

Course Alignment Guide OFL056 - Beginning Latin Course II

Prerequisite: Beginning Latin Course I or demonstrated performance in the indicated area of study

Number of Credits: 3-4 semester hours

Course Description:

The main focus of Beginning Latin Course II is the Interpretive Reading mode. In this course, students add to their knowledge of 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 II, students perform better and stronger in the Novice range while some abilities emerge in the Intermediate range.

To qualify for Transfer Assurance Guide (TAG) equivalency of Beginning Latin Course II, the course must cover as a minimum the essential learning outcome in Interpretive Reading, denoted by an asterisk (*). A Beginning Latin II 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. If review of prerequisite course content is necessary, only a minimal amount of time should be devoted to such review.

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 second beginning Latin course,** students can demonstrate understanding of the main idea, as well as some details and idiomatic expressions, on familiar topics in a variety of texts.

- a. Students can use context cues for basic comprehension.
- b. Students demonstrate their comprehension of sentences and passages through translation and other measures of understanding using their knowledge of morphology and syntax.
- c. Students increase their background knowledge of the Roman cultures to derive meaning from 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 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.

Students are also working towards demonstrating understanding of the main idea and many details and idiomatic expressions on familiar topics in a greater selection of texts in various timeframes.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the plot of simple, short passages on familiar topics (e.g., Roman idea of families, friendship, love; well-known persons; identifying character traits; identifying actions).
- Students can demonstrate understanding of the main idea and many details about well-known fictional or mythological characters or historical individuals (e.g., Aeneas, Spartacus).
- Students can demonstrate understanding of the main idea and many details of current events [e.g., the online Latin newsletter, “Ephemeris” (<http://ephemeris.alcuinus.net/>)].
- Students can demonstrate understanding of the main idea and many details in short texts that introduce them to the target language culture(s) (e.g., commerce, politics, religion, medicine).
- Students can demonstrate understanding of the main idea, many 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 second beginning Latin course, students can make simple original presentations on familiar topics using phrases and sentences that they have practiced. They may also declaim prepared texts through expressive reading.

a. Functional ability includes:

- giving simple explanations and directions;
- presenting simple comparisons and contrasts; and
- stating what people, places, and things are like with some details.

b. Students use practiced, culturally appropriate gestures and formulaic expressions.

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, such as free-time activities).
- 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).

Students are also working towards creating with language in various timeframes to make simple 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 basic information about people, activities, events, and experiences with many details (e.g., physical appearance, personality, and biographical information about friends, family members, or well-known people; school or workplace; places they have visited or want to visit).
- Students can present basic instructions, plans, and directions (e.g., rules of basic games; multi-step directions for preparing a basic recipe; how Roman armies traveled from one location to another; some basic cultural products, practices, and perspectives).
- Students can give basic presentations where they express thoughts and reactions on topics of interest (e.g., well-known athletes, celebrities, historical figures, or authors; events they have learned about or researched).
- In declamation, students can present songs, skits, or dramatizations (e.g., proverbs, poems, dialogs, speeches) and perform them for an audience.

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 second beginning Latin course, students can write short, guided messages and notes on familiar topics using phrases and sentences.

a. Functional ability includes:

- informing, listing, and writing simple narratives;
- expressing thanks;
- giving simple reasons why someone should do or say something; and

- stating what people, places, and things are like with some details.
- b. Students use practiced, culturally appropriate formulaic expressions and basic writing conventions.

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 description, 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, 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).

Students are also working towards creating with language in various timeframes to write about a greater variety of familiar topics using a series of sentences.

Sample Contexts, Tasks, and Topics

- Students can translate, analyze, and contextualize simple sentences from English to Latin.
- Students can write about people, activities, events, and experiences (e.g., physical appearance, personality, likes and dislikes of friends, family members, or influential people; holidays, celebrations; future plans).
- Students can write about topics of personal and general interest (e.g., well-known athletes, historical figures, authors; brief explanations of community, historical, or cultural phenomena).
- Students can write basic instructions on how to make or do something (e.g., instructions on how to prepare something simple to eat, directions to a nearby location, rules of a simple game).
- Students can create short multimedia presentations using a series of 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 second beginning Latin course, students can exchange 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.

- a. Functional ability includes:
- asking and answering basic questions;
 - giving simple explanations and excuses;

- asking for and giving simple directions and advice;
 - stating simple comparisons and contrasts;
 - making selections and participating in basic negotiations; and
 - stating what people, places, and things are like with some details.
- b. Students use culturally appropriate gestures and formulaic expressions in highly practiced situations and show awareness of the most obvious cultural differences or prohibitions.
 - c. Students may begin to correct their own errors.

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).

Students are also working towards participating in conversations in various timeframes on a greater variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering questions.

Sample Contexts, Tasks, and Topics

- Students can have conversations on a greater variety of familiar topics (e.g., family, household tasks, interests).
- Students can ask and answer questions on factual information familiar to them (e.g., factual questions related to arts, literature, or history).
- Students can use the language to gain information (e.g., asking about appropriate dress, specific foods required to prepare a traditional meal, or how to plan a meal (time, type of food, appropriate beverages)).

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 second beginning Latin course, students can demonstrate understanding of the main idea and some details in a variety of oral texts and media on familiar topics.

- a. Students can use keywords and phrases to understand simple oral texts and media on familiar topics, with or without visual support.
- b. Students use context cues for basic comprehension.
- c. Students 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 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).

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

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the main idea and many details of an event or news report from [<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 many 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 understanding of the main idea and many details of an exchange between speakers (e.g., conversations about politics, art, and literature).
- Students can demonstrate understanding of the main idea and many details about people, places, and things, as well as products, practices, and perspectives of the target culture(s).