

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

AP Latin Curriculum Framework 2012-2013	
TEKS	COLLEGE BOARD
<p>Levels III, IV: PreAP and AP IV:</p> <p>(1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:</p> <p>(A) engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;</p> <p>(B) interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and</p> <p>(C) present information and convey short messages on everyday topics to listeners and readers.</p> <p>(2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:</p> <p>(A) use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and</p> <p>(B) use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.</p> <p>(3) Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:</p>	<p>Reading and Comprehending</p> <p>1. Primary Objective: The student reads and comprehends Latin poetry and prose from selected authors with appropriate assistance.</p> <p>A. The student demonstrates knowledge of Latin vocabulary in reading passages.</p> <ol style="list-style-type: none"> 1. Definition of Latin words and idioms. 2. Distinction between easily confused Latin words (e.g., <i>vir/vis, mos/mora</i>). 3. Response that indicates understanding that more than one Latin word may be appropriately translated by the same English word (e.g., <i>mare, aequor, fluctus</i> as “sea”). 4. response that indicates understanding that one Latin word may be appropriately translated by more than one English word (e.g., <i>vir</i> as “man,” “hero,” “husband”). <p>B. The student explains the meaning of specific Latin words and phrases in context.</p> <ol style="list-style-type: none"> 1. Identification of the meanings of Latin words and phrases in context. 2. Explanation of the meaning of Latin words and phrases in context. 3. Explanation of the figurative meaning of Latin words and phrases in context (e.g., <i>ferrum</i> as “sword,” <i>lumina</i> as “eyes”). <p>C. The student uses specific terminology to identify grammatical forms and syntactic structures.</p> <ol style="list-style-type: none"> 1. Identification of grammatical forms (e.g., gender, number, and case of nouns; tense and mood of verbs). 2. Identification of syntactic structures (e.g., indirect statement).

MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS

AP Latin Curriculum Framework
2012-2013

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<p>(A) use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and</p> <p>(B) use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.</p> <p>(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:</p> <p>(A) use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;</p> <p>(B) use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and</p> <p>(C) use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another.</p> <p>(5) Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:</p> <p>(A) use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and</p> <p>(B) show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development.</p>	<p>D. The student demonstrates knowledge of Latin syntax to read and comprehend Latin texts.</p> <ol style="list-style-type: none"> 1. Paraphrase of text that reflects knowledge of syntax. 2. Literal translation of text that reflects knowledge of syntax. 3. Response that reflects knowledge of syntax. <p>E. The student scans dactylic hexameter in Latin poetry.</p> <ol style="list-style-type: none"> 1. Identification of the elements of scansion of dactylic hexameter (e.g., dactyls, spondees, elision). 2. Scansion of dactylic hexameter. 3. Determination of vocabulary, grammar, and syntax based on scansion (e.g., case and number of nouns and adjectives, tense of verbs, distinction between similar words). <p>F. The student reads aloud Latin poetry and prose with attention to linguistic and artistic qualities.</p> <ol style="list-style-type: none"> 1. Attention to linguistic qualities (e.g., pronunciation, vowel quantities, accentuation) of Latin prose and poetry. 2. Attention to artistic qualities (e.g., emphasis, phrasing, inflection, tone) of Latin prose and poetry. 3. Attention to meter and elision in Latin poetry. <p>G. The student identifies stylistic features in Latin poetry and prose.</p> <ol style="list-style-type: none"> 1. Identification of rhetorical devices and figures of speech (e.g., anaphora, hyperbole, metaphor, rhetorical questions) in Latin texts. <p>H. The student identifies references to Roman culture, history and mythology in Latin texts.</p> <ol style="list-style-type: none"> 1. Identification of references to Roman culture (e.g., <i>Penates</i>, <i>centurio</i>, <i>virtus</i>, <i>pietas</i>) in Latin texts. 2. Identification of references to Roman history (e.g., Augustus,

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ADVANCED PLACEMENT CURRICULUM STANDARDS**

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	<p>invasion of Britain) in Latin texts.</p> <p>3. Identification of references to Greco-Roman mythology (e.g., Jupiter and Venus) in Latin texts.</p> <p>I. The student demonstrates overall comprehension of passages in Latin texts.</p> <p>1. Response to a factual question that reflects overall comprehension of the passage (e.g., main ideas in the passage, setting of the passage, sequence of events in the passage).</p> <p>2. Summary or paraphrase that reflects overall comprehension of the passage.</p> <p>3. Translation that reflects overall comprehension of the passage.</p> <p>4. Response to an interpretive question that reflects overall comprehension of the passage (e.g., inference of an implied meaning, conclusion based on comprehension of a premise) .</p> <p>Translation</p> <p>II. Primary Objective: The student translates previously prepared Latin texts into English as literally as possible.</p> <p>A. The student demonstrates knowledge of Latin vocabulary when translating Latin texts into English.</p> <p>1. Rendering in English that reflects an appropriate meaning of the Latin words.</p> <p>2. Rendering in English that reflects the parts of speech of the Latin words.</p> <p>B. The student demonstrates knowledge of Latin morphology when translating Latin texts into English.</p> <p>1. Rendering in English that reflects the grammatical forms of the</p>

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

AP Latin Curriculum Framework 2012-2013	
TEKS	COLLEGE BOARD
	<p>Latin words (e.g., gender, case and number of nouns, adjectives, and pronouns; person, number, tense, voice, and mood of verbs; degree of adjectives and adverbs).</p> <p>C. The student demonstrates knowledge of Latin grammar and syntax when translating Latin texts into English.</p> <ol style="list-style-type: none"> 1. Rendering in English that reflects the Latin grammatical constructions (e.g., subject-verb agreement, pronouns, and their antecedents, subordinate clauses). 2. Rendering in English that reflects the relationships between clauses. <p>D. The student demonstrates an understanding of differences between Latin and English usage when translating Latin texts into English.</p> <ol style="list-style-type: none"> 1. Rendering in English of Latin constructions that demonstrates an understanding of differences between Latin and English usage (e.g., indirect discourse, conditions, impersonal constructions, double datives). <p>Contextualization</p> <p>III. Primary Objective: The student relates the Latin texts to Roman historical, cultural, and literary contexts.</p> <p>A. The student relates the Latin texts to Roman historical, cultural, and literary contexts.</p> <ol style="list-style-type: none"> 1. Identification of influential people in Roman history (e.g., Julius Caesar, Augustus, Romulus) not directly stated in the Latin texts, based on context or outside knowledge. 2. Explanation of the roles of influential people in Roman history as relevant to the Latin texts. 3. Explanation of key events in Roman history (e.g., Punic Wars,

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

AP Latin Curriculum Framework 2012-2013	
TEKS	COLLEGE BOARD
	<p>Roman Civil Wars) as relevant to the Latin texts.</p> <p>4. Connection of information in the required English readings to information in the Latin texts, as relevant to influential people and key events in Roman history.</p> <p>B. The student uses knowledge of Roman political ideas to demonstrate understanding of Roman culture in the Latin texts.</p> <p>1. Identification of Roman political ideas (e.g., <i>libertas</i>, <i>pietas</i>, <i>virtus</i>) not directly stated in the Latin texts, based on context or outside knowledge.</p> <p>2. Explanation of Roman political ideas as relevant to the Latin texts.</p> <p>3. Connection of information in the required English readings to information in the Latin texts, as relevant to Roman political ideas.</p> <p>C. The student relates Roman cultural practices in the Latin texts to perspectives of Roman culture.</p> <p>1. Identification of Roman cultural practices (e.g., marriage ceremonies, military organization, interpretation of omens) not directly stated in the Latin texts, based on context or outside knowledge.</p> <p>2. Explanation of the significance of Roman cultural practices as relevant to the Latin texts.</p> <p>3. Connection of information in the required English readings to information in the Latin texts, as relevant to Roman cultural practices.</p> <p>D. The student uses knowledge of mythology and legends to demonstrate understanding of the Latin texts.</p> <p>1. Identification of elements of mythology and legends (e.g., gods, Trojan War, heroes) not directly stated in the Latin texts, based</p>

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

**AP Latin Curriculum Framework
2012-2013**

TEKS	COLLEGE BOARD
	<p>on context or outside knowledge.</p> <ol style="list-style-type: none"> 2. Explanation of mythology and legends as relevant to the Latin texts. 3. Connection of information in the required English readings to information in the Latin texts, as relevant to mythology and legends. <p>E. The student uses knowledge of authors or literary conventions to demonstrate understanding of the Latin texts.</p> <ol style="list-style-type: none"> 1. Identification of characteristics of literary genres (e.g., epic, <i>commentarii</i>). 2. Identification of literary conventions (e.g., invocation to the Muse, address to the troops, characterization) in the Latin texts. 3. Explanation of characteristics of literary genres as relevant to the understanding of the Latin texts. 4. Explanation of literary conventions as relevant to the understanding of the Latin texts. 5. Explanation of an author’s circumstances, background, and life as relevant to the understanding of the Latin texts. <p>Analysis of Texts</p> <p>IV. Primary Objective: The student analyzes linguistic and literary features of one or more Latin texts.</p> <p>A. The student develops clear and coherent arguments in English about the Latin texts.</p> <ol style="list-style-type: none"> 1. Use of coherent structure and logical development. 2. Use of relevant examples from the Latin texts to support the student’s argument. 3. Use of relevant examples from readings in English and class

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

**AP Latin Curriculum Framework
2012-2013**

TEKS	COLLEGE BOARD
	<p>discussions to support the student’s argument.</p> <p>4. Articulation of conclusions and inferences based on textual features or contextual knowledge (e.g., imagery, characterization, knowledge of Roman culture, knowledge of other Latin literature).</p> <p>B. The student analyzes the effects of language usage and stylistic features in the Latin texts.</p> <p>1. Analysis of the effects of language usage (e.g., word choice, ambiguity, word order).</p> <p>2. Analysis of the effects of stylistic features (e.g., characterization, rhetorical strategies, poetic devices).</p> <p>C. The student analyzes the Latin texts based on knowledge of products, practices, and perspectives of Roman culture.</p> <p>1. Analysis of the Latin texts based on knowledge of Roman culture (e.g., use of cultural products such as the <i>signa</i>; cultural practices such as military techniques; cultural perspectives such as <i>virtus</i>, <i>dignitas</i>, <i>pietas</i>, <i>auctoritas</i>).</p>