

Course Alignment Guide
OFL058 - Intermediate Latin Course II

Prerequisite: Intermediate 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 Intermediate 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 Intermediate Latin Course II, students generally perform better and stronger in the Intermediate range while a few abilities emerge in the Advanced range.

To qualify for Transfer Assurance Guide (TAG) equivalency of Intermediate Latin Course II, the course must cover as a minimum the essential learning outcome in Interpretive Reading, denoted by an asterisk (*). An Intermediate 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 the essential learning outcome. At least 70% of the classroom instructional time, up to 100%, has to be spent on Interpretive Reading, 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 second intermediate Latin course**, students can demonstrate 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.

- a. Students can more easily follow what they read about events and experiences and can sometimes speculate on outcomes.
- b. Students can often use context to guess the meaning of unfamiliar words and idiomatic expressions.
- c. Students use their increasing knowledge of the target culture(s) to interpret written 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.

Students are also working towards demonstrating understanding of the main idea, as well as most details and idiomatic expressions, on a wide selection of familiar topics in a variety of texts. They are working towards demonstrating understanding of stories and descriptions of some length in various timeframes, even when something unexpected occurs. They are also working towards demonstrating more advanced knowledge in particular concentrations within the field of Classics (Art and Archaeology, History and Culture, and Language).

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the main idea and most details on a wide variety of topics (e.g., key events, institutions, personalities, places, and concepts of Roman culture).
- Students can demonstrate understanding of the main idea and most 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 most details in literary selections. (e.g., Vergil, Horace, Cicero, Livy).
- Students show comprehension by analyzing style and genre (e.g., evaluating the effect of various literal and rhetorical devices).
- Students gain more 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 and most details of current events [e.g., the online Latin newsletter, "Ephemeris" (<http://ephemeris.alcuinus.net/>)].
- Students can demonstrate understanding of the main idea and most details in descriptions of Roman engineering (e.g., roads, aqueducts, bridges, dams, mining, sanitation).
- 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 second intermediate Latin course, students can create with language in various timeframes to make simple presentations on a greater variety of 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, advice, recommendations and/or opinions;
- giving reasons why one should do or say something;
- making simple predictions and hypotheses; and
- giving short explanations or stating what people, places, and things are like with many details.

b. Students 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 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.

Students are also working towards creating with language in various timeframes to make presentations on a wide variety of familiar topics using sentences, series of sentences, and connecting sentences in a logical sequence.

Sample Contexts, Tasks, and Topics

- Students can present information on general topics of Roman culture (e.g., home, daily life, religion and history).
- Students can present on events, activities, and topics of interest [e.g., something they learned from the media (Latin Wikipedia: https://la.wikipedia.org/wiki/Vicipaedia:Pagina_prima); personal, historical, or cultural events; hobbies or lifestyle; history/current status of an event; future plans and aspirations].
- Students can present and defend their own opinions and practices when comparing them with selected practices from Classical culture (e.g., holidays, celebrations, social roles, daily life).

- In declamation, students can present 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 second intermediate Latin course, students can create with language in various timeframes to write about a greater variety of familiar topics using culturally appropriate vocabulary and expressions.

- a. Functional ability includes:
 - writing short narratives, summaries, or apologies;
 - requesting basic information or simple clarifications;
 - stating satisfaction or dissatisfaction with someone or something;
 - presenting short comparisons and contrasts; and
 - giving short explanations or stating what people, places, and things are like with many details.
- b. Students write about more than the “here and now,” making simple predictions and hypotheses.
- c. Their writing reflects some knowledge of cultural differences related to written communication.

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).

Students are also working towards creating with language in various timeframes on a greater variety of familiar topics using culturally appropriate vocabulary and expressions.

Sample Contexts, Tasks, and Topics

- Students can translate, analyze, and contextualize more complex sentences from English to Latin.
- Students can identify, research in detail, and analyze the role and importance of products from Roman culture (e.g., products found in literature, art, and architecture).
- Students can identify and write about social, economic, and political institutions and explore relationships among these institutions and the perspectives of Roman culture.
- Students can write 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 a wide variety of 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 intermediate Latin course, students can create with language in various timeframes to initiate, maintain, and conclude conversations on a wide variety of familiar topics and handle short, social transactions in culturally appropriate ways using contextualized words, phrases, sentences, series of sentences, and connected sentences, while continuing to build their repertoire of idiomatic expressions.

- a. Functional ability includes:
 - asking and answering a wide variety of questions;
 - expressing why someone should do or say something;
 - stating differences of opinion;
 - giving short explanations or justifications; and
 - commenting on or stating what people, places, and things are like with many details.
- b. Students can communicate about more than the “here and now,” making 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 continue to develop self-monitoring skills.

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 ask questions for clarification.

Students are also working towards participating in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations, sometimes even when there is a simple complication.

Sample Contexts, Tasks, and Topics

- Students can exchange information related to areas of mutual interest (e.g., asking for and providing information about specific events, hobbies, or lifestyles; asking for and providing descriptions of people, places, and things; talking about family history or future plans).

- Students can use the language to do a task that requires multiple steps (e.g., asking for, following, and/or giving instructions or directions to prepare food or to get from one place to another; explaining basic rules, regulations and policies that apply in everyday situations).
- Students can use the language to handle a situation with a complication (e.g., locating a specific item in the *macellum*, planning an outing with friends).

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 second intermediate Latin course, students can demonstrate understanding of the main idea, as well as many more details and idiomatic expressions, on a wide selection of familiar topics, with or without visual support in a variety of oral texts and media.

- a. Students can often use context to figure out overall meaning.
- b. Students use their increasing knowledge of the target culture to interpret 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 Dicitur?* [<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 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 most details on a wide selection of familiar topics in a variety of oral texts and media, even when something unexpected occurs.

Sample Contexts, Tasks, and Topics

- Students can demonstrate understanding of the main idea and most details in famous speeches (e.g., Cicero against Cataline).
- Students can demonstrate understanding of the main idea and most details of an exchange between speakers (e.g., discussions about arts and literature, science and technology, or historical events).

- Students can identify the main idea and most 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 most details about people, places, and things, as well as products, practices, and perspectives of the target culture(s).