

Course Alignment Guide OFL055 - Beginning Latin Course I

Prerequisite: None

Number of Credits: 3-4 semester hours

Course Description:

The main focus of Beginning Latin Course I is the Interpretive Reading mode. In this course, students learn vocabulary, morphology, and syntax structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. In Beginning Course I, students generally perform in the Novice range although a few abilities in the Intermediate range will emerge.

To qualify for Transfer Assurance Guide (TAG) equivalency of Beginning Latin Course I, the course must cover as a minimum the essential learning outcome in Interpretive Reading, denoted by an asterisk (*). A Beginning Latin I course may also commonly include some of the listed optional learning outcomes in the other modes: Presentational Speaking and Writing, Interpersonal Communication, and Interpretive Listening/Viewing. These optional modes should be included if there is adequate course time to do so beyond giving primary course attention to Interpretive Reading, the essential learning outcome. At least 70% of the classroom instructional time, up to 100%, has to be spent on the essential learning outcome. The optional learning outcomes are learning experiences that enhance, reinforce, enrich, or are further applications of the essential learning outcome Interpretive Reading.

Statewide Learning Outcomes (The learning outcome with an asterisk is essential.)

Interpretive Reading: Students demonstrate comprehension of the main idea and relevant details in a variety of written texts. Students are able to analyze the morphology and syntax of Latin as an inflected language, as well as to demonstrate comprehension of the narrative content within a variety of written texts ranging from documentary sources (e.g., inscriptions, letters, graffiti) to literary works of Latin prose (e.g., speeches, treatises, histories) and poetry (e.g., lyric, epic, drama). By using a variety of reading strategies, students are able to derive meaning beyond the literal and understand the broader historical and cultural context of Latin texts. They reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from print and digital sources.

***By the end of the first beginning Latin course**, students can demonstrate understanding of the main idea, as well as basic grammatical forms and structures, in very simple, short, and highly predictable or familiar texts.

- a. Students can recognize and identify the ways individual Latin words change their forms/endings to convey their grammatical function in a Latin sentence.
- b. Students begin to use context cues given by other words in sentences or passages for basic comprehension.
- c. Students will demonstrate their comprehension of simple sentences and passages through translation and other measures of understanding using their knowledge of morphology and syntax.
- d. Students use their recognition of cognates in modern languages to help determine the meaning of Latin words, understanding that differences in shades of meaning may accrue from the distinct

historical and social contexts in which every language functions.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of familiar words, phrases, a few idiomatic expressions, short sentences (e.g., description of family and social relationships, basic political concepts related to Rome, significant individuals and events in Roman history).
- Students can identify features that enable them to interpret different kinds of very simple texts (e.g., poetry, prose, graffiti, inscriptions).
- Students can demonstrate understanding of the main idea and a few details in texts that concern people, places, and things (e.g., personal characteristics, rooms in a house, ancient cities, articles of clothing).
- Students can demonstrate understanding of the main idea and few details in very simple sentences that introduce them to the target language culture(s) (e.g., myths, politics, social and religious practices, history, literature).
- Students can identify, explain the syntax, and translate very simple texts (e.g., practicing sentences, practicing adapted examples of original Latin).
- Students can demonstrate understanding of the main idea and a few details about products, practices, and perspectives of the target language culture(s) in very simple, short texts.

Students are also working towards demonstrating understanding of the main idea and some details and idiomatic expressions on familiar topics in a variety of texts.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of short, continuous passages (e.g., description of family and social relationships, basic political concepts related to Rome, significant individuals and events in Roman history).
- Students can identify, explain the syntax, and translate different kinds of simple texts following conventions of genre (e.g., poetry, prose, graffiti, inscriptions).
- Students can demonstrate understanding of simple short sentences.
- Students can demonstrate understanding of the main idea, some details, and connections in short continuous passages that concern people, places, and things (e.g., personal characteristics, rooms in a house, famous people, events, ancient cities, social and economic activity and practices).
- Students can demonstrate understanding of the main idea, some details, and broader context in relation to products, practices, and perspectives of the target language culture(s) in short, continuous passages.

Presentational Speaking: Students declaim a prepared text either through reading or memory. Students give live or recorded presentations to diverse audiences for varied purposes on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction), or media. Students demonstrate linguistic and cultural competence through expressive declamation. Students incorporate their understanding of the target culture into presentations in a manner that differs from Interpersonal Communication in that it facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists.

By the end of the first beginning Latin course, students can make very simple original presentations about themselves and some other very familiar topics using a variety of highly practiced words, phrases, sentences, and expressions. They may also declaim prepared texts through expressive reading.

- a. Functional abilities include:
 - introducing, telling, and listing;
 - expressing likes and dislikes; and
 - stating what people, places, and things are like with a few details.
- b. Students may use highly practiced, culturally appropriate gestures and formulaic expressions.

Sample Contexts, Tasks, and Topics

- Students can present very simple information about themselves or a Roman persona and others (e.g., physical appearance, personality; activities; likes and dislikes, meals).
- Students can present very basic information about familiar places and things (e.g., home, school, workplace, community).
- Students can present very basic information about something they have learned (e.g., holiday celebrations, places on a map, foods, historical figures, games; some basic cultural products, practices, and perspectives).
- In declamation, students can present very simple songs, skits, or dramatizations (e.g., proverbs, poems, dialogs, speeches).

Students are also working towards making simple original presentations on familiar topics using phrases and sentences that they have practiced. They may also declaim prepared texts through expressive reading.

Sample Contexts, Tasks, and Topics

- Students can present some basic information about themselves or a Roman persona and others (e.g., family, friends, and school; where they work and what they do; likes and dislikes).
- Students can present some basic information about familiar people, places, or things (e.g., historical figures, military leaders, politicians, emperors, distinguished women; aspects of daily life in ancient Rome to describe differences between the social classes).
- Students can give some basic instructions on how to make or do something (e.g., preparing something simple to eat, explaining mealtime customs, playing a Roman board game).
- Students can present and interpret some basic information about things they have learned (e.g., infographics showing statistics of populations of cities and countries, popularity of various cultural activities, some basic cultural products, practices, and perspectives; historic facts).
- In declamation, students can present simple songs, skits, or dramatizations (e.g., proverbs, poems, dialogs, speeches).

Presentational Writing: Students write presentations in print and digital formats for diverse audiences using information, concepts, ideas, and viewpoints on a variety of topics for varied purposes. Students demonstrate linguistic and cultural competence through writing in the target language. Students incorporate their understanding of the target culture into texts in a manner that facilitates interpretation where no direct opportunity for interaction between the author and audience exists.

By the end of the first beginning Latin course, students can write basic information on very familiar topics using highly practiced words, phrases, and simple sentences.

- a. Functional ability includes:
 - giving information, listing;

- expressing simple likes and dislikes; and
 - stating what people, places, and things are like with a few details.
- b. Students may use highly practiced, culturally appropriate idiomatic expressions and basic writing conventions.

Sample Contexts, Tasks, and Topics

- Students can translate very simple sentences from English to Latin.
- Students can label maps of the ancient Roman world.
- Students can recognize and use Roman numerals and the vocabulary associated with counting.
- Students can write very simple text about themselves or a Roman persona and others (e.g., physical appearance, personality; activities; likes and dislikes, meals).
- Students can write lists that help them understand day-to-day life (e.g., going to school, sights while walking through the city, bathing, shopping lists that reflect the Roman diet or contemporary setting of ancient Romans).
- Students can write brief notes about something learned using phrases, expressions, and short, simple sentences (e.g., main cities of a specific country; celebrations, life events, holidays; topics or categories related to what they have learned).
- Students can write very simple, short skits, stories, and poems (e.g., historical individuals, cultural practices, myths, simple concrete poems).
- Students can create very short, simple multimedia presentations using phrases and sentences related to familiar topics (e.g., personal and general interest; cultural products, practices, and perspectives).

Students are also working towards writing short messages and notes on familiar topics using phrases and sentences.

Sample Contexts, Tasks, and Topics

- Students can translate simple sentences from English to Latin.
- Students can write simple text about themselves or a Roman persona and others (e.g., physical appearance, personality; activities; likes and dislikes, meals).
- Students can write simple notes about something learned using phrases, expressions, and simple sentences (e.g., main cities of a specific country; celebrations, life events, holidays; topics or categories related to what they have learned).
- Students can write simple, short skits, stories, and poems (e.g., historical individuals, cultural practices, myths, simple concrete poems).
- Students can write about daily life in sentences with some details (e.g., introducing themselves; describing family, friends, school, or where they live).
- Students can write short notes (e.g., messages, announcements).
- Students can create short, simple multimedia presentations using phrases and sentences related to familiar topics (e.g., personal and general interest; cultural products, practices, and perspectives).

Interpersonal Communication: Students initiate and sustain meaningful spoken, written, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

By the end of the first beginning Latin course, students can engage in very simple exchanges in culturally appropriate ways on very familiar topics using contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations.

- a. Functional ability includes:
 - listing, naming, and identifying;
 - stating what people, places, and things are like with a few details; and
 - asking and answering highly predictable, formulaic questions.
- b. Students may use culturally appropriate gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions.

Sample Contexts, Tasks, and Topics

- Students can greet and leave people and introduce themselves and others in culturally appropriate ways.
- Students can ask and answer simple questions about people, places, things, and very familiar topics (e.g., clothing, food, household items, names of gods and heroes).
- Students can communicate basic information about themselves and others on topics related to everyday living (e.g., name, family members, where someone lives).

Students are also working towards exchanging information about familiar topics, sometimes supported by highly practiced language, and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering basic questions.

Sample Contexts, Tasks, and Topics

- Students can exchange some personal information (e.g., people’s characteristics and personalities).
- Students can exchange some information using texts or pictures (e.g., dates, times, places of historical events).
- Students can ask for and give simple directions to a place.
- Students can make plans, share opinions and preferences, and interact with others in everyday situations (e.g., going to the market, dining, bathing, sport and spectacle).

Interpretive Listening/Viewing: Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, songs, personal anecdotes, narratives, lectures, and presentations in films, plays, videos, and other media sources. By using a variety of listening/viewing strategies, students are able to derive meaning beyond the literal and understand the cultural mindset of text creators. Students reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from a variety of media.

By the end of the first beginning Latin course, students can demonstrate understanding of the main idea, as well as a few details, cognates, and idiomatic and formulaic expressions, in a variety of oral texts and media.

- a. Students can use keywords and phrases to demonstrate understanding of very simple oral texts and media on very familiar topics, with visual support.
- b. Students begin to use context cues given by other words in the sentence or passage for basic comprehension.
- c. Students begin to increase their background knowledge of the Roman cultures to derive meaning from oral texts.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the main idea and a few details of an event or news report from *Nuntii Latini* [<http://areena.yle.fi/1-1931339>] or a weekly Latin podcast about anything from *Quomodo Dicitur?* [<https://quomododicitur.com>] (e.g., current events, comments about social or political issues).
- Students can demonstrate understanding of speakers greeting, introducing each other, telling where they are from, and saying good-bye.
- Students can demonstrate understanding of simple conversations on personal topics (e.g., family introductions, relationships; housing and food and mealtime customs for the various classes; daily activities, where they take place, when, and who the participants are).
- Students can demonstrate understanding of simple discussions on a variety of themes connected to Roman culture (e.g., games, festivals, going to the market, dining, bathing, sport and spectacle, and determining when and where the events occur and who the participants are).
- Students can identify the main idea and a few details on very familiar topics from a variety of media sources (e.g., simple, short excerpts of poems, stories and plays from the Roman culture, identifying the author and place of origin).
- Students can demonstrate understanding of the main idea and a few details about people, places, and things, as well as products, practices, and perspectives of the target culture(s).

Students are also working towards demonstrating understanding of the main idea and some details of oral texts and media on a variety of familiar topics.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the main idea and some details in simple exchanges on familiar personal topics (e.g., family life, where one lives, entertainment, housing, food).
- Students can demonstrate understanding of the main idea and some details of an event or news report from *Nuntii Latini* [<http://areena.yle.fi/1-1931339>] or a weekly Latin podcast about anything from *Quomodo Dicitur?* [<https://quomododicitur.com>] (e.g., current events, comments about social or political issues).
- Students can identify the main idea and some details about a familiar film on a familiar topic [e.g., online documentaries, films, TV shows that have Latin (<http://blogs.transparent.com/latin/tv-shows-that-have-latin/>)].
- Students can demonstrate comprehension of the main idea and some details in simple, short reports on a variety of themes connected to Roman culture (e.g., documentaries on historical, artistic, social, or political events).
- Students can demonstrate understanding of the main idea and some details about people, places, and things, as well as products, practices, and perspectives of the target culture(s).