

**Course Alignment Guide**  
**OFL057 - Intermediate Latin Course I**

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

**Number of Credits:** 3-4 semester hours

**Course Description:**

The main focus of Intermediate Latin Course I 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 Intermediate Latin Course I, students perform better and stronger in the Novice range while more abilities emerge in the Intermediate range.

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

**Statewide Learning Outcomes (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 intermediate Latin course,** students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of familiar topics in a variety of texts in various timeframes.

- a. Students can sometimes use context to guess the meaning of unfamiliar words and idiomatic expressions.
- b. Students will demonstrate their comprehension of more complex sentences and passages through translation and other measures of understanding using their knowledge of morphology and syntax.
- c. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of the target language culture(s) to interpret texts.

### 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.

**Students are also working towards** demonstrating understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics in a variety of texts.

### Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the main idea and many details about well-known individuals (e.g., military or political figures, characters from mythology).
- Students can demonstrate understanding of the main idea and many details from a variety of texts (e.g., arts and literature, sciences, historical events; description of a city’s history and attractions; summary of a historical figure’s accomplishments; the nature of political communities).
- Students can demonstrate understanding of the main idea and many details in literary selections and the literary conventions behind these texts (e.g., Ovid, Cicero, Catullus, Corneilius Nepos, Virgil).
- 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 descriptions of Roman engineering (e.g., roads, aqueducts, bridges, dams, mining, sanitation).
- Students begin to show comprehension by analyzing style and genre (e.g., evaluating the effect of various literal and rhetorical devices).
- Students begin to gain critical awareness of continuities and differences between modern and ancient cultures (e.g., political organization, social structure, gender and group identity).
- 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 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 intermediate Latin course**, students can create 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.

- a. Functional ability includes:
  - giving simple explanations or advice;
  - telling why one should do or say something;
  - presenting short comparisons and contrasts;
  - making very simple predictions and hypotheses; and
  - giving short explanations or stating what people, places, and things are like with some details.
- b. Students can use culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken communication.

### **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).
- Students can give basic presentations where they express thoughts and reactions on topics of interest (e.g., well-known athletes, celebrities, historical figures, 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.

**Students are also working towards** creating with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.

### **Sample Contexts, Tasks, and Topics**

- Students can make presentations about personal and social experiences, as well as other activities (e.g., childhood or past experiences, social events, something they did, future plans, aspirations).
- Students can make presentations on something they learned or researched (e.g., historical events; well-known people or landmarks; similarities or differences in cultural practices, products, and perspectives; topics from academic subjects, such as science, mathematics, or art).
- Students can make presentations and express opinions about common interests and issues (e.g., songs, books, plays, or works of art and telling why students like them; identifying well-known people, historical or influential figures and telling why they are important; reacting to historical events and explaining why they are important).
- In declamation, students can present songs, skits, or dramatizations (e.g., proverbs, poems, dialogs, speeches, short plays) and perform them for an audience.

<p><b>Presentational Writing:</b> 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</p>
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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 intermediate Latin course**, students can write guided texts and can sometimes create with language in various timeframes to write about a greater variety of familiar topics in a series of sentences using culturally appropriate vocabulary and expressions.

a. Functional ability includes:

- writing short narratives, summaries, or apologies;
- making simple requests for information;
- stating satisfaction or dissatisfaction with someone or something;
- presenting simple comparisons and contrasts; and
- giving short explanations or stating what people, places, and things are like with some details.

b. Their writing reflects some knowledge of cultural differences related to written communication.

### **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 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).

**Students are also working towards** creating with language in various timeframes on a greater variety of familiar topics by connecting sentences in a logical way.

### **Sample Contexts, Tasks, and Topics**

- Students can translate, analyze, and contextualize complex sentences from English to Latin.
- Students can write short compositions or prepare a brochure written in Latin that highlights things to see and do in the ancient world.
- Students can prepare a written summary of the plot and characters of selected pieces of literature.
- Students can write about information on general topics of Roman culture (e.g., home, daily life, religion and history using technical terminology).
- Students can write short reports about something they learned or researched and state their viewpoint (e.g., historical or cultural issue).
- Students can create multimedia presentations using logically connected 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 intermediate Latin course**, students can create with language in various timeframes to initiate, maintain, and end conversations on a greater variety of familiar topics and handle short, social interactions in culturally appropriate ways using contextualized words, phrases, sentences, and series of sentences while continuing to build their repertoire of common idiomatic expressions.

- a. Functional ability includes:
  - asking and answering a greater variety of questions;
  - satisfying basic needs and/or handling simple transactions;
  - making simple requests, apologies, and excuses;
  - stating simple contradictions;
  - giving simple advice and recommendations; and
  - giving short explanations or stating what people, places, and things are like with many details.
- b. Students may be able to communicate about more than the “here and now,” making very simple predictions and hypotheses.
- c. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations.
- d. Students are able to correct some of their own errors.

#### **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)).

**Students are also working towards** participating in exchanges on a wide variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations.

#### **Sample Contexts, Tasks, and Topics**

- Students can initiate, maintain, and conclude conversations on a wide variety of familiar topics (e.g., daily routines, interests and hobbies, preferences, short- and long-term plans).
- Students can use the language to handle tasks related to personal needs (e.g., shopping in a street market for food or animals vs. shopping in the *macellum*).
- Students can ask for information, details, and explanations in casual conversation on subjects of personal interest or interview someone.
- Students can ask questions relevant to a topic of conversation and also ask questions for clarification.

**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 to films, plays, videos, and information from 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 intermediate Latin course,** students can demonstrate understanding of the main idea, as well as many details and idiomatic expressions, on a greater selection of familiar topics, with or without visual support in a variety of oral texts and media.

- a. Students can sometimes use context to figure out overall meaning.
- b. Students show evidence of increasing knowledge of the target language culture(s) to interpret texts.

### **Sample Contexts, Tasks, and Topics**

- Students can demonstrate understanding of the main idea and many 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 Dictur?* [<https://quomododicitur.com/>] (e.g., current events, comments about social or political issues).
- Students can identify the main idea and many details about an unfamiliar 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).

**Students are also working towards** demonstrating understanding of the main idea and many more details on a wide 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 more details in famous speeches (e.g., Cicero against Cataline).
- Students can demonstrate understanding of the main idea and many more 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 Dictur?* [<https://quomododicitur.com/>] (e.g., current events, comments about social or political issues).
- Students can identify the main idea and many more details about an unfamiliar film or play with dialogue in Latin [e.g., online documentaries and films such as *Rome Empire*, *Story of Emperor Marcus Salvius Otho* directed by Konrad Lecki; 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 more details of an exchange between speakers (e.g., discussions about arts and literature, science and technology, or historical events).
- Students can demonstrate understanding of the main idea and many more details about people, places, and things, as well as products, practices, and perspectives of the target culture(s).