

# The Australian Curriculum

<b>Subjects</b>	Framework for Classical Languages
<b>Year levels</b>	Year 7

## Years 7 and 8 Content Descriptions

### Engaging with texts

#### Accessing the ancient Greek world through Classical Greek texts

Read, comprehend and discuss Classical Greek texts, using vocabulary, grammar and textual cues, to explore the ancient Greek world

[Key concepts: language, culture, meaning, experience; Key processes: reading, listening, interpreting, connecting]

(ACLCLE001 - Scootle [↗](#))



#### Elaborations

developing an initial sense of the structure and content of texts by inferring meaning from textual cues, for example, titles, headings, images or captions to images, maps

listening to simple sentences in Classical Greek to infer meaning, using aural cues such as *ἄρα ἤδη πονεῖτε ἐν τοῖς ἀγροῖς; ἐλθέ δεῦρο*

determining the general sense of texts through initial holistic reading, by identifying familiar people, vocabulary, places or topics, for example, *ὁ Λεωνίδας μάχεται ἐν ταῖς Θερμοπύλαις*, recognising modern editors' use of punctuation to guide readers

analysing sentences, identifying and explaining the function of inflected forms, for example, *ὁ δεσπότης καλεῖ τὸν δοῦλον* (subject + verb + object)

identifying and discussing linguistic features in narratives, such as word order, use of interrogative particles, striking word choice, for example, *καὶ μὴν καταβαίνει ἐκ τοῦ ὄρους κένταυρος μέγιστος*

interpreting and commenting on language choices, such as patterns and length of simple and compound sentences, or use of direct speech, for example, *ὁ δὲ Κύκλωψ τὸν τ' Ὀδυσσεά καὶ τοὺς ἐταίρους ὀρᾷ καί, «ὦ ξένοι!» βοᾷ, «τίνες ἐστέ καὶ πόθεν πλεῖτε;»*

explaining cultural references embedded in texts, for example, *μηδὲν ἄγαν*

discussing cultural information implicit in Classical Greek vocabulary, for example, *άνήρ, ἄριστος, σοφός, δεινός, ἥρως*

exploring cultural elements implicit in language use, for example, vocabulary and expressions particular to specific gods and festivals, such as *ὦ Ζεῦ Σῶτερ/Βρόντιε/Ξένιε, ὦ Βάκχε/Βρώμιε, ὦ Φοῖβε, ὦ Ἀθήνη Πρόμαχε*

discussing cultural representations such as symbols, for example, the owl (Athena), trident

(Poseidon), olive wreath (Olympic victory), the letter lambda (Spartans)

interpreting stated and implied meanings in texts and supporting an opinion with evidence from the Classical Greek, such as relationships between characters

Convey information and ideas about the daily life and attitudes of the ancient Greeks, in oral, written and digital forms, using Classical Greek as appropriate

[Key concepts: information, culture; Key processes: obtaining, presenting, informing]

([ACLCLE002 - Scootle](#))



#### Elaborations

gathering, collating and presenting information about daily routine in the ancient Greek world, such as in posters or digital displays about family life, education, food, hygiene, exercise, with annotations in English or words and simple phrases in Classical Greek

reading stories about the daily lives of ancient Greeks, and recreating their everyday experiences, for example, through role-play or an imaginative animated cartoon

comparing details from different sources about where Greek people lived, such as in urban centres or rural settlements, for example, through dioramas or drawings with labels in English or Classical Greek, and discussing what they reveal about different lifestyles in the Classical period

researching the purpose and function of spaces in an ancient Greek home, for example, the *ἀνδρῶν* and *γυναικῶν* rooms, for an oral or digital presentation, using labels in English and Classical Greek

examining artefacts from the classical Greek period, such as those from ancient Athens, and discussing what they reveal about the everyday lives of ancient Greek people

collating and sharing information online about ancient Greek inventions, engineering and infrastructure, for example, the Antikythera Mechanism, the Hippodamian urban grid plan, Archimedes' screw

researching the attitudes of ancient Greeks revealed in their myths and legends, and acting out stories, such as the labours of Heracles, to convey these attitudes

gathering and creating a class bank of information from texts about ancient Greek religious beliefs and practices, for example, Olympian deities, local festivals (Dionysia in Athens) and panhellenic festivals (Pythian Games at Delphi)

reading accounts of historical events, such as Aeschylus' eyewitness account of the Battle of Salamis, and presenting information in new ways, for example, as a news report

#### Responding to texts

Listen to and read Classical Greek texts, such as stories, myths and plays; share reactions and make connections with characters, events, actions, settings and key emotions  
 [Key concepts: imagination, experience, character; Key processes: [responding](#), connecting, describing]  
 (ACLCLE003 - Scootle [↗](#))



#### Elaborations

listening to and reading texts, such as stories about life in the city/country, legends or myths, for example, Theseus and the Minotaur, and responding to questions in English relating to content and context

recognising recurring characters, settings and themes in texts, drawing on previous knowledge and experiences to make connections with the narrative

discussing how scenes and characters are depicted in texts, such as through imagery or conversations, for example, in short plays, dialogues, retelling of well-known myths and legends

discussing language features that encourage the audience to respond in particular ways, for example, the use of repetition (*πόλεμος αίρεται, πόλεμος ού φατὸς πρὸς ἐμὲ καὶ θεούς*), alliteration (*τυφλὸς τὰ τ' ὤτα τὸν τε νοῦν τὰ τ' ὄμματ' εἶ*), assonance (*κατῆγεν ἦγεν ἐς μέλαν πέδον*), onomatopoeia (*αἰάζω, σίζω, δοῦπος, κλαγγή*)

recognising that writers use different text structures and formats for specific purposes and effects, for example, change of focus, a story within a story, plot tension

identifying and discussing the techniques writers use to achieve specific effects, such as the use of antithesis to create humour or surprise, for example, *ὁ μὲν διδάσκαλος πονεῖ, οἱ δὲ μαθηταὶ καθεύδουσιν*

Read aloud, recite or perform Classical Greek texts, using phrasing and [voice inflection](#) to convey meaning and to entertain others

[Key concepts: performance, emotion; Key processes: reading, presenting]  
 (ACLCLE004 - Scootle [↗](#))



#### Elaborations

listening to and reproducing familiar and unfamiliar words, phrases and simple texts in Classical Greek to convey meaning, using restored pronunciation and appropriate phrasing and expression

presenting orally short texts in Classical Greek, such as stories, dialogues, poems or speeches, to peers or the class, for example, a scene from Aristophanes or an epigram

performing short extracts from comedy or passages of dialogue in collaboration with others, using strategies to convey the emotions of the characters

reading aloud or reciting extracts from Classical Greek literature, such as the initial lines of the *Iliad* and the *Odyssey*

## Translating

Translate Classical Greek texts into Standard English, by applying knowledge of vocabulary, accidence and syntax, and linguistic and cultural cues

[Key concepts: equivalence, representation; Key processes: interpreting, translating]

(ACLCLE005 - Scootle [↗](#))



### Elaborations

reading texts to gain a sense of holistic meaning, and identifying cues, such as text type, familiar vocabulary, grammar, and cultural references

considering multiple meanings of vocabulary, for example, by using dictionaries and electronic translation tools, and making appropriate selections according to context, for example, *ἄριστος*

using known vocabulary, in Classical Greek or English, and context to deduce the meaning of unknown words

identifying meanings of words by recognising change of form, such as irregular verb forms and third declension nouns, for example, *φέρω/οἴσω, παῖς/παιδός*

identifying parts of speech and their function in context to determine meaning, for example, identifying the verb in a sentence

identifying the specific function of inflected forms to determine meaning, for example, *ὁ ναύκληρος καλεῖ τὸν ναύτην* (subject + verb + direct object) or *ὁ ἀνὴρ ἐστι ποιητής* (subject + verb + complement)

applying knowledge of grammar to recognise in context the specific function of words which may have multiple applications, such as subject or object, for example, *τὸ δένδρον θάλλει. ὁ γεωργὸς κόπτει τὸ δένδρον*

exploring the effect of using the variety of English translations for verb tenses, for example, *ἰδών* ('having seen', 'after seeing', 'on seeing', 'seeing')

selecting appropriate English meanings, identifying words and expressions that do not translate easily, for example, *ἀγαθός, ἄριστος, καλός, ξένος, δεινός, πρὸς τῶν θεῶν*

determining appropriate word order in English to retain meaning and emphasis, for example, *κελεύει σε ὁ Ζεὺς*

translating Classical Greek into idiomatic English, for example, by translating *ἔστι μοι δοῦλος*, as 'I

have a slave'

discussing how words that refer to aspects of ancient Greek culture should be translated, for example, *ὁ δῆμος* (deme, people, citizen body), *ὁ ἀνὴρ* (man, husband, hero), *ξένος* (stranger, guest, foreigner)

developing problem-solving skills to resolve perceived issues and anomalies encountered in the translation process, for example, confusion of second declension masculine nominative and third declension feminine genitive

discussing and correcting own translations to increase accuracy and better reflect register, tone and relationships between characters

collaborating with peers to interpret meaning in texts and develop and edit joint translations, using a range of ICT

translating, independently, unseen texts in Classical Greek into appropriate English

Compare different translations and interpretations of Classical Greek texts, and identify features of successful translations

[Key concepts: translation, analysis; Key processes: evaluating, explaining and comparing, intertextualising]

([ACLCLE006 - Scootle](#))



#### Elaborations

identifying the characteristics of a successful translation, such as grammatical accuracy

examining translations to determine how effectively Classical Greek is conveyed in English idiom, such as the use of participles

comparing and discussing the merits of different translations of the same text, identifying differences and recognising that they may be equally valid


giving and justifying opinions about the effectiveness of own and others' translations

identifying and discussing effective strategies to create appropriate translations, such as skimming through the text and identifying familiar words and phrases, contextualising new vocabulary, and using these strategies to review and polish own translations

## Understanding

## Systems of language

Understand the phonological and orthographic systems of Classical Greek, including the [restored pronunciation](#) and the written alphabet

[Key concepts: sound system, writing system; Key processes: recognising, imitating, copying, writing]  
([ACLCLU007 - Scootle](#) )



### Elaborations

learning the Greek alphabet in lower and upper case, including final sigma, matching script to sound, for example,  $\delta = d$ ,  $\gamma = g$ ,  $\theta = th$

recognising the use of the upper case in Classical Greek to distinguish proper nouns

mimicking or copying restored pronunciation of Classical Greek words, individually or with peers

writing simple sentences in Classical Greek to consolidate knowledge of script

recognising and representing diphthongs, double consonants and aspirated consonants, for example,  $\alpha\iota$ ,  $\gamma\gamma$ ,  $\psi$ ,  $\xi$ ,  $\theta$ ,  $\chi$ ,  $\varphi$

recognising and using diacritical marks to show aspiration and iota subscript, for example,  $\acute{\eta}$   $\acute{\omicron}\delta\acute{\omicron}\varsigma$ ,  $\tau\grave{\eta}$   $\acute{\omicron}\delta\grave{\omega}$

learning the standard system of transliteration of Greek into English letters, for example,  $\delta = d$ ,  $\chi = ch$ ,  $\alpha\iota = ae$

recognising that punctuation in Classical Greek can be different from English, for example, the use of the semicolon as the question mark in Classical Greek

Understand concepts of accidence and syntax used in simple and compound sentences in Classical Greek, including parts of speech, [case](#), gender, number, person, [declension](#) and [conjugation](#), agreement and tense, [mood](#), [voice](#), participles and infinitives

[Key concepts: grammatical system, [case](#), [conjugation](#); Key processes: identifying, recognising]  
([ACLCLU008 - Scootle](#) )



### Elaborations

recognising that Greek verbs have variable endings that indicate person and number, for example,  $\phi\acute{\epsilon}\rho\omega$ ,  $\phi\acute{\epsilon}\rho\omicron\upsilon\sigma\iota\nu$

conjugating  $-\omega$  verbs in the present, future, imperfect and aorist tenses, active and middle, for example,  $\lambda\acute{\upsilon}\omega/\lambda\acute{\upsilon}\omicron\mu\alpha\iota$

conjugating contract verbs –*εω*, –*αω* in the present, future imperfect and aorist tenses, active and middle, for example, *φιλιῶ/φιλοῦμαι, τιμῶ/τιμῶμαι*

using the imperative in the present and aorist tenses, active and middle, for example, *σπεῦδε/σπεῦσον*

using the infinitive and participles, active and middle, in the present, future and aorist tenses, for example, *παύειν/παύων, παύσειν/παύσων, παῦσαι/παύσας*

using the irregular verb ‘to be’ in the present, future and imperfect tenses, for example, *εἰμί/ἔσομαι/ἦν*

using the definite article to identify the number, gender and case of nouns, for example, *αἱ ὁδοί, τοῦς δικαστάς*

recognising that the definite article, nouns, pronouns and adjectives inflect to show number and case, for example, *ὁ ἡμέτερος πατήρ, τὰ μικρὰ ἄροτρα*

identifying the forms and functions of the nominative, vocative, accusative, genitive and dative cases of the definite article, nouns and pronouns, for example, *τῶν πολιτῶν πολλοί* (partitive genitive), *τῇ ὑστεραίᾳ* (dative of time when)

identifying the three declensions of nouns and adjectives, including variants:

- first declension: *ἡ κρήνη, ἡ οἰκία, ἡ θάλασσα, ὁ δεσπότης, ὁ νεανίας*
- second declension: *ὁ ἀγρός, ἡ νῆσος, τὸ δένδρον*
- third declension: *ὁ φύλαξ, τὸ ὄνομα, ὁ ἀνὴρ, ἡ τριήρης, ἡ πόλις, ὁ βασιλεύς, τὸ τεῖχος*

identifying forms of common irregular nouns, for example, *ἡ ναῦς, ὁ βοῦς*

identifying forms of common irregular adjectives, for example, *μέγας/μεγάλη/μέγα, πολὺς/πολλή/πολύ, πᾶς/πᾶσα/πᾶν*

recognising agreement between adjectives and nouns in number, gender and case, for example, *ἡ μακρὰ ὁδός, τοῦ ἀληθοῦς λόγου*

recognising the comparative and superlative degrees of regular adjectives, for example, *ἀνδρεῖος, ἀνδρειότερος, ἀνδρειότατος*

identifying cardinal numbers *εἶς/μία/ἓν* to *χίλιοι/αἰ/α* and *μύριοι/αἰ/α* and ordinal numbers *πρῶτος/η/ον* to *χιλιοστός, μυριοστός*

identifying the forms and application of personal, interrogative, indefinite, demonstrative and relative pronouns, for example, *ἐγώ/σύ, ἡμεῖς/ὑμεῖς, τίς/τί, τις/τι, οὗτος/αὐτή/τοῦτο, ὅς/ἡ/ὅ*



distinguishing between prepositional phrases using the accusative, genitive and dative cases, for example, *πρὸς τὴν πόλιν, πρὸς τῶν θεῶν, πρὸς τῇ νηί*

forming positive, comparative and superlative adverbs from adjectives, for example, *ἀληθῶς/ἀληθέστερον/ἀληθέστατα*

analysing the functions of words in sentences from their inflected forms, such as subject + verb + complement, subject + verb + direct object, preposition + noun, for example, *τὸ ἄνθος καλὸν ἐστίν. ὁ γεωργὸς τὸν κλῆρον σκάπτει. ὁ στρατὸς πορεύεται πρὸς τὰ τῆς πόλεως τείχη*

recognising how word order may be different in Classical Greek, such as the use of the attributive and predicative position of the adjective to vary meaning, for example, *ἡ καλὴ κόρη and καλὴ ἡ κόρη*

recognising that adverbs, adverbial phrases and prepositional phrases can give important details about what is happening in a sentence, for example, *νῦν, πρὸς τῇ θύρᾳ*

learning strategies for building on prior knowledge and learning new grammar, for example, mnemonic devices, paradigms, drill exercises, online learning tools

Acquire and build vocabulary by using roots, derivatives and word lists, and use dictionaries to select appropriate meanings of Classical Greek words

[Key concepts: vocabulary, meaning; Key processes: exploring, selecting]

[\(ACLCLU009 - Scootle !\[\]\(cf531ed27e91483460120fcc057b3901\_img.jpg\)\)](#)



#### Elaborations

developing own and class lists of vocabulary related to texts and topics, such as daily life in ancient Greece, for example, *δοῦλος/δεσπότης, γυμνάσιον/παλαίστρα*

creating a class bank of words frequently found in Classical Greek, for example, *μῦθος/ἥρωες/θηρίον, ναῦς/ναύτης/ναύκληρος/ναυμαχίαν, πλοῦς/ιστίον/ἐρέτης/λιμὴν*, and common expressions used in everyday activities, for example, *χαίρετε, τί πράττεις; ἔλθε δεῦρο, φεῦ, οἴμοι, εὗγε, εὖ ποιεῖς, σὺν ἀλλήλοις*

practising vocabulary knowledge, for example, by using electronic resources

using print and electronic dictionaries to locate the appropriate meanings of words

understanding that one Classical Greek word may correspond to several different English words, and selecting the most appropriate meaning of a word in its context

developing strategies for vocabulary building by applying knowledge of roots and derivatives, for example, *ἄγγελος (angel/archangel/evangelist), περί (periscope/perimeter/periphery), μόνος/η/ον (monotony, monologue, monopoly)*

building vocabulary by recognising Classical Greek words commonly used in English, for example, *idea, aroma, drama, synthesis, analysis, antithesis, hyperbole*

Identify the structure and features of a range of texts in Classical Greek, such as narratives and short plays

[Key concepts: text structure, purpose; Key processes: identifying, explaining and comparing]

([ACLCLU010 - Scootle](#))



#### Elaborations

identifying elements of different types of text, for example, stories, dialogues and speeches, and explaining the relationship between the language and structure used and the purpose of the text

distinguishing and comparing features of a story and a play, such as narrative voice, characterisation, impact of direct speech

making connections and comparisons between a new text and familiar texts of the same type

using metalanguage to explain the effect of particular language features in texts on intended audiences, for example, the use of euphemisms in an attempt to substitute a mild expression for one considered improper, such as *ἀριστερός* (better) for 'left', *Εὐμενίδες* (the kindly ones) for the Furies, *Εὔξεινος Πόντος* (hospitable sea) for the Black Sea

### The powerful influence of language and culture

Understand that Greek spread with the expansion of the ancient Greek world, and developed over time, influencing English and other languages

[Key concepts: linguistic evolution, time (the past in the present), interconnection across concepts, influence; Key processes: comparing, analysing, applying]

([ACLCLU011 - Scootle](#))



#### Elaborations

recognising that Greek is a member of the Indo-European family of languages, related to other ancient languages, such as Latin, Sanskrit and Old Persian

recognising that Greek has been spoken in various forms uninterruptedly from the 3rd millennium BCE to the present day and has been documented in writing since about 1450 BCE

recognising that Classical Greek is a specific form of the language, evolved from earlier forms such as Mycenaean Greek and the Archaic Greek used in the epics of Homer

identifying Classical Greek as the Attic/Ionic dialect of the language spoken in the 5th and 4th centuries BCE in Athens, many Aegean islands and the coast of Asia Minor

recognising that Classical Greek was the form of the language used by significant ancient Greek authors, such as Thucydides, Sophocles, Plato, Lysias

locating on a map the places where Greek was spoken in antiquity around the Mediterranean basin from Spain to the coast of Turkey and across the Black Sea

investigating how the geography of mainland Greece influenced the development of independent city-states such as Athens, Sparta, Corinth and Thebes

exploring the spread of Greek colonies across the Mediterranean and Black Sea coastlines, such as Syracuse (Sicily), Naples (Italy), Marseilles (France), Cyrene (Libya), Miletus (Turkey), Emporion (Spain)

identifying and using Classical Greek derivatives to expand own English vocabulary, for example, *sceptic, cynic, antithesis*

recognising connections between the spelling of Classical Greek and English words and applying understanding to improve own spelling in English, for example, *psychology, rhythm, seismology*

identifying expressions in Classical Greek that are commonly used in English, for example, *hoi polloi, eureka*

identifying words of Classical Greek origin that are used as school subjects, for example, mathematics, history, geography, music, drama, biology, chemistry, physics, philosophy, psychology, economics

identifying and collecting word families in which the same Classical Greek root is used with different prefixes or suffixes, for example, *calligraphy, biography, biology, technology, paralysis, analysis, Palaeolithic, palaeontology*

applying knowledge of Classical Greek to understand words and expressions in Modern Greek, such as signs in shops and public places, for example *ΚΙΝΔΥΝΟΣ, ΠΡΟΣΟΧΗ, ΙΧΘΥΟΠΩΛΕΙΟΝ, ΦΑΡΜΑΚΕΙΟΝ, έν τάξει, κλειστόν*

identifying similarities between Classical Greek and other Indo-European languages by comparing cognate words, such as ἕξ: *sex* (Latin), *sechs* (German), *six*; πατήρ: *pater* (Latin), *Vater* (German), *father*

Examine the enduring influence of ancient Greek culture on the modern world, by discussing the ancient origins of modern values, pursuits, citizenship, literature, the arts and architecture [Key concepts: aesthetics, time (the past in the present), modernity; Key processes: connecting, explaining and comparing]

[\(ACLCLU012 - Scootle !\[\]\(7d1d6890825e83a6a4a51febe2dcc7f3\_img.jpg\)](#))



## Elaborations

recognising the ancient origins of national values such as democracy, equity and justice, freedom of speech and independent thought

comparing the concept of citizenship, rights and responsibilities in ancient Greece and the modern world

identifying references to ancient Greek mythology and literature in visual and performing arts and literature from antiquity to the present

exploring ancient connections with daily routines in modern society, such as sport, theatre and schooling

identifying literary influences from the Classical Greek period on popular culture, such as brand names, cartoons, adventure films, for example, *Clash of the Titans*, *Troy*, *Hercules*

exploring connections between ancient and modern music, for example, musical instruments such as the guitar, which is descended from the cithara or lyre

recognising the use of Greek as the language of the New Testament and as the original language of well-known texts such as the Lord's Prayer

researching elements of Greek engineering and architecture seen in public buildings in Australia and across the world, for example, the use of Doric, Ionic and Corinthian columns

observing and discussing ancient Greek architectural structures and influences in Roman, Renaissance, Neoclassical and New Classical architecture

### Role of language and culture

Recognise that the language of the ancient Greeks provides insights into their daily lives, ideas, feelings and attitudes

[Key concepts: language, culture, interdependence; Key processes: connecting, conceptualising, explaining]

(ACLCLU013 - Scootle [↗](#))



## Elaborations

investigating connections between language and significant cultural attitudes, for example, discussing how the terms *ἐκκλησία*, *βουλή*, *πρυτάνεις*, *ψήφισμα* and the expressions *τις ἀγορεύειν βούλεται* and *ἔδοξε τῇ βουλῇ καὶ τῷ δήμῳ* relate to the concept of citizenship in ancient Athens

understanding the factors, such as language, religion and culture, that unified the *Ἕλληνες* (Greeks) and set them apart from the *βάρβαροι* (non-Greeks)

exploring and discussing language use that reflects the social structure of the *πόλις* of Athens, encompassing both city and countryside, for example, citizen classes, metics, slaves, women

exploring and discussing references in texts to social structure in Sparta, including the Spartans, perioikoi and helots

comparing and contrasting references in texts to family life, social practices and education in Athens and Sparta

understanding the importance of religion in ancient Greek society, and its links to festivals and ceremonies, for example, by examining references in texts to worship of the Olympian gods and local heroes, the panhellenic festivals of the Olympic and Pythian Games, or the dramatic performances of the Dionysia in Athens

comparing language that reflects the status of men, youths, women and girls in domestic affairs and public life in ancient Athens and Sparta, such as the significance of the terms *ἀνδρεία*, *κύριος*, *κηδεμών*, *παρθένος*

exploring the colloquial language that ancient Greeks used for greetings, or answering questions about daily life, such as *χαίρε/χαίρετε*, *πῶς ἔχεις/ἔχετε*; *τί ἔστιν*;

## Reflecting

Reflect on own and others' reactions to and assumptions about the language and culture of ancient Greek society, considering similarities and differences to own language and culture

[Key concepts: identity, interconnection across concepts; Key processes: comparing, connecting, empathising, reflecting]

(ACLCLU014 - Scootle [↗](#))



## Elaborations

considering own and others' cultural assumptions about home and leisure and how these may have been different in the ancient Greek context

reviewing and responding to aspects of cultural practices in Classical Greek texts and ancient Greek artefacts, and discussing the reactions of peers to these

developing an understanding of life in ancient Athens or Sparta, and reflecting on similarities and differences to own lifestyle in multicultural Australia

describing own life at home and school and making comparisons with that of young people in ancient Greece

discussing how young people in ancient Greece may have viewed the lives of young people in the modern world

Reflect on self as a language learner, considering how learning Classical Greek influences ways of learning and enhances understanding of own heritage, values and culture

[Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting]

([ACLCLU015 - Scootle](#) )



#### Elaborations

exploring own sense of identity, considering own and others' assumptions about family, language(s) spoken, traditions, values and attitudes

considering how learning about the ancient world offers different ways of interpreting the modern world and representing experience

keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Classical Greek, noting personal reactions and reflections over time

considering how learning Classical Greek has impacted on own approaches to learning across subjects, such as setting realistic timeframes, computational thinking

reflecting on the experience of learning Classical Greek, considering how it might add a further dimension to own sense of identity

reflecting and reporting on how learning Classical Greek gives insights into the relationship between language and culture in general, and how own way of thinking about language, culture and identity may change through the experience

## Years 7 and 8 Content Descriptions

### Engaging with texts

#### Accessing the Roman world through Latin texts

Read, comprehend and discuss Latin texts, using vocabulary, grammar and textual cues, to explore the Roman world

[Key concepts: language, culture, meaning, experience; Key processes: reading, listening, interpreting, connecting]

([ACLICLE031 - Scootle](#))



#### Elaborations

developing an initial sense of the structure and content of texts by inferring meaning from textual cues, for example, titles, headings, images or captions to images, maps

listening to simple sentences in Latin to infer meaning, using aural cues such as *ecce*; *olim*; *cur*; *ubi*; *euge*; *eheu*

determining the general sense of texts through initial holistic reading, by identifying familiar people, vocabulary, places or topics, and recognising modern editors' use of punctuation to guide readers

analysing sentences, identifying and explaining the function of inflected forms, for example, *puella canem vocat* (subject + object + verb) or *Aemilia est soror mea* (subject + verb + complement)

identifying and discussing linguistic features in narratives, such as word order, use of the interrogative particle, striking word choice, for example, *media in via*; *venitne*; *ululavit*; *iratissimus*

interpreting and commenting on language choices, such as patterns and length of simple and compound sentences, use of direct speech or imagery, for example, the writer's choice of a dramatic verb to make an action more vivid, as in *in atrium volat* rather than *in atrium intrat*

exploring social, contextual and cultural references embedded in texts, for example, *patronus*, *cliens*; *civis*; *patria potestas*; *bulla*; *toga praetexta*; *mehercle!*

interpreting stated and implied meanings in texts and supporting an opinion with evidence from the Latin, such as relationships between characters, for example, *servi dominum timent*; *ancilla servum delectat*

Convey information and ideas about the daily life and attitudes of the Romans, in oral, written and digital forms, using Latin as appropriate

[Key concepts: information, culture, imagination; Key processes: obtaining, presenting, informing]

([ACLICLE032 - Scootle](#))



### Elaborations

gathering, collating and presenting information about daily routine in the Roman world, such as posters or digital displays about family life, education, food, hygiene, exercise, with annotations in English or words and simple phrases in Latin

reading stories about the daily lives of ancient Romans, and recreating their everyday experiences, for example, through role play or an imaginative animated cartoon

comparing details from different sources about where Roman people lived, such as in tenements or houses, or on country estates, for example, through dioramas or drawings, with labels in English or Latin, and discussing what they reveal about different lifestyles in the Classical period

researching the purpose and function of spaces in a Roman home, such as in a *domus* or a *villa*, for an oral or digital presentation, using labels in English and Latin, for example, *vestibulum*, *atrium*, *triclinium*, *cubicula*, *peristylum*

examining artefacts from the Roman period, such as those from Pompeii, and discussing what they reveal about the everyday lives of Romans

collating and sharing information online about Roman engineering and infrastructure, such as roads, aqueducts, *cloaca maxima*

researching the attitudes of Romans revealed in Graeco-Roman myths and legends and acting out stories, such as Romulus and Remus, or Hercules' labours, to convey these attitudes

gathering and creating a class bank of information from texts about Roman religious beliefs and practices, for example, Olympian deities, *Lares et Penates*, special festivals such as the *Liberalia* and the *Vestalia*

reading accounts of historical events, such as Pliny's eyewitness account of the eruption of Vesuvius, and presenting information in new ways, for example, creating and recording own news report or documentary, making comparisons between Pliny's account and an online reconstruction of the eruption

### Responding to texts

Listen to and read Latin texts, such as stories, myths and plays; share reactions and make connections with characters, events, actions, settings and key emotions

[Key concepts: imagination, experience, character; Key processes: [responding](#), connecting, describing]

([ACLCLE033 - Scootle](#) )



### Elaborations



listening to and reading texts, such as stories about daily life in the city/country or public entertainment, and responding to questions in English relating to content and context

recognising recurring characters, settings and themes in texts, drawing on previous knowledge and experiences to make connections with the narrative, for example, the domineering master or the insolent slave; Pompeii; Vesuvius

discussing how scenes and characters are depicted in texts, for example, in short plays, dialogues, retelling of well-known myths and legends, through devices such as imagery or conversations

discussing language features that encourage the audience to respond in particular ways, for example, the use of repetition, alliteration, assonance, onomatopoeia

recognising that writers use different text structures and formats for specific purposes and effects, for example, change of focus, a story within a story, plot tension

identifying and discussing the techniques writers use to achieve specific effects, such as the use of antithesis to create humour or surprise, for example, *omnes pueri rident sed Publius non ridet*.

Read aloud, recite or perform Latin texts, using phrasing and [voice inflection](#) to convey meaning and to entertain others

[Key concepts: performance, emotion; Key processes: reading, presenting]

([ACLCLE034 - Scootle](#))



### Elaborations

listening to and reproducing familiar and unfamiliar words, phrases and simple texts in Latin to convey meaning, using appropriate phrasing and expression, and the restored pronunciation, for example, *cachinnare*; *clamare*; *vituperare*; *furcifer*; *monstrum horribile*

presenting short texts orally in Latin, such as stories, dialogues or songs, to peers or the class, for example, singing songs such as *gaudeamus igitur*; *duc, duc navem duc*

performing short Latin plays or dialogues in collaboration with others, using strategies to convey the emotions of the characters

reading aloud or reciting, individually or in a class group, extracts from Latin literature, such as the initial lines of Virgil's *Aeneid* or an epigram

### Translating

Translate Latin texts into Standard English, by applying knowledge of vocabulary, accent and syntax, and linguistic and cultural cues

[Key concepts: equivalence, representation; Key processes: interpreting, translating]

([ACLCLE035 - Scootle](#))



## Elaborations

reading texts to gain a sense of holistic meaning, and identifying cues, such as text type, familiar vocabulary, grammar and cultural references

considering multiple meanings of vocabulary, for example, by using dictionaries and electronic translation tools, and making appropriate selections according to context, for example, *petit; ago; de*

using known vocabulary, in Latin or English, and context to deduce the meaning of unknown words, for example, *clamor, exclamare; puer in cubiculo dormit* (dormitory)

identifying meanings of words by recognising change of form, such as third declension nouns and irregular verbs, for example, *nomen, nominis; est, sunt*

identifying parts of speech and their function in context to determine meaning, for example, identifying which noun is the subject of the verb

identifying the specific function of inflected forms to determine meaning, for example, *puella canem videt* (subject + object + verb) or *puella est laeta* (subject + verb + complement)

applying knowledge of grammar to recognise in context the specific function of words which may have multiple applications, such as whether *nomen* or *cives* is subject or object

developing problem-solving skills to resolve perceived issues and anomalies encountered in the translation process, for example, confusion of genitive and nominative forms such as *domini*

exploring the effect of using the variety of English translations for tenses and making selections according to context, for example, *clamat* – ‘she is shouting’, ‘she shouts’, ‘she does shout’

selecting appropriate English meanings, identifying words and expressions that do not translate easily, for example, *res; virgo; vir; consul spectaculum dat*

discussing how words that refer to aspects of Roman culture should be translated, for example, *servus* (‘slave’ rather than ‘servant’)

determining appropriate word order in English to retain meaning and emphasis, for example, *agricolam in agro taurus petit*

translating Latin into idiomatic English, for example, by translating *ego et tu* as ‘you and I’

discussing and correcting or improving own translations to increase accuracy and reflect register, tone and relationships between characters

collaborating with peers to interpret meaning in texts and develop and edit joint translations, using a range of ICT

applying appropriate strategies to translate, independently, unseen Latin texts

Compare different translations and interpretations of Latin texts, and identify features of successful translations

[Key concepts: translation, analysis; Key processes: evaluating, explaining and comparing, intertextualising]

([ACLCLE036 - Scootle](#))



#### Elaborations

identifying the characteristics of a successful translation, such as grammatical accuracy

examining translations to determine how effectively Latin is conveyed in English idiom, such as the use of articles

comparing and discussing the merits of different translations of the same text, identifying differences and recognising that they may be equally valid

giving and justifying opinions about the effectiveness of own and others' translations

identifying and discussing effective strategies to create appropriate translations, such as skimming through the text and identifying familiar words and phrases, contextualising new vocabulary, and using these strategies to review and polish own translations

## Understanding

### Systems of language

Understand the phonological and orthographic systems of Latin, including the [restored pronunciation](#) and the written alphabet

[Key concepts: sound system, writing system; Key processes: recognising, imitating, copying, writing]

([ACLCLU037 - Scootle](#))



#### Elaborations

recognising that the written alphabet used by the Romans is the basis for the modern English alphabet, although some letters are pronounced differently, for example, *u/v*; *i*, *c* and *g*

mimicking or copying the restored pronunciation of Latin words, individually or with peers

matching script to sound, using the restored pronunciation, for example, single consonants, long and short vowels, vowels before final *m*, diphthongs, *h* and aspirated *h*, consonant combinations/clusters as in *ingens*, *magnus*, *urbs*

distinguishing *i* as a vowel and as a consonant, for example, *intrat*; *ianua*

using the spoken stress of Latin, and dramatic expression appropriate to the tone and purpose of a text

acknowledging the absence of punctuation in Latin in comparison with English, for example, by working with a sentence spelt out with no pauses between words

recognising conventions of punctuation used by editors of Latin texts to assist comprehension

Understand concepts of accidence and syntax used in simple and compound Latin sentences, including parts of speech, [case](#), gender, number, person, [declension](#) and [conjugation](#), agreement and tense, and conventions of [sentence](#) structure

[Key concepts: grammatical system, [case](#), [conjugation](#); Key processes: identifying, recognising] ([ACLCLU038 - Scootle](#) )



#### Elaborations

identifying parts of speech and their functions in texts, such as in statements, direct speech, commands and questions

exploring the concepts of number, gender, case and the metalanguage used to describe nouns

understanding noun inflections and their usage in first, second and third declensions:

- case: nominative, vocative, accusative, genitive, dative, ablative, for example, *amicus*, *amice*, *amicum*, *amici*, *amico*, *amico*
- number: *villa*, *villae*
- gender: masculine *dominus*, feminine *domina*, neuter *atrium*, common *canis*, *parens*

recognising personal pronouns and pronominal adjectives, and identifying number, gender and case, for example, *ego*, *tu*, *nos*, *vos*; *meus*, *tuus*

recognising interrogative pronouns, for example, *quis*, *quis*, *quid*

recognising demonstrative pronouns, for example, *hic*, *haec*, *hoc*; *ille*, *iste*

identifying cardinal numbers *unus* to *viginti* and ordinal numbers *primus* to *decimus*

- recognising prepositional phrases and the different forms of prepositions, for example, *e villa, ex urbe*
- distinguishing between the meanings of prepositions when governing different cases, for example, *in villam, in villa*
- exploring the concepts of verb number, person and tense, the metalanguage used to describe verbs
- identifying endings of verbs in the four conjugations, and regular and irregular verbs in the present tense, active voice
- identifying the use of the imperative, for example, *tacete vos omnes*
- identifying first/second and third declension adjectives, for example, *laeta/laetus; tristis*
- recognising agreement of adjectives and nouns in number, gender and case, for example, *puella tristis, frater magnus*, and how word order may differ from English
- interpreting compound sentences using conjunctions, for example, *canis intrat sed non latrat*
- recognising adverbs, for example, *servus diligenter laborat*
- understanding conventions of word order in Latin sentences, such as subject + direct object + indirect object + verb, for example, *puella librum fratri legit*, and how those conventions can be used to anticipate the development of a sentence
- developing strategies for building on prior knowledge and learning new grammar, for example, mnemonic devices, paradigms, drill exercises, online learning tools

Acquire and build vocabulary by using roots, derivatives and word lists, and use dictionaries to select appropriate meanings of Latin words

[Key concepts: vocabulary, meaning; Key processes: exploring, selecting]

[\(ACLCLU039 - Scootle !\[\]\(74d4806277d7e73349d8e8c0897931e9\_img.jpg\)](#))



#### Elaborations

- developing own and class lists of vocabulary related to texts and topics, such as daily life in ancient Rome, for example, *thermae, caldarium; magister, ludus*
- creating a class bank of words that are frequently used, for example, *tamen; alii ... alii ...; eheu!*, and common expressions used in everyday activities, for example, *salvete; ludere volo*
- practising vocabulary knowledge, for example, by using online tools such as drills

using print and electronic dictionaries to locate the appropriate meanings of words

understanding that one Latin word may correspond to several different English words and selecting the most appropriate meaning of a word in its context

developing strategies for vocabulary building by applying knowledge of roots, for example, *ager/agricola* and derivatives, for example, agriculture

building vocabulary by recognising Latin words commonly used in English, for example, exit, video, arena

Identify the structure and features of a range of texts in Latin, such as narratives and short plays

[Key concepts: text structure, purpose; Key processes: identifying, explaining and comparing]

([ACLCLU040 - Scootle](#))



#### Elaborations

identifying elements of different types of text, for example, stories, dialogues and plays, and explaining the relationship between the language and structure used and the purpose of the text

distinguishing and comparing features of a story and a play, such as narrative voice, characterisation, impact of direct speech

making connections and comparisons between a new text and familiar texts of the same type

using metalanguage to explain the effect of particular language features on intended audiences, for example, exclamations, interjections, such as *o me miserum*; *euge*; *eheu*

### The powerful influence of language and culture

Understand that Latin spread with the expansion of the Roman empire, developed over time into the Romance languages, and influenced English vocabulary

[Key concepts: linguistic evolution, time (the past in the present), interconnection across concepts, influence; Key processes: comparing, analysing, applying]

([ACLCLU041 - Scootle](#))



#### Elaborations

recognising that Latin is a member of the Indo-European family of languages, related to other ancient languages, such as Classical Greek, Sanskrit and Old Persian

recognising that Latin was influenced by languages of other ancient peoples, such as Greek

locating on a map the places where Latin was spoken across the area of Roman influence, from

## Britain to West Asia

researching how Latin evolved into its modern descendants, the Romance languages, and comparing words, such as numbers, *duo* (Latin) – *deux* (French) – *due* (Italian) – *dos* (Spanish) – *doi* (Romanian) – *dois* (Portuguese), or words such as ‘hand’ or ‘friend’ across languages

applying knowledge of Latin to understand words and expressions in Romance languages, for example, *tempo*; *liberté*, *égalité*, *fraternité*; *amigo*; *la dolce vita*

identifying and using Latin derivatives to expand own English vocabulary, for example, maternal/paternal, nominate, puerile

recognising connections between spelling of Latin and English words and applying understanding to improve own spelling in English, for example, first conjugation verb such as *portat* – English ‘portable’, compared with fourth conjugation verb *audit* – audible

identifying expressions and abbreviations in Latin that are commonly used in English, for example, *post mortem*, *in loco parentis*; e.g., i.e., am, pm, etc.

identifying words of Latin origin that are used in subjects across the school curriculum, for example, data, agriculture, commerce, equilateral, formula, mesa, tablet

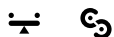
identifying and collecting word families in which the same Latin root is used with different prefixes or suffixes, for example, reduce, introduce, deduce, conduct, produce

exploring and discussing the meaning of simple Latin mottoes used by modern institutions, such as the Olympic motto *citius, altius, fortius*

Examine the enduring influence of Roman culture on the modern world, by discussing the ancient origins of modern customs, religion, literature and architecture

[Key concepts: aesthetics, time (the past in the present), modernity; Key processes: connecting, explaining and comparing]

([ACLCLU042 - Scootle](#) )



## Elaborations

recognising the ancient origins of national values such as citizenship, liberty, equity and justice

exploring ancient connections with daily routines in modern society, such as family life, occupations, schooling, the calendar, and leisure pursuits such as dice, board games

tracing Roman customs still used in modern ceremonies, such as weddings and funerals

identifying influences from Latin literature on popular culture, for example, Harry Potter, Romeo and

Juliet, Percy Jackson, superheroes such as Superman and Hercules

exploring connections between ancient and modern music, for example, musical instruments such as the cithara, flutes, drums and contemporary songs composed in Latin, such as Bastille's *Pompeii* with Latin lyrics

recognising the Roman influence on religion, such as Christian traditions

researching elements of Roman engineering and architecture in bridges, aqueducts, amphitheatres, drainage systems and public buildings in Australia and across the world

### Role of language and culture

Recognise that the language of the Romans provides insights into their daily lives, ideas, feelings and attitudes

[Key concepts: language, culture, interdependence; Key processes: connecting, conceptualising, explaining]

([ACLCLU043 - Scootle](#))



#### Elaborations

investigating connections between language and significant cultural attitudes, for example, discussing how the terms *civis*, *libertus*, *servus* relate to rights of citizens

exploring and discussing language use that reflects social structure in ancient Rome, for example, *pater familias*, *patronus/clients* relationships, *matrona*; Julia = daughter of Julius

exploring references in texts to life at home, daily bathing, dining and entertainment, such as public spectacles, and discussing the importance of family and social life to the Romans

recognising language that reflects the nature and use of private spaces, such as *domus*, *villa*, *atrium*, *hortus*, *insula*

understanding the importance of religion and festivals in Roman society, for example, by examining references in texts to worship of the Olympian gods, or festivals such as *Saturnalia*

considering the impact of stories about major early Roman heroes on the formation and transmission of Roman values, for example, Cloelia helping the kidnapped girls to escape, Horatius guarding the bridge

discussing the influence on Romans of myths and legends, as represented in their literature and visual arts such as sculpture and mosaics, for example, Romulus and Remus, Aeneas, Hercules

exploring the colloquial language that Romans used, such as *salvete*; *gratum*; *licet*



## Reflecting

Reflect on own and others' reactions to and assumptions about the language and culture of Roman society, considering similarities and differences to own language and culture

[Key concepts: identity, interconnection across concepts; Key processes: comparing, connecting, empathising, reflecting]

([ACLCLU044 - Scootle](#))



### Elaborations

considering own and others' cultural assumptions about home and leisure and how these were different or similar in the Roman context

reviewing and responding to aspects of cultural practices in Latin texts and Roman artefacts, and discussing the reactions of peers to these

describing own life at home and school and making comparisons with that of young people in the Roman world

developing an understanding of life in multicultural Rome, and reflecting on similarities and differences to own lifestyle in multicultural Australia

discussing how young people in ancient Rome may have viewed the lives of young people in the modern world

Reflect on self as a language learner, considering how learning Latin influences ways of learning and enhances understanding of own heritage, values and culture

[Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting]

([ACLCLU045 - Scootle](#))



### Elaborations

exploring own sense of identity, considering own and others' assumptions about family, language(s) spoken, traditions, values and attitudes

considering how learning about the ancient world offers different ways of interpreting the modern world and representing experience

keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Latin, noting personal reactions and reflections over time

considering how the strategies adopted while learning Latin have impacted on own approaches to learning across subjects, such as setting realistic timeframes, computational thinking

reflecting on the experience of learning Latin, considering how it might add a further dimension to own sense of identity

reflecting and reporting on how learning Latin gives insights into the relationship between language and culture in general, and how own way of thinking about language, culture and identity may change through the experience