantive than a single Latin word or short phrase taken out of context.	**Responses that earn 2 points:** ▪ Present a citation that exhibits an accurate understanding of the cited Latin. ▪ Present a paraphrase or translation of cited Latin that may contain, at most, minor errors that do not detract from the response. ▪ Present a citation that is more substantive than a single Latin word or a short phrase taken out of context.
	Examples that earn 0 points: **Cite no Latin** ▪ *"Pliny is impressed by Harpocras's skill."* **Citation exhibits no understanding or a complete misunderstanding of the Latin** ▪ *"In his sickness, Pliny was eager to get back to his studies (*sollicitudini et studio*)."*	**Examples that earn 1 point:** ▪ *"Harpocras thanks Pliny by providing him a benefit (*beneficio referre gratiam parem possum*)."* ▪ "*Pliny asks the Emperor for a favor (*beneficio*) for Harpocras.*" ▪ *"In return for Harpocras's medical care, Pliny says that he wants to give him an equal thanks (*gratiam parem*) in the form of the Emperor's favor (*beneficio*), which he will get through his own 'concern and kindness' (*sollicitudini… indulgentiae*)."*	**Examples that earn 2 points:** ▪ *"Pliny writes that Harpocras showed great care (*sollicitudini*) and dedication (*studio*) in healing him, but also that Harpocras's previous patron has died (*pridem defuncta est*)."* ▪ "*Pliny writes that a favor (*beneficio*) from the Emperor will be a 'thanks equal to Harpocras's great care and dedication' (*cuius sollicitudini et studio…gratiam parem*)."* ▪ *"Pliny wishes to reward his doctor by advocating for citizenship, thus serving as his new patron, as Harpocras' previous patron has died (*patronam…defuncta est*)."*
	Additional Notes: ▪ Additional citations, whether accurate or not, do not affect the points awarded. (If there are multiple citations, some accurate but others not, points should be awarded for the one accurate citation.)		

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Reporting Category	Scoring Criteria		
Part B Explanation (0–2 points) Row 6	**0 points** Provides **no** explanation of how the cited Latin relates to the prompt.	**1 point** Provides **one incomplete** explanation of how the cited Latin relates to the prompt.	**2 points** Provides **one complete** explanation of how the cited Latin relates to the prompt.
	Decision Rules and Scoring Notes		
	Responses that earn 0 points: ▪ Provide no explanation of the cited Latin. ▪ Do not address the prompt in the explanation. ▪ Do not address the specific Latin citation in the explanation. ▪ Rely on incorrect assumptions about the Latin citation in the explanation.	**Responses that earn 1 point:** ▪ Provide an explanation of how the cited Latin relates to how Pliny's feelings toward Harpocras motivate his request to the emperor. ▪ Do not go beyond mere summary of the cited Latin in the explanation. ▪ Display only limited understanding of the implied information in the Latin citation and/or make inaccurate inferences in the explanation.	**Responses that earn 2 points:** ▪ Adequately and successfully explain how the citation from the provided Latin text relates to how Pliny's feelings toward Harpocras motivate his request to the emperor. ▪ Relate the cited Latin to the prompt with substantive and sufficiently persuasive analysis in the explanation.
	Examples that earn 0 points: **Do not address the prompt** ▪ *"Pliny says that Harpocras showed 'care' (*sollicitudine*) and 'dedication' (*studio*) to him. This shows Harpocras's skill as a doctor."* **Do not address the specific Latin** ▪ "*Pliny writes that a favor (*beneficio*) from the Emperor will be a 'thanks equal to Harpocras's great care and dedication' (*cuius sollicitudini et studio…gratiam parem*). Pliny's evident respect for Harpocras motivates his request to the Emperor for Harpocras's Roman citizenship.*"	**Examples that earn 1 point:** ▪ *"Pliny says that Harpocras showed 'care' (*sollicitudine*) and 'dedication' (*studio*) to him. The care Harpocras showed motivates Pliny in his request."* ▪ *"Pliny notes that Harpocras's previous patron has been dead a long time (*pridem defuncta est*). This suggests that Pliny is concerned Harpocras will soon no longer be able to get a patron."*	**Examples that earn 2 points:** ▪ *"Pliny writes that Harpocras showed great care (*sollicitudine*) and dedication (*studio*) in healing him, but also that Harpocras's previous patron has died (*pridem defuncta est*). If Pliny is able to obtain citizenship for Harpocras, he could become Harpocras's patron and so gain access to Harpocras's medical ability, which he clearly admires, as a client."* ▪ "*Pliny writes that a favor (*beneficio*) from the Emperor will be an 'thanks equal to Harpocras's great care and dedication' (*cuius sollicitudini et studio…gratiam parem*). This shows how grateful Pliny is for Harpocras, since not only does his gratitude motivate Pliny to ask the Emperor for a favor, but he even considers Harpocras's help equal to the Emperor's favor.*"
	Additional Notes: ▪ The explanation does not need to be in separate sentences. The Latin citation and the explanation of it can be contained in a single sentence (or multiple sentences).		

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Question 4/5: Project Passage Short Essay — 11 points

Supervenit autem et de civitate pater meus, consumptus
taedio, et ascendit ad me, ut me deiceret, dicens: "Miserere,
filia, canis meis; miserere patri, si dignus sum a te pater
vocari; si his te manibus ad hunc florem aetatis provexi,
5 si te praeposui omnibus fratribus tuis: ne me dederis in
dedecus hominum. Aspice fratres tuos, aspice matrem tuam
et materteram, aspice filium tuum qui post te vivere non
poterit. Depone animos; ne universos nos extermines.
Nemo enim nostrum libere loquetur, si tu aliquid fueris
10 passa." Haec dicebat quasi pater pro sua pietate basians
mihi manus et se ad pedes meos iactans et lacrimans me
iam non filiam nominabat sed dominam.

Perpetua, *Passio* 5.1-5

Answer the following question(s) in English unless the question specifically asks you to provide Latin words.

A. In your own words, summarize the passage in 4-5 complete sentences.

In your response you should do the following:

- Provide a summary sentence that identifies what the passage as a whole is about.
- Address the entire passage, including the beginning, middle, and end.

B. Describe the relationship between Perpetua and her father in this passage. Explain how the passage expresses this relationship.

Your response should be 7-8 complete sentences in length.

In your response you should do the following:

- Include at least two specific Latin citations from the passage. Provide the Latin and/or cite line numbers and translate or accurately paraphrase the Latin. Refer to more than a single word in your reference.
- Explain how the Latin citations support your response.
- Include one piece of relevant contextual or stylistic information, such as information about the broader work, genre, substantive elements of style, author, historical context, or Roman values.
- Explain how the contextual or stylistic reference supports your response.

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Reporting Category	Scoring Criteria	
Part A **Summary Sentence** **(0–1 points)** **Row 1**	**0 points** Does not provide an accurate summary sentence.	**1 point** Provides an accurate summary sentence.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Provide no summary sentence. ▪ Provide a summary sentence that inaccurately identifies what the passage, as a whole, is about. ▪ Provide a summary sentence that summarizes only a part of the passage.	**Responses that earn this point:** ▪ Provide a summary sentence that accurately identifies what the passage as a whole is about.
	Examples that do not earn this point: **Provide an inaccurate summary sentence** ▪ *"In this passage, Perpetua's father defends his choices to her."* **Provide a partial summary sentence** ▪ *"Perpetua's father comes to her and argues that she is hurting their family."*	**Examples that earn this point:** **Provide a summary sentence that accurately summarizes the passage as a whole** ▪ *"In this passage, Perpetua's father comes to her and begs her to change her mind."* ▪ *"Perpetua describes how her father argued with her about her choice to not give up her Christianity."*
	Additional Notes: ▪ When reasonable given the passage, a summary sentence may be awarded a point if it accurately summarizes the main argument or aim of the passage. ▪ When there is room for interpretation about what the passage as a whole is about (for example, if the passage makes an argument), a summary sentence may be awarded a point so long as the interpretation is reasonable. It need not be sophisticated or persuasive. ▪ Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

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Reporting Category	Scoring Criteria	
Part A **Summary of Beginning** **(First Third)** **(0–1 points)** **Row 2**	**0 points** Does not provide an accurate or complete summary of the beginning of the passage.	**1 point** Provides an accurate and complete summary of the beginning of the passage.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Provide no summary of the beginning of the passage. ▪ Inaccurately summarize the beginning of the passage. ▪ Incompletely summarize the beginning of the passage.	**Responses that earn this point:** ▪ Provide an accurate and complete summary of the beginning of the passage.
	Examples that do not earn this point: **Inaccurately summarize the beginning of the passage** ▪ *"At the beginning of the passage, Perpetua's father says that he pities her."* **Incompletely summarize the beginning of the passage** ▪ *"In the first part of the passage, Perpetua's father argues that he's been a good father."*	**Examples that earn this point:** **Accurately and completely summarize the beginning of the passage** ▪ *"Perpetua describes how her father is sad, comes to her, and asks her to take pity on him, since he is her father, he raised her, and he favored her over her brothers."* ▪ *"In the first part of the passage, Perpetua's father comes to her and asks her to pity him and not to bring shame on him."*
	Additional Notes: ▪ Summary sections do not need to be a single sentence to be awarded a point. ▪ An incomplete summary section leaves out a significant part of the passage. Minor details need not be included in order to earn the point. ▪ Summary sections do not need to divide the passage evenly, in terms of lines or words. ▪ Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

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Reporting Category	Scoring Criteria	
Part A **Summary of Middle** **(Second Third)** **(0–1 points)** **Row 3**	**0 points** Does not provide an accurate or complete summary of the middle of the passage.	**1 point** Provides an accurate and complete summary of the middle of the passage.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Provide no summary of the middle of the passage. ▪ Inaccurately summarize the middle of the passage. ▪ Incompletely summarize the middle of the passage.	**Responses that earn this point:** ▪ Provide an accurate and complete summary of the middle of the passage.
	Examples that do not earn this point: **Inaccurately summarize the middle of the passage** ▪ *"Next, her father tells her to think about her family members who have all been killed."* **Incompletely summarize the middle of the passage** ▪ *"Next, Perpetua's father demands that she think of her son."*	**Examples that earn this point:** **Accurately and completely summarize the middle of the passage** ▪ *"In the second part of the passage, Perpetua's father tells her to think of her family and to change her mind, otherwise the whole family will be ruined."* ▪ *"Next, Perpetua's dad demands that she look at her family and thus change her mind, because otherwise they will all be killed."*
	Additional Notes: ▪ Summary sections do not need to be a single sentence to be awarded a point. ▪ An incomplete summary section leaves out a significant part of the passage. Minor details need not be included in order to earn the point. ▪ Summary sections do not need to divide the passage evenly, in terms of lines or words. ▪ Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

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Reporting Category	Scoring Criteria	
Part A **Summary of End** **(Final Third)** **(0–1 points)** **Row 4**	**0 points** Does not provide an accurate or complete summary of the end of the passage.	**1 point** Provides an accurate and complete summary of the end of the passage.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Provide no summary of the end of the passage. ▪ Inaccurately summarize the end of the passage. ▪ Incompletely summarize the end of the passage.	**Responses that earn this point:** ▪ Provide an accurate and complete summary of the end of the passage.
	Examples that do not earn this point: **Inaccurately summarize the end of the passage** ▪ *"In the final part of the passage, Perpetua describes how she and her father wept."* **Incompletely summarize the end of the passage** ▪ *"Lastly, Perpetua says that her father called her a master rather than a daughter."*	**Examples that earn this point:** **Accurately and completely summarize the end of the passage** ▪ *"Lastly, Perpetua describes how her father wept at her feet and called her a master."* ▪ *"Finally, Perpetua's father is overcome with emotion as he continues to plead with his daughter (with kisses and tears)."*
	Additional Notes: ▪ Summary sections do not need to be a single sentence to be awarded a point. ▪ An incomplete summary section leaves out a significant part of the passage. Minor details, events, etc. need not be included. ▪ Summary sections do not need to divide the passage evenly, in terms of lines or words. ▪ Factual details about the passage (e.g., names) must be accurate for the response to earn a point. Misspellings that do not impede comprehension are acceptable.	

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Reporting Category	Scoring Criteria	
Part B Interpretation (0–1 points) Row 5	**0 points** Does not present an interpretation that responds directly to the prompt.	**1 point** Presents an interpretation that responds directly to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: ▪ Restate the prompt without responding to it. ▪ Respond to a related but different prompt. ▪ Do not respond to any single prompt.	**Responses that earn this point:** ▪ Present an interpretation that addresses how the passage expresses the relationship between Perpetua and her father.
	Examples that do not earn this point: **Restate the prompt** ▪ *"This passage illustrates the relationship between Perpetua and her father."* **Respond to a related but different prompt** ▪ *"Perpetua's father's speech tries to use her relationship with him to change her mind."* **Do not respond to any single prompt** ▪ [Response provides Latin citation from the passage and even an interpretation of the Latin citation without responding to a prompt.]	**Examples that earn this point:** **Present an interpretation that responds directly to the prompt** ▪ *"Perpetua and her father care for each other, and her father tries to use that to persuade Perpetua to change her mind."* ▪ *"In this passage, we see a strained relationship between Perpetua and her father, as his arguments highlight her (in his eyes) selfishness."* ▪ *"This passage shows how Perpetua's relationship with her father has reversed the traditional dynamic of a Roman family, where the father has the most power."*
	Additional Notes: ▪ The interpretation may be anywhere within the response. ▪ An interpretation that meets the criteria can be awarded the point regardless of whether the provided Latin citations and explanations successfully support the interpretation.	

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Reporting Category	Scoring Criteria		
Part B **Latin citation AND Explanation: First example** **(0–2 points)** **Row 6**	**0 points** Does not provide an adequate Latin citation from the provided Latin text to support the response or an adequate explanation of how the cited Latin relates to the prompt.	**1 point** Provides **one** adequate Latin citation from the provided Latin text to support the response BUT provides **no** or **inadequate** explanation of how the cited Latin relates to the prompt.	**2 points** Provides **one** adequate Latin citation from the provided Latin text to support the response AND adequately explains how the Latin citation from the provided Latin text relates to the prompt.
	Decision Rules and Scoring Notes		
	Responses that earn 0 points: ▪ Cite no Latin. ▪ Present a citation, but the citation exhibits no understanding of the Latin. ▪ Present a citation, but the citation exhibits a complete misunderstanding of the Latin.	**Responses that earn 1 point:** ▪ Present a citation that exhibits an accurate understanding of the Latin. ▪ Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. BUT ▪ Provide no explanation of the cited Latin. ▪ Do not address how the passage expresses the relationship between Perpetua and her father in the explanation. ▪ Do not address the specific Latin cited in the explanation. ▪ Rely on incorrect assumptions about the Latin citation in the explanation. ▪ Do not go beyond mere summary of the cited Latin in the explanation.	**Responses that earn 2 points:** ▪ Present a citation that exhibits an accurate understanding of the Latin. ▪ Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. AND ▪ Adequately explain how the Latin citation from the provided Latin text relates to how the passage expresses the relationship between Perpetua and her father.
	Examples that earn 0 points: **Cite no Latin** ▪ *"Perpetua's father first tries to persuade her by appealing to his actions as her father."* **Citation exhibits no understanding or a complete misunderstanding of the Latin** ▪ *"Perpetua's father tries to get her to sympathize with him by claiming that he is miserable and has no dignity (*Miserere…dignus sum*)."*	**Examples that earn 1 point:** ▪ *"Perpetua's father first tries to persuade her by appealing to his actions as her father. He begs her to take pity on him, 'if I have raised you by these hands to this bloom of age, if I have placed you ahead of all of your brothers' (*si his…fratribus tuis, *lines 3-4)."* ▪ *"Perpetua's father first pleads with her to pity him, highlighting his old age and his position as her father (*Miserere…vocari, *lines 2-3). Her father uses their good relationship to try to gain sympathy."*	**Examples that earn 2 points:** ▪ *"Perpetua's father first tries to persuade her by appealing to his actions as her father. He begs her to take pity on him, 'if I have raised you by these hands to this bloom of age, if I have placed you ahead of all of your brothers' (*si his…fratribus tuis, *lines 3-4). Her father uses their previously mutual and loving relationship as part of his argument, although the fact that he must use this prior relationship to beg her mercy highlights how strained it is now."* ▪ *"Perpetua's father first pleads with her to pity him, highlighting his old age and his position as her father (*Miserere…vocari, *lines 2-3). Already we can see the unexpected power reversal. Her father emphasizes his feebleness in his old age and uses his position as her father not to command, but to create, sympathy."*

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	Additional Notes: ▪ Paraphrase or translation of cited Latin may contain minor errors that do not detract from the response. ▪ Additional citations beyond two, whether accurate or not, do not affect the points awarded. (If there are multiple citations, some accurate but others not, points should be awarded for the two accurate citations.) ▪ An adequate explanation may (1) display only limited understanding of the implied information in the Latin citation and/or (2) make inaccurate inferences. ▪ Adequate explanations do not need to be separate sentences. Latin support and the explanation of it can be contained in a single sentence (or multiple sentences). ▪ Explanation may still earn a point if it relates the cited Latin to the prompt but not the response's interpretation.

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Reporting Category	Scoring Criteria		
Part B **Latin citation AND Explanation: Second example** **(0–2 points)** **Row 7**	**0 points** Beyond what earns the response points in Row 6: Does not provide an adequate Latin citation from the provided Latin text to support the response or an adequate explanation of how the cited Latin relates to the prompt.	**1 point** Beyond what earns the response points in Row 6: Provides **one** adequate Latin citation from the provided Latin text to support the response BUT provides **no** or **inadequate** explanation of how the cited Latin relates to the prompt.	**2 points** Beyond what earns the response points in Row 6: Provides **one** adequate Latin citation from the provided Latin text to support the response AND adequately explains how the Latin citations from the provided Latin text relate to the prompt.
	Decision Rules and Scoring Notes		
	Responses that earn 0 points: ▪ Cite no Latin. ▪ Present a citation, but the citation exhibits no understanding of the Latin. ▪ Present a citation, but the citation exhibits a complete misunderstanding of the Latin.	**Responses that earn 1 point:** ▪ Present a citation that exhibits an accurate understanding of the Latin. ▪ Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. BUT ▪ Provide no explanation of the cited Latin. ▪ Do not address how the passage expresses the relationship between Perpetua and her father in the explanation. ▪ Do not address the specific Latin cited in the explanation. ▪ Rely on incorrect assumptions about the Latin citation in the explanation. ▪ Do not go beyond mere summary of the cited Latin in the explanation.	**Responses that earn 2 points:** ▪ Present a citation that exhibits an accurate understanding of the Latin. ▪ Present a citation that is more substantive than a single Latin word or a short phrase taken out of context. AND ▪ Adequately explain how the Latin citation from the provided Latin text relates to how the passage expresses the relationship between Perpetua and her father.

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	Examples that earn 0 points: **Cite no Latin** ▪ *"Perpetua's father kisses her hands, weeps, and falls at her feet."* **Citation exhibits no understanding or a complete misunderstanding of the Latin** ▪ *"Perpetua's father tells her to try to speak with her family, since none of them feel free to talk with her (*Aspice…loquetur*)."*	**Examples that earn 1 point:** ▪ *"After her father's speech, Perpetua notes that he said these things 'as her father, out of his own devotion' (*quasi pater pro sua pietate, *line 8)."* ▪ *"Perpetua's father demands that Perpetua think of her family and how her actions effect them (*Aspice fratres…poterit, *lines 5-6). Her father hopes that by making Perpetua think of her family, she will realize she is wrong and change her mind."* ▪ *"Perpetua's father ends his speech by ordering her to change her mind, so that she does not get them all killed or, at least, socially demoted (*Depone…passa, *lines 6-7). The tone of the father's speech suggest he is losing patience with his daughter."*	**Examples that earn 2 points:** ▪ *"After her father's speech, Perpetua notes that he said these things 'as her father, out of his own devotion' (*quasi pater pro sua pietate, *line 8). Perpetua explicitly recognizes and seems to appreciate that her father says what he says as a result of affection for her, although she seems equally unpersuaded by it."* ▪ *"Perpetua's father demands that Perpetua think of her family and how her actions effect them (*Aspice fratres…poterit, *lines 5-6). If he earlier appealed to the, at least previously, good relationship between her and himself, he now highlights her potential selfishness and the strain she now places on her relationship with him and her whole family."* ▪ *"Perpetua's father ends his speech by ordering her to change her mind, so that she does not get them all killed or, at least, socially demoted (*Depone…passa, *lines 6-7). While her father tries to take the approach as the* paterfamilias *of ordering her to do something, his actual powerlessness is immediately noted in his warning that she is the one with the power to destroy them and ruin them socially."*
	Additional Notes: ▪ Paraphrase or translation of cited Latin may contain minor errors that do not detract from the response. ▪ Additional citations beyond two, whether accurate or not, do not affect the points awarded. (If there are multiple citations, some accurate but others not, points should be awarded for the accurate citation(s).) ▪ An adequate explanation may (1) display only limited understanding of the implied information in the Latin citation and/or (2) make inaccurate inferences. ▪ Adequate explanations do not need to be separate sentences. Latin support and the explanation of it can be contained in a single sentence (or multiple sentences). ▪ Explanation may still earn a point if it relates the cited Latin to the prompt but not the response's interpretation.		

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Reporting Category	Scoring Criteria		
Part B **Contextual or stylistic information** **(0–2 points)** **Row 8**	**0 points** Does not include contextual or stylistic information that is relevant to the provided Latin text or explain how this information relates to the prompt.	**1 point** Includes contextual or stylistic information that is relevant to the provided Latin text BUT does **not** explain how this information relates to the prompt.	**2 points** Includes contextual or stylistic information that is relevant to the provided Latin text AND explains how this information relates to the prompt.
	Decision Rules and Scoring Notes		
	Responses that earn 0 points: ▪ Do not include any contextual or stylistic information relevant to the text. ▪ Include contextual or stylistic information, but it is not accurate. ▪ Include contextual or stylistic information, but it is not relevant to the provided Latin text.	**Responses that earn 1 point:** ▪ Include accurate contextual or stylistic information relevant to the provided Latin text. BUT ▪ Do not explain how the given contextual or stylistic information relates to how the passage expresses the relationship between Perpetua and her father.	**Responses that earn 2 points:** ▪ Include accurate contextual or stylistic information relevant to the text. AND ▪ Adequately explain how the given contextual or stylistic information relates to how the passage expresses the relationship between Perpetua and her father.
	Examples that earn 0 points: **Include information, but it is inaccurate** ▪ *"As a Christian, Perpetua would have been told to ignore anything her father said to her."* **Include information, but it is irrelevant** ▪ *"Perpetua's father, as the* paterfamilias *would have held power over any enslaved people who were a part of his household."*	**Examples that earn 1 point:** ▪ *"Perpetua's father's speech involves multiple instances of parallelism, such as the repetition of the 'if' statements in lines 2-4 (*si…si….si*)."* ▪ *"Perpetua's father uses anaphora in his speech, repeating the imperative* 'aspice' *('look at!') three times in lines 5-6."* ▪ *"As the* paterfamilias *of the family, Perpetua's father would have had complete power over his family."*	**Examples that earn 2 points:** ▪ *"Perpetua's father uses anaphora in his speech, repeating the imperative* 'aspice' *('look at!') three times in lines 5-6. Her father's reptition highlights Perpetua's selfishness as it draws particular attention to each family member and the effect Perpetua's actions will have on them, that she ignores."* ▪ *"As the* paterfamilias *of the family, Perpetua's father would have had complete power over his family. Yet the father's begging from his daughter to spare him and her family misfortune and his debasing actions (such as kissing her hands in line 8) represent a reversal of this power, now seemingly in Perpetua's hands."*

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	Additional Notes: ▪ Examples of contextual or stylistic information include but are not limited to: ◆ Information about the life and works of the author ◆ Information about the larger work from which the passage is drawn ◆ Information about the passage's genre ◆ Reference to substantive elements of style, such as simile or metaphor ◆ Reference to Roman values ◆ Reference to Greco-Roman mythology and legend ▪ An adequate explanation may make incorrect inferences based on the contextual or stylistic information provided. ▪ If the contextual or stylistic information on its own is not obviously relevant, a point will not be awarded unless its relevancy is explained. ▪ The same Latin citation and explanation can earn points for either Row 6 or Row 7 AND also Row 8 so long as they meet the criteria for both rows. In particular, the explanation would need to both address the specific Latin citation and address the contextual or stylistic information, beyond simply mentioning it.

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AP LATIN

Appendices

Appendix 1: Suggested Authors and Texts for Teacher's Choice Readings

The following are nonexhaustive lists of suggested readings for the Teacher's Choice portions of the syllabus. Some of the readings are directly related to the required readings, while others introduce new themes and characters. This is offered as a resource only; there is no requirement to choose readings from this list, nor will students necessarily be advantaged on the exam by having read texts on this list. Brief selections from these texts may or may not appear on the exam. **No priority is given to authors or texts that appear on this list in the development of the AP Latin Exam or in the grading of student work**. AP Latin teachers should choose Teacher's Choice texts—whether on this list or not—that best meet the needs of their students.

Poetry

Poetry		
Author	**Text**	**Year**
Catullus	1: Dedication	c. 59–50 BCE
	3: Eulogy to Pet Bird	
	5: A Thousand Kisses	
	7: How Many Kisses	
	9: Friend's Homecoming	
	12: Napkin Thief	
	13: Partying on a Friend's Dime	
	31: Sirmio	
	46: Springtime Wanderlust	
	51: Feeling of Love	
	64: Wedding of Peleus and Thetis, 1–24 and 132–240	
	85: Hate and Love	
	101: Offering to His Brother	
	107: Back with Lesbia	
	109: Prayer for a Happy Relationship	
Faltonia Betinia Proba	*Cento Vergilianus de Laudibus Christi* (*A Vergilian Cento Concerning the Glory of Christ*)	c. 352–384
Horace	*Sermones*, 1.9: Horace and the Boor	33–32 BCE
Horace	*Odes*, 1.11: Carpe Diem	c. 23–13 BCE
	Odes, 2.3: Everyone's Fate	
	Odes, 2.10: Living Modestly	
	Odes, 3.2: On Virtue	
	Odes, 4.14: Praising Augustus	

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Author	Text	Year
Juan Latino	*De natali serenissimi* (*On the Birth of Untroubled Times*), 1–20, 45–56, and 77–78	1572
Leo Kaiser (ed., anthology)	*Early American Latin Verse, 1625–1825: An Anthology*; see esp.: ▪ Peter Bulkeley (1582–1659) "On an Earthquake" ▪ William Morrell (c. 1590 to after 1626) "Nov-Anglia"	1625–1825
Luisa Sigea de Velasco	*Syntra*	1522–1560
Martha Marchina	*Marthae Marchinae Virginis Neapolitanae Musa Posthuma* (*The Posthumous Muse of Martha Marchina, the Virgin of Naples*)	1662
Martial	*Epigrams*, 1.1–5: About the Book	86–103
	Epigrams, 4.1, 4.3, and 4.27: On Domitian	
	Epigrams, Books 1–12: Various Selections	
Ovid	*Amores*, 1.9: Love and War	16 BCE
	Amores, 3.1: Elegy and Tragedy	
Ovid	*Fasti* (*The Calendar*), Book 3: February 3, Arion and the Dolphin	8 CE
Ovid	*Tristia* (*Sorrows*), 2.1–74: Stormy Journey to Exile	8–18 CE
	Tristia (*Sorrows*), 3.47–102: Last Night Before Exile	
	Tristia (*Sorrows*), 6.1–36: Ovid Praises His Wife	
Ovid	*Epistulae Ex Ponto* (*Letters from the Black Sea*), 4.1–58: To His Wife	c. 18 CE
Ovid	*Heroides* (*The Heroines*) 1: Penelope to Ulysses	c. 25–16 BCE
	Heroides (*The Heroines*) 7: Dido to Aeneas	
Ovid	*Metamorphoses*, 1.452–546: Daphne and Phoebus	c. 8 CE
	Metamorphoses, 3.402–510: Narcissus	
	Metamorphoses, 7.183–235: Daedalus and Icarus	
	Metamorphoses, 8.611–724: Philemon and Baucis	
	Metamorphoses, 11.85–145: King Midas	
	Metamorphoses, 14.101–157: Aeneas in the Underworld	
	Metamorphoses, 15.745–879: Celebration of the Caesars	
Propertius	*Elegies*, 2.12: Amor	c. 25 BCE
	Elegies, 4.1.1–70: History of Rome	
Rafael Landivar	*Rusticatio Mexicana* (*Mexican Country Scenes*), 2.67–79 and 114–127	1782
Sulpicia	*Six Poems*	55–19 BCE
Tibullus	Books 2 and 4	55–19 BCE
Various authors	*Carmina Burana* (*Songs from Benediktbeuern*)	1230
Vergil	*Aeneid*, 1.52–80: Juno Enlists Aeolus's Help	30–19 BCE
	Aeneid, 1.124–141: Neptune Calms the Seas	
	Aeneid, 1.198–209: On the Libyan Coast	
	Aeneid, 1.340–364: Venus Speaks to Aeneas	
	Aeneid, 2.1–12 and 265–267: More on the Trojan Horse	
	Aeneid, 2.526–566: Death of Priam	
	Aeneid, 7.37–45: Second Invocation of the Muse	
	Aeneid, 8.671–731: Shield of Aeneas	

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Author	Text	Year
	Aeneid, 10.420–509: Death of Pallas	
	Aeneid, 11.648–675: Camilla's Aristeia	
	Aeneid, 11.794–835: Death of Camilla	
Vergil	*Georgics*, 4.485–503: Orpheus and Eurydice	38–32 BCE
Vergil	*Eclogues*, 4	42–37 BCE

Prose

Prose		
Author	**Text**	**Year**
Amerigo Vespucci	*Mundus Novus* (*New World*)	1503
Andrew White	*Relatio Itineris in Marylandiam* (*Narrative of a Voyage to Maryland*)	1635–1638
Anonymous	*Gesta Francorum* (*The Deeds of the Franks*)	c. 1100
Apuleius	*Metamorphoses/The Golden Ass*: Tale of Cupid and Psyche	c. 170
Augustus	*Res Gestae Divi Augusti* (*The Deeds of the Divine Augustus*)	c. 14
Aulus Gellius	*Noctes Atticae* (*Attic Nights*), 1.12: Vestal Virgins	c. 177
	Noctes Atticae (*Attic Nights*), 2.7: Obedience to Fathers	
	Noctes Atticae (*Attic Nights*), 4.13: Music as Medicine	
Carolus Ruaeus (Charles de La Rue)	*Argumentum Aeneidos* (*Prose Summary of the* Aeneid)	early 1700s
Charles François Lhomond	*Viri Romae* (*De Viris Illustribus Urbis Romae a Romulo ad Augustum*)	1779
Cicero	*In Catilinam* (*Catilinarian Orations*), 1.2: Shame on the Age and on Its Principles!	63 BCE
Cicero	*Epistulae ad Atticum* (*Letters to Atticus*), 1.2: Birth of a Son, Defense of Catiline	68–44 BCE
	Epistulae ad Atticum (*Letters to Atticus*), 3.3: Invitation to Vibo	
	Epistulae ad Atticum (*Letters to Atticus*), 9.19: Civil War	
	Epistulae ad Atticum (*Letters to Atticus*), 12.15: Loneliness of Exile	
Cicero	*Epistulae ad Familiares* (*Letters to Friends*), 7.5: Promoting Trebatius	62–43 BCE
	Epistulae ad Familiares (*Letters to Friends*), 7.18*:* Word from War in Gaul	
	Epistulae ad Familiares (*Letters to Friends*), 14.3*:* To His Family from Exile	
Cicero	*Against Verres*, 1.1: Cicero's Strategy	70 BCE
	Against Verres, 2.4.114–135: Stolen Artworks	
	Against Verres, 2.5.158–172: Execution of Gavius	
Cicero	*De Imperio* (*On Pompey's Command*), 27–49	70 BCE
Cicero	*Philippics*, 2.44–50, 78–92, and 100–119	43 BCE
Egeria	*Itinerarium Egeriae* (*Travels of Egeria*)	c. 385
Erasmus	*Colloquia Familiaria* (*Colloquies*), 31: The Abbot and the Learned Woman	1518
Erasmus	*Letters*: A Winter Journey	c. 1500s
	Letters: English Universities	
	Letters: The Condition of English Houses	

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Author	Text	Year
Eutropius	*Breviarium Historiae Romanae* (*Summary of Roman History*), 1.1–8: The Founding of Rome	c. 370
	Breviarium Historiae Romanae (*Summary of Roman History*), 6.25, 7.1–3, and 6–8: Assassination of Julius Caesar, Civil Wars, and Rise of Augustus	
	Breviarium Historiae Romanae (*Summary of Roman History*), 8.1–5: The Rule of Trajan	
Giovanni Boccaccio	*De Claris Mulieribus* (*On Famous Women*), 32: Penthesilea, Queen of the Amazons	c. 1374
	De Claris Mulieribus (*On Famous Women*), 35: Cassandra, Daughter of King Priam	
	De Claris Mulieribus (*On Famous Women*), 41: Lavinia, Queen of Laurentum	
	De Claris Mulieribus (*On Famous Women*), 52: Cloelia, a Roman Maiden	
Giovanni Boccaccio	*De Casibus Virorum Illustrium* (*On the Fates of Famous Men*), 8.19: Arthur, King of the Britons	c. 1374
Isidore of Seville	*Etymologiae* (*Etymologies*) 4.12: Medicine – Scents and Ointments	c. 600–625
Johannes Kepler	*Somnium* (*The Dream*)	1608
Julius Caesar	*Gallic War*, 1.1–7	58–49 BCE
	Gallic War, 6.13–20	
Julius Hyginus	*Fabulae* (*Stories*)	1st century CE
Julius Hyginus	*De Astronomica* (*Poetical Astronomy*)	1st century CE
Livy	*Ab Urbe Condita* (*History of Rome*), 1.1: Aeneas in Italy	27–9 BCE
Nepos	*De Viris Illustribus* (*The Lives of Famous Men*): Hannibal	c. 27 BCE
Pliny the Younger	*Letters*, 1.6: Enjoying the Outdoors	c. 100–109 CE
	Letters, 2.6: How to Treat Dinner Guests	
	Letters, 7.5: Third Letter to Calpurnia	
	Letters, 7.24: Feisty Grandmother	
	Letters, 9.6: Chariot Racing	
Pliny the Younger, Emperor Trajan	*Letters*, 10.33–34: Starting a Fire Brigade	c. 100–109 CE
	Letters, 10.38–40: Shoddy Building Practices	
Quintilian	*Institutio Oratoria* (*Institutes of Oratory*), 1.1.1–20: On the Early Education of an Orator	95 CE
Sallust	*Bellum Catilinae* (*War of Catiline*), 5–15	c. 43–40 BCE
Seneca the Younger	*Consolatio ad Helviam matrem* (*Of Consolation to His Mother Helvia*), Dialogues 1 and 8	42–43 CE
Seneca the Younger	*Epistulae Morales ad Lucilium* (*Moral Letters*), 3: On True Friendship	c. 65 CE
	Epistulae Morales ad Lucilium (*Moral Letters*), 79: The Study of Nature	
Suetonius	*De Vita Caesarum* (*About the Life of the Caesars*), 2 and 8: Augustus and Domitian	121 CE
Tacitus	*Annales* (*Annals*), 11.24: Provincials as Senators	c. 109 CE
	Annales (*Annals*), 14.5–6: Nero Tries to Kill His Mother	
Tacitus	*Historiae* (*Histories*), 1.1–5	c. 100–110 CE
Unknown	*Gesta Romanorum* (*Deeds of the Romans*), 273: Tale of Emperor Theodosius	c. 1300
Various authors/ unknown	Latin Inscriptions	various BCE
Various authors/ unknown	Vindolanda Tablets (see esp. Birthday Invitation of Sulpicia Lepidina, 291)	c. 100 CE
Vibia Perpetua	*Passio sanctarum Perpetuae et Felicitatis* (*The Passion of Saints Perpetua and Felicity*)	c. 203 CE

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The following list includes online anthologies of Latin texts that teachers may find useful in selecting readings for the Teacher's Choice portions of the syllabus. While the poetry and prose lists above have been curated to include only topics deemed appropriate for most high school classrooms, the following list of collections has not. Some Latin texts may deal with difficult topics or points of view. It is up to the individual AP Latin teacher to appropriately contextualize each reading and offer guidance on how to engage critically with these texts.

Online Collections

Online Collections	
Name	**Description**
Dickinson College Commentaries	The Dickinson College Commentaries offer vocabulary lists, grammar, the AP syllabus in an interactive format, and selections from many other authors that could be read as Teacher's Choice texts.
Epistolae	The Epistolae project gathers in one place an extensive number of Latin letters written by Medieval women. In addition to the Latin text, the site also includes biographical information on many of these women, along with descriptions of their letters and historical context.
Perseus Digital Library	The Perseus Digital Library provides interactive online text for many Classical Latin authors, as well as (older and scholarly) commentaries on numerous Latin texts.
Project ARKHAIA	Project ARKHAIA provides interactive online texts for works on the AP syllabus (including tiered versions of those texts) and other mythological and historical readings authored for a variety of skill levels.
The Latin Library	The Latin Library provides a large array of Classical, Medieval, and Modern Latin texts.

The following list includes recommendations for tiered readings and contemporary Latin novellas, which are most appropriately used in Unit 1 as a bridge from previous Latin study to AP Latin. They are not indicative of the level Latin students will encounter on the AP Latin Exam.

Tiered Readings and Modern Novellas

Tiered Readings and Modern Novellas		
Author	**Text**	**Year**
Andrew Olimpi	*Labyrinthus*	2018
Ellie Arnold	*Cloelia, Puella Romana*	2016
Emma Vanderpool	*Elissa: Dux Femina Facti*	2020
Emma Vanderpool	*Kandake Amanirenas: Regina Nubiae*	2020
Julius Caesar (edited)	Tiered Readings for Caesar at Project ARKHAIA	2010–2023
Lance Piantaggini	*Tiberius et Gallisena Ultima*	2019
Laura Shaw	*Charybdis: Capellus Valde Esuriens*	2019
Laura Shaw	*In Vineto*	2018
Laura Shaw	*Bellovesus in Gallia*	2019
Rachel Ash	*Camilla*	2018
Vergil (edited)	Tiered Readings for Vergil at Project ARKHAIA	2010–2023

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Appendix 2: Full Required Latin Vocabulary List

All Latin words outside this list will be glossed on the AP Exam, except (1) proper names found in the essential knowledge statements, when they occur in the nominative, and (2) on the Project Passage Short Essay free-response questions.

The definitions for the words in this list are not exhaustive. Students may encounter multiple-choice question options that utilize synonymous definitions deemed more appropriate to the context of the Latin stimulus. However, if a word on this list is used in a stimulus in a way that neither the listed definitions nor any synonymous definitions provide an adequate meaning, then the word will be glossed in that stimulus.

A

Vocabulary	Part of Speech	Definition	Suggested Reading
a, ab, abs	preposition	(with abl.) from, away from, out of, by	1.1
abeo, -ire, -ii, -itum	verb	to go from, go away, go off, go forth, go, depart	1.1
absum, abesse, afui	verb	to be away from, be absent	5.3
accedo (adc-), -ere, -cessi, -cessum	verb	to go to, come to, come near, draw near, approach, enter	2.1
accendo (adc-), -ere, -cendi, -censum	verb	to kindle, set on fire, inflame	3.6
accido, -ere, -cidi	verb	to fall upon, fall to, reach by falling, happen	3.1
accipio (adc-), -ere, -cepi, -ceptum	verb	to take without effort, receive, get, accept, hear	1.3
accuso, -are, -avi, -atum	verb	to accuse, blame, find fault; reprimand; charge (w/ a crime)	3.6
acer, acris, acre	adjective	sharp, bitter, pointed, piercing, shrill; keen; severe	1.1
acies, -ei (f.)	noun	sharp edge, point; front of an army, battle line; army	5.3
ad	preposition	(with acc.) to, toward	1.1
addo, -ere, -didi, -ditum	verb	to put to, place upon, lay on, join, attach	1.4
adeo, -ire, -ii, -itum	verb	to go to, come to, come up to, approach, draw near	1.2
adhuc	adverb	until now, heretofore, as yet, still, to this point, to this place	1.3
adsum (assum), adesse, adfui	verb	to be at, be present, be at hand	2.4
adsurgo (ass-), -ere, -surrexi, -surrectum	verb	to rise up, rise, stand up	1.4
adversus, -a, -um	adjective	turned to, turned against, opposite, before, in front of; unfavorable	1.1
adversus, adversum	preposition/ adverb	(with acc.) opposite to, against; toward, against, before	1.1
aedificium, -i (n.)	noun	building; structure	3.6
aedifico, -are, -avi, -atum	verb	to build, construct, make; create; establish; improve	3.6
aeger, -gra, -grum	adjective	sick, ill, injured; painful; corrupt; sad, sorrowful	1.2
Aeneas, -ae (m.)	noun (proper)	Aeneas, leader of the Trojans	4.4

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Vocabulary	Part of Speech	Definition	Suggested Reading
aequo, -are, -avi, -atum	verb	to make equal, equalize	4.4
aequor, -oris (n.)	noun	even surface, level; sea, ocean	4.4
aequus, -a, -um	adjective	level, even, equal, like; just, kind, impartial, fair; patient	1.2
aestas, -atis (f.)	noun	summer; summer heat/weather; a year	4.1
aetas, -atis (f.)	noun	life of a man, age, lifetime, years	3.4
aether, -eris (acc. aethera) (m.)	noun	upper air, sky	4.4
affirmo (adf-), -are, -avi, -atum	verb	to strengthen; confirm, encourage; declare	3.1
ager, agri (m.)	noun	(productive) land, a field, farm, estate, pasture	5.4
agmen, -inis (n.)	noun	multitude, troop, crowd; battle line, army	2.3
ago, -ere, egi, actum	verb	to put in motion, do, act, move, lead, drive	1.2
agricola, -ae (m.)	noun	farmer, countryman, peasant	1.1
aio (defective verb, ais, ait, aiunt)	verb	to assert, affirm, say, tell, relate	2.3
albus, -a, -um	adjective	white, pale, fair, gray; bright, clear; favorable, auspicious	3.1
Alexandrinus, -a, -um	adjective	Alexandrian, pertaining to Alexandria (a city in Egypt)	3.4
alienus, -a, -um	adjective	of another, belonging to another, not one's own, foreign, alien, strange	2.3
aliqui (aliquis), aliqua, aliquod	adjective	some, any	3.1
aliquis, aliquid	pronoun/ adjective	someone, anyone, anybody, one or another; neut., something, anything	3.1
alius, -a, -ud	adjective	another, other, different; one...the other (*alius...alius*), some...others (*alii...alii*)	1.1
alter, -tera, -terum	adjective	one, another, the one, the other (of two)	2.3
altum, -i (n.)	noun	height; high sky; deep sea	2.1
altus, -a, -um	adjective	high, lofty, elevated, great; deep, profound	1.2
ambulo, -are, -avi, -atum	verb	to walk, take a walk; travel, march	1.2
amicitia, -ae (f.)	noun	friendship; alliance, association; friendly relations	1.3
amicus, -a, -um	adjective	loving, friendly, kind, favorable	1.3
amicus, -i (m.)	noun	loved one, loving one, friend	1.3
amitto, -ere, -isi, -issum	verb	to send away, dismiss, part with, let go, lose	5.4
amnis, -is (m.)	noun	river	5.4
amo, -are, -avi, -atum	verb	to love	5.1
amor, -oris (m.)	noun	love, affection, strong friendly feeling	5.1
amplector, -i, amplexus sum	verb	to twine around, encircle, encompass, embrace	2.4
an	conjunction	or, or whether	1.3
ancilla, -ae (f.)	noun	enslaved woman	1.3
angustus, -a, -um	adjective	narrow, steep, close, confined; scanty, poor; narrowminded, petty	1.3
anima, -ae (f.)	noun	air, a current of air, breeze, wind; breath, life, soul	1.4
animal, -is (n.)	noun	animal, living thing	1.4
animus, -i (m.)	noun	soul, intelligence, reason, intellect, mind; courage	1.1
annus, -i (m.)	noun	year	2.3
ante	preposition/ adverb	(with acc.) (of space) before, in front, forwards; (of time) before, previously	3.4

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Vocabulary	Part of Speech	Definition	Suggested Reading
antea	adverb	before, before this; formerly, previously, in the past	4.1
antiquus, -a, -um	adjective	ancient, former, old, of old times	4.4
anxius, -a, -um	adjective	anxious, uneasy, disturbed; concerned; careful	3.6
aperio, -ire, -ui, -tum	verb	to uncover, open, disclose; explain, recount; reveal; establish	1.4
appareo (adp-), -ere, -ui, -itum	verb	to appear, come in sight, make an appearance	2.1
appello (adp-), -are, -avi, -atum	verb	to call, address, name; request, implore, demand	3.4
Appia, -ae (f.)	noun (proper)	a Roman female name (*nomen* – name of a Roman *gens*)	1.1
appropinquo (adp-), -are, -avi, -atum	verb	(with dat. or ad + acc.) to approach; come near to, draw near (space/time)	1.3
apud	preposition	(with acc.) with, among, at, by, near, at the house of	1.1
aqua, -ae (f.)	noun	water	1.2
ara, -ae (f.)	noun	structure for sacrifice, altar	4.6
arbor (arbos), -oris (f.)	noun	tree	1.4
architectus, -i (m.)	noun	architect; inventor, designer	3.4
arcus, -us (m.)	noun	bow, arc, arch; rainbow; anything arched or curved	3.4
ardens, -entis	adjective	glowing, fiery, hot, ablaze, burning, eager	4.6
ardeo, -ere, arsi, arsum	verb	to be on fire, burn, blaze, be burned, glow	1.3
area, -ae (f.)	noun	ground, dry land, open space	2.1
arena (harena), -ae (f.)	noun	sand, grains of sand; sandy land or desert; seashore; arena	2.3
arma, -orum (n. pl.)	noun	implements, outfit, instruments, tools; implements of war, arms, weapons	1.3
ars, artis (f.)	noun	practical skill, art	5.3
arvum, -i (n.)	noun	field, cultivated land, plowed land	4.6
arx, arcis (f.)	noun	castle, citadel, fortress, stronghold	4.4
ascendo (ads-), -ere, -cendi, -censum	verb	to climb, go/climb up; mount, scale; embark; rise, ascend, move upward	1.4
aspicio (ads-), -ere, -exi, -ectum	verb	to look at, look upon, behold, look	1.4
at, ast	conjunction	but (introducing a contrast to what precedes)	1.2
ater, atra, atrum	adjective	black, coal-black, gloomy, dark	2.3
Athenae, -arum (f. pl.)	noun (proper)	Athens (city in Greece)	3.1
athleta, -ae (m.)	noun	wrestler, boxer, athlete, one who is in public games; expert	1.3
atque, ac	conjunction	and; than (correl. with *alius*); as (correl. with *idem*)	1.1
atrium, -i (n.)	noun	atrium, reception hall in a Roman house	1.2
attonitus, -a, -um	adjective	astonished, fascinated; stupefied, dazed; inspired	2.3
audacia, -ae (f.)	noun	boldness, courage, confidence; recklessness	1.4
audax, -acis	adjective	bold; courageous; reckless, rash; presumptuous	1.4
audeo, -ere, ausus sum	verb	to venture, dare, be bold, dare to do, risk	3.6
audio, -ire, -ivi (or -ii), -itum	verb	to hear, listen (to)	1.1
aura, -ae (f.)	noun	air (in motion), a breeze, breath of air, wind, blast	5.1
Aurelius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)	1.2
aureus, -a, -um	adjective	of gold, golden; gilded; gleaming like gold; splendid	5.3
auris, -is (f.)	noun	ear	3.1

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Vocabulary	Part of Speech	Definition	Suggested Reading
aurum, -i (n.)	noun	gold	5.3
aut	conjunction	or (introducing an antithesis to what precedes); either…or (*aut…aut*)	1.1
autem	conjunction	but, on the other hand, on the contrary, however	3.4
auxilium, -i (n.)	noun	help, assistance; remedy; supporting resource, force; (pl.) auxiliary troops	4.6
avunculus, -i (m.)	noun	maternal uncle, mother's brother	2.1

B

Vocabulary	Part of Speech	Definition	Suggested Reading
beatus, -a, -um	adjective	happy, prosperous, blessed, fortunate	1.4
bellum, -i (n.)	noun	war	1.2
bene	adverb	well	2.4
beneficium, -i (n.)	noun	favor, benefit, service, kindness	3.4
benignus, -a, -um	adjective	kind, favorable; kindly, mild, affable	3.6
bibo, -ere, bibi	verb	to drink	4.1
bonus, -a, -um	adjective	good	1.2
brevis, -e	adjective	short, small, shallow, brief	1.2

C

Vocabulary	Part of Speech	Definition	Suggested Reading
cado, -ere, cecidi, casum	verb	to fall, fall down, descend, die	5.1
caedes, -is (f.)	noun	cutting-down, killing, slaughter, carnage, massacre	5.1
Caelius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)	1.1
caelum, -i (n.)	noun	sky, heaven, heavens, vault of heaven	2.1
caligo, -inis (f.)	noun	thick air, mist, vapor, fog	1.2
Camilla, -ae (f.)	noun (proper)	Camilla, warrior and leader of the Volsci	5.4
campus, -i (m.)	noun	plain, field, open country, level place	2.3
candidus, -a, -um	adjective	bright, clear, transparent; clean, spotless; innocent, pure, unaffected, honest; white, pale	4.1
canis, -is (m. or f.)	noun	dog	1.1
cano, -ere, cecini, cantum	verb	to make music; sing (of), sound; prophesize	4.4
capillus, -i (m.)	noun	hair of the head, hair	3.1
capio, -ere, cepi, captum	verb	to take in hand, take hold of, lay hold of, take, seize, grasp	5.1
caput, -itis (n.)	noun	head	1.3
carmen, -inis (n.)	noun	song, poem, verse, prophecy, note, sound (vocal or instrumental)	3.6
Carthago (Karthago), -inis (f.)	noun (proper)	Carthage, a city in north Africa	3.1
carus, -a, -um	adjective	dear, precious, valued, esteemed, beloved	4.4
castra, -orum (n. pl.)	noun	military camp, encampment, fort	3.6
castrum, -i (n.)	noun	fortified place, fort, fortress	3.6
casus, -us (m.)	noun	falling, falling down, fall; misfortune, mishap, calamity	1.4
catena, -ae (f.)	noun	chain, shackle	3.1
caterva, -ae (f.)	noun	crowd, troop, throng, band, mob	4.4

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Vocabulary	Part of Speech	Definition	Suggested Reading
causa, -ae (f.)	noun	cause, reason, motive, occasion, opportunity; (in the ablative) for the sake of	2.4
caveo, -ere, cavi, cautum	verb	to beware, avoid, be on guard; guarantee; take care of, decree	1.1
cedo, -ere, cessi, cessum	verb	to go from, give place, withdraw, go away, depart, yield, move	5.3
celebro, -are, -avi, -atum	verb	to celebrate, perform; frequent; honor; publicize; discuss	2.1
celer, -eris, -ere	adjective	swift, fleet, quick, speedy	5.1
celeritas, -atis (f.)	noun	speed, quickness; speed of action; haste	4.1
celo, -are, -avi, -atum	verb	to hide something from one, keep secret, conceal	4.1
cena, -ae (f.)	noun	dinner, principal Roman meal (evening); course, meal	1.3
ceno, -are, -avi, -atum	verb	to dine (on), eat, have dinner with	1.3
certamen, certaminis (n.)	noun	contest, competition; battle, combat, struggle; rivalry, dispute	1.4
certus, -a, -um	adjective	determined, resolved, fixed, settled, purposed, certain	1.4
ceterus, -a, -um	adjective	the other, remainder, rest	1.4
cibus, -i (m.)	noun	food; eating, a meal	1.2
cingo, -ere, -xi, -nctum	verb	to go around, surround, encompass, gird, wreathe, crown	2.4
cinis, -eris (m.)	noun	ashes	2.1
circum	preposition	(with acc.) around, about, all around	4.4
civis, -is (m. or f.)	noun	citizen	4.6
civitas, -atis (f.)	noun	city, state; citizenship	3.4
clam	adverb	secretly; without knowledge of, unknown to	4.6
clamo, -are, -avi, -atum	verb	to call, cry out, shout aloud; complain loudly	5.3
clamor, -is (m.)	noun	shout, cry; loud shouting; applause; a loud noise, roar; a battle-cry	2.4
clarus, -a, -um	adjective	clear, bright, shining, brilliant	5.1
classis, -is (f.)	noun	class, great division; (fig.) army, a fleet	1.4
Claudia, -ae (f.)	noun (proper)	a Roman female name (*nomen* – name of a Roman *gens*)	1.2
claudo, -ere, -si, -sum	verb	to shut, close, shut up	1.3
cliens, -entis	noun	client, dependent (of a patron); client state or its citizens, allies	5.3
clipeus, -i (m.)	noun	round shield of metal	4.6
coepio, -ere, coepi, coeptum	verb	to begin, commence	2.3
cognosco, -ere, cognovi, cognitum	verb	to become acquainted with, acquire knowledge of, learn, understand, recognize	1.4
cogo, -ere, coegi, coactum	verb	to drive together, bring together, convene, compel, force	2.4
colo, -ere, colui, cultum	verb	to till, tend, care for, cultivate	4.4
coma, -ae (f.)	noun	hair of the head, hair	5.1
comes, -itis (m.)	noun	companion, associate, comrade, partner	3.1
committo, -ere, -misi, -missum	verb	to bring together, join, combine, put together, connect, unite	2.3
commodus, -a, -um	adjective	suitable, convenient; timely; favorable, lucky; desirable, agreeable	5.3

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Vocabulary	Part of Speech	Definition	Suggested Reading
commoveo, -ere, -movi, -motum	verb	to shake, stir up; start, provoke; displace, trouble, upset; jolt awake	5.6
comparo, -are, -avi, -atum	verb	to place together, join; compare, consider; prepare, acquire; arrange, establish	5.6
compono, -ere, -posui, -positum	verb	to bring together, place together, join, connect	5.1
condo, -ere, -didi, -ditum	verb	to put together, found, establish, build, settle	1.4
coniunx, -iugis (m. or f.)	noun	married person, spouse, husband, wife	2.4
considо, -ere, -sedi, -sessum	verb	to sit down, be seated; sit (judge); sink, stop, settle; take up a position	2.4
consilium, -i (n.)	noun	council, body of counsellors; a plan, purpose, intention	1.3
conspicio, -ere, -spexi, -spectum	verb	to look at (closely), contemplate, perceive, observe	1.1
constituo, -ere, -ui, -utum	verb	to set up; place, locate; stop; decide, appoint; station (troops); establish, create; arrange	5.6
consul, -is (m.)	noun	consul	5.1
consulo, -ere, -ui, -tum	verb	to meet and consider, reflect, consult, look out, be mindful	2.3
consumo, -ere, -sumpsi, -sumptum	verb	to burn up, destroy; reduce, wear away; extinguish, exhaust; devour, consume; spend, squander	6.1
contendo, -ere, -tendi, -tentum	verb	to stretch, draw tight; to draw, bend; to tune; to stretch out for, rush to, travel; be in a hurry; direct	6.2
contingo, -ere, -tigi, -tactum	verb	to touch, reach, take hold of, seize	4.4
contra	adjective/adverb	in opposition, opposite, face to face; in turn, in return, back, on the other hand, likewise (with acc.)	2.4
conubium, -i (n.)	noun	marriage	5.1
copia, -ae (f.)	noun	abundance, ample supply, plenty; (in plural) troops, forces	1.4
coquo, -ere, coxi, coctum	verb	to cook; burn, parch; consider, plan	5.4
Cornelia, -ae (f.)	noun (proper)	a Roman female name (*nomen* – name of a Roman *gens*)	1.1
cornu, -us (n.)	noun	horn; hoof; beak, claw; bow; horn, trumpet; end, wing of an army	5.4
corpus, -oris (n.)	noun	body (living or lifeless)	1.2
corripio, -ere, -ripui, -reptum	verb	to seize, snatch up, grasp, collect, take hold of, arrest	2.3
cotidie	adverb	daily, every day; day by day; usually, ordinarily, commonly	3.6
cras	adverb	tomorrow; after today; hereafter, in the future	3.6
credo, -ere, -didi, -ditum	verb	(with dat.) to believe, trust; to confide in, have confidence in	1.3
cresco, -ere, crevi, cretum	verb	to come into being, spring up, arise, be born, grow	2.1
crimen, -inis (n.)	noun	judgment, charge, crime, accusation, reproach	5.4
crudelis, -e	adjective	rude, unfeeling, hard, hard-hearted, cruel, severe, fierce	5.1
cubiculum, -i (n.)	noun	bedroom, room	1.1
culina, -ae (f.)	noun	kitchen	1.2
cum	conjunction	when, while, since, although	1.1
cum	preposition	(with abl.) with, together, along with	1.1
cunctor, -ari, -atus sum	verb	to delay, linger, loiter; hesitate, doubt	2.1
cunctus, -a, -um	adjective	all together, whole, all, entire	4.6
cupiditas, -atis (f.)	noun	desire, lust, greed, enthusiasm, eagerness, passion	4.1

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Vocabulary	Part of Speech	Definition	Suggested Reading
cupio, -ere, -ivi, -itum	verb	to long for, desire, wish	2.3
cur	adverb	why? wherefore? for what reason?	5.1
cura, -ae (f.)	noun	trouble, care, concern, attention, pains, industry, diligence, exertion	3.6
curo, -are, -avi, -atum	verb	to care, provide for; be attentive to; take charge of; heal, cure	2.4
curro, -ere, cucurri, cursum	verb	to run, move quickly, travel quickly	1.3
currus, -us (m.)	noun	chariot, car, wagon	4.4
cursus, -us (m.)	noun	running, course, way, march, passage, voyage, journey	1.4
custodio, -ire, -ivi, -itum	verb	to guard, watch over, keep safe; to take heed, care, observe	4.1
custos, -odis (m.)	noun	guard, sentry, protector; doorkeeper, watchman	5.4

D

Vocabulary	Part of Speech	Definition	Suggested Reading
Danai, -orum (pl.)	noun (proper)	the Danaans, the Greeks	4.4
de	preposition	(with abl.) from, away from, down from, out of, about	1.2
dea, -ae (f.)	noun	goddess	1.1
debeo, -ere, -ui, -itum	verb	to owe, be in debt; ought, must, should	2.3
Decius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)	1.1
defendo, -ere, -i, defensum	verb	to defend, guard, protect, look after; repel, ward off, prevent; support, preserve	3.4
defessus, -a, -um	adjective	worn out, weary, tired; weakened	4.1
deinde or dein	adverb	then, next, thereafter, afterward	1.3
delecto, -are, -avi, -atum	verb	to delight, please, amuse, fascinate; charm, lure, entice; enjoy	3.6
deleo, -ere, -evi, -etum	verb	to erase, remove, delete; abolish	3.6
demonstro, -are, -avi, -atum	verb	to point out/at/to, draw attention to; to explain, describe; reveal, mention, refer to; prove, demonstrate	4.1
denique	adverb	finally, in the end; and then	5.6
densus, -a, -um	adjective	thick, close, compact, dense, crowded	2.1
descendo, -ere, -i, descensum	verb	to descend, go down; to dismount; to penetrate, sink	2.3
desero, -ere, -ui, -tum	verb	to leave, forsake, abandon, desert, give up	1.2
desum, -esse, -fui	verb	to be away, be absent, fail, be wanting, be missing	2.4
detineo, -ere, -ui, -tentum	verb	to hold off, keep back, detain, check	2.3
deus, -i (m.)	noun	god, deity	1.1
devoro, -are, -avi, -atum	verb	to devour, swallow up, overwhelm, destroy; to use up, consume	6.1
dexter, -tera, -terum, (or -tra, -trum)	adjective	to the right, on the right side, right	3.6
dextra (dextera), -ae (f.)	noun	right hand	4.4
Diana, -ae (f.)	noun (proper)	Diana, the goddess of the moon, daughter of Jupiter and Latona and twin sister of Apollo	4.4
dico, -ere, dixi, dictum	verb	to say, speak, utter, tell, mention, relate, affirm, declare, state, assert	1.1

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Vocabulary	Part of Speech	Definition	Suggested Reading
Dido, -onis (f.)	noun (proper)	Dido, queen of Carthage	4.4
dies, -ei (m. or f.)	noun	day, daylight	1.2
difficilis, -e	adjective	difficult, troublesome; hard to please or deal with	4.1
digitus, -i (m.)	noun	finger; toe; finger's breadth	3.1
dignus, -a, -um	adjective	worthy, deserving, deserved, suitable, fitting, proper	2.4
diligens, -entis	adjective	careful; diligent; accurate; industrious	4.1
diligentia, -ae (f.)	noun	diligence, care, attentiveness; frugality; efficiency	4.1
discedo, -ere, -cessi, -cessum	verb	to go off, depart, withdraw; scatter; abandon	2.4
discipulus, -i (m.)	noun	student, follower	4.1
disco, -ere, didici	verb	to learn, learn to know, acquire, become acquainted with	3.1
dissimilis, -e	adjective	unlike, different, dissimilar	4.6
diu	adverb	a long time, long while, long, for a long time	3.1
diva, -ae (f.)	noun	goddess	4.4
dives, -itis	adjective	rich; costly; productive (land); talented	5.1
divus, -i (m.)	noun	god, a deity	4.6
do, dare, dedi, datum	verb	to give, hand over, deliver, give up, pay, surrender, grant	1.1
doceo, -ere, -ui, -ctum	verb	to teach, instruct, inform, show, prove, convince, tell	3.1
doleo, -ere, -ui, -itum	verb	to hurt, feel pain; grieve; be pained, sorry; cause pain (to)	4.4
dolor, -oris (m.)	noun	pain, ache, suffering, anguish	4.4
domina, -ae (f.)	noun	mistress, lady, she who rules; a female slave-owner	3.6
dominus, -i (m.)	noun	master, possessor, ruler, lord, owner; a male slave-owner	3.4
domus, -us or -i (f.)	noun	house, home, dwelling-house, building, mansion, palace	1.2
donum, -i (n.)	noun	gift, present	4.6
dormio, -ire, -ivi, -itum	verb	to sleep, rest; do nothing	3.1
dubius, -a, -um	adjective	moving two ways, doubting, doubtful, dubious, uncertain	2.3
duco, -ere, -xi, -ctum	verb	to lead, conduct, guide, direct, draw, bring, fetch, escort	3.1
dulcis, -e	adjective	sweet	5.1
dum	conjunction	while, a while, now, yet; so long as, provided that, if only; until, until that	2.4
duo, -ae, -o	adjective	two	1.1
durus, -a, -um	adjective	hard (to the touch); harsh, rough, stern, unyielding, unfeeling	5.3
dux, ducis (m.)	noun	leader, conductor, guide	5.1

E

Vocabulary	Part of Speech	Definition	Suggested Reading
ecce	interjection	lo! see! behold! there! look!	2.3
effundo, -ere, -fudi, -fusum	verb	to pour out, pour forth, shed, spread abroad	2.4
ego, mei, mihi, me, me	pronoun	I, me	1.1
egredior, -gredi, -gressus sum	verb	to go out, come forth, march out, go away	2.1
emo, -ere, emi, emptum	verb	to buy; gain, acquire	3.1
enim	conjunction	for, for instance, namely, that is to say, I mean, in fact	1.2
eo	adverb	there, in that place; to there; therefore, for that reason	3.6

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Vocabulary	Part of Speech	Definition	Suggested Reading
eo, ire, ivi or ii, itum	verb	to go, walk, ride, sail, fly, move, pass	1.3
epistula, -ae (f.)	noun	written communication, letter	1.4
eques, -itis (m.)	noun	horseman, rider; cavalryman, horse-soldier, trooper; member of the Equestrian social class	5.4
equidem	adverb	truly, indeed, certainly, by all means, of course, to be sure	2.1
equus, -i (m.)	noun	horse	4.6
ergo	conjunction	consequently; therefore, then, so then; because of (with gen.)	1.1
eripio, -ere, -ipui, -eptum	verb	to tear out, snatch away, pluck, tear, take away	1.4
erro, -are, -avi, -atum	verb	to wander, stray, roam; be in error, err, mistake, go wrong, go astray	4.4
et	conjunction	and; also, too, besides, likewise, as well, even; both…and (*et…et*)	1.1
etiam	conjunction	now too, yet, as yet, even yet, still, even now	1.2
ex, e	preposition	(with abl.) out of, from	1.1
excipio, -ere, -cepi, -ceptum	verb	to take out, withdraw; except, make an exception, stipulate, reserve	5.1
excito, -are, -avi, -atum	verb	to call out, summon forth, bring out, wake, rouse	1.2
exemplum, -i (n.)	noun	example, sample; instance; precedent, case; warning, deterrent	5.3
exerceo, -ere, -ui, -itum	verb	to exercise, practice; enforce, administer; cultivate	4.4
exercitus, -us (m.)	noun	disciplined body of men, army	3.4
exigo, -ere, -egi, -actum	verb	to drive out, push forth, thrust out, take out, expel; spend (time); demand; inquire; complete, spend	2.3
exitus, -us (m.)	noun	going out, exit, departure; end, conclusion, death	2.1
explico, -are, -avi, atum (or -ui, -itum)	verb	to unfold, extend; to set forth, explain	5.6
exspecto or expecto, -are, -avi, -atum	verb	to look out for, await, wait for	2.4
exstinguo or extinguo, -ere, -nxi, -nctum	verb	to put out, quench, extinguish, destroy	2.4
extra	adverb	outside of, beyond, without, beside; except	5.6
extremus, -a, -um	adjective	outermost, utmost, extreme, farthest, last	5.1

F

Vocabulary	Part of Speech	Definition	Suggested Reading
fabula, -ae (f.)	noun	story, fable; play	1.1
facies, -ei (f.)	noun	appearance, form, figure, shape, build	5.4
facilis, -e	adjective	easy to do, easy, without difficulty	3.4
facio, -ere, feci, factum	verb	to make, build, produce, compose; do, perform, make	1.1
fama, -ae (f.)	noun	report, rumor, saying, talk, tradition, reputation	5.1
familia, -ae (f.)	noun	household	1.2
fatalis, -e	adjective	of fate, ordained by destiny, decreed, destined, fated, fatal	4.6
fatum, -i (n.)	noun	utterance, prophecy, oracle; destiny, fate	4.4
faveo, -ere, favi, fautum	verb	(with dat.) to favor, befriend, support	5.3
felix, -icis	adjective	fruitful, productive; bringing good-luck, favorable, fortunate, prosperous; lucky, happy, fortunate	5.6

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Vocabulary	Part of Speech	Definition	Suggested Reading
femina, -ae (f.)	noun	female, woman	2.4
fero, ferre, tuli, latum	verb	to bear, carry, support, lift, hold, take up; report	1.2
ferox, -ocis	adjective	wild, bold; warlike; cruel; defiant, arrogant	5.3
ferrum, -i (n.)	noun	iron	3.1
ferus, -a, -um	adjective	wild, untamed, uncultivated	3.6
festino, -are, -avi, -atum	verb	to hurry	6.1
fides, -ei (f.)	noun	trust, faith, confidence, reliance, credence, belief	3.1
figura, -ae (f.)	noun	form, shape, figure	2.1
filia, -ae (f.)	noun	daughter	5.4
filius, -i (m.)	noun	son	5.4
fingo, -ere, finxi, fictum	verb	to touch, form, shape, fashion, make	3.1
finis, -is (m. or f.)	noun	that which divides, boundary, limit, border, end	1.3
fio, fieri, factus sum	verb	to happen, be done; become	4.6
flamma, -ae (f.)	noun	blazing fire, blaze, flame	1.4
flecto, -ere, flexi, flexum	verb	to bend, bow, curve, turn, turn round	2.1
fleo, -ere, flevi, fletum	verb	to weep, cry, shed tears, lament, wail	5.4
flos, -oris (m.)	noun	flower, blossom; youthful prime	6.2
fluctus, -us (m.)	noun	wave, flow, tide, surge	4.4
flumen, -inis (n.)	noun	a flowing, flood, stream, running water, river	3.4
fluo, -ere, fluxi, fluxum	verb	to flow; proceed from	3.6
for, fari, fatus sum	verb	to speak, say	4.6
forma, -ae (f.)	noun	form, contour, figure, shape, appearance, looks	1.4
formido, -inis (f.)	noun	fearfulness, fear, terror, dread, awe	1.2
fortasse	adverb	perhaps, possibly; it may be	3.4
forte	adverb	by chance, by accident	2.1
fortis, -e	adjective	strong, firm, stout, courageous, brave, valiant, bold, fearless	1.4
fortuna, -ae (f.)	noun	chance, luck, fate, fortune	1.3
forum, -i (n.)	noun	forum, market; the Forum (in Rome); court of justice	3.4
frango, -ere, fregi, fractum	verb	to break (in pieces), dash to pieces, shiver, shatter, fracture	1.4
frater, -tris (m.)	noun	brother	2.3
frustra	adverb	in vain; for nothing, to no purpose	3.4
fuga, -ae (f.)	noun	fleeing, flight, running away	1.4
fugio, -ere, fugi, fugitum	verb	to flee, fly, take flight, run away, make off	1.3
furor, -oris (m.)	noun	raving, rage, madness, fury, passion	4.6
futurus, -a, -um	adjective	going to be, yet to be, to come, future	2.4

G

Vocabulary	Part of Speech	Definition	Suggested Reading
Gaius (or Caius), -i (m.)	noun (proper)	Gaius, a Roman male name (*praenomen*) abbreviated C.	2.1
gaudeo, -ere, gavisus sum	verb	to rejoice, be glad, be joyful, take pleasure, be pleased, delight	4.6
gaudium, -i (n.)	noun	joy, gladness, delight	2.1
geminus, -a, -um	adjective	born together, twin-born, twin; paired, double, twofold, both, two	4.6

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Vocabulary	Part of Speech	Definition	Suggested Reading
gemitus, -us (m.)	noun	a sighing, sigh, groan, lamentation, complaint	2.4
gens, gentis (f.)	noun	race, clan, house	4.4
genus, -eris (n.)	noun	race, family, birth, descent, origin, sort, kind	3.4
gero, -ere, gessi, gestum	verb	to bear about, bear, carry, wear, have, hold, sustain	3.1
gladiator, -oris (m.)	noun	gladiator	1.4
gladius, -i (m.)	noun	sword	1.4
gloria, -ae (f.)	noun	glory, fame, renown, praise, honor	1.4
gradus, -us (m.)	noun	step, pace, gait, walk	2.4
gratia, -ae (f.)	noun	favor, regard, liking, love, friendship; charm, beauty, loveliness	1.4
gratus, -a, -um	adjective	beloved, dear, acceptable, pleasing, agreeable	3.6
gravis, -e	adjective	heavy, weighty, ponderous, burdensome, loaded, laden, burdened	1.1

H

Vocabulary	Part of Speech	Definition	Suggested Reading
habeo, -ere, -ui, -itum	verb	to have, hold, support, carry, wear	1.1
habito, -are, -avi, -atum	verb	to inhabit, dwell; to live, stay	1.3
haereo, -ere, haesi, haesum	verb	to stick, adhere, cling to; to hesitate; to be in difficulties	3.1
Harpocras, -tis (m.)	noun (proper)	a Greek male name	3.4
hasta, -ae (f.)	noun	staff, rod, pole; spear, javelin	4.6
haud or haut	adverb	not, not at all, by no means	5.4
haurio, -ire, hausi, haustum	verb	to draw up, draw out, draw; to drain, drink up, spill, shed	1.3
Helvia, -ae (f.)	noun (proper)	a Roman female name (*nomen* – name of a Roman *gens*)	1.2
herba, -ae (f.)	noun	grass, herb	3.1
heri	adverb	yesterday	4.1
hic	adverb	here, in this place	1.2
hic, haec, hoc	pronoun/ adjective	this	1.1
hiems, -emis (m.)	noun	winter; cold, frost; storm, stormy weather	3.6
hinc	adverb	from this place, hence	4.4
historia, -ae (f.)	noun	narrative of past events, history	1.4
hodie	adverb	today, nowadays; at the present time	4.1
homo, -inis (m.)	noun	human being, man, person	1.2
honor (honos), -oris (m.)	noun	honor, repute, esteem, reputation, praise, distinction	3.1
hora, -ae (f.)	noun	hour; time; season	1.2
horrendus, -a, -um	adjective	dreadful, terrible, fearful, horrible	2.3
horreo, -ere, -ui	verb	to shudder (at), stand on end, stand erect, bristle, be rough	2.3
hortus, -i (m.)	noun	garden; park (pl.)	4.1
hospes, -itis (m.)	noun	guest, visitor; stranger; host	5.1
hostis, -is (m.)	noun	stranger, foreigner; enemy, foe, public enemy	1.3
huc	adverb	to this place, hither	1.1
humanus, -a, -um	adjective	of man, human	3.1

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I

Vocabulary	Part of Speech	Definition	Suggested Reading
iaceo, -ere, -cui, -citum	verb	to lie down, be prostrate, lie at rest	1.3
iacio, -ere, ieci, iactum	verb	to throw (away); establish; declare	4.1
iacto, -are, -avi, -atum	verb	to throw, cast, hurl	4.4
iam	adverb	at the moment, at the present moment, now, already, at this time, just now, at present	1.1
ianua, -ae (f.)	noun	door, entrance	4.1
iatralipta or -es, -ae (m.)	noun	doctor, especially one who uses massage and ointments	3.4
ibi	adverb	in that place, there; on the spot, then, thereupon	2.1
idem, eadem, idem	pronoun/ adjective	the same	1.2
igitur	conjunction	then, therefore, thereupon, accordingly, consequently	3.1
ignavus, -a, -um	adjective	lazy, idle; spiritless; cowardly, faint-hearted; ignoble	4.1
ignis, -is (m.)	noun	fire	1.3
ille, illa, illud	pronoun/ adjective	that	1.1
illic	adverb	in that place, yonder, there	1.2
imago, -inis (f.)	noun	imitation, copy, image, likeness, statue, picture; ghost	3.1
immineo (inm-), -ere	verb	to project over, lean toward, hang down over, overhang, loom (over), threaten	2.1
immortalis (inm-), -e	adjective	immortal, undying	1.3
impello (inp-), -ere, -puli, -pulsum	verb	to strike against, push, drive, strike; set in motion, drive forward, move, urge on	2.3
imperator, -oris (m.)	noun	commander, leader, chief, director, ruler, general, emperor	3.4
imperium, -i (n.)	noun	command, order; supreme power, sway, dominion, empire	1.3
impetus, -us (m.)	noun	attack, assault, onset; violence, fury, rush, force	5.3
implico (inp-), -are, -avi, -atum (or -ui, -itum)	verb	to enfold, involve, entangle, envelop, encircle, embrace, clasp, grasp	3.1
impono (inp-), -ere, -posui, -positum	verb	to place upon, set on, impose, establish, introduce, set, place	1.3
in	preposition	(with abl.) in, on; (with acc.) into, to, onto, against	1.1
incendium, -i (n.)	noun	fire; fiery heat; fiery passion, love, hostility; incendiary missile; (pl.) flames	1.4
incertus, -a, -um	adjective	not fixed, unsettled, undetermined; hesitating, undecided, doubtful, at a loss	2.1
incido, -ere, -cidi	verb	to fall in, fall, light, strike, reach, find the way	2.1
incipio, -ere, -cepi, -ceptum	verb	to take hold, take in hand, begin	2.3
incito, -are, -avi, -atum	verb	to enrage; urge on, incite; inspire	4.6
inde	adverb	from that place, from there, thence	3.1
induo, -ere, -ui, -utum	verb	to put on, clothe, cover; to dress oneself in	1.2
infans, -ntis	adjective	speechless; (as a noun) little child, infant, baby	2.4
infelix, -icis	adjective	unfruitful, not fertile, barren; unfortunate, ill-fated, unhappy, miserable, unlucky	4.6
inferus, -a, -um	adjective	below, beneath, underneath, lower, of the lower world	5.3
ingenium, -i (n.)	noun	innate quality, nature, temperament, constitution, character	5.1

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Vocabulary	Part of Speech	Definition	Suggested Reading
ingens, -entis	adjective	not natural, vast, huge, enormous, great, remarkable	2.3
inimicus, -a, -um	adjective	unfriendly, hostile, inimical; (as a noun) enemy	5.3
initium, -i (n.)	noun	beginning; entrance	3.1
iniuria, -ae (f.)	noun	injustice, wrong, outrage, injury, insult	4.4
inquam (defective verb, inquis, inquit, inquimus, inquiunt)	verb	to say	1.3
insanus, -a, -um	adjective	insane, unhealthy in mind	5.3
inspicio, -ere, -spexi, -spectum	verb	to examine, inspect; to consider, look into	4.6
insula, -ae (f.)	noun	island; apartment building	5.1
intellego, -ere, -exi, -ectum	verb	to understand; realize	5.3
intendo, -ere, -di, -tum	verb	to stretch out, reach forth, extend	3.1
intentus, -a, -um	adjective	eager, intent, attentive; strict; intense, strenuous; serious	2.3
inter	preposition	(with acc.) between, among	1.2
interdum	adverb	sometimes, occasionally, now and then, meanwhile	2.1
interea	adverb	meanwhile, in the meantime	5.4
interficio, -ere, -feci, -fectum	verb	to kill, destroy	5.4
interim	adverb	meanwhile, in the meantime	1.4
intra	preposition	(with acc.) (of space) within, inside, on the inside; (of time) during; fewer than	1.3
intro, -are, -avi, -atum	verb	to go into, enter	5.1
invenio, -ire, -veni, -ventum	verb	to come upon, find, meet with, light upon	1.1
invitus, -a, -um	adjective	reluctant, unwilling; against one's will	5.3
ipse, -a, -um	pronoun/ adjective	self, in person, himself, herself, itself, etc.	1.1
ira, -ae (f.)	noun	anger, wrath, rage, ire, passion, indignation	2.1
iratus, -a, -um	adjective	angry, angered; violent	5.3
is, ea, id	pronoun/ adjective	he, she, it; this, that, the	1.1
iste, -a, -ud	pronoun/ adjective	that, this, that of yours	1.2
ita	adverb	in this manner, in such a way, so, thus, accordingly, as has been said	1.3
Italia, -ae (f.)	noun (proper)	Italy	2.1
itaque	conjunction	and so, and thus, and accordingly	3.4
iter, itineris (n.)	noun	a going, walk, way, journey, passage, march, voyage	5.4
iterum	adverb	again, a second time, once more, anew	1.2
iubeo, -ere, iussi, iussum	verb	to order, give an order, bid, tell, command	1.2
iudex, -icis (m.)	noun	judge; juror	5.3
iugum, -i (n.)	noun	yoke, collar; height, summit, ridge, chain of mountains	4.4
Iulia, -ae (f.)	noun (proper)	a Roman female name (*nomen* – name of a Roman *gens*)	6.1
Iuno, -onis (f.)	noun (proper)	Juno, queen of the gods, daughter of Saturn, sister and wife of Jupiter, goddess of marriage	4.4

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Vocabulary	Part of Speech	Definition	Suggested Reading
luppiter (lupi-), lovis (m.)	noun (proper)	Jupiter, Jove, king of the gods, son of Saturn, brother and husband of Juno, god of the sky	5.1
ius, iuris (n.)	noun	right, justice, duty, law	3.4
iuvenis, -is (m. or f.)	noun	young person, youth	2.4
iuvo, -are, iuvi, iutum	verb	to help, aid, assist, further, serve, support, benefit, delight, please	1.4
iuxta	preposition	(with acc.) near, close to, next to; on par with, like	5.3

L

Vocabulary	Part of Speech	Definition	Suggested Reading
labor, -i, lapsus sum	verb	to glide, slide, move, fall, slip, float, pass, flow	5.1
labor, -oris (m.)	noun	labor, toil, exertion	2.1
laboro, -are, -avi, -atum	verb	to work; produce; be troubled, sick, oppressed, in distress	6.2
lacrima (lacruma), -ae (f.)	noun	tear	5.1
lacrimo, -are, -avi, -atum	verb	to cry, shed tears	3.6
laedo, -ere, -si, -sum	verb	to hurt, wound, injure, damage	4.4
laetitia, -ae (f.)	noun	joy, happiness; source of joy, delight	4.1
laetus, -a, -um	adjective	happy, joyful, cheerful, glad, delighted, full of joy	2.1
Laocoön, -ontis (m.)	noun (proper)	Laocoön, a Trojan prince and priest of Apollo, serving as the priest of Neptune in the last days of Troy	4.6
lapis, -idis (m.)	noun	stone	2.1
Latium, -i (n.)	noun (proper)	Latium, the region of Italy in which Rome was situated	4.4
latus, -eris (n.)	noun	side, flank	2.3
laudo, -are, -avi, -atum	verb	to praise, commend, honor, approve	5.3
laus, laudis (f.)	noun	praise, commendation, glory, fame, renown, esteem	5.3
lavo, -are (or -ere), lavi, lautus (or lotus)	verb	to wash, bathe	4.1
lectus, -i (m.)	noun	couch, bed	4.1
legatus, -i (m.)	noun	ambassador, legate	5.4
legio, -onis (f.)	noun	body of soldiers, legion	5.1
lego, -ere, legi, lectum	verb	to bring together, gather, choose; to read	1.4
lentus, -a, -um	adjective	slow	3.1
leo, leonis (m.)	noun	lion	3.4
levis, -e	adjective	light, not heavy	1.3
lex, legis (f.)	noun	law, bill, regulation, principle, rule	2.1
liber, -bri (m.)	noun	bark of a tree; paper, book	2.1
liber, -era, -erum	adjective	free, unrestricted, unrestrained, unimpeded, unshackled	3.6
liberi, -orum (m. pl.)	noun	children	3.6
libero, -are, -avi, -atum	verb	to free; acquit, absolve; liberate, release	4.1
liberta, -ae (f.)	noun	freedwoman, freed person, formerly enslaved woman	3.4
libertas, -atis (f.)	noun	freedom, liberty, absence of restraint, permission	5.4
libertus, -i (m.)	noun	freedman, freed person, formerly enslaved man	3.1
licet, -ere, licuit and licitum est	verb	it is lawful, is allowed, is permitted; even if, although, notwithstanding	3.1
limen, -inis (n.)	noun	threshold, sill	1.4
lingua, -ae (f.)	noun	tongue; speech, language	4.6

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Vocabulary	Part of Speech	Definition	Suggested Reading
littera, -ae (f.)	noun	letter (of the alphabet); (pl.) letter, epistle; literature, books, records, account	2.3
litus, -oris (n.)	noun	seashore, seaside, beach	1.3
Livia, -ae (f.)	noun (proper)	a Roman female name (*nomen* – name of a Roman *gens*)	1.1
locus or locum, -i (m.)	noun	place, spot	1.2
longe	adverb	a long way off, far, far off, at a distance	2.4
longus, -a, -um	adjective	long, extended	1.3
loquor, -i, locutus sum	verb	to speak, talk, say, tell, mention, utter	5.1
Lucilius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)	1.2
ludo, -ese, lusi, lusum	verb	to play, mock, tease, trick	5.1
ludus, -i (m.)	noun	game, play, sport, pastime, entertainment, fun; school, elementary school	1.2
lumen, -inis (n.)	noun	light, daylight; brightness; day; life; eye	1.1
luna, -ae (f.)	noun	moon; month	5.1
lupus, -i (m.)	noun	wolf	4.1
lux, lucis (f.)	noun	light, brightness	5.1

M

Vocabulary	Part of Speech	Definition	Suggested Reading
machina, -ae (f.)	noun	machine, engine	4.6
magis	adverb	more, in a higher degree, more completely	1.3
magister, -i (m.)	noun	teacher, tutor, master, expert, chief; pilot of a ship	1.4
magnus, -a, -um	adjective	great, large	1.1
malo, malle, malui	verb	to prefer, incline toward, wish rather	1.4
malum, -i (n.)	noun	an evil, mischief, misfortune, calamity	2.1
malus, -a, -um	adjective	bad, not good, evil	3.6
mane	adverb	in the morning; early in the morning	4.1
maneo, -ere, -nsi, -nsum	verb	to stay, remain, abide, wait for, expect	1.4
manus, -us (f.)	noun	hand; band (of soldiers)	1.2
mare, -is (n.)	noun	sea	1.3
maritus, -i (m.)	noun	married man, husband	4.1
mater, -tris (f.)	noun	mother	1.3
maxime or maxume	adverb	in the highest degree, especially, exceedingly, very	2.1
medicus, -i (m.)	noun	doctor, surgeon	1.2
medium, -i (n.)	noun	middle, midst, center, interval, intervening space	3.1
medius, -a, -um	adjective	in the middle, in the midst, mid, mean, middle (of)	1.3
membrum, -i (n.)	noun	of the body, a limb, member	4.4
memini, -isse	verb	(a defective verb) to remember, recollect; (with gen.) think of, is mindful of	2.3
memor, -oris	adjective	mindful, remembering, heedful	4.4
memoria, -ae (f.)	noun	memory, recollection; history	3.1
mens, mentis (f.)	noun	mind, disposition, feeling, character, heart, soul	3.1
mensa, -ae (f.)	noun	table; course, meal; counter (of a market stall or bank)	1.2
mensis, -is (m.)	noun	month	4.1
mercator, -oris (m.)	noun	trader, merchant	4.6
mereo, -ere, -ui, -itum	verb	to deserve, merit, be entitled to, be worthy of; earn	4.6

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Vocabulary	Part of Speech	Definition	Suggested Reading
metuo, -ere, -ui	verb	to fear, be afraid, stand in fear, be apprehensive	1.2
metus, -us (m.)	noun	fear, dread, apprehension, anxiety	1.3
meus, -a, -um	adjective	of me, my, mine, belonging to me, my own	1.1
miles, -itis (m.)	noun	soldier	5.4
mille (pl. milia or millia) or M (n.)	noun	a thousand, ten hundred	3.4
minus	adverb	less	2.3
mirabilis, -e	adjective	strange, amazing, marvelous; singular	5.1
misceo, -ere, miscui, mixtum	verb	to mix, mingle, intermingle, blend	1.3
Misenum, -i (n.)	noun (proper)	Misenum, a town and harbor in Campania	2.1
miser, -era, -erum	adjective	wretched, unfortunate, miserable, pitiable, in distress	2.4
mitto, -ere, misi, missum	verb	to send, cause to go, let go, send off, dispatch	3.4
modo	adverb	only, merely, solely, simply, but, no more than	1.3
modus, -i (m.)	noun	measure, extent, quantity; manner, way, mode	2.4
moenia, -ium (n. pl.)	noun	defensive walls, ramparts, bulwarks, city walls	4.4
mollis, -e	adjective	yielding, flexible, supple, soft, tender, delicate, gentle, mild, pleasant	3.4
moneo, -ere, -ui, -itum	verb	to remind, advise, warn; teach; admonish; foretell	1.1
mons, montis (m.)	noun	mountain, mount, range of mountains	1.3
monstrum, -i (n.)	noun	divine omen, miracle; monster	3.1
mora, -ae (f.)	noun	delay, procrastination	1.4
morior, -iri, mortuus sum	verb	to die, expire	2.4
moror, -ari, -atus sum	verb	to delay, stay, wait, remain, linger	2.4
mors, -tis (f.)	noun	death	1.3
mos, moris (m.)	noun	will, way, habit, manner, fashion, custom, practice	3.1
moveo, -ere, movi, motum	verb	to move, stir, set in motion, shake, disturb, remove	2.3
mox	adverb	soon, directly, presently, then	1.4
mulier, -eris (f.)	noun	woman	3.1
multitudo, -inis (f.)	noun	multitude, great number; crowd; rabble, mob	5.1
multum	adverb	much, very much, greatly	2.1
multus, -a, -um	adjective	much, great, many	1.1
mundus, -i (m.)	noun	universe, world, heavens, earth	2.4
munus, -eris (n.)	noun	service, office, duty; gift, present	1.4
murus, -i (m.)	noun	wall, city wall	4.6
Musonius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)	1.2
muto, -are, -avi, -atum	verb	to move, move away, remove, change	2.4

N

Vocabulary	Part of Speech	Definition	Suggested Reading
nam or namque	conjunction	for, you see	1.2
narro, -are, -avi, -atum	verb	to make known, tell, relate, narrate, report, recount, set forth	3.1
nascor, -i, natus sum	verb	to be born, begin life, be produced, proceed, be begotten	3.6
natura, -ae (f.)	noun	nature, natural constitution, property, quality	1.1
natus (gnatus), -i (m.)	noun	son	4.6

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Vocabulary	Part of Speech	Definition	Suggested Reading
nauta, -ae (m.)	noun	sailor	1.1
navigo, -are, -avi, -atum	verb	to sail; navigate	5.3
navis, -is (f.)	noun	ship	1.4
ne	adverb/ conjunction	no, not, (+ *quidem*) not even, that not, lest, so that not	1.2
-ne	enclitic	added in a direct question as a question mark to the first or principal word of the clause	3.6
nec or neque	conjunction	and not, also not, nor; neither...nor (*nec/neque...nec/neque*)	1.1
necesse	adjective	necessary, essential; unavoidable, compulsory, inevitable; true	5.3
neglego, -ere, -exi, -ectum	verb	to disregard, neglect, ignore; do nothing about	5.6
nego, -are, -avi, -atum	verb	to say no, deny, refuse	1.2
negotium, -i (n.)	noun	work, business, activity, job; pain, trouble, annoyance, distress	5.4
nemo, -inis	pronoun	no man, no one, nobody	3.6
nemus, -oris (n.)	noun	tract of woodland, wood, forest, grove	5.3
nescio, -ire, -ivi, -itum	verb	to not know (how); be ignorant, unfamiliar, unaware, unable	5.6
ni	adverb/ conjunction	not; if not, unless	1.3
niger, -gra, -grum	adjective	black, dark	1.2
nihil or nil	pronoun	nothing	1.2
nisi	conjunction	if not, unless, except	1.3
nobilis, -e	adjective	that is known, well-known, famous, noted, celebrated, renowned	5.4
nolo, nolle, nolui	verb	to wish ... not, not to wish; be unwilling, refuse	5.4
nomen, -inis (n.)	noun	a means of knowing, name	5.1
non	adverb	not, by no means, not at all	1.1
nondum	adverb	not yet	1.4
nonne	adverb	...right?, ...correct?, ...yes? [indicates a question that expects a "yes" answer]	5.6
nos, nostrum/nostri, nobis, nos, nobis	pronoun	we, us	1.2
nosco, -ere, novi, notum	verb	to get knowledge of, become acquainted with, come to know, learn, discern	1.4
noster, -stra, -strum	adjective	our, our own, ours, of us	1.2
notus, -a, -um	adjective	known, well known	3.4
novus, -a, -um	adjective	new, not old, young, fresh, recent	1.3
nox, noctis (f.)	noun	night	2.1
nubes, -is (f.)	noun	cloud, mist, vapor	2.1
nubila, -orum (n. pl.)	noun	clouds, rainclouds	2.4
nullus, -a, -um	adjective	not any, none, no	1.2
num	adverb	if, whether; now; surely not? [indicates a question that expects a "no" answer]	6.1
numen, -inis (n.)	noun	nod; command, authority, divine will; divinity, deity	3.1
numero, -are, -avi, -atum	verb	to count, reckon, number	6.2
numerus, -i (m.)	noun	number	1.4

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Vocabulary	Part of Speech	Definition	Suggested Reading
numquam	adverb	at no time, never	3.6
nunc	adverb	now, at present, at this time	1.2
nuntio, -are, -avi, -atum	verb	to announce, report, give warning; convey, deliver	2.4
nuntius, -i (m.)	noun	announcement, message; messenger	2.4
nympha, -ae (f.)	noun	nymph (a demi-goddess who inhabits the sea, rivers, fountains, woods, trees, and mountains)	5.1

O

Vocabulary	Part of Speech	Definition	Suggested Reading
o	interjection	O! oh!	4.4
ob	preposition	(with acc.) on account of, for, because of, by reason of, for the sake of	2.1
obscurus, -a, -um	adjective	dark, dusky, shady, obscure	3.1
occido, -ere, -cidi, -casum	verb	to fall down, fall	2.1
occupo, -are, -avi, -atum	verb	to take into possession, seize, occupy, master, win	5.4
occurro (obc-), -ere, -curri (or -cucurri), -cursum	verb	(with dat.) to run to meet; to oppose, resist; to come to mind, occur	3.1
oculus, -i (m.)	noun	eye	1.3
odium, -i (n.)	noun	hate, dislike, unpopularity	5.6
olim	adverb	formerly; once, once upon a time; in the future	4.4
omnis, -e	adjective	all, every	1.1
operio, -ire, -ui, -ertum	verb	to cover, cover over	1.4
oppidum, -i (n.)	noun	town	2.3
ops, opis (f.)	noun	power, might; aid, help; property, substance, wealth	4.4
opto, -are, -avi, -atum	verb	to choose, select, prefer, wish, wish for, desire	5.4
opus, -eris (n.)	noun	work, labor, toil; (with abl. or inf.) need (of)	1.4
ora, -ae (f.)	noun	extremity, border, edge, end, boundary, limit, shore	2.1
oratio, -onis (f.)	noun	speech; eloquence; the power of speech	3.6
orator, -oris (m.)	noun	speaker, orator	3.6
orbis, -is (m.)	noun	ring, circle, circular path, hoop, orbit	4.6
ordo, -inis (m.)	noun	row, line, series, order, rank	5.3
oro, -are, -avi, -atum	verb	to speak, argue, plead, pray, beg, implore, ask for	2.1
os, oris (n.)	noun	mouth; (in general) face	4.4
ostendo, -ere, -di, ostentum	verb	to stretch out, spread before, show, point out, exhibit, display	3.1
otium, -i (n.)	noun	leisure; spare time; holiday; ease, rest, peace, quiet, calm	2.3

P

Vocabulary	Part of Speech	Definition	Suggested Reading
paene	adverb	nearly, almost; mostly	3.4
Pallas, -antis (m.)	noun (proper)	Pallas, son of Evander	5.6
palma, -ae (f.)	noun	palm, flat hand; palm tree, palm	4.4
panis, -is (m.)	noun	bread	4.1
par, paris	adjective	equal	3.4

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Vocabulary	Part of Speech	Definition	Suggested Reading
parco, -ere, peperci, parsum	verb	(with dat.) to act sparingly, be sparing, spare, refrain from, use moderately	5.3
parens, -entis (m. or f.)	noun	procreator, father, mother, parent	2.4
pariter	adverb	equally, in an equal degree, in like manner, as well, as much, alike	4.6
paro, -are, -avi, -atum	verb	to prepare, make ready, furnish, provide; arrange, order, design	5.1
pars, partis (f.)	noun	part, piece, portion, share, division, section	1.2
parum	adverb	too little, not enough, insufficiently	2.4
parvus, -a, -um	adjective	little, small, petty, puny, inconsiderable	4.6
pater, -tris (m.)	noun	father	1.2
patior, -i, passus sum	verb	to bear, support, undergo, suffer, endure, allow	2.3
patria, -ae (f.)	noun	fatherland, native land, own country, native place	4.6
patrona, -ae (f.)	noun	protectress, patroness, female patron	3.4
patronus, -i (m.)	noun	patron; advocate; defender, protector	4.1
paucus, -a, -um	adjective	few, little	3.4
paulum, paulo	adverb	to only a small extent, slightly, a little	2.1
pauper, -eris	adjective	poor, meager, unproductive; cheap, of little worth	3.4
pax, pacis (f.)	noun	compact, agreement, peace, treaty of peace	5.3
pectus, -oris (n.)	noun	breast, chest	4.4
pecunia, -ae (f.)	noun	money; property	3.6
pello, -ere, pepuli, pulsum	verb	to beat; to push; to drive out, banish, strike, defeat, drive away	4.1
pendeo, -ere, pependi	verb	to hang, hang down, be suspended	4.4
per	preposition	(with acc.) through, across, along, among	1.1
perdo, -ere, -didi, -ditum	verb	to destroy, make away with, ruin, squander, throw away, waste, lose	3.4
pereo, -ire, -ii (or -ivi), -itum	verb	to pass away, come to nothing, vanish, disappear, perish, die	2.3
periculosus, -a, -um	adjective	dangerous; threatening	4.1
periculum or periclum, -i (n.)	noun	trial, experiment, attempt, test; risk, hazard, danger, peril	1.3
persuadeo, -ere, -suasi, -suasum	verb	(with dat.) to persuade, convince	4.1
pervenio, -ire, -veni, -ventum	verb	to come up, arrive, reach	3.4
pes, pedis (m.)	noun	foot	4.6
peto, -ere, -ivi (or -ii), -itum	verb	to strive for, seek, aim at, make for, travel to, ask for	1.2
pharetra, -ae (f.)	noun	quiver	4.4
pictura, -ae (f.)	noun	painting; picture	4.1
placeo, -ere, -cui, placitus sum (or placitum)	verb	(with dat.) to please, be pleasing, be agreeable, be acceptable, suit, satisfy	1.1
plaudo, -ere, plausi, plausum	verb	to clap, strike; beat (wings); applaud; express (dis)approval	4.6
plenus, -a, -um	adjective	full, filled	5.4
Plinius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)	2.1
plus, pluris	adjective	more	1.2

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Vocabulary	Part of Speech	Definition	Suggested Reading
poculum, -i (n.)	noun	cup, bowl, drinking vessel; drink; (pl.) social drinking	5.3
poena, -ae (f.)	noun	compensation, retribution, punishment, penalty, price	5.4
poeta, -ae (m.)	noun	poet	1.3
pompa, -ae (f.)	noun	procession; retinue; pomp	5.3
pono, -ere, posui, positum	verb	to put down, set down, put, place, set, fix, lay, deposit	3.1
pons, pontis (m.)	noun	bridge	5.3
populus, -i (m.)	noun	people, nation	1.3
Porcius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)	1.1
porta, -ae (f.)	noun	gate, entrance; city gates; door; avenue	4.6
porto, -are, -avi, -atum	verb	to carry, bring	5.4
portus, -us (m.)	noun	port, harbor; refuge, haven	5.3
posco, -ere, poposci	verb	to ask urgently, beg, demand, request, desire	1.4
possum, posse, potui	verb	to be able, have power, can	1.1
post	preposition/ adverb	(with acc.) (of space) behind, after; (of time) behind, afterward, after, later	2.4
postea	adverb	afterward	1.3
postquam or post quam	adverb	after that, after, as soon as, when	3.1
potens, -entis	adjective	powerful, strong; capable; mighty	5.4
potestas, -atis (f.)	noun	power, rule, force; strength, ability	3.4
praemium, -i (n.)	noun	prize, reward; gift; repayment	5.4
praesidium, -i (n.)	noun	protection; help; guard; garrison	5.3
praesto, -are, -iti, -atum (or -itum)	verb	to stand out, be superior, be better; exhibit, fulfill	5.3
precor, -ari, -atus	verb	to ask, beg, entreat, pray, request, call upon	2.4
premo, -ere, -essi, -essum	verb	to press, repress, oppress, restrain	2.3
primum	adverb	at first, first, in the first place, in the beginning	4.6
primus, -a, -um	adjective	the first, first	1.3
princeps, -cipis	adjective	first in order, foremost, chief	5.1
princeps, -cipis (m.)	noun	first man, first person; chief, leader, ruler, emperor	3.4
prior, prius	adjective	former, previous, prior, first	3.1
prius	adverb	sooner, first, previously	5.4
priusquam or prius quam	adverb	before that, before; sooner, rather	5.4
pro	preposition	(with abl.) before, in front of, for	3.4
procul	adverb	in the distance, at a distance, away, apart, far, far off	1.4
proelium, -i (n.)	noun	battle, combat	5.4
proficiscor, -i, -fectus sum	verb	to set out, start, go, march, depart	2.3
prope	preposition	(with acc.) near, near to	3.6
propero, -are, -avi, -atum	verb	to make haste, hasten, be quick, be in haste, go quickly	1.4
propius	adverb	more nearly, more closely, nearer, closer	2.1
propter	preposition	(with acc.) near, close to; because of, on account of	1.3
prosum, prodesse, profui	verb	(with dat.) to be useful, be of use, do good, benefit, profit, serve	5.1
provincia, -ae (f.)	noun	province; official duty	5.6
proximus or proxumus, -a, -um	adjective	nearest, next	2.1
prudens, -entis	adjective	aware, skilled; sensible, prudent; experienced	6.1

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Vocabulary	Part of Speech	Definition	Suggested Reading
prudentia, -ae (f.)	noun	discretion; good sense, wisdom; prudence; foresight	2.3
puella, -ae (f.)	noun	female child, girl, maiden	4.6
puer, -eri (m.)	noun	male child, boy, lad, young man	3.1
pugna, -ae (f.)	noun	fight, fight in close quarters, battle, combat, engagement	5.4
pugno, -are, -avi, -atum	verb	to fight; to dispute	3.6
pulcher, -chra, -chrum	adjective	beautiful, fair, handsome	2.1
pulso, -are, -avi, -atum	verb	to beat, strike, hit	6.2
pumex, -icis (f.)	noun	pumice stone	2.1
punio, -ire, -ivi, -itum	verb	to punish, inflict punishment; avenge, extract retribution	4.1
puto, -are, -avi, -atum	verb	to believe, think, suppose; clean, trim	1.3

Q

Vocabulary	Part of Speech	Definition	Suggested Reading
qua	adverb	on which side, at which place, in what direction, where, by what way	3.1
quaero, -ere, quaesivi (or -ii), quaesitum	verb	to seek, look for	5.1
qualis, -e	adjective	of what sort, of what nature, what kind of a; of such a sort, kind, or nature, such as, as	2.4
quam	adverb	in what manner, how greatly, how, how much; as, than; after than, earlier than	1.1
quamquam	conjunction	though, although, albeit, notwithstanding that	2.1
quamvis	adverb/ conjunction	as you will, as much as you will, however much, as much as possible, very much, extremely	1.4
quando	adverb/ conjunction	when, since, because	3.4
quantus, -a, -um	adjective	of what size, how much, how great; as (correl. with *tantus*)	5.1
quasi	adverb	as if, just as if, as though	2.1
quater	adverb	four times	4.4
-que	enclitic	and (affixed to a word and joining it with a preceding word), both...and (*-que...-que*)	1.1
qui, quae, quod	pronoun/ adjective	who, which, that	1.1
quia	conjunction	because, since	1.3
quicumque, quaecumque, quodcumque	pronoun/ adjective	whoever, whatever, whatsoever, everyone who, everything that, all that	5.4
quidam, quaedam, quoddam (or quiddam)	pronoun/ adjective	certain, certain one, somebody, one, something	1.3
quidem	adverb	assuredly, certainly, in fact, indeed	1.4
quiesco, -ere, quievi, quietum	verb	to rest, repose, keep quiet, be inactive, be at peace	1.2
quin	conjunction	why not; but, indeed, really, in fact	5.1
quippe	adverb/ conjunction	of course, as you see, obviously, as one might expect, naturally, by all means	5.4
quis, qua, quid	pronoun/ adjective	anyone, anything, someone, something (often with *si, ne, num*, or *nisi*)	3.1
quis, quid	pronoun/ adjective	who, what	2.3

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Vocabulary	Part of Speech	Definition	Suggested Reading
quisquam, quaequam, quicquam (or quidquam)	pronoun/ adjective	any, anyone	1.1
quisque, quaeque, quidque (or quodque or quicque)	pronoun/ adjective	whoever it be, whatever, each, each one, every, everybody, everyone	3.6
quisquis, quaeque, quodquod (or quidquid or quicquid)	pronoun/ adjective	whoever, whosoever, whatever, whatsoever, everyone who, each, every, all	2.4
quo	adverb	to where, in where, where; for which reason, to what end, why, in order that, so that	1.4
quod	conjunction	that, in that, because, but, though	2.4
quomodo	adverb	how, in what way; just as	3.4
quoque	conjunction	also, too	1.2
quot	adjective	how many, as many as, as many...as (*tot...quot*)	4.1
quotus, -a, -um	adjective	which (in number), what, of what number	4.1

R

Vocabulary	Part of Speech	Definition	Suggested Reading
rapio, -ere, -pui, -ptum	verb	to seize and carry off, snatch, tear, drag, hurry away	2.1
ratio, -onis (f.)	noun	reason, understanding; calculation, computation	1.1
recipio, -ere, -cepi, -ceptum	verb	to take back, bring back, regain, recover; receive, accept	3.4
recito, -are, -avi, -atum	verb	to read aloud, recite; name in writing	3.6
reddo, -ere, -didi, -ditum	verb	to give back, return, restore; give up, hand over, deliver	1.3
redeo, -ire, -ii, -itum	verb	to go back, turn back, return, turn around	3.4
refero, referre, rettuli, relatum	verb	to bear back, bring back, drive back, carry back; reply	1.4
regina, -ae (f.)	noun	queen	2.1
regnum, -i (n.)	noun	kingdom, kingly government, royal authority, kingship, royalty	2.1
rego, -ere, rexi, rectum	verb	to keep straight, guide, conduct, direct, control, rule	2.1
relinquo, -ere, -liqui, -lictum	verb	to leave behind, give up, leave, abandon	1.1
reliquus, -a, -um	adjective	rest of, remaining, available, left, surviving; future, further	2.3
requiro, -ere, -quisivi (or -quisii), -quisitum	verb	to seek again, look after, search for, ask	2.4
res, rei (f.)	noun	thing, matter, affair, business, event, fact, circumstance, occurrence, case, situation	1.1
resideo, -ere, -sedi	verb	to sit back, remain sitting, remain behind, stay, remain, rest, reside	2.1
respicio, -ere, -spexi, -spectum	verb	to look back, look about, see behind, gaze at, look for	2.4
respondeo, -ere, -spondi, -sponsum	verb	to answer, reply, respond, make answer	1.4
rex, regis (m.)	noun	ruler, king	1.2
rideo, -ere, risi, risum	verb	to laugh, smile	4.1
rogo, -are, -avi, -atum	verb	to ask, question, interrogate	3.1
Roma, Romae (f.)	noun (proper)	(the city of) Rome	1.1
Romanus, -a, -um	adjective	of Rome, Roman	3.4
rumpo, -ere, rupi, ruptum	verb	to break, burst, tear, rupture, burst in pieces, force open	2.3

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Vocabulary	Part of Speech	Definition	Suggested Reading
rursus or rursum	adjective/adverb	turned back, back, backwards; back again, again, once more	1.2
rusticus, -a, -um	adjective	country, rural; plain, simple, rustic; provincial, unrefined	4.1

S

Vocabulary	Part of Speech	Definition	Suggested Reading
sacer, -cra, -crum	adjective	dedicated, consecrated, devoted, sacred	4.6
sacrificium, -i (n.)	noun	sacrifice, offering to a deity	4.1
saeculum or saeclum, -i (n.)	noun	generation, age, people of any time	3.4
saepe	adverb	often, oft, oftentimes, many times, frequently	3.4
saevus, -a, -um	adjective	raging, mad, furious, fierce, savage, ferocious, cruel, violent, severe	2.1
salio, -ire, salui, saltum	verb	to leap, jump; move suddenly	4.1
salus, -utis (f.)	noun	soundness, health, good health, vigor, safety	1.4
saluto, -are, -avi, -atum	verb	to greet; wish well; visit	4.1
sanguis (sanguen), -inis (m.)	noun	blood	4.4
sanus, -a, -um	adjective	sound, healthy; sensible; sober, sane	4.6
sapiens, -entis	adjective	wise, knowing, sensible	5.4
sapientia, -ae (f.)	noun	wisdom; judgment, understanding; reason, intelligence	5.1
satis or sat	adjective/adverb	enough, sufficient, satisfactory, ample, adequate	5.1
saxum, -i (n.)	noun	large stone, broken rock, boulder, rock	5.6
scelestus, -a, -um	adjective	infamous, wicked; accursed	5.3
scelus, -eris (n.)	noun	wicked deed, heinous act, crime, sin, wickedness	4.6
schola, -ae (f.)	noun	school; followers of a system, teacher, or subject	5.3
scientia, -ae (f.)	noun	knowledge, science; skill	3.1
scio, -ire, -ivi, -itum	verb	to know, understand, perceive, have knowledge of, be skilled in	1.3
scribo, -ere, scripsi, scriptum	verb	to write, write out, compose, draw up, produce	2.1
sed	conjunction	but, on the contrary, but also, but even, but in fact	1.1
sedeo, -ere, sedi, sessum	verb	to sit, remain, settle	2.3
sedes, -is (f.)	noun	seat, bench, chair, throne; place, spot; (pl.) dwelling-place, palace	1.4
sella, -ae (f.)	noun	seat, stool, chair; chair of an official	5.3
semper	adverb	ever, always, at all times, continually, perpetually, forever	1.3
senator, -oris (m.)	noun	senator	5.6
senatus, -us (m.)	noun	council of elders, council of state, Senate	5.1
senex, senis (m.)	noun	old man	3.1
sententia, -ae (f.)	noun	opinion, feeling, way of thinking; thought, meaning, sentence/period; purpose	5.4
sentio, -ire, sensi, sensum	verb	to discern by sense, feel, hear, see, perceive, be sensible of	3.4
sepulcrum, -i (n.)	noun	grave, tomb	5.6
sequor, -i, secutus sum	verb	to follow, come after, follow after, accompany	2.3
sermo, -onis (m.)	noun	continued speech, talk, conversation, discourse	3.6
servo, -are, -avi, -atum	verb	to make safe, save, preserve, guard, keep, protect, rescue	5.4

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Vocabulary	Part of Speech	Definition	Suggested Reading
servus, -i (m.)	noun	enslaved man	1.3
severus, -a, -um	adjective	stern, strict, severe; weighty, serious; plain	5.6
si	conjunction	if	1.1
sic	adverb	so, thus, in this manner, in such a manner, in the same way or manner, in like manner, likewise	1.2
sidus, -eris (n.)	noun	group of stars, constellation, heavenly body, star	4.4
significo, -are, -avi, -atum	verb	to signify, indicate, show	3.1
signum, -i (n.)	noun	mark, token, sign, indication, proof; military standard, banner	3.1
silva, -ae (f.)	noun	woods, forest, woodland	5.3
similis, -e	adjective	like, resembling, similar	1.1
simul	adverb	at the same time, together, at once, simultaneously	3.6
sine	preposition	(with abl.) without	3.4
sinister, -tra, -trum	adjective	(on the) left, improper, adverse; inauspicious	6.1
sinus, -us (m.)	noun	bent surface, curve, fold, hollow, coil; lap; bay, gulf	1.4
sive or seu	conjunction	or if	3.1
socius, -a, -um	adjective	sharing, joining in, united, associated, allied, fellow, common	5.4
sol, solis (m.)	noun	sun	1.4
soleo, -ere, -ui, -itum	verb	to be used, be wont, be accustomed	2.3
sollicitus, -a, -um	adjective	concerned, worried; upset, troubled, disturbed, anxious, apprehensive	6.2
solus, -a, -um	adjective	alone, only, single, sole	5.1
solvo, -ere, solvi, solutum	verb	to loosen, unbind, unfasten, untie, release	1.4
somnium, -i (n.)	noun	dream, vision; fantasy, daydream	4.1
somnus, -i (m.)	noun	sleep; (in plural) dream	1.2
sono, -are, -ui, -itum	verb	to make a noise, sound, resound	1.3
sonus, -i (m.)	noun	noise, sound	3.1
sordidus, -a, -um	adjective	dirty, unclean, foul, filthy; vulgar, low, paltry; vile	1.4
soror, -oris (f.)	noun	sister	5.1
sors, sortis (f.)	noun	lot, decision by lot, drawing; oracular response, prophecy	4.4
spatium, -i (n.)	noun	space, room, extent, distance, interval	2.3
spectaculum, -i (n.)	noun	show, spectacle; (pl.) spectators' seats	3.6
spectator, -oris (m.)	noun	spectator	3.6
specto, -are, -avi, -atum	verb	to look on, look at, behold, gaze at, watch, observe, inspect, attend	5.4
spero, -are, -avi, -atum	verb	to hope for; trust; look forward to, expect	5.1
spes, spei (f.)	noun	hope	2.4
spiritus, -us (m.)	noun	breathing, breath	2.1
spiro, -are, -avi, -atum	verb	to breathe; blow, breathe out, exhale; live	5.3
statim	adverb	straightaway, at once, immediately, instantly	1.4
statua, -ae (f.)	noun	statue; image	4.1
sterno, -ere, stravi, stratum	verb	to spread out, stretch out, scatter; cover; overthrow, lay low, kill	2.4
stilus, -i (m.)	noun	pen, stylus used for writing on wax tablets	3.1
sto, -are, steti, statum	verb	to stand, stand still, remain standing, be upright, be erect	3.1
stola, -ae (f.)	noun	a long upper garment worn by Roman women, dress	4.1

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Vocabulary	Part of Speech	Definition	Suggested Reading
strideo, -ere, -di	verb	to make a harsh noise, hiss, shriek	4.4
studeo, -ere, -ui	verb	(with dat.) to desire, be eager for; apply oneself to; strive after; to study	1.1
studium, -i (n.)	noun	application, zeal, eagerness, inclination, desire, exertion, study	2.3
stultus, -a, -um	adjective	foolish, stupid	4.1
sub	preposition	(with abl.) under, below, beneath, underneath, behind; (with acc.) under, below, beneath, up to, toward	2.1
subito	adverb	suddenly, immediately, unexpectedly, at once	4.4
subsisto, -ere, -stiti	verb	to take a stand, take position, stand still, remain standing, stop, halt	1.2
—, sui, sibi, se, se	pronoun	himself, herself, itself, themselves	1.1
sum, esse, fui	verb	to be	1.1
summus, -a, -um	adjective	uppermost, highest, topmost; chief, main	3.1
sumo, -ere, sumpsi, sumptum	verb	to take, take up, take in hand, lay hold of, assume	3.6
super	preposition	(with acc. and abl.) above, on top, over	1.1
superbus, -a, -um	adjective	haughty, proud, vain, arrogant, insolent, domineering	4.4
supero, -are, -avi, -atum	verb	to overcome, conquer; survive; surpass, be above, have the upper hand	4.6
superus, -a, -um	adjective	that is above, upper, higher; (pl.) the gods	1.3
supra	adverb	above, beyond; over; more than; in charge of, in authority over	5.4
surgo, -ere, surrexi, surrectum	verb	to rise, arise, get up, stand up	1.3
suspendo, -ere, -di, suspensum	verb	to hang up, hang, suspend	2.4
sustineo, -ere, -tinui, -tentum	verb	to hold up, hold upright, uphold, bear up, keep up, support, sustain	3.4
suus, -a, -um	adjective	of oneself, belonging to oneself, his own, her own, his, her, its, their	1.1

T

Vocabulary	Part of Speech	Definition	Suggested Reading
taberna, -ae (f.)	noun	tavern, inn, small shop, booth, hut, cottage	1.2
tabula, -ae (f.)	noun	writing tablet (wax covered board); (pl.) records; document, deed, will	1.4
taceo, -ere, -cui, -citum	verb	to be silent, not speak, say nothing	5.1
tacitus, -a, -um	adjective	silent, not spoken of, kept secret, secret, hidden	2.3
talis, -e	adjective	such, of such a kind, such like, the like	4.4
tam	adverb	in such a degree, as much, so, so much	1.3
tamen	adverb	notwithstanding, nevertheless, for all that, however, yet, still	1.2
tamquam or tanquam	adverb	as much as, so as, just as, like as, as if, so to speak	2.4
tandem	adverb	at length, at last, in the end, finally	2.4
tango, -ere, tetigi, tactum	verb	to touch, strike; border on; influence; mention	5.6
tantum	adverb	so much, so greatly; only, merely, but	3.4
tantum modo	adverb	only, merely	3.6

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Vocabulary	Part of Speech	Definition	Suggested Reading
tantus, -a, -um	adjective	of such size, of such a measure, so great, such, as great (correl. with *quantus*)	1.3
tardus, -a, -um	adjective	slow; deliberate; late	3.4
tectum, -i (n.)	noun	building, shelter, house, dwelling, roof	1.4
tego, -ere, texi, tectum	verb	to cover, cover over	4.6
tellus, -uris (f.)	noun	the earth, earth, land, globe	5.1
telum, -i (n.)	noun	missile, dart, spear, shaft, javelin	4.4
tempestas, -atis (f.)	noun	storm; period of time, season, weather	3.4
templum, -i (n.)	noun	temple, shrine, sanctuary	4.4
tempto (tento), -are, -avi, -atum	verb	to handle, touch, feel; try, prove, test, attempt	3.4
tempus, -oris (n.)	noun	portion of time, time, period, season, interval	1.3
tendo, -ere, tetendi, tentum	verb	to stretch, spread out, extend, intend	4.4
tenebrae, -arum (f. pl.)	noun	darkness, gloom	1.2
teneo, -ere, tenui, tentum	verb	to hold, keep, have, grasp, hold fast	1.3
tener, -era, -erum	adjective	soft, delicate, tender, yielding	5.4
tergum, -i (n.)	noun	back; hide, skin	2.4
terra, -ae (f.)	noun	the earth, earth, land	1.2
terreo, -ere, -ui, -itum	verb	to frighten; deter	5.1
terribilis, -e	adjective	frightful, terrible	3.1
Teucri, -orum (m. pl.)	noun (proper)	the Teucrians, Trojans	4.4
theatrum, -i (n.)	noun	theater	3.6
timeo, -ere, -ui	verb	to fear, be afraid, be fearful, apprehensive, dread	3.6
timidus, -a, -um	adjective	timid, cowardly, fearful, apprehensive	4.1
timor, -oris (m.)	noun	fear, dread, apprehension, alarm, anxiety	1.1
toga, -ae (f.)	noun	toga	4.1
tollo, -ere, sustuli, sublatum	verb	to lift, take up, raise, elevate, exalt	1.4
torqueo, -ere, torsi, tortum	verb	to turn, turn about, turn away, twist, bend, wind	2.3
tot	pronoun	so many, such a number of, as many...as (*tot...quot*)	2.1
totus, -a, -um	adjective	all, all the, all at once, whole, entire, total	1.2
trado, -ere, -didi, -ditum	verb	to give up, hand over, deliver, surrender	1.4
traho, -ere, traxi, tractum	verb	to draw, drag, haul, draw off, pull forth, drag away	4.4
Traianus, -i (m.)	noun (proper)	Trajan, a Roman emperor	3.4
trans	preposition	(with acc.) across, over; beyond; on the other side	1.1
transeo, -ire, -ii, -itum	verb	to go over, go across, cross over, pass over, pass by, pass	5.6
tremor, -oris (m.)	noun	shaking, quaking, quivering, trembling, tremor	1.3
tristis, -e	adjective	sad, mournful, dejected, gloomy, downcast	3.1
Troia, -ae (f.)	noun (proper)	Troy, a city of Asia Minor	4.4
Troianus, -a, -um	adjective	of Troy, Trojan	4.4
tu, tui, tibi, te, te	pronoun	you (singular)	1.1
tum	adverb	then, at that time, in those times	1.2
tumultus, -i (m.)	noun	(a) commotion, confusion, uproar; rebellion, uprising, disturbance	4.1
tunc	adverb	then, at that time, just then, on that occasion	1.2
turba, -ae (f.)	noun	turmoil, riot, disturbance; crowd, multitude	2.4

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Vocabulary	Part of Speech	Definition	Suggested Reading
Turnus, -i (m.)	noun (proper)	Turnus, prince of the Rutuli and enemy of Aeneas	5.4
turpis, -e	adjective	ugly, unsightly, unseemly, repulsive, foul, filthy; shameful, disgraceful	5.1
tutus, -a, -um	adjective	guarded, safe, secure, out of danger	5.1
tuus, -a, -um	adjective	your, yours, of you (singular)	1.2

U

Vocabulary	Part of Speech	Definition	Suggested Reading
ubi	adverb	in which place, in what place, where; when, whenever, as soon as, as	1.3
ubique	adverb	anywhere, everywhere	3.1
ullus, -a, -um	adjective	any, any one	1.3
ultimus, -a, -um	adjective	farthest, most distant, most remote, uttermost, extreme, last	4.6
umbra, -ae (f.)	noun	shade, ghost, shadow	5.1
umerus (humerus), -i (m.)	noun	upper arm, shoulder	4.4
umquam	adverb	at any time, ever	4.6
unda, -ae (f.)	noun	wave, billow	4.4
unde	adverb	from which place, from where, whence	1.4
unus, -a, -um	adjective	one, single; alone, only, sole; a, an	1.2
urbs, urbis (f.)	noun	walled town, city, city of Rome	1.2
usus, -us (m.)	noun	use, practice, employment, exercise, enjoyment	5.3
ut or uti	adverb/ conjunction	how, in what way; as, like; when; that, so that	1.1
uterque, utraque, utrumque	pronoun/ adjective	each, either, each one, one and the other, one as well as the other, both (of two regarded severally)	1.3
utor, uti, usus sum	verb	(with abl.) to use, make use of, employ, profit by, take advantage of, enjoy, serve oneself with	1.4
uxor, -is (f.)	noun	wife	4.1

V

Vocabulary	Part of Speech	Definition	Suggested Reading
vacuus, -a, -um	adjective	empty, unoccupied; devoid of, free of	4.1
valeo, -ere, -ui, -itum	verb	to be strong, be vigorous, have strength, be able	1.3
varius, -a, -um	adjective	diverse, different, changing, varying, various	1.2
-ve	enclitic	or, or if you will, or as you please	3.4
vehemens, -entis	adjective	violent, severe; emphatic, vigorous, lively	4.6
vel	conjunction	or; either…or (*vel…vel*)	3.4
velut or veluti	adverb	even as, just as, like as, like	1.4
vendo, -ere, -didi, -ditum	verb	to sell	5.3
venio, -ire, veni, ventum	verb	to come	1.2
ventus, -i (m.)	noun	wind	1.4
verbum, -i (n.)	noun	word	3.6
vero	adverb	in truth, in fact, certainly, truly, to be sure, surely, assuredly	1.4
vertex (vortex), -icis (f.)	noun	whirl, whirlpool, vortex; highest point, top, peak, summit	3.1

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Vocabulary	Part of Speech	Definition	Suggested Reading
verto (vorto), -ere, -i, versum	verb	to turn, turn up, turn back, direct	1.4
verus, -a, -um	adjective	true, real, actual, genuine	1.1
vester, -tra, -trum	adjective	your, yours, of you (pl.)	3.4
vestigium, -i (n.)	noun	footstep, step, footprint; trace, mark, track, vestige	2.3
vestis, -is (f.)	noun	clothes, clothing, attire	5.6
vetus, -eris	adjective	old, aged, advanced in years	4.4
vexo, -are, -avi, -atum	verb	to shake, jolt, toss violently; to annoy, trouble, disturb, vex	5.3
via, -ae (f.)	noun	way, highway, road, path, street	2.4
victor, -oris (m.)	noun	conqueror, vanquisher, victor	5.4
victoria, -ae (f.)	noun	victory	5.3
video, -ere, vidi, visum	verb	to see, discern, perceive; (in passive) to seem	1.1
villa, -ae (f.)	noun	farm, country home, estate; large country residence	5.4
vinco, -ere, vici, victum	verb	to conquer, defeat, be victorious, win, succeed	1.3
vinculum or vinclum, -i (n.)	noun	bond, fastening, band, rope, chain, cord, tie	3.1
vinum, -i (n.)	noun	wine	1.2
vir, viri (m.)	noun	male person, adult male, man	1.2
virgo, -inis (f.)	noun	maid, maiden, virgin, young woman, girl	5.4
virtus, -utis (f.)	noun	manliness, manhood, strength, vigor, bravery, courage, excellence	5.6
vis, vis (f.)	noun	strength, force, vigor, power, energy, virtue	3.6
visito, -are, -avi, -atum	verb	to visit, go to see; look at	5.4
vita, -ae (f.)	noun	life	1.2
vitium, -i (n.)	noun	fault, defect, blemish, imperfection, vice	5.1
vitupero, -are, -avi, -atum	verb	to find fault with, blame, reproach, disparage, scold, censure	5.6
vivo, -ere, vixi, victum	verb	to live, be alive, have life	1.3
vivus, -a, -um	adjective	alive, fresh; living	5.6
vix	adverb	with difficulty, with much ado, hardly, scarcely, barely	2.4
voco, -are, -avi, -atum	verb	to call, summon, invoke, call together, convoke	2.3
volo, -are, -avi, -atum	verb	to fly	5.1
volo, velle, volui	verb	to will, wish, want, purpose, be minded, determine	1.2
voluptas, -atis (f.)	noun	satisfaction, enjoyment, pleasure, delight	3.6
volvo, -ere, volvi, volutum	verb	to cause to revolve, roll, turn about, turn round	4.4
vos, vestrum/vestri, vobis, vos, vobis	pronoun	you (pl.)	2.3
votum, -i (n.)	noun	promise to a god, solemn pledge, vow	5.1
vox, vocis (f.)	noun	voice, sound, tone, utterance, cry, call	2.4
vulnero (volnero), -are, -avi, -atum	verb	to wound, harm, pain, distress; damage	6.2
vulnus (volnus), -eris (n.)	noun	wound	5.3
vultus (voltus), -us (m.)	noun	countenance, features, expression, aspect; face	5.3

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Appendix 3: Latin Vocabulary List by Reading

Many of the words in these lists occur in the syllabus selections of the associated readings or in later ones, so that students are reviewing the vocabulary they will need to translate the associated or upcoming syllabus selections. Lists for the later readings also include high-frequency vocabulary for review.

Unit 1: Teacher's Choice – Latin Prose

Reading 1.1: Teacher's Choice Prose

Vocabulary	Part of Speech	Definition
a, ab, abs	preposition	(with abl.) from, away from, out of, by
abeo, -ire, -ii, -itum	verb	to go from, go away, go off, go forth, go, depart
acer, acris, acre	adjective	sharp, bitter, pointed, piercing, shrill; keen; severe
ad	preposition	(with acc.) to, toward
adversus, -a, -um	adjective	turned to, turned against, opposite, before, in front of; unfavorable
adversus, adversum	preposition/adverb	(with acc.) opposite to, against; toward, against, before
agricola, -ae (m.)	noun	farmer, countryman, peasant
alius, -a, -ud	adjective	another, other, different; one...the other (*alius...alius*), some... others (*alii...alii*)
animus, -i (m.)	noun	soul, intelligence, reason, intellect, mind; courage
Appia, -ae (f.)	noun (proper)	a Roman female name (*nomen* – name of a Roman *gens*)
apud	preposition	(with acc.) with, among, at, by, near, at the house of
atque, ac	conjunction	and; than (correl. with *alius*); as (correl. with *idem*)
audio, -ire, -ivi (or -ii), -itum	verb	to hear, listen (to)
aut	conjunction	or (introducing an antithesis to what precedes); either…or (*aut… aut*)
Caelius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)
canis, -is (m. or f.)	noun	dog
caveo, -ere, cavi, cautum	verb	to beware, avoid, be on guard; guarantee; take care of, decree
conspicio, -ere, -spexi, -spectum	verb	to look at (closely), contemplate, perceive, observe
Cornelia, -ae (f.)	noun (proper)	a Roman female name (*nomen* – name of a Roman *gens*)

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Vocabulary	Part of Speech	Definition
cubiculum, -i (n.)	noun	bedroom, room
cum	conjunction	when, while, since, although
cum	preposition	(with abl.) with, together, along with
dea, -ae (f.)	noun	goddess
Decius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)
deus, -i (m.)	noun	god, deity
dico, -ere, dixi, dictum	verb	to say, speak, utter, tell, mention, relate, affirm, declare, state, assert
do, dare, dedi, datum	verb	to give, hand over, deliver, give up, pay, surrender, grant
duo, -ae, -o	adjective	two
ego, mei, mihi, me, me	pronoun	I, me
ergo	conjunction	consequently; therefore, then, so then; because of (with gen.)
et	conjunction	and; also, too, besides, likewise, as well, even; both…and (*et…et*)
ex, e	preposition	(with abl.) out of, from
fabula, -ae (f.)	noun	story, fable; play
facio, -ere, feci, factum	verb	to make, build, produce, compose; do, perform, make
gravis, -e	adjective	heavy, weighty, ponderous, burdensome, loaded, laden, burdened
habeo, -ere, -ui, -itum	verb	to have, hold, support, carry, wear
hic, haec, hoc	pronoun	this
huc	adverb	to this place, hither
iam	adverb	at the moment, at the present moment, now, already, at this time, just now, at present
ille, illa, illud	pronoun	that
in	preposition	(with abl.) in, on; (with acc.) into, to, onto, against
invenio, -ire, -veni, -ventum	verb	to come upon, find, meet with, light upon
ipse, -a, -um	pronoun	self, in person, himself, herself, itself, etc.
is, ea, id	pronoun	he, she, it; this, that, the
Livia, -ae (f.)	noun (proper)	a Roman female name (*nomen* – name of a Roman *gens*)
lumen, -inis (n.)	noun	light, daylight; brightness; day; life; eye
magnus, -a, -um	adjective	great, large
meus, -a, -um	adjective	of me, my, mine, belonging to me, my own
moneo, -ere, -ui, -itum	verb	to remind, advise, warn; teach; admonish; foretell
multus, -a, -um	adjective	much, great, many
natura, -ae (f.)	noun	nature, natural constitution, property, quality
nauta, -ae (m.)	noun	sailor
nec or neque	conjunction	and not, also not, nor; neither…nor (*nec/neque…nec/neque*)
non	adverb	not, by no means, not at all
omnis, -e	adjective	all, every
per	preposition	(with acc.) through, across, along, among
placeo, -ere, -cui, placitus sum (or placitum)	verb	(with dat.) to please, be pleasing, be agreeable, be acceptable, suit, satisfy
Porcius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)
possum, posse, potui	verb	to be able, have power, can

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Vocabulary	Part of Speech	Definition
quam	adverb	in what manner, how greatly, how, how much; as, than; after than, earlier than
-que	enclitic	and (affixed to a word and joining it with a preceding word), both...and (-*que*...-*que*)
qui, quae, quod	pronoun	who, which, that
quisquam, quaequam, quicquam (or quidquam)	pronoun	any, any one
ratio, -onis (f.)	noun	reason, understanding; calculation, computation
relinquo, -ere, -liqui, -lictum	verb	to leave behind, give up, leave, abandon
res, rei (f.)	noun	thing, matter, affair, business, event, fact, circumstance, occurrence, case, situation
Roma, Romae (f.)	noun (proper)	(the city of) Rome
sed	conjunction	but, on the contrary, but also, but even, but in fact
si	conjunction	if
similis, -e	adjective	like, resembling, similar
studeo, -ere, -ui	verb	(with dat.) to desire, be eager for; apply oneself to; strive after; to study
—, sui, sibi, se, se	pronoun	himself, herself, itself, themselves
sum, esse, fui	verb	to be
super	preposition	(with acc. and abl.) above, on top, over
suus, -a, -um	adjective	of oneself, belonging to oneself, his own, her own, his, her, its, their
timor, -oris (m.)	noun	fear, dread, apprehension, alarm, anxiety
trans	preposition	(with acc.) across, over; beyond; on the other side
tu, tui, tibi, te, te	pronoun	you (singular)
ut or uti	adverb/conjunction	how, in what way; as, like; when; that, so that
verus, -a, -um	adjective	true, real, actual, genuine
video, -ere, vidi, visum	verb	to see, discern, perceive; (in passive) to seem

Reading 1.2: Teacher's Choice Prose

Vocabulary	Part of Speech	Definition
adeo, -ire, -ii, -itum	verb	to go to, come to, come up to, approach, draw near
aeger, -gra, -grum	adjective	sick, ill, injured; painful; corrupt; sad, sorrowful
aequus, -a, -um	adjective	level, even, equal, like; just, kind, impartial, fair; patient
ago, -ere, egi, actum	verb	to put in motion, do, act, move, lead, drive
altus, -a, -um	adjective	high, lofty, elevated, great; deep, profound
ambulo, -are, -avi, -atum	verb	to walk, take a walk; travel, march
aqua, -ae (f.)	noun	water
at, ast	conjunction	but (introducing a contrast to what precedes)
atrium, -i (n.)	noun	atrium, reception hall in a Roman house
Aurelius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)
bellum, -i (n.)	noun	war
bonus, -a, -um	adjective	good
brevis, -e	adjective	short, small, shallow, brief
caligo, -inis (f.)	noun	thick air, mist, vapor, fog

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Vocabulary	Part of Speech	Definition
cibus, -i (m.)	noun	food; eating, meal
Claudia, -ae (f.)	noun (proper)	a Roman female name (*nomen* – name of a Roman *gens*)
corpus, -oris (n.)	noun	body (living or lifeless)
culina, -ae (f.)	noun	kitchen
de	preposition	(with abl.) from, away from, down from, out of, about
desero, -ere, -ui, -tum	verb	to leave, forsake, abandon, desert, give up
dies, -ei (m. or f.)	noun	day, daylight
domus, -us or -i (f.)	noun	house, home, dwelling-house, building, mansion, palace
enim	conjunction	for, for instance, namely, that is to say, I mean, in fact
etiam	conjunction	now too, yet, as yet, even yet, still, even now
excito, -are, -avi, -atum	verb	to call out, summon forth, bring out, wake, rouse
familia, -ae (f.)	noun	household
fero, ferre, tuli, latum	verb	to bear, carry, support, lift, hold, take up; report
formido, -inis (f.)	noun	fearfulness, fear, terror, dread, awe
Helvia, -ae (f.)	noun (proper)	a Roman female name (*nomen* – name of a Roman *gens*)
hic	adverb	here, in this place
homo, -inis (m.)	noun	human being, man, person
hora, -ae (f.)	noun	hour; time; season
idem, eadem, idem	pronoun	the same
illic	adverb	in that place, yonder, there
induo, -ere, -ui, -utum	verb	to put on, clothe, cover; to dress oneself in
inter	preposition	(with acc.) between, among
iste, -a, -ud	pronoun	that, this, that of yours
iterum	adverb	again, a second time, once more, anew
iubeo, -ere, iussi, iussum	verb	to order, give an order, bid, tell, command
locus or locum, -i (m.)	noun	place, spot
Lucilius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)
ludus, -i (m.)	noun	game, play, sport, pastime, entertainment, fun; school, elementary school
manus, -us (f.)	noun	hand; band (of soldiers)
medicus, -i (m.)	noun	doctor, surgeon
mensa, -ae (f.)	noun	table; course, meal; counter (of a market stall or bank)
metuo, -ere, -ui	verb	to fear, be afraid, stand in fear, be apprehensive
Musonius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)
nam or namque	conjunction	for, you see
ne	adverb/conjunction	no, not, (+ *quidem*) not even, that not, lest, so that not
nego, -are, -avi, -atum	verb	to say no, deny, refuse
niger, -gra, -grum	adjective	black, dark
nihil or nil	pronoun	nothing
nos, nostrum/nostri, nobis, nos, nobis	pronoun	we, us
noster, -stra, -strum	adjective	our, our own, ours, of us
nullus, -a, -um	adjective	not any, none, no

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Vocabulary	Part of Speech	Definition
nunc	adverb	now, at present, at this time
pars, partis (f.)	noun	part, piece, portion, share, division, section
pater, -tris (m.)	noun	father
peto, -ere, -ivi (or -ii), -itum	verb	to strive for, seek, aim at, make for, travel to, ask for
plus, pluris	adjective	more
quiesco, -ere, quievi, quietum	verb	to rest, repose, keep quiet, be inactive, be at peace
quoque	conjunction	also, too
rex, regis (m.)	noun	ruler, king
rursus or rursum	adjective/adverb	turned back, back, backwards; back again, again, once more
sic	adverb	so, thus, in this manner, in such a manner, in the same way or manner, in like manner, likewise
somnus, -i (m.)	noun	sleep; (in plural) dream
subsisto, -ere, -stiti	verb	to take a stand, take position, stand still, remain standing, stop, halt
taberna, -ae (f.)	noun	tavern, inn, small shop, booth, hut, cottage
tamen	adverb	notwithstanding, nevertheless, for all that, however, yet, still
tenebrae, -arum (f. pl.)	noun	darkness, gloom
terra, -ae (f.)	noun	the earth, earth, land
totus, -a, -um	adjective	all, all the, all at once, whole, entire, total
tum	adverb	then, at that time, in those times
tunc	adverb	then, at that time, just then, on that occasion
tuus, -a, -um	adjective	your, yours, of you (singular)
unus, -a, -um	adjective	one, single; alone, only, sole; a, an
urbs, urbis (f.)	noun	walled town, city, city of Rome
varius, -a, -um	adjective	diverse, different, changing, varying, various
venio, -ire, veni, ventum	verb	to come
vinum, -i (n.)	noun	wine
vir, viri (m.)	noun	male person, adult male, man
vita, -ae (f.)	noun	life
volo, velle, volui	verb	to will, wish, want, purpose, be minded, determine

Reading 1.3: Teacher's Choice Prose

Vocabulary	Part of Speech	Definition
accipio (adc-), -ere, -cepi, -ceptum	verb	to take without effort, receive, get, accept, hear
adhuc	adverb	until now, heretofore, as yet, still, to this point, to this place
amicitia, -ae (f.)	noun	friendship; alliance, association; friendly relations
amicus, -a, -um	adjective	loving, friendly, kind, favorable
amicus, -i (m.)	noun	loved one, loving one, friend
an	conjunction	or, or whether
ancilla, -ae (f.)	noun	enslaved woman
angustus, -a, -um	adjective	narrow, steep, close, confined; scanty, poor; narrowminded, petty

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Vocabulary	Part of Speech	Definition
appropinquo (adp-), -are, -avi, -atum	verb	(with dat. or ad + acc.) to approach; come near to, draw near (space/time)
ardeo, -ere, arsi, arsum	verb	to be on fire, burn, blaze, be burned, glow
arma, -orum (n. pl.)	noun	implements, outfit, instruments, tools; implements of war, arms, weapons
athleta, -ae (m.)	noun	wrestler, boxer, athlete, one who is in public games; expert
caput, -itis (n.)	noun	head
cena, -ae (f.)	noun	dinner, principal Roman meal (evening); course, meal
ceno, -are, -avi, -atum	verb	to dine (on), eat, have dinner with
claudo, -ere, -si, -sum	verb	to shut, close, shut up
consilium, -i (n.)	noun	council, body of counsellors; plan, purpose, intention
credo, -ere, -didi, -ditum	verb	(with dat.) to believe, trust; to confide in, have confidence in
curro, -ere, cucurri, cursum	verb	to run, move quickly, travel quickly
deinde or dein	adverb	then, next, thereafter, afterward
eo, ire, ivi or ii, itum	verb	to go, walk, ride, sail, fly, move, pass
finis, -is (m. or f.)	noun	that which divides, boundary, limit, border, end
fortuna, -ae (f.)	noun	chance, luck, fate, fortune
fugio, -ere, fugi, fugitum	verb	to flee, fly, take flight, run away, make off
habito, -are, -avi, -atum	verb	to inhabit, dwell; to live, stay
haurio, -ire, hausi, haustum	verb	to draw up, draw out, draw; to drain, drink up, spill, shed
hostis, -is (m.)	noun	stranger, foreigner; enemy, foe, public enemy
iaceo, -ere, -cui, -citum	verb	to lie down, be prostrate, lie at rest
ignis, -is (m.)	noun	fire
immortalis (inm-), -e	adjective	immortal, undying
imperium, -i (n.)	noun	command, order; supreme power, sway, dominion, empire
impono (inp-), -ere, -posui, -positum	verb	to place upon, set on, impose, establish, introduce, set, place
inquam (defective verb, inquis, inquit, inquimus, inquiunt)	verb	to say
intra	preposition	(with acc.) (of space) within, inside, on the inside; (of time) during; fewer than
ita	adverb	in this manner, in such a way, so, thus, accordingly, as has been said
levis, -e	adjective	light, not heavy
litus, -oris (n.)	noun	seashore, seaside, beach
longus, -a, -um	adjective	long, extended
magis	adverb	more, in a higher degree, more completely
mare, -is (n.)	noun	sea
mater, -tris (f.)	noun	mother
medius, -a, -um	adjective	in the middle, in the midst, mid, mean, middle (of)
metus, -us (m.)	noun	fear, dread, apprehension, anxiety
misceo, -ere, miscui, mixtum	verb	to mix, mingle, intermingle, blend
modo	adverb	only, merely, solely, simply, but, no more than
mons, montis (m.)	noun	mountain, mount, range of mountains
mors, -tis (f.)	noun	death

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Vocabulary	Part of Speech	Definition
ni	adverb/conjunction	not; if not, unless
nisi	conjunction	if not, unless, except
novus, -a, -um	adjective	new, not old, young, fresh, recent
oculus, -i (m.)	noun	eye
periculum or periclum, -i (n.)	noun	trial, experiment, attempt, test; risk, hazard, danger, peril
poeta, -ae (m.)	noun	poet
populus, -i (m.)	noun	people, nation
postea	adverb	afterward
primus, -a, -um	adjective	the first, first
propter	preposition	(with acc.) near, close to; because of, on account of
puto, -are, -avi, -atum	verb	to believe, think, suppose; to clean, trim
quia	conjunction	because, since
quidam, quaedam, quoddam (or quiddam)	pronoun	certain, certain one, somebody, one, something
reddo, -ere, -didi, -ditum	verb	to give back, return, restore; give up, hand over, deliver
scio, -ire, -ivi, -itum	verb	to know, understand, perceive, have knowledge of, be skilled in
semper	adverb	ever, always, at all times, continually, perpetually, forever
servus, -i (m.)	noun	enslaved man
sono, -are, -ui, -itum	verb	to make a noise, sound, resound
superus, -a, -um	adjective	that is above, upper, higher; (pl.) the gods
surgo, -ere, surrexi, surrectum	verb	to rise, arise, get up, stand up
tam	adverb	in such a degree, as much, so, so much
tantus, -a, -um	adjective	of such size, of such a measure, so great, such, as great (correl. with *quantus*)
tempus, -oris (n.)	noun	portion of time, time, period, season, interval
teneo, -ere, tenui, tentum	verb	to hold, keep, have, grasp, hold fast
tremor, -oris (m.)	noun	shaking, quaking, quivering, trembling, tremor
ubi	adverb	in which place, in what place, where; when, whenever, as soon as, as
ullus, -a, -um	adjective	any, any one
uterque, utraque, utrumque	pronoun	each, either, each one, one and the other, one as well as the other, both (of two regarded severally)
valeo, -ere, -ui, -itum	verb	to be strong, be vigorous, have strength, be able
vinco, -ere, vici, victum	verb	to conquer, defeat, be victorious, win, succeed
vivo, -ere, vixi, victum	verb	to live, be alive, have life

Reading 1.4: Teacher's Choice Prose

Vocabulary	Part of Speech	Definition
addo, -ere, -didi, -ditum	verb	to put to, place upon, lay on, join, attach
adsurgo (ass-), -ere, -surrexi, -surrectum	verb	to rise up, rise, stand up
anima, -ae (f.)	noun	air, current of air, breeze, wind; breath, life, soul
animal, -is (n.)	noun	animal, living thing
aperio, -ire, -ui, -tum	verb	to uncover, open, disclose; explain, recount; reveal; establish

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Vocabulary	Part of Speech	Definition
arbor (arbos), -oris (f.)	noun	tree
ascendo (ads-), -ere, -cendi, -censum	verb	to climb, go/climb up; mount, scale; embark; rise, ascend, move upward
aspicio (ads-), -ere, -exi, -ectum	verb	to look at, look upon, behold, look
audacia, -ae (f.)	noun	boldness, courage, confidence; recklessness
audax, -acis	adjective	bold; courageous; reckless, rash; presumptuous
beatus, -a, -um	adjective	happy, prosperous, blessed, fortunate
casus, -us (m.)	noun	falling, falling down, fall; misfortune, mishap, calamity
certamen, certaminis (n.)	noun	contest, competition; battle, combat, struggle; rivalry, dispute
certus, -a, -um	adjective	determined, resolved, fixed, settled, purposed, certain
ceterus, -a, -um	adjective	other, remainder, rest
classis, -is (f.)	noun	class, great division; (fig.) army, fleet
cognosco, -ere, cognovi, cognitum	verb	to become acquainted with, acquire knowledge of, learn, understand, recognize
condo, -ere, -didi, -ditum	verb	to put together, found, establish, build, settle
copia, -ae (f.)	noun	abundance, ample supply, plenty; (in plural) troops, forces
cursus, -us (m.)	noun	running, course, way, march, passage, voyage, journey
epistula, -ae (f.)	noun	written communication, letter
eripio, -ere, -ipui, -eptum	verb	to tear out, snatch away, pluck, tear, take away
flamma, -ae (f.)	noun	blazing fire, blaze, flame
forma, -ae (f.)	noun	form, contour, figure, shape, appearance, looks
fortis, -e	adjective	strong, firm, stout, courageous, brave, valiant, bold, fearless
frango, -ere, fregi, fractum	verb	to break (in pieces), dash to pieces, shiver, shatter, fracture
fuga, -ae (f.)	noun	fleeing, flight, running away
gladiator, -oris (m.)	noun	gladiator
gladius, -i (m.)	noun	sword
gloria, -ae (f.)	noun	glory, fame, renown, praise, honor
gratia, -ae (f.)	noun	favor, regard, liking, love, friendship; charm, beauty, loveliness
historia, -ae (f.)	noun	narrative of past events, history
incendium, -i (n.)	noun	fire; fiery heat; fiery passion, love, hostility; incendiary missile; (pl.) flames
interim	adverb	meanwhile, in the meantime
iuvo, -are, iuvi, iutum	verb	to help, aid, assist, further, serve, support, benefit, delight, please
lego, -ere, legi, lectum	verb	to bring together, gather, choose; to read
limen, -inis (n.)	noun	threshold, sill
magister, -i (m.)	noun	teacher, tutor, master, expert, chief; pilot of a ship
malo, malle, malui	verb	to prefer, incline toward, wish rather
maneo, -ere, -nsi, -nsum	verb	to stay, remain, abide, wait for, expect
mora, -ae (f.)	noun	delay, procrastination
mox	adverb	soon, directly, presently, then
munus, -eris (n.)	noun	service, office, duty; gift, present
navis, -is (f.)	noun	ship
nondum	adverb	not yet

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Vocabulary	Part of Speech	Definition
nosco, -ere, novi, notum	verb	to get knowledge of, become acquainted with, come to know, learn, discern
numerus, -i (m.)	noun	number
operio, -ire, -ui, -ertum	verb	to cover, cover over
opus, -eris (n.)	noun	work, labor, toil; (with abl. or inf.) need (of)
posco, -ere, poposci	verb	to ask urgently, beg, demand, request, desire
procul	adverb	in the distance, at a distance, away, apart, far, far off
propero, -are, -avi, -atum	verb	to make haste, hasten, be quick, be in haste, go quickly
quamvis	adverb/conjunction	as you will, as much as you will, however much, as much as possible, very much, extremely
quidem	adverb	assuredly, certainly, in fact, indeed
quo	adverb	to where, in where, where; for which reason, to what end, why, in order that, so that
refero, referre, rettuli, relatum	verb	to bear back, bring back, drive back, carry back; reply
respondeo, -ere, -spondi, -sponsum	verb	to answer, reply, respond, make answer
salus, -utis (f.)	noun	soundness, health, good health, vigor, safety
sedes, -is (f.)	noun	seat, bench, chair, throne; place, spot; (pl.) dwelling-place, palace
sinus, -us (m.)	noun	bent surface, curve, fold, hollow, coil; lap; bay, gulf
sol, solis (m.)	noun	sun
solvo, -ere, solvi, solutum	verb	to loosen, unbind, unfasten, untie, release
sordidus, -a, -um	adjective	dirty, unclean, foul, filthy; vulgar, low, paltry; vile
statim	adverb	straightaway, at once, immediately, instantly
tabula, -ae (f.)	noun	writing tablet (wax covered board); (pl.) records; document, deed, will
tectum, -i (n.)	noun	building, shelter, house, dwelling, roof
tollo, -ere, sustuli, sublatum	verb	to lift, take up, raise, elevate, exalt
trado, -ere, -didi, -ditum	verb	to give up, hand over, deliver, surrender
unde	adverb	from which place, from where, whence
utor, uti, usus sum	verb	(with abl.) to use, make use of, employ, profit by, take advantage of, enjoy, serve oneself with
velut or veluti	adverb	even as, just as, like as, like
ventus, -i (m.)	noun	wind
vero	adverb	in truth, in fact, certainly, truly, to be sure, surely, assuredly
verto (vorto), -ere, -i, versum	verb	to turn, turn up, turn back, direct

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Unit 2: Pliny's *Letters*: Eruption of Mt. Vesuvius

Reading 2.1: Letter 6.16.1–12

Vocabulary	Part of Speech	Definition
accedo (adc-), -ere, -cessi, -cessum	verb	to go to, come to, come near, draw near, approach, enter
altum, -i (n.)	noun	height; high sky; deep sea
appareo (adp-), -ere, -ui, -itum	verb	to appear, come in sight, make an appearance
area, -ae (f.)	noun	ground, dry land, open space
avunculus, -i (m.)	noun	maternal uncle, mother's brother
caelum, -i (n.)	noun	sky, heaven, heavens, vault of heaven
celebro, -are, -avi, -atum	verb	to celebrate, perform; frequent; honor; publicize; discuss
cinis, -eris (m.)	noun	ashes
cresco, -ere, crevi, cretum	verb	to come into being, spring up, arise, be born, grow
cunctor, -ari, -atus sum	verb	to delay, linger, loiter; hesitate, doubt
densus, -a, -um	adjective	thick, close, compact, dense, crowded
egredior, -gredi, -gressus sum	verb	to go out, come forth, march out, go away
equidem	adverb	truly, indeed, certainly, by all means, of course, to be sure
exitus, -us (m.)	noun	going out, exit, departure; end, conclusion, death
figura, -ae (f.)	noun	form, shape, figure
flecto, -ere, flexi, flexum	verb	to bend, bow, curve, turn, turn round
forte	adverb	by chance, by accident
Gaius (or Caius), -i (m.)	noun (proper)	Gaius, a Roman male name (*praenomen*) abbreviated C.
gaudium, -i (n.)	noun	joy, gladness, delight
ibi	adverb	in that place, there; on the spot, then, thereupon
immineo (inm-), -ere	verb	to project over, lean toward, hang down over, overhang, loom (over), threaten
incertus, -a, -um	adjective	not fixed, unsettled, undetermined; hesitating, undecided, doubtful, at a loss
incido, -ere, -cidi	verb	to fall in, fall, light, strike, reach, find the way
interdum	adverb	sometimes, occasionally, now and then
ira, -ae (f.)	noun	anger, wrath, rage, ire, passion, indignation
Italia, -ae (f.)	noun (proper)	Italy
labor, -oris (m.)	noun	labor, toil, exertion
laetus, -a, -um	adjective	happy, joyful, cheerful, glad, delighted, full of joy
lapis, -idis (m.)	noun	stone
lex, legis (f.)	noun	law, bill, regulation, principle, rule

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Vocabulary	Part of Speech	Definition
liber, -bri (m.)	noun	bark of a tree; paper, book
malum, -i (n.)	noun	an evil, mischief, misfortune, calamity
maxime or maxume	adverb	in the highest degree, especially, exceedingly, very
Misenum, -i (n.)	noun (proper)	Misenum, a town and harbor in Campania
multum	adverb	much, very much, greatly
nox, noctis (f.)	noun	night
nubes, -is (f.)	noun	cloud, mist, vapor
ob	preposition	(with acc.) on account of, for, because of, by reason of, for the sake of
occido, -ere, -cidi, -casum	verb	to fall down, fall
ora, -ae (f.)	noun	extremity, border, edge, end, boundary, limit, shore
oro, -are, -avi, -atum	verb	to speak, argue, plead, pray, beg, implore, ask for
paulum, paulo	adverb	to only a small extent, slightly, a little
Plinius, -i (m.)	noun (proper)	a Roman male name (*nomen* – name of a Roman *gens*)
propius	adverb	more nearly, more closely, nearer, closer
proximus or proxumus, -a, -um	adjective	nearest, next
pulcher, -chra, -chrum	adjective	beautiful, fair, handsome
pumex, -icis (f.)	noun	pumice stone
quamquam	conjunction	though, although, albeit, notwithstanding that
quasi	adverb	as if, just as if, as though
rapio, -ere, -pui, -ptum	verb	to seize and carry off, snatch, tear, drag, hurry away
regina, -ae (f.)	noun	queen
regnum, -i (n.)	noun	kingdom, kingly government, royal authority, kingship, royalty
rego, -ere, rexi, rectum	verb	to keep straight, guide, conduct, direct, control, rule
resideo, -ere, -sedi	verb	to sit back, remain sitting, remain behind, stay, remain, rest, reside
saevus, -a, -um	adjective	raging, mad, furious, fierce, savage, ferocious, cruel, violent, severe
scribo, -ere, scripsi, scriptum	verb	to write, write out, compose, draw up, produce
spiritus, -us (m.)	noun	breathing, breath
sub	preposition	(with abl.) under, below, beneath, underneath, behind; (with acc.) under, below, beneath, up to, toward
tot	pronoun	so many, such a number of, as many...as (*tot...quot*)

Reading 2.3: Letter 6.20.1–10

Vocabulary	Part of Speech	Definition
agmen, -inis (n.)	noun	multitude, troop, crowd; battle line, army
aio (defective verb, ais, ait, aiunt)	verb	to assert, affirm, say, tell, relate
alienus, -a, -um	adjective	of another, belonging to another, not one's own, foreign, alien, strange
alter, -tera, -terum	adjective	one, another, the one, the other (of two)
annus, -i (m.)	noun	year
arena (harena), -ae (f.)	noun	sand, grains of sand; sandy land or desert; seashore; arena

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Vocabulary	Part of Speech	Definition
ater, atra, atrum	adjective	black, coal-black, gloomy, dark
attonitus, -a, -um	adjective	astonished, fascinated; stupefied, dazed; inspired
campus, -i (m.)	noun	plain, field, open country, level place
coepio, -ere, coepi, coeptum	verb	to begin, commence
committo, -ere, -misi, -missum	verb	to bring together, join, combine, put together, connect, unite
consulo, -ere, -ui, -tum	verb	to meet and consider, reflect, consult, look out, be mindful
corripio, -ere, -ripui, -reptum	verb	to seize, snatch up, grasp, collect, take hold of, arrest
cupio, -ere, -ivi, -itum	verb	to long for, desire, wish
debeo, -ere, -ui, -itum	verb	to owe, be in debt; ought, must, should
descendo, -ere, -i, descensum	verb	to descend, go down; to dismount; to penetrate, sink
detineo, -ere, -ui, -tentum	verb	to hold off, keep back, detain, check
dubius, -a, -um	adjective	moving two ways, doubting, doubtful, dubious, uncertain
ecce	interjection	lo! see! behold! there! look!
exigo, -ere, -egi, -actum	verb	to drive out, push forth, thrust out, take out, expel; spend (time); demand; inquire; complete, spend
frater, -tris (m.)	noun	brother
horrendus, -a, -um	adjective	dreadful, terrible, fearful, horrible
horreo, -ere, -ui	verb	to shudder (at), stand on end, stand erect, bristle, be rough
impello (inp-), -ere, -puli, -pulsum	verb	to strike against, push, drive, strike; set in motion, drive forward, move, urge on
incipio, -ere, -cepi, -ceptum	verb	to take hold, take in hand, begin
ingens, -entis	adjective	not natural, vast, huge, enormous, great, remarkable
intentus, -a, -um	adjective	eager, intent, attentive; strict; intense, strenuous; serious
latus, -eris (n.)	noun	side, flank
littera, -ae (f.)	noun	letter (of the alphabet); (pl.) letter, epistle; literature, books, records, account
memini, -isse	verb	(a defective verb) to remember, recollect; (with gen.) think of, is mindful of
minus	adverb	less
moveo, -ere, movi, motum	verb	to move, stir, set in motion, shake, disturb, remove
oppidum, -i (n.)	noun	town
otium, -i (n.)	noun	leisure; spare time; holiday; ease, rest, peace, quiet, calm
patior, -i, passus sum	verb	to bear, support, undergo, suffer, endure, allow
pereo, -ire, -ii (or -ivi), -itum	verb	to pass away, come to nothing, vanish, disappear, perish, die
premo, -ere, -essi, -essum	verb	to press, repress, oppress, restrain
proficiscor, -i, -fectus sum	verb	to set out, start, go, march, depart
prudentia, -ae (f.)	noun	discretion; good sense, wisdom; prudence; foresight
quis, quid	pronoun	who, what
reliquus, -a, -um	adjective	rest of, remaining, available, left, surviving; future, further
rumpo, -ere, rupi, ruptum	verb	to break, burst, tear, rupture, burst in pieces, force open
sedeo, -ere, sedi, sessum	verb	to sit, remain, settle
sequor, -i, secutus sum	verb	to follow, come after, follow after, accompany
soleo, -ere, -ui, -itum	verb	to be used, be wont, be accustomed
spatium, -i (n.)	noun	space, room, extent, distance, interval

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Vocabulary	Part of Speech	Definition
studium, -i (n.)	noun	application, zeal, eagerness, inclination, desire, exertion, study
tacitus, -a, -um	adjective	silent, not spoken of, kept secret, secret, hidden
torqueo, -ere, torsi, tortum	verb	to turn, turn about, turn away, twist, bend, wind
vestigium, -i (n.)	noun	footstep, step, footprint; trace, mark, track, vestige
voco, -are, -avi, -atum	verb	to call, summon, invoke, call together, convoke
vos, vestrum/vestri, vobis, vos, vobis	pronoun	you (pl.)

Reading 2.4: Letter 6.20.11–20

Vocabulary	Part of Speech	Definition
adsum (assum), adesse, adfui	verb	to be at, be present, be at hand
amplector, -i, amplexus sum	verb	to twine around, encircle, encompass, embrace
bene	adverb	well
causa, -ae (f.)	noun	cause, reason, motive, occasion, opportunity; (in the ablative) for the sake of
cingo, -ere, -xi, -nctum	verb	to go around, surround, encompass, gird, wreathe, crown
clamor, -is (m.)	noun	shout, cry; loud shouting; applause; loud noise, roar; battle-cry
cogo, -ere, coegi, coactum	verb	to drive together, bring together, convene, compel, force
coniunx, -iugis (m. or f.)	noun	married person, spouse, husband, wife
consido, -ere, -sedi, -sessum	verb	to sit down, be seated; sit (judge); sink, stop, settle; take up a position
contra	adjective/adverb	in opposition, opposite, face to face; in turn, in return, back, on the other hand, likewise (with acc.)
curo, -are, -avi, -atum	verb	to care, provide for; be attentive to; take charge of; heal, cure
desum, -esse, -fui	verb	to be away, be absent, fail, be wanting, be missing
dignus, -a, -um	adjective	worthy, deserving, deserved, suitable, fitting, proper
discedo, -ere, -cessi, -cessum	verb	to go off, depart, withdraw; scatter; abandon
dum	conjunction	while, a while, now, yet; so long as, provided that, if only; until, until that
effundo, -ere, -fudi, -fusum	verb	to pour out, pour forth, shed, spread abroad
exspecto or expecto, -are, -avi, -atum	verb	to look out for, await, wait for
exstinguo or extinguo, -ere, -nxi, -nctum	verb	to put out, quench, extinguish, destroy
femina, -ae (f.)	noun	female, woman
futurus, -a, -um	adjective	going to be, yet to be, to come, future
gemitus, -us (m.)	noun	a sighing, sigh, groan, lamentation, complaint
gradus, -us (m.)	noun	step, pace, gait, walk
infans, -ntis	adjective	speechless; (as a noun) little child, infant, baby
iuvenis, -is (m. or f.)	noun	young person, youth
longe	adverb	a long way off, far, far off, at a distance
miser, -era, -erum	adjective	wretched, unfortunate, miserable, pitiable, in distress
modus, -i (m.)	noun	measure, extent, quantity; manner, way, mode
morior, -iri, mortuus sum	verb	to die, expire

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Vocabulary	Part of Speech	Definition
moror, -ari, -atus sum	verb	to delay, stay, wait, remain, linger
mundus, -i (m.)	noun	universe, world, heavens, earth
muto, -are, -avi, -atum	verb	to move, move away, remove, change
nubila, -orum (n. pl.)	noun	clouds, rainclouds
nuntio, -are, -avi, -atum	verb	to announce, report, give warning; convey, deliver
nuntius, -i (m.)	noun	announcement, message; messenger
parens, -entis (m. or f.)	noun	procreator, father, mother, parent
parum	adverb	too little, not enough, insufficiently
post	preposition/adverb	(with acc.) (of space) behind, after; (of time) behind, afterward, after, later
precor, -ari, -atus	verb	to ask, beg, entreat, pray, request, call upon
qualis, -e	adjective	of what sort, of what nature, what kind of a; of such a sort, kind, or nature, such as, as
quisquis, quaeque, quodquod (or quidquid or quicquid)	pronoun	whoever, whosoever, whatever, whatsoever, everyone who, each, every, all
quod	conjunction	that, in that, because, but, though
requiro, -ere, -quisivi (or -quisii), -quisitum	verb	to seek again, look after, search for, ask
respicio, -ere, -spexi, -spectum	verb	to look back, look about, see behind, gaze at, look for
spes, spei (f.)	noun	hope
sterno, -ere, stravi, stratum	verb	to spread out, stretch out, scatter; cover; overthrow, lay low, kill
suspendo, -ere, -di, suspensum	verb	to hang up, hang, suspend
tamquam or tanquam	adverb	as much as, so as, just as, like as, as if, so to speak
tandem	adverb	at length, at last, in the end, finally
tergum, -i (n.)	noun	back; hide, skin
turba, -ae (f.)	noun	turmoil, riot, disturbance; crowd, multitude
via, -ae (f.)	noun	way, highway, road, path, street
vix	adverb	with difficulty, with much ado, hardly, scarcely, barely
vox, vocis (f.)	noun	voice, sound, tone, utterance, cry, call

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Unit 3: Pliny's *Letters*: Ghosts and Apparitions, Letters to Trajan and Calpurnia, and Teacher's Choice – Latin Prose

Reading 3.1: Letter 7.27.1–8

Vocabulary	Part of Speech	Definition
accido, -ere, -cidi	verb	to fall upon, fall to, reach by falling, happen
affirmo (adf-), -are, -avi, -atum	verb	to strengthen; confirm, encourage; declare
albus, -a, -um	adjective	white, pale, fair, gray; bright, clear; favorable, auspicious
aliqui (aliquis), aliqua, aliquod	adjective	some, any
aliquis, aliquid	pronoun	someone, anyone, anybody, one or another; neut., something, anything
Athenae, -arum (f. pl.)	noun (proper)	Athens (city in Greece)
auris, -is (f.)	noun	ear
capillus, -i (m.)	noun	hair of the head, hair
Carthago (Karthago), -inis (f.)	noun (proper)	Carthage, a city in north Africa
catena, -ae (f.)	noun	chain, shackle
comes, -itis (m.)	noun	companion, associate, comrade, partner
digitus, -i (m.)	noun	finger; toe; finger's breadth
disco, -ere, didici	verb	to learn, learn to know, acquire, become acquainted with
diu	adverb	a long time, long while, long, for a long time
doceo, -ere, -ui, -ctum	verb	to teach, instruct, inform, show, prove, convince, tell
dormio, -ire, -ivi, -itum	verb	to sleep, rest; do nothing
duco, -ere, -xi, -ctum	verb	to lead, conduct, guide, direct, draw, bring, fetch, escort
emo, -ere, emi, emptum	verb	to buy; gain, acquire
ferrum, -i (n.)	noun	iron
fides, -ei (f.)	noun	trust, faith, confidence, reliance, credence, belief
fingo, -ere, finxi, fictum	verb	to touch, form, shape, fashion, make
gero, -ere, gessi, gestum	verb	to bear about, bear, carry, wear, have, hold, sustain
haereo, -ere, haesi, haesum	verb	to stick, adhere, cling to; to hesitate; to be in difficulties
herba, -ae (f.)	noun	grass, herb
honor (honos), -oris (m.)	noun	honor, repute, esteem, reputation, praise, distinction
humanus, -a, -um	adjective	of man, human
igitur	conjunction	then, therefore, thereupon, accordingly, consequently

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Vocabulary	Part of Speech	Definition
imago, -inis (f.)	noun	imitation, copy, image, likeness, statue, picture; ghost
implico (inp-), -are, -avi, -atum (or -ui, -itum)	verb	to enfold, involve, entangle, envelop, encircle, embrace, clasp, grasp
inde	adverb	from that place, from there, thence
initium, -i (n.)	noun	beginning; entrance
intendo, -ere, -di, -tum	verb	to stretch out, reach forth, extend
lentus, -a, -um	adjective	slow
libertus, -i (m.)	noun	freedman, freed person, formerly enslaved man
licet, -ere, licuit and licitum est	verb	it is lawful, is allowed, is permitted; even if, although, notwithstanding
medium, -i (n.)	noun	middle, midst, center, interval, intervening space
memoria, -ae (f.)	noun	memory, recollection; history
mens, mentis (f.)	noun	mind, disposition, feeling, character, heart, soul
monstrum, -i (n.)	noun	divine omen, miracle; monster
mos, moris (m.)	noun	will, way, habit, manner, fashion, custom, practice
mulier, -eris (f.)	noun	woman
narro, -are, -avi, -atum	verb	to make known, tell, relate, narrate, report, recount, set forth
numen, -inis (n.)	noun	nod; command, authority, divine will; divinity, deity
obscurus, -a, -um	adjective	dark, dusky, shady, obscure
occurro (obc-), -ere, -curri (or -cucurri), -cursum	verb	(with dat.) to run to meet; to oppose, resist; to come to mind, occur
ostendo, -ere, -di, ostentum	verb	to stretch out, spread before, show, point out, exhibit, display
pono, -ere, posui, positum	verb	to put down, set down, put, place, set, fix, lay, deposit
postquam or post quam	adverb	after that, after, as soon as, when
prior, prius	adjective	former, previous, prior, first
puer, -eri (m.)	noun	male child, boy, lad, young man
qua	adverb	on which side, at which place, in what direction, where, by what way
quis, qua, quid	pronoun	anyone, anything, someone, something (often with *si, ne, num*, or *nisi*)
rogo, -are, -avi, -atum	verb	to ask, question, interrogate
scientia, -ae (f.)	noun	knowledge, science; skill
senex, senis (m.)	noun	old man
significo, -are, -avi, -atum	verb	to signify, indicate, show
signum, -i (n.)	noun	mark, token, sign, indication, proof; military standard, banner
sive or seu	conjunction	or if
sonus, -i (m.)	noun	noise, sound
stilus, -i (m.)	noun	pen, stylus used for writing on wax tablets
sto, -are, steti, statum	verb	to stand, stand still, remain standing, be upright, be erect
summus, -a, -um	adjective	uppermost, highest, topmost; chief, main
terribilis, -e	adjective	frightful, terrible
tristis, -e	adjective	sad, mournful, dejected, gloomy, downcast
ubique	adverb	anywhere, everywhere
vertex (vortex), -icis (f.)	noun	whirl, whirlpool, vortex; highest point, top, peak, summit
vinculum or vinclum, -i (n.)	noun	bond, fastening, band, rope, chain, cord, tie

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Reading 3.4: Letters 10.37 and 10.90

Vocabulary	Part of Speech	Definition
aetas, -atis (f.)	noun	life of a man, age, lifetime, years
Alexandrinus, -a, -um	adjective	Alexandrian, pertaining to Alexandria (a city in Egypt)
ante	preposition/adverb	(with acc.) (of space) before, in front, forwards; (of time) before, previously
appello (adp-), -are, -avi, -atum	verb	to call, address, name; request, implore, demand
architectus, -i (m.)	noun	architect; inventor, designer
arcus, -us (m.)	noun	bow, arc, arch; rainbow; anything arched or curved
autem	conjunction	but, on the other hand, on the contrary, however
beneficium, -i (n.)	noun	favor, benefit, service, kindness
civitas, -atis (f.)	noun	city, state; citizenship
defendo, -ere, -i, defensum	verb	to defend, guard, protect, look after; repel, ward off, prevent; support, preserve
dominus, -i (m.)	noun	master, possessor, ruler, lord, owner; male slave-owner
exercitus, -us (m.)	noun	disciplined body of men, army
facilis, -e	adjective	easy to do, easy, without difficulty
flumen, -inis (n.)	noun	a flowing, flood, stream, running water, river
fortasse	adverb	perhaps, possibly; it may be
forum, -i (n.)	noun	forum, market; the Forum (in Rome); court of justice
frustra	adverb	in vain; for nothing, to no purpose
genus, -eris (n.)	noun	race, family, birth, descent, origin, sort, kind
Harpocras, -tis (m.)	noun (proper)	a Greek male name
iatralipta or -es, -ae (m.)	noun	doctor, especially one who uses massage and ointments
imperator, -oris (m.)	noun	commander, leader, chief, director, ruler, general, emperor
itaque	conjunction	and so, and thus, and accordingly
ius, iuris (n.)	noun	right, justice, duty, law
leo, leonis (m.)	noun	lion
liberta, -ae (f.)	noun	freedwoman, freed person, formerly enslaved woman
mille (pl. milia or millia) or M (n.)	noun	a thousand, ten hundred
mitto, -ere, misi, missum	verb	to send, cause to go, let go, send off, dispatch
mollis, -e	adjective	yielding, flexible, supple, soft, tender, delicate, gentle, mild, pleasant
notus, -a, -um	adjective	known, well known
paene	adverb	nearly, almost; mostly
par, paris	adjective	equal
patrona, -ae (f.)	noun	protectress, patroness, female patron
paucus, -a, -um	adjective	few, little
pauper, -eris	adjective	poor, meager, unproductive; cheap, of little worth
perdo, -ere, -didi, -ditum	verb	to destroy, make away with, ruin, squander, throw away, waste, lose
pervenio, -ire, -veni, -ventum	verb	to come up, arrive, reach
potestas, -atis (f.)	noun	power, rule, force; strength, ability
princeps, -cipis (m.)	noun	first man, first person; chief, leader, ruler, emperor

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Vocabulary	Part of Speech	Definition
pro	preposition	(with abl.) before, in front of, for
quando	adverb/conjunction	when, since, because
quomodo	adverb	how, in what way; just as
recipio, -ere, -cepi, -ceptum	verb	to take back, bring back, regain, recover; to receive, accept
redeo, -ire, -ii, -itum	verb	to go back, turn back, return, turn around
Romanus, -a, -um	adjective	of Rome, Roman
saeculum or saeclum, -i (n.)	noun	generation, age, people of any time
saepe	adverb	often, oft, oftentimes, many times, frequently
sentio, -ire, sensi, sensum	verb	to discern by sense, feel, hear, see, perceive, be sensible of
sine	preposition	(with abl.) without
sustineo, -ere, -tinui, -tentum	verb	to hold up, hold upright, uphold, bear up, keep up, support, sustain
tantum	adverb	so much, so greatly; only, merely, but
tardus, -a, -um	adjective	slow; deliberate; late
tempestas, -atis (f.)	noun	storm; period of time, season, weather
tempto (tento), -are, -avi, -atum	verb	to handle, touch, feel; try, prove, test, attempt
Traianus, -i (m.)	noun (proper)	Trajan, a Roman emperor
-ve	enclitic	or, or if you will, or as you please
vel	conjunction	or; either…or (*vel…vel*)
vester, -tra, -trum	adjective	your, yours, of you (pl.)

Reading 3.6: Letters 6.4 and 6.7

Vocabulary	Part of Speech	Definition
accendo (adc-), -ere, -cendi, -censum	verb	to kindle, set on fire, inflame
accuso, -are, -avi, -atum	verb	to accuse, blame, find fault; reprimand; charge (w/ a crime)
aedificium, -i (n.)	noun	building; structure
aedifico, -are, -avi, -atum	verb	to build, construct, make; create; establish; improve
anxius, -a, -um	adjective	anxious, uneasy, disturbed; concerned; careful
audeo, -ere, ausus sum	verb	to venture, dare, be bold, dare to do, risk
benignus, -a, -um	adjective	kind, favorable; kindly, mild, affable
carmen, -inis (n.)	noun	song, poem, verse, prophecy, note, sound (vocal or instrumental)
castra, -orum (n. pl.)	noun	military camp, encampment, fort
castrum, -i (n.)	noun	fortified place, fort, fortress
cotidie	adverb	daily, every day; day by day; usually, ordinarily, commonly
cras	adverb	tomorrow; after today; hereafter, in the future
cura, -ae (f.)	noun	trouble, care, concern, attention, pains, industry, diligence, exertion
delecto, -are, -avi, -atum	verb	to delight, please, amuse, fascinate; charm, lure, entice; enjoy
deleo, -ere, -evi, -etum	verb	to erase, remove, delete; abolish
dexter, -tera, -terum, (or -tra, -trum)	adjective	to the right, on the right side, right
domina, -ae (f.)	noun	mistress, lady, she who rules; female slave-owner

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Vocabulary	Part of Speech	Definition
eo	adverb	there, in that place; to there; therefore, for that reason
ferus, -a, -um	adjective	wild, untamed, uncultivated
fluo, -ere, fluxi, fluxum	verb	to flow; proceed from
gratus, -a, -um	adjective	beloved, dear, acceptable, pleasing, agreeable
hiems, -emis (m.)	noun	winter; cold, frost; storm, stormy weather
lacrimo, -are, -avi, -atum	verb	to cry, shed tears
liber, -era, -erum	adjective	free, unrestricted, unrestrained, unimpeded, unshackled
liberi, -orum (m. pl.)	noun	children
malus, -a, -um	adjective	bad, not good, evil
nascor, -i, natus sum	verb	to be born, begin life, be produced, proceed, be begotten
-ne	enclitic	added in a direct question as a question mark to the first or principal word of the clause
nemo, -inis	pronoun	no man, no one, nobody
numquam	adverb	at no time, never
oratio, -onis (f.)	noun	speech; eloquence; power of speech
orator, -oris (m.)	noun	speaker, orator
pecunia, -ae (f.)	noun	money; property
prope	preposition	(with acc.) near, near to
pugno, -are, -avi, -atum	verb	to fight; to dispute
quisque, quaeque, quidque (or quodque or quicque)	pronoun	whoever it be, whatever, each, each one, every, everybody, everyone
recito, -are, -avi, -atum	verb	to read aloud, recite; to name in writing
sermo, -onis (m.)	noun	continued speech, talk, conversation, discourse
simul	adverb	at the same time, together, at once, simultaneously
spectaculum, -i (n.)	noun	show, spectacle; (pl.) spectators' seats
spectator, -oris (m.)	noun	spectator
sumo, -ere, sumpsi, sumptum	verb	to take, take up, take in hand, lay hold of, assume
tantum modo	adverb	only, merely
theatrum, -i (n.)	noun	theater
timeo, -ere, -ui	verb	to fear, be afraid, be fearful, apprehensive, dread
verbum, -i (n.)	noun	word
vis, vis (f.)	noun	strength, force, vigor, power, energy, virtue
voluptas, -atis (f.)	noun	satisfaction, enjoyment, pleasure, delight

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Unit 4: Teacher's Choice – Latin Poetry and Vergil's *Aeneid*, Excerpts from Books 1 and 2

Reading 4.1: Teacher's Choice Poetry

Vocabulary	Part of Speech	Definition
aestas, -atis (f.)	noun	summer; summer heat/weather; year
antea	adverb	before, before this; formerly, previously, in the past
bibo, -ere, bibi	verb	to drink
candidus, -a, -um	adjective	bright, clear, transparent; clean, spotless; innocent, pure, unaffected, honest; white, pale
celeritas, -atis (f.)	noun	speed, quickness; speed of action; haste
celo, -are, -avi, -atum	verb	to hide something from one, keep secret, conceal
cupiditas, -atis (f.)	noun	desire, lust, greed, enthusiasm, eagerness, passion
custodio, -ire, -ivi, -itum	verb	to guard, watch over, keep safe; to take heed, care, observe
defessus, -a, -um	adjective	worn out, weary, tired; weakened
demonstro, -are, -avi, -atum	verb	to point out/at/to, draw attention to; to explain, describe; reveal, mention, refer to; prove, demonstrate
difficilis, -e	adjective	difficult, troublesome; hard to please or deal with
diligens, -entis	adjective	careful; diligent; accurate; industrious
diligentia, -ae (f.)	noun	diligence, care, attentiveness; frugality; efficiency
discipulus, -i (m.)	noun	student, follower
heri	adverb	yesterday
hodie	adverb	today, nowadays; at the present time
hortus, -i (m.)	noun	garden; park (pl.)
iacio, -ere, ieci, iactum	verb	to throw (away); establish; declare
ianua, -ae (f.)	noun	door, entrance
ignavus, -a, -um	adjective	lazy, idle; spiritless; cowardly, faint-hearted; ignoble
laetitia, -ae (f.)	noun	joy, happiness; source of joy, delight
lavo, -are (or -ere), lavi, lautus (or lotus)	verb	to wash, bathe
lectus, -i (m.)	noun	couch, bed
libero, -are, -avi, -atum	verb	to free; acquit, absolve; liberate, release
lupus, -i (m.)	noun	wolf
mane	adverb	in the morning; early in the morning
maritus, -i (m.)	noun	married man, husband
mensis, -is (m.)	noun	month

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Vocabulary	Part of Speech	Definition
panis, -is (m.)	noun	bread
patronus, -i (m.)	noun	patron; advocate; defender, protector
pello, -ere, pepuli, pulsum	verb	to beat; to push; to drive out, banish, strike, defeat, drive away
periculosus, -a, -um	adjective	dangerous; threatening
persuadeo, -ere, -suasi, -suasum	verb	(with dat.) to persuade, convince
pictura, -ae (f.)	noun	painting; picture
punio, -ire, -ivi, -itum	verb	to punish, inflict punishment; to avenge, extract retribution
quot	adjective	how many, as many as, as many...as (*tot...quot*)
quotus, -a, -um	adjective	which (in number), what, of what number
rideo, -ere, risi, risum	verb	to laugh, smile
rusticus, -a, -um	adjective	country, rural; plain, simple, rustic; provincial, unrefined
sacrificium, -i (n.)	noun	sacrifice, offering to a deity
salio, -ire, salui, saltum	verb	to leap, jump; move suddenly
saluto, -are, -avi, -atum	verb	to greet; wish well; visit
somnium, -i (n.)	noun	dream, vision; fantasy, daydream
statua, -ae (f.)	noun	statue; image
stola, -ae (f.)	noun	a long upper garment worn by Roman women, dress
stultus, -a, -um	adjective	foolish, stupid
timidus, -a, -um	adjective	timid, cowardly, fearful, apprehensive
toga, -ae (f.)	noun	toga
tumultus, -i (m.)	noun	(a) commotion, confusion, uproar; rebellion, uprising, disturbance
uxor, -is (f.)	noun	wife
vacuus, -a, -um	adjective	empty, unoccupied; devoid of, free of

Reading 4.4: Book 1, Lines 1–33

Vocabulary	Part of Speech	Definition
Aeneas, -ae (m.)	noun (proper)	Aeneas, leader of the Trojans
aequo, -are, -avi, -atum	verb	to make equal, equalize
aequor, -oris (n.)	noun	even surface, level; sea, ocean
aether, -eris (acc. aethera) (m.)	noun	upper air, sky
antiquus, -a, -um	adjective	ancient, former, old, of old times
arx, arcis (f.)	noun	castle, citadel, fortress, stronghold
cano, -ere, cecini, cantum	verb	to make music; sing (of), sound; prophesize
carus, -a, -um	adjective	dear, precious, valued, esteemed, beloved
caterva, -ae (f.)	noun	crowd, troop, throng, band, mob
circum	preposition	(with acc.) around, about, all around
colo, -ere, colui, cultum	verb	to till, tend, care for, cultivate
contingo, -ere, -tigi, -tactum	verb	to touch, reach, take hold of, seize
currus, -us (m.)	noun	chariot, car, wagon
Danai, -orum (pl.)	noun (proper)	the Danaans, the Greeks
dextra (dextera), -ae (f.)	noun	right hand

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Vocabulary	Part of Speech	Definition
Diana, -ae (f.)	noun (proper)	Diana, the goddess of the moon, daughter of Jupiter and Latona and twin sister of Apollo
Dido, -onis (f.)	noun (proper)	Dido, queen of Carthage
diva, -ae (f.)	noun	goddess
doleo, -ere, -ui, -itum	verb	to hurt, feel pain; grieve; be pained, sorry; cause pain (to)
dolor, -oris (m.)	noun	pain, ache, suffering, anguish
erro, -are, -avi, -atum	verb	to wander, stray, roam; be in error, err, mistake, go wrong, go astray
exerceo, -ere, -ui, -itum	verb	to exercise, practice; enforce, administer; cultivate
fatum, -i (n.)	noun	utterance, prophecy, oracle; destiny, fate
fluctus, -us (m.)	noun	wave, flow, tide, surge
gens, gentis (f.)	noun	race, clan, house
hinc	adverb	from this place, hence
iacto, -are, -avi, -atum	verb	to throw, cast, hurl
iniuria, -ae (f.)	noun	injustice, wrong, outrage, injury, insult
iugum, -i (n.)	noun	yoke, collar; height, summit, ridge, chain of mountains
Iuno, -onis (f.)	noun (proper)	Juno, queen of the gods, daughter of Saturn, sister and wife of Jupiter, goddess of marriage
laedo, -ere, -si, -sum	verb	to hurt, wound, injure, damage
Latium, -i (n.)	noun (proper)	Latium, the region of Italy in which Rome was situated
membrum, -i (n.)	noun	of the body, limb, member
memor, -oris	adjective	mindful, remembering, heedful
moenia, -ium (n. pl.)	noun	defensive walls, ramparts, bulwarks, city walls
o	interjection	O! oh!
olim	adverb	formerly; once, once upon a time; in the future
ops, opis (f.)	noun	power, might; aid, help; property, substance, wealth
os, oris (n.)	noun	mouth; (in general) face
palma, -ae (f.)	noun	palm, flat hand; palm tree, palm
pectus, -oris (n.)	noun	breast, chest
pendeo, -ere, pependi	verb	to hang, hang down, be suspended
pharetra, -ae (f.)	noun	quiver
quater	adverb	four times
sanguis (sanguen), -inis (m.)	noun	blood
sidus, -eris (n.)	noun	group of stars, constellation, heavenly body, star
sors, sortis (f.)	noun	lot, decision by lot, drawing; oracular response, prophecy
strideo, -ere, -di	verb	to make a harsh noise, hiss, shriek
subito	adverb	suddenly, immediately, unexpectedly, at once
superbus, -a, -um	adjective	haughty, proud, vain, arrogant, insolent, domineering
talis, -e	adjective	such, of such a kind, such like, the like
telum, -i (n.)	noun	missile, dart, spear, shaft, javelin
templum, -i (n.)	noun	temple, shrine, sanctuary
tendo, -ere, tetendi, tentum	verb	to stretch, spread out, extend, intend
Teucri, -orum (m. pl.)	noun (proper)	the Teucrians, Trojans
traho, -ere, traxi, tractum	verb	to draw, drag, haul, draw off, pull forth, drag away

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Vocabulary	Part of Speech	Definition
Troia, -ae (f.)	noun (proper)	Troy, a city of Asia Minor
Troianus, -a, -um	adjective	of Troy, Trojan
umerus (humerus), -i (m.)	noun	upper arm, shoulder
unda, -ae (f.)	noun	wave, billow
vetus, -eris	adjective	old, aged, advanced in years
volvo, -ere, volvi, volutum	verb	to cause to revolve, roll, turn about, turn round

Reading 4.6: Book 2, Lines 40–56 and 201–249

Vocabulary	Part of Speech	Definition
ara, -ae (f.)	noun	structure for sacrifice, altar
ardens, -entis	adjective	glowing, fiery, hot, ablaze, burning, eager
arvum, -i (n.)	noun	field, cultivated land, plowed land
auxilium, -i (n.)	noun	help, assistance; remedy; supporting resource, force; (pl.) auxiliary troops
civis, -is (m. or f.)	noun	citizen
clam	adverb	secretly; without knowledge of, unknown to
clipeus, -i (m.)	noun	round shield of metal
cunctus, -a, -um	adjective	all together, whole, all, entire
dissimilis, -e	adjective	unlike, different, dissimilar
divus, -i (m.)	noun	god, deity
donum, -i (n.)	noun	gift, present
equus, -i (m.)	noun	horse
fatalis, -e	adjective	of fate, ordained by destiny, decreed, destined, fated, fatal
fio, fieri, factus sum	verb	to happen, be done; become
for, fari, fatus sum	verb	to speak, say
furor, -oris (m.)	noun	raving, rage, madness, fury, passion
gaudeo, -ere, gavisus sum	verb	to rejoice, be glad, be joyful, take pleasure, be pleased, delight
geminus, -a, -um	adjective	born together, twin-born, twin; paired, double, twofold, both, two
hasta, -ae (f.)	noun	staff, rod, pole; spear, javelin
incito, -are, -avi, -atum	verb	to enrage; urge on, incite; inspire
infelix, -icis	adjective	unfruitful, not fertile, barren; unfortunate, ill-fated, unhappy, miserable, unlucky
inspicio, -ere, -spexi, -spectum	verb	to examine, inspect; to consider, look into
Laocoön, -ontis (m.)	noun (proper)	Laocoön, a Trojan prince and priest of Apollo, serving as the priest of Neptune in the last days of Troy
lingua, -ae (f.)	noun	tongue; speech, language
machina, -ae (f.)	noun	machine, engine
mercator, -oris (m.)	noun	trader, merchant
mereo, -ere, -ui, -itum	verb	to deserve, merit, be entitled to, be worthy of; earn
murus, -i (m.)	noun	wall, city wall
natus (gnatus), -i (m.)	noun	son
orbis, -is (m.)	noun	ring, circle, circular path, hoop, orbit

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Vocabulary	Part of Speech	Definition
pariter	adverb	equally, in an equal degree, in like manner, as well, as much, alike
parvus, -a, -um	adjective	little, small, petty, puny, inconsiderable
patria, -ae (f.)	noun	fatherland, native land, own country, native place
pes, pedis (m.)	noun	foot
plaudo, -ere, plausi, plausum	verb	to clap, strike; beat (wings); applaud; express (dis)approval
porta, -ae (f.)	noun	gate, entrance; city gates; door; avenue
primum	adverb	at first, first, in the first place, in the beginning
puella, -ae (f.)	noun	female child, girl, maiden
sacer, -cra, -crum	adjective	dedicated, consecrated, devoted, sacred
sanus, -a, -um	adjective	sound, healthy; sensible; sober, sane
scelus, -eris (n.)	noun	wicked deed, heinous act, crime, sin, wickedness
supero, -are, -avi, -atum	verb	to overcome, conquer; survive; surpass, be above, have the upper hand
tego, -ere, texi, tectum	verb	to cover, cover over
ultimus, -a, -um	adjective	farthest, most distant, most remote, uttermost, extreme, last
umquam	adverb	at any time, ever
vehemens, -entis	adjective	violent, severe; emphatic, vigorous, lively

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Unit 5: Vergil's *Aeneid*, Excerpts from Books 4, 6, 7, 11, and 12

Reading 5.1: Book 4, Lines 74–89 and 165–197

Vocabulary	Part of Speech	Definition
amo, -are, -avi, -atum	verb	to love
amor, -oris (m.)	noun	love, affection, strong friendly feeling
aura, -ae (f.)	noun	air (in motion), breeze, breath of air, wind, blast
cado, -ere, cecidi, casum	verb	to fall, fall down, descend, die
caedes, -is (f.)	noun	cutting-down, killing, slaughter, carnage, massacre
capio, -ere, cepi, captum	verb	to take in hand, take hold of, lay hold of, take, seize, grasp
celer, -eris, -ere	adjective	swift, fleet, quick, speedy
clarus, -a, -um	adjective	clear, bright, shining, brilliant
coma, -ae (f.)	noun	hair of the head, hair
compono, -ere, -posui, -positum	verb	to bring together, place together, join, connect
consul, -is (m.)	noun	consul
conubium, -i (n.)	noun	marriage
crudelis, -e	adjective	rude, unfeeling, hard, hard-hearted, cruel, severe, fierce
cur	adverb	why? wherefore? for what reason?
dives, -itis	adjective	rich; costly; productive (land); talented
dulcis, -e	adjective	sweet
dux, ducis (m.)	noun	leader, conductor, guide
excipio, -ere, -cepi, -ceptum	verb	to take out, withdraw; except, make an exception, stipulate, reserve
extremus, -a, -um	adjective	outermost, utmost, extreme, farthest, last
fama, -ae (f.)	noun	report, rumor, saying, talk, tradition, reputation
hospes, -itis (m.)	noun	guest, visitor; stranger; host
ingenium, -i (n.)	noun	innate quality, nature, temperament, constitution, character
insula, -ae (f.)	noun	island; apartment building
intro, -are, -avi, -atum	verb	to go into, enter
Iuppiter (Iupi-), Iovis (m.)	noun (proper)	Jupiter, Jove, king of the gods, son of Saturn, brother and husband of Juno, god of the sky
labor, -i, lapsus sum	verb	to glide, slide, move, fall, slip, float, pass, flow
lacrima (lacruma), -ae (f.)	noun	tear
legio, -onis (f.)	noun	body of soldiers, legion
loquor, -i, locutus sum	verb	to speak, talk, say, tell, mention, utter
ludo, -ese, lusi, lusum	verb	to play, mock, tease, trick
luna, -ae (f.)	noun	moon; month
lux, lucis (f.)	noun	light, brightness

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Vocabulary	Part of Speech	Definition
mirabilis, -e	adjective	strange, amazing, marvelous; singular
multitudo, -inis (f.)	noun	multitude, great number; crowd; rabble, mob
nomen, -inis (n.)	noun	means of knowing, name
nympha, -ae (f.)	noun	nymph (a demi-goddess who inhabits the sea, rivers, fountains, woods, trees, and mountains)
paro, -are, quaesivi (or -ii), quaesitum	verb	to prepare, make ready, furnish, provide; arrange, order, design
princeps, -cipis	adjective	first in order, foremost, chief
prosum, prodesse, profui	verb	(with dat.) to be useful, be of use, do good, benefit, profit, serve
quaero, -ere, quaesivi (or -ii), quaesitum	verb	to seek, look for
quantus, -a, -um	adjective	of what size, how much, how great; as (correl. with *tantus*)
quin	conjunction	why not; but, indeed, really, in fact
sapientia, -ae (f.)	noun	wisdom; judgment, understanding; reason, intelligence
satis or sat	adjective/adverb	enough, sufficient, satisfactory, ample, adequate
senatus, -us (m.)	noun	council of elders, council of state, Senate
solus, -a, -um	adjective	alone, only, single, sole
soror, -oris (f.)	noun	sister
spero, -are, -avi, -atum	verb	to hope for; trust; look forward to, expect
taceo, -ere, -cui, -citum	verb	to be silent, not speak, say nothing
tellus, -uris (f.)	noun	the earth, earth, land, globe
terreo, -ere, -ui, -itum	verb	to frighten; deter
turpis, -e	adjective	ugly, unsightly, unseemly, repulsive, foul, filthy; shameful, disgraceful
tutus, -a, -um	adjective	guarded, safe, secure, out of danger
umbra, -ae (f.)	noun	shade, ghost, shadow
vitium, -i (n.)	noun	fault, defect, blemish, imperfection, vice
volo, -are, -avi, -atum	verb	to fly
votum, -i (n.)	noun	promise to a god, solemn pledge, vow

Reading 5.3: Book 6, Lines 450–476, 788–800, and 847–853

Vocabulary	Part of Speech	Definition
absum, abesse, afui	verb	to be away from, be absent
acies, -ei (f.)	noun	sharp edge, point; front of an army, battle line; army
ars, artis (f.)	noun	practical skill, art
aureus, -a, -um	adjective	of gold, golden; gilded; gleaming like gold; splendid
aurum, -i (n.)	noun	gold
cedo, -ere, cessi, cessum	verb	to go from, give place, withdraw, go away, depart, yield, move
clamo, -are, -avi, -atum	verb	to call, cry out, shout aloud; complain loudly
cliens, -entis	noun	client, dependent (of a patron); client state or its citizens, allies
commodus, -a, -um	adjective	suitable, convenient; timely; favorable, lucky; desirable, agreeable
durus, -a, -um	adjective	hard (to the touch); harsh, rough, stern, unyielding, unfeeling

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Vocabulary	Part of Speech	Definition
exemplum, -i (n.)	noun	example, sample; instance; precedent, case; warning, deterrent
faveo, -ere, favi, fautum	verb	(with dat.) to favor, befriend, support
ferox, -ocis	adjective	wild, bold; warlike; cruel; defiant, arrogant
impetus, -us (m.)	noun	attack, assault, onset; violence, fury, rush, force
inferus, -a, -um	adjective	below, beneath, underneath, lower, of the lower world
inimicus, -a, -um	adjective	unfriendly, hostile, inimical; (as a noun) enemy
insanus, -a, -um	adjective	insane, unhealthy in mind
intellego, -ere, -exi, -ectum	verb	to understand; realize
invitus, -a, -um	adjective	reluctant, unwilling; against one's will
iratus, -a, -um	adjective	angry, angered; violent
iudex, -icis (m.)	noun	judge; juror
iuxta	preposition	(with acc.) near, close to, next to; on par with, like
laudo, -are, -avi, -atum	verb	to praise, commend, honor, approve
laus, laudis (f.)	noun	praise, commendation, glory, fame, renown, esteem
navigo, -are, -avi, -atum	verb	to sail; navigate
necesse	adjective	necessary, essential; unavoidable, compulsory, inevitable; true
nemus, -oris (n.)	noun	tract of woodland, wood, forest, grove
ordo, -inis (m.)	noun	row, line, series, order, rank
parco, -ere, peperci, parsum	verb	(with dat.) to act sparingly, be sparing, spare, refrain from, use moderately
pax, pacis (f.)	noun	compact, agreement, peace, treaty of peace
poculum, -i (n.)	noun	cup, bowl, drinking vessel; drink; (pl.) social drinking
pompa, -ae (f.)	noun	procession; retinue; pomp
pons, pontis (m.)	noun	bridge
portus, -us (m.)	noun	port, harbor; refuge, haven
praesidium, -i (n.)	noun	protection; help; guard; garrison
praesto, -are, -iti, -atum (or -itum)	verb	to stand out, be superior, be better; exhibit, fulfill
scelestus, -a, -um	adjective	infamous, wicked; accursed
schola, -ae (f.)	noun	school; followers of a system, teacher, or subject
sella, -ae (f.)	noun	seat, stool, chair; chair of an official
silva, -ae (f.)	noun	woods, forest, woodland
spiro, -are, -avi, -atum	verb	to breathe; blow, breathe out, exhale; live
usus, -us (m.)	noun	use, practice, employment, exercise, enjoyment
vendo, -ere, -didi, -ditum	verb	to sell
vexo, -are, -avi, -atum	verb	to shake, jolt, toss violently; to annoy, trouble, disturb, vex
victoria, -ae (f.)	noun	victory
vulnus (volnus), -eris (n.)	noun	wound
vultus (voltus), -us (m.)	noun	countenance, features, expression, aspect; face

Reading 5.4: Book 7, Lines 45–58, 783–792, and 803–817

Vocabulary	Part of Speech	Definition
ager, agri (m.)	noun	(productive) land, field, farm, estate, pasture
amitto, -ere, -isi, -issum	verb	to send away, dismiss, part with, let go, lose

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Vocabulary	Part of Speech	Definition
amnis, -is (m.)	noun	river
Camilla, -ae (f.)	noun (proper)	Camilla, warrior and leader of the Volsci
coquo, -ere, coxi, coctum	verb	to cook; burn, parch; consider, plan
cornu, -us (n.)	noun	horn; hoof; beak, claw; bow; horn, trumpet; end, wing of an army
crimen, -inis (n.)	noun	judgment, charge, crime, accusation, reproach
custos, -odis (m.)	noun	guard, sentry, protector; doorkeeper, watchman
eques, -itis (m.)	noun	horseman, rider; cavalryman, horse-soldier, trooper; member of the Equestrian social class
facies, -ei (f.)	noun	appearance, form, figure, shape, build
filia, -ae (f.)	noun	daughter
filius, -i (m.)	noun	son
fleo, -ere, flevi, fletum	verb	to weep, cry, shed tears, lament, wail
haud or haut	adverb	not, not at all, by no means
interea	adverb	meanwhile, in the meantime
interficio, -ere, -feci, -fectum	verb	to kill, destroy
iter, itineris (n.)	noun	a going, walk, way, journey, passage, march, voyage
legatus, -i (m.)	noun	ambassador, legate
libertas, -atis (f.)	noun	freedom, liberty, absence of restraint, permission
miles, -itis (m.)	noun	soldier
negotium, -i (n.)	noun	work, business, activity, job; pain, trouble, annoyance, distress
nobilis, -e	adjective	that is known, well-known, famous, noted, celebrated, renowned
nolo, nolle, nolui	verb	to wish ... not, not to wish; be unwilling, refuse
occupo, -are, -avi, -atum	verb	to take into possession, seize, occupy, master, win
opto, -are, -avi, -atum	verb	to choose, select, prefer, wish, wish for, desire
plenus, -a, -um	adjective	full, filled
poena, -ae (f.)	noun	compensation, retribution, punishment, penalty, price
porto, -are, -avi, -atum	verb	to carry, bring
potens, -entis	adjective	powerful, strong; capable; mighty
praemium, -i (n.)	noun	prize, reward; gift; repayment
prius	adverb	sooner, first, previously
priusquam or prius quam	adverb	before that, before; sooner, rather
proelium, -i (n.)	noun	battle, combat
pugna, -ae (f.)	noun	fight, fight in close quarters, battle, combat, engagement
quicumque, quaecumque, quodcumque	pronoun	whoever, whatever, whatsoever, everyone who, everything that, all that
quippe	adverb/conjunction	of course, as you see, obviously, as one might expect, naturally, by all means
sapiens, -entis	adjective	wise, knowing, sensible
sententia, -ae (f.)	noun	opinion, feeling, way of thinking; thought, meaning, sentence/period; purpose
servo, -are, -avi, -atum	verb	to make safe, save, preserve, guard, keep, protect, rescue
socius, -a, -um	adjective	sharing, joining in, united, associated, allied, fellow, common
specto, -are, -avi, -atum	verb	to look on, look at, behold, gaze at, watch, observe, inspect, attend

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Vocabulary	Part of Speech	Definition
supra	adverb	above, beyond; over; more than; in charge of, in authority over
tener, -era, -erum	adjective	soft, delicate, tender, yielding
Turnus, -i (m.)	noun (proper)	Turnus, prince of the Rutuli and enemy of Aeneas
victor, -oris (m.)	noun	conqueror, vanquisher, victor
villa, -ae (f.)	noun	farm, country home, estate; large country residence
virgo, -inis (f.)	noun	maid, maiden, virgin, young woman, girl
visito, -are, -avi, -atum	verb	to visit, go to see; look at

Reading 5.6: Book 12, Lines 791–796, 803–812, and 818–828

Vocabulary	Part of Speech	Definition
commoveo, -ere, -movi, -motum	verb	to shake, stir up; start, provoke; displace, trouble, upset; jolt awake
comparo, -are, -avi, -atum	verb	to place together, join; compare, consider; prepare, acquire; arrange, establish
constituo, -ere, -ui, -utum	verb	to set up; place, locate; stop; decide, appoint; station (troops); establish, create; arrange
denique	adverb	finally, in the end; and then
explico, -are, -avi, atum (or -ui, -itum)	verb	to unfold, extend; to set forth, explain
extra	adverb	outside of, beyond, without, beside; except
felix, -icis	adjective	fruitful, productive; bringing good-luck, favorable, fortunate, prosperous; lucky, happy, fortunate
neglego, -ere, -exi, -ectum	verb	to disregard, neglect, ignore; do nothing about
nescio, -ire, -ivi, -itum	verb	to not know (how); be ignorant, unfamiliar, unaware, unable
nonne	adverb	...right?, ...correct?, ...yes? [indicates a question that expects a "yes" answer]
odium, -i (n.)	noun	hate, dislike, unpopularity
Pallas, -antis (m.)	noun (proper)	Pallas, son of Evander
provincia, -ae (f.)	noun	province; official duty
saxum, -i (n.)	noun	large stone, broken rock, boulder, rock
senator, -oris (m.)	noun	senator
sepulcrum, -i (n.)	noun	grave, tomb
severus, -a, -um	adjective	stern, strict, severe; weighty, serious; plain
tango, -ere, tetigi, tactum	verb	to touch, strike; border on; influence; mention
transeo, -ire, -ii, -itum	verb	to go over, go across, cross over, pass over, pass by, pass
vestis, -is (f.)	noun	clothes, clothing, attire
virtus, -utis (f.)	noun	manliness, manhood, strength, vigor, bravery, courage, excellence
vitupero, -are, -avi, -atum	verb	to find fault with, blame, reproach, disparage, scold, censure
vivus, -a, -um	adjective	alive, fresh; living

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Previously Introduced Vocabulary for Review

Vocabulary	Part of Speech	Definition
adhuc	adverb	until now, heretofore, as yet, still, to this point, to this place
ago, -ere, egi, actum	verb	to put in motion, do, act, move, lead, drive
alius, -a, -ud	adjective	another, other, different; one...the other (*alius...alius*), some... others (*alii...alii*)
aut	conjunction	or (introducing an antithesis to what precedes); either…or (*aut… aut*)
cum	conjunction	when, while, since, although
enim	conjunction	for, for instance, namely, that is to say, I mean, in fact
etiam	conjunction	now too, yet, as yet, even yet, still, even now
iam	adverb	at the moment, at the present moment, now, already, at this time, just now, at present
idem, eadem, idem	pronoun	the same
iubeo, -ere, iussi, iussum	verb	to order, give an order, bid, tell, command
nam or namque	conjunction	for, you see
ne	adverb/conjunction	no, not, (+ *quidem*) not even, that not, lest, so that not
opus, -eris (n.)	noun	work, labor, toil; (with abl. or inf.) need (of)
quam	adverb	in what manner, how greatly, how, how much; as, than; after than, earlier than
quidem	adverb	assuredly, certainly, in fact, indeed
rursus or rursum	adjective/adverb	turned back, back, backwards; back again, again, once more
—, sui, sibi, se, se	pronoun	himself, herself, itself, themselves
suus, -a, -um	adjective	of oneself, belonging to oneself, his own, her own, his, her, its, their
tamen	adverb	notwithstanding, nevertheless, for all that, however, yet, still
tantus, -a, -um	adjective	of such size, of such a measure, so great, such, as great (correl. with *quantus*)
tollo, -ere, sustuli, sublatum	verb	to lift, take up, raise, elevate, exalt
tum	adverb	then, at that time, in those times
ubi	adverb	in which place, in what place, where; when, whenever, as soon as, as
ut or uti	adverb/conjunction	how, in what way; as, like; when; that, so that

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Unit 6: Spring Project and Teacher's Choice – Latin Poetry

Reading 6.1: Teacher's Choice Poetry

Vocabulary	Part of Speech	Definition
consumo, -ere, -sumpsi, -sumptum	verb	to burn up, destroy; reduce, wear away; extinguish, exhaust; devour, consume; spend, squander
devoro, -are, -avi, -atum	verb	to devour, swallow up, overwhelm, destroy; to use up, consume
festino, -are, -avi, -atum	verb	to hurry
Iulia, -ae (f.)	noun (proper)	a Roman female name (*nomen* – name of a Roman *gens*)
num	adverb	if, whether; now; surely not? [indicates a question that expects a "no" answer]
prudens, -entis	adjective	aware, skilled; sensible, prudent; experienced
sinister, -tra, -trum	adjective	(on the) left, improper, adverse; inauspicious

Previously Introduced Vocabulary for Review

Vocabulary	Part of Speech	Definition
an	conjunction	or, or whether
arx, arcis (f.)	noun	castle, citadel, fortress, stronghold
capillus, -i (m.)	noun	hair of the head, hair
casus, -us (m.)	noun	falling, falling down, fall; misfortune, mishap, calamity
cinis, -eris (m.)	noun	ashes
coniunx, -iugis (m. or f.)	noun	married person, spouse, husband, wife
cursus, -us (m.)	noun	running, course, way, march, passage, voyage, journey
deinde or dein	adverb	then, next, thereafter, afterward
desero, -ere, -ui, -tum	verb	to leave, forsake, abandon, desert, give up
dextra (dextera), -ae (f.)	noun	right hand
dum	conjunction	while, a while, now, yet; so long as, provided that, if only; until, until that
equidem	adverb	truly, indeed, certainly, by all means, of course, to be sure
gero, -ere, gessi, gestum	verb	to bear about, bear, carry, wear, have, hold, sustain
gravis, -e	adjective	heavy, weighty, ponderous, burdensome, loaded, laden, burdened
ibi	adverb	in that place, there; on the spot, then, thereupon
ita	adverb	in this manner, in such a way, so, thus, accordingly, as has been said
lego, -ere, legi, lectum	verb	to bring together, gather, choose; to read
litus, -oris (n.)	noun	seashore, seaside, beach
mox	adverb	soon, directly, presently, then
oro, -are, -avi, -atum	verb	to speak, argue, plead, pray, beg, implore, ask for
os, oris (n.)	noun	mouth; (in general) face

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Vocabulary	Part of Speech	Definition
patior, -i, passus sum	verb	to bear, support, undergo, suffer, endure, allow
quamquam	conjunction	though, although, albeit, notwithstanding that
quia	conjunction	because, since
quiesco, -ere, quievi, quietum	verb	to rest, repose, keep quiet, be inactive, be at peace
quod	conjunction	that, in that, because, but, though
quoque	conjunction	also, too
salus, -utis (f.)	noun	soundness, health, good health, vigor, safety
sanguis (sanguen), -inis (m.)	noun	blood
scio, -ire, -ivi, -itum	verb	to know, understand, perceive, have knowledge of, be skilled in
sedes, -is (f.)	noun	seat, bench, chair, throne; place, spot; (pl.) dwelling-place, palace
sequor, -i, secutus sum	verb	to follow, come after, follow after, accompany
talis, -e	adjective	such, of such a kind, such like, the like
tendo, -ere, tetendi, tentum	verb	to stretch, spread out, extend, intend
tot	pronoun	so many, such a number of, as many...as (*tot...quot*)
ullus, -a, -um	adjective	any, any one
umerus (humerus), -i (m.)	noun	upper arm, shoulder
vel	conjunction	or; either…or (*vel…vel*)
verto (vorto), -ere, -i, versum	verb	to turn, turn up, turn back, direct

Reading 6.2: Teacher's Choice Poetry

Vocabulary	Part of Speech	Definition
contendo, -ere, -tendi, -tentum	verb	to stretch, draw tight; to draw, bend; to tune; to stretch out for, rush to, travel; be in a hurry; direct
flos, -oris (m.)	noun	flower, blossom; youthful prime
laboro, -are, -avi, -atum	verb	to work; produce; be troubled, sick, oppressed, in distress
numero, -are, -avi, -atum	verb	to count, reckon, number
pulso, -are, -avi, -atum	verb	to beat, strike, hit
sollicitus, -a, -um	adjective	concerned, worried; upset, troubled, disturbed, anxious, apprehensive
vulnero (volnero), -are, -avi, -atum	verb	to wound, harm, pain, distress; damage

Previously Introduced Vocabulary for Review

Vocabulary	Part of Speech	Definition
aequor, -oris (n.)	noun	even surface, level; sea, ocean
aperio, -ire, -ui, -tum	verb	to uncover, open, disclose; explain, recount; reveal; establish
arvum, -i (n.)	noun	field, cultivated land, plowed land
caligo, -inis (f.)	noun	thick air, mist, vapor, fog
caterva, -ae (f.)	noun	crowd, troop, throng, band, mob
classis, -is (f.)	noun	class, great division; (fig.) army, fleet
coepio, -ere, coepi, coeptum	verb	to begin, commence
comes, -itis (m.)	noun	companion, associate, comrade, partner
egredior, -gredi, -gressus sum	verb	to go out, come forth, march out, go away

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Vocabulary	Part of Speech	Definition
excito, -are, -avi, -atum	verb	to call out, summon forth, bring out, wake, rouse
formido, -inis (f.)	noun	fearfulness, fear, terror, dread, awe
gemitus, -us (m.)	noun	a sighing, sigh, groan, lamentation, complaint
haurio, -ire, hausi, haustum	verb	to draw up, draw out, draw; to drain, drink up, spill, shed
hic	adverb	here, in this place
hinc	adverb	from this place, hence
horreo, -ere, -ui	verb	to shudder (at), stand on end, stand erect, bristle, be rough
iaceo, -ere, -cui, -citum	verb	to lie down, be prostrate, lie at rest
implico (inp-), -are, -avi, -atum (or -ui, -itum)	verb	to enfold, involve, entangle, envelop, encircle, embrace, clasp, grasp
interim	adverb	meanwhile, in the meantime
iste, -a, -ud	pronoun	that, this, that of yours
limen, -inis (n.)	noun	threshold, sill
nemus, -oris (n.)	noun	tract of woodland, wood, forest, grove
operio, -ire, -ui, -ertum	verb	to cover, cover over
ora, -ae (f.)	noun	extremity, border, edge, end, boundary, limit, shore
pendeo, -ere, pependi	verb	to hang, hang down, be suspended
posco, -ere, poposci	verb	to ask urgently, beg, demand, request, desire
propter	preposition	(with acc.) near, close to; because of, on account of
solvo, -ere, solvi, solutum	verb	to loosen, unbind, unfasten, untie, release
sors, sortis (f.)	noun	lot, a decision by lot, drawing; oracular response, prophecy
strideo, -ere , -di	verb	to make a harsh noise, hiss, shriek
subsisto, -ere, -stiti	verb	to take a stand, take position, stand still, remain standing, stop, halt
tandem	adverb	at length, at last, in the end, finally
tellus, -uris (f.)	noun	the earth, earth, land, globe
tenebrae, -arum (f. pl.)	noun	darkness, gloom
tergum, -i (n.)	noun	back; hide, skin
torqueo, -ere, torsi, tortum	verb	to turn, turn about, turn away, twist, bend, wind
uterque, utraque, utrumque	pronoun	each, either, each one, one and the other, one as well as the other, both (of two regarded severally)
vestigium, -i (n.)	noun	footstep, step, footprint; trace, mark, track, vestige
vis, vis (f.)	noun	strength, force, vigor, power, energy, virtue

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