

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES FIELD 026: LATIN

Subarea	Range of Objectives	Approximate Test Weighting
I. Reading Comprehension	001–002	30%
II. Language Structures and Comparisons	003–004	30%
III. Cultural Understanding, Comparisons, and Connections	005–006	15%
IV. Language Acquisition, Instruction, and Assessment	007–008	15%
V. Writing	009	10%

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For tests taken September 1, 2017, or after

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I. READING COMPREHENSION

001 Apply literal comprehension skills to Latin prose and poetry.

Includes:

- identifying the stated main idea of a passage
- identifying significant details of a passage
- identifying a stated cause-and-effect relationship in a passage
- recognizing a sequence of events in a passage
- selecting a literal English translation of a Latin word, phrase, or sentence
- recognizing common figures of speech and elements of style in a passage
- identifying rhetorical devices in a passage

002 Apply skills of inference and interpretation to Latin prose and poetry.

Includes:

- drawing conclusions based on a passage
- predicting the outcome of a situation described in a passage
- inferring an author's tone, mood, or point of view in a passage
- discerning an implied cause-and-effect relationship in a passage
- inferring the cultural context of a passage
- inferring the theme, purpose, or intended audience of a passage
- analyzing the role or effect of figures of speech, elements of style, and organizational structures in a passage

TEST OBJECTIVES
FIELD 026: LATIN

II. LANGUAGE STRUCTURES AND COMPARISONS

003 Demonstrate knowledge of the grammatical and syntactic structures of Latin.

Includes:

- determining grammatically correct words or forms of words as appropriate for a given context
- determining grammatically correct phrases or clauses as appropriate for a given context
- recognizing grammatically correct language structures or usage (e.g., conditional clauses, tense and mood, indirect discourse)
- determining the function of a word, phrase, or clause in a sentence or passage
- identifying meter and metrical elements in poetry (e.g., dactylic hexameter, elegiac couplet)

004 Understand the connections between Latin and English.

Includes:

- comparing and contrasting the linguistic structure (e.g., word structure, sentence structure) of Latin with that of English
- recognizing the relationship between Latin words and their derivatives and cognates in English
- identifying the Latin origins of prefixes and suffixes in English
- recognizing Latin words and terms used in English across a variety of disciplines

TEST OBJECTIVES
FIELD 026: LATIN

III. CULTURAL UNDERSTANDING, COMPARISONS, AND CONNECTIONS

005 Understand the products and perspectives of Roman culture.

Includes:

- demonstrating knowledge of products of daily life in Roman culture
- understanding the role and significance of products of daily life in Roman culture
- identifying the connections between products of Roman culture and their influence on other disciplines (e.g., literature, art, architecture)
- identifying important figures and major literary, artistic, architectural, and technological achievements in Roman culture and history
- analyzing the ways in which important figures and major literary, artistic, architectural, and technological achievements reflect the perspectives of Roman culture and history
- analyzing the ways in which Latin texts reflect the perspectives of Roman culture
- identifying major natural geographic features of the Roman world
- understanding the relationship between natural geographic features and products of Roman culture and history
- recognizing and understanding the influence of Roman products and perspectives on the products and perspectives of later cultures

006 Understand the practices (e.g., political and economic practices, practices of daily life and communication) and perspectives of Roman culture.

Includes:

- demonstrating knowledge of the practices of daily life in Roman culture
- understanding the role and significance of the practices of daily life in Roman culture
- identifying the connections between the practices of Roman culture and their influence on other disciplines (e.g., history, political science, medicine)
- understanding philosophical and religious beliefs and practices of Roman culture, including names, functions, and characteristics of major Greek and Roman deities and mythological figures
- understanding major political, legal, economic, social, and cultural practices that shaped Roman culture and history
- understanding the relationship between natural geographic features and the practices of Roman culture and history
- understanding the influence of Roman practices and perspectives on the practices and perspectives of later cultures

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TEST OBJECTIVES
FIELD 026: LATIN

IV. LANGUAGE ACQUISITION, INSTRUCTION, AND ASSESSMENT

007 Understand processes of language acquisition and the principles and practices of instruction and assessment in the language classroom.

Includes:

- understanding theories and methods of second-language acquisition and their applicability in developing instructional practices and resources to create a successful language-learning environment
- understanding various world language program models (e.g., Foreign Language in the Elementary School [FLES], Foreign Language Experience/Exploratory [FLEX], immersion) and their language outcomes
- understanding the abstract nature of language and the difference between language acquisition and communication, and identifying types of activities that promote language acquisition and/or communication
- recognizing predictable patterns in second-language development, including factors affecting the time required to learn a second language
- understanding the role of individual student characteristics (e.g., physical, cognitive, emotional, and social development; level of motivation; L1 background; learning style) and linguistic factors (e.g., language transfer, overgeneralization) and how they affect second-language acquisition
- identifying factors (e.g., cultural and linguistic bias; political, social, and psychological factors) that may affect instruction and assessment and differentiating strategies as appropriate to meet the needs of all learners
- selecting, designing, and adapting instructional strategies, materials, and technologies that promote students' critical-thinking and problem-solving skills and that integrate the teaching of presentational, interpretive, and interpersonal communication (in all modalities relevant to Latin) with the teaching of cultures, comparisons, connections, and communities
- identifying strategies for promoting collaborative student work in various groupings (e.g., pairs, small groups) and facilitating the use of spoken Latin
- identifying strategies for motivating students by connecting the Latin curriculum to students' experiences in school, at home, and in the community
- identifying formal and informal assessment methods, tools, and rubrics to evaluate students' interpretive, presentational, and interpersonal skills in all modalities relevant to Latin, as well as students' knowledge of the products, practices, and perspectives of Roman culture

TEST OBJECTIVES

FIELD 026: LATIN

- understanding the role of assessment data for identification, placement, and demonstration of language proficiency, and identifying strategies for interpreting the results of assessments and adjusting or determining instruction based on assessment results
- understanding and using effective holistic and/or analytical scoring methods and identifying strategies for interpreting and communicating the results of student performance to stakeholders

008 Understand the integration of standards into language curriculum and instruction and the role of the teacher as a professional.

Includes:

- understanding the role of Michigan standards, the national *Standards for Classical Language Learning*, and the *World-Readiness Standards for Learning Languages* (2015) in planning Latin curriculum and selecting strategies for integrating the goals of these standards into language instruction
- understanding ways to use and adapt a variety of standards-based materials, resources, and technologies for designing opportunities for students to communicate effectively in Latin in a variety of situations and for multiple purposes, and explore the products, practices, and perspectives of Roman culture
- understanding ways to use and adapt a variety of standards-based materials, resources, and technologies for designing opportunities for students to make comparisons and connections between Latin and Roman culture and their own language and cultures, reinforce and further their knowledge of other disciplines, and apply their knowledge of Latin in their interaction and collaboration with the globalized world
- understanding the impact of past and present legislation on teaching in world language programs
- identifying strategies for using benchmarks to evaluate, select, and design instructional resources and assessments
- recognizing the value of reflective practices for continued professional development
- understanding strategies for identifying, analyzing, and reflecting on resources for improving professional knowledge and practices
- understanding the teacher's role as a professional in a discipline and as an advocate promoting the value of multilingualism to the community and to the overall success of all students in the school
- identifying strategies for serving as an advocate for students and for building partnerships with students' families and communities

**TEST OBJECTIVES
FIELD 026: LATIN**

V. WRITING

009 Demonstrate written interpretation skills by completing translations of short passages of Latin prose and Latin poetry into idiomatic English.

Includes creating a complete translation of passages of Latin prose and Latin poetry that fully and accurately reflects:

- the relationship between the words and structures of Latin and English (e.g., using English vocabulary appropriate to the context)
- the details and meaning expressed in the Latin passage
- an understanding of the aspects of style and tone used by the author (e.g., interpreting the meaning of idioms and metaphors)