Latin Stages 4 and 5 – sample activities

Contents

[Introduction 4](#_Toc182491469)

[Stage 4 5](#_Toc182491470)

[Term 1 – the ancient Roman household 5](#_Toc182491471)

[Suggested learning intentions and success criteria 6](#_Toc182491472)

[Suggested teaching and learning activities 6](#_Toc182491473)

[Term 2 – Ancient Roman life in country towns; Ancient Roman country estates 7](#_Toc182491474)

[Suggested learning intentions and success criteria 8](#_Toc182491475)

[Suggested teaching and learning activities 8](#_Toc182491476)

[Term 3 – rural/urban divide; the treatment of Roman slaves 9](#_Toc182491477)

[Suggested learning intentions and success criteria 9](#_Toc182491478)

[Suggested teaching and learning activity 10](#_Toc182491479)

[Term 4 – travel in Italy; families in ancient times 11](#_Toc182491480)

[Suggested learning intentions and success criteria 12](#_Toc182491481)

[Suggested teaching and learning activities 12](#_Toc182491482)

[Stage 5 13](#_Toc182491483)

[Year 9, Term 1 – accommodation during travel; different classes and cultures in Italy 13](#_Toc182491484)

[Suggested learning intentions and success criteria 14](#_Toc182491485)

[Suggested teaching and learning activities 14](#_Toc182491486)

[Year 9, Term 2 – commemoration of heroes and noble families 16](#_Toc182491487)

[Suggested learning intentions and success criteria 16](#_Toc182491488)

[Suggested teaching and learning activities 17](#_Toc182491489)

[Year 9, Term 3 – the city-state of Rome 17](#_Toc182491490)

[Suggested learning intentions and success criteria 18](#_Toc182491491)

[Suggested teaching and learning activities 18](#_Toc182491492)

[Year 9, Term 4 – visiting the ancient city of Rome 20](#_Toc182491493)

[Suggested learning intentions and success criteria 20](#_Toc182491494)

[Suggested teaching and learning activities 21](#_Toc182491495)

[Year 10, Term 1 – daily life in ancient Rome 22](#_Toc182491496)

[Suggested learning intentions and success criteria 22](#_Toc182491497)

[Suggested teaching and learning activities 23](#_Toc182491498)

[Year 10, Term 2 – banqueting in ancient Rome; Roman letter-writing 24](#_Toc182491499)

[Suggested learning intentions and success criteria 25](#_Toc182491500)

[Suggested teaching and learning activities 25](#_Toc182491501)

[Year 10, Term 3 – education in ancient Rome; sea travel and piracy 26](#_Toc182491502)

[Suggested learning intentions and success criteria 27](#_Toc182491503)

[Suggested teaching and learning activities 28](#_Toc182491504)

[Year 10, Term 4 – Latin poetry and prose 28](#_Toc182491505)

[Suggested learning intentions and success criteria 29](#_Toc182491506)

[Suggested teaching and learning activities 29](#_Toc182491507)

[About this resource 31](#_Toc182491508)

[How to use this resource 31](#_Toc182491509)

[Supporting students with disability 31](#_Toc182491510)

[Additional support for EAL/D students 32](#_Toc182491511)

[Further information 33](#_Toc182491512)

[Support and alignment 34](#_Toc182491513)

[References 36](#_Toc182491514)

# Introduction

The sample teaching and learning activities in this resource align with the scope and sequences that have been developed for the [Classical Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/classical-languages-k-10-2022/overview). You can access these on the [Scope and sequence – Latin, Stage 4](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/s4-latin-scope-and-sequence) and [Scope and sequence – Latin, Stage 5](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/s5-latin-scope-and-sequence) webpages.

There is one sample activity per term. Each sample activity includes:

* the learning overview for the term, from the scope and sequence, to provide context for the activity
* the skill(s) from the scope and sequence which are aligned with the activity(ies)
* sample learning intentions and success criteria.

All sample activities should be adjusted to suit your context. Activities can also be adapted and used at different times throughout your program, for example, the ‘Running reporter’ activity that is introduced in Stage 5 Term 1 could be used in a different term with a different list of phrases.

To support you in using the sample activities with students, we have included related resources – these are shown in bold, for example, **Stage 4 Term 1 – translation and listening activities (Word)**. These resources can be found on the [Support for Latin – Stage 4](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/s4-latin-support) and the [Support for Latin – Stage 5](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/s5-latin-support) webpages.

After each activity, you can find the relevant syllabus content point(s) and outcome code. These are suggested only and may vary according to how you use and/or adapt each activity for your context.

# Stage 4

## Term 1 – the ancient Roman household

Table 1 – learning overview and related skill(s) for Stage 4, Term 1

|  |  |
| --- | --- |
| Learning overview | Skill(s) aligned with activity(ies) |
| Students are introduced to the Latin language through the study of texts about the ancient Roman household. Through these texts students learn about parts of speech and basic Latin syntax.  Students explore Roman values and attitudes, and connections between Latin and other languages.  Through the study of texts about daily life, students learn about ancient Roman houses, foods and dining customs.  Students learn about plural nominative nouns and adjectives.  Students explore major Roman gods and goddesses, and their mythological stories, and make comparisons with stories from other cultures. | * **Read aloud, understand and translate stories with simple sentences that use basic syntax.** |

### Suggested learning intentions and success criteria

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 2 – learning intentions and success criteria for Stage 4, Term 1

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * pronunciation and intonation have a significant impact on the meaning of the text | Students can:   * identify errors in pronunciation, with justification * identify errors in expression, with justification |
| * appropriate word order in English translations is important in retaining the meaning and emphasis of the original text. | * justify word choice when translating texts into English. |

### Suggested teaching and learning activities

* Provide students with **Translation and listening activities (Word)**, removing the ‘For the teacher’ section first.
* Activity 1: students listen as you read the short story ‘Claudia and Lucius look at figs’. Read the story aloud again, this time with students repeating after you. Students then work individually or in pairs to translate as much as they can, before discussing the translation with the class. **Produce coherent English translations of a range of predictable texts; Determine appropriate word order in English to retain the meaning and emphasis of the original text (CL4-UND-02)**
* Activity 2: students listen to 2 recordings of the first half of the story. The first recording is pronounced correctly, and the second recording contains mispronunciations. Inform students that there is at least one word in each sentence pronounced incorrectly. Students complete the table, noting the errors they hear. **Use knowledge of pronunciation, intonation and phrasing (CL4-UND-01)**
* Activity 3: discuss with students how correct expression and intonation of a text assist with comprehension and support understanding of the content. Play the first recording with appropriate expression. Then play the second recording which has inappropriate expression. Students complete the table by identifying the phrase with incorrect expression and a justification for their choices. Discuss with students the errors that they identified and why the expression is incorrect in each instance. Explain how pronunciation, correct expression and intonation assists with comprehension and conveys understanding of the content. **Use knowledge of pronunciation, intonation and phrasing (CL4-UND-01)**

## Term 2 – Ancient Roman life in country towns; Ancient Roman country estates

Table 3 – learning overview and related skill(s) for Stage 4, Term 2

|  |  |
| --- | --- |
| Learning overview | Skill(s) aligned with activity(ies) |
| Students learn about present infinitive verbs, grammatical gender and plural accusative forms of the first and second declensions through the study of texts about Roman life in country towns and the foundation story of Rome.  Students learn about the gender of nouns and adjectives, and consolidate the nominative and plural cases through the study of texts about Roman country estates.  Students learn about the 7 kings of Rome. | * **Explore how the Romans wrote using a range of techniques, for example, interrupted sentence and visual imagery.** * **Access information on ancient Roman country estates, for example, environmental dangers, children’s pastimes.** |

### Suggested learning intentions and success criteria

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 4 – learning intentions and success criteria for Stage 4, Term 2

|  |  |
| --- | --- |
| Learning intention | Success criteria |
| Students are learning that:   * Romans wrote using a range of techniques to convey meaning. | Students can:   * analyse texts and demonstrate understanding. |

### Suggested teaching and learning activities

* Provide students with **To walk or swim? (Word)**, removing the ‘For the teacher’ section first.
* As a class, read and discuss the meaning of the story. Students then answer the questions focusing on the writer’s use of language and how the characters’ emotions are portrayed. Once finished, discuss student responses as a class. **Describe and analyse practices, attitudes, values and beliefs of the target language culture (CL4-ICU-01); Respond to texts, demonstrating understanding of linguistic and text features (CL4-UND-01)**

## Term 3 – Rural/urban divide; The treatment of Roman slaves

Table 5 – learning overview and related skill(s) for Stage 4, Term 3

|  |  |
| --- | --- |
| Learning overview | Skill(s) aligned with activity(ies) |
| Students learn about all persons of present tense verbs, imperatives, vocative nouns and prepositions with the accusative and ablative cases, through the study of texts about the rural/urban divide.  Students learn about the genitive case, and ablatives used without a preposition, through the study of texts about the treatment of Roman slaves. | * **Identify prepositions with the accusative and ablative cases.** * **Explore how the Romans used ablative case nouns with and without prepositions, for example, instrument/means (*baculo*), manner (*magna* *voce*), time (*brevi tempore*).** |

### Suggested learning intentions and success criteria

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 6 – learning intentions and success criteria for Stage 4, Term 3

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * the use of the accusative or nominative case changes meaning | Students can:   * determine when to use the accusative, nominative and ablative cases to make sentences |
| * they can create accusations using a combination of key vocabulary and grammar. | * deduce meaning from sentences. |

### Suggested teaching and learning activity

* Using ***Clūdus* (Word)**, print the following:
* enough gameboards (on A3) for students to play in groups of 3 to 6
* enoughcards and tokens for each group (give these to the students to cut up)
* enough *Arcanum* envelopes for each group
* one set of instructions per group
* a ‘Detective notes’ card for each player.

You will also need a die for this activity.

* As a class, read through the instructions, checking for understanding. Practise the structures students will use when playing the game to determine who committed the crime, in what location and with what instrument. Write on the board ‘*[*character in the nominative case*]* + *in* *[*location in the ablative*]* + *[*instrument in the ablative*]* *hominem interfēcit*’, with the example, *Caecilius in campō hastā hominem interfēcit,* for students to use once they land on a location, to make an accusation. Write on the board ‘*[*the character/weapon/location in the accusative case*]* + *habeō*’, with the example, *Pugiōnem habeō*, for students to use if they have the card that has been guessed in their hand. Write on the board ‘*Accūsō* *[*character in the accusative case*]* + *in* *[*location in the ablative*]* + *[*instrument in the ablative*]*’, for example, *Accūsō Horātiam in insulā amphora,* for students to use if they think they have solved the case and are announcing their accusation. Students practise the example by repeating after you. Determine the time the students will play, for example, 15 minutes, and display the [countdown timer](https://www.online-stopwatch.com/countdown-timer/) on the board. Consider mixing up the teams and playing using a different mix of students.

## Term 4 – Travel in Italy; Families in ancient times

Table 7 – learning overview and related skill(s) for Stage 4, Term 4

|  |  |
| --- | --- |
| Learning overview | Skill(s) aligned with activity(ies) |
| Students learn about imperfect tense verbs, third declension *-i* stem nouns, adverbs, neuter nouns, numerals and number through the study of texts about travel in Italy.  Students learn about Roman roads and Roman heroes and heroines during the Regal Period.  Students learn about agreement of nouns and adjectives, and irregular verbs, through the study of texts about families in ancient times.  Students learn about the Fall of Troy and the genre of epic poetry. | * **Identify third declension *-i* stem nouns, neuter nouns of the second and third declensions, and adverbs.** * **Explore how the infinitive and the ending *-or* creates both a Latin third declension noun and an English noun (American spelling), for example, *clamare* – clamor.** * **Explore *facere* with Latin compounds and the link to English derivatives with the *-fy* suffix, for example, *magnus-facere* and magnify.** |

### Suggested learning intentions and success criteria

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 8 – learning intentions and success criteria for Stage 4, Term 4

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * adjectives are declined based on set criteria, including gender, number and case | Students can:   * decline adjectives in Latin |
| * translating texts into English requires appropriate word order to retain meaning. | * produce coherent translations. |

### Suggested teaching and learning activities

* Provide students with **Fall of Troy (Word)**, removing the ‘For the teacher’ section first.
* In Activity 1, students decline an adjective from the list of adjectives provided to match the given combination of gender, number and case. In Activity 2, students use the words from Activity 1 to complete the story, by writing the numbered adjective in its corresponding numbered gap, ensuring that the adjective agrees with the noun that precedes it to produce a grammatically correct but nonsensical story that the students then translate. **Infer the meaning of unfamiliar vocabulary and words with multiple definitions (CL4-UND-01); Produce coherent English translations of a range of predictable texts; Determine appropriate word order in English to retain the meaning and emphasis of the original text** (**CL4-UND-02)**
* As an extension activity, students choose a more appropriate adjective for each gap and translate the story again.

# Stage 5

## Year 9, Term 1 – Accommodation during travel; Different classes and cultures in Italy

Table 9 – learning overview and related skill(s) for Year 9, Term 1

|  |  |
| --- | --- |
| Learning overview | Skill(s) aligned with activity(ies) |
| Students learn about third declension adjectives and the third person forms of the perfect tense by studying texts about various types of accommodation available while travelling in ancient times.  Students develop an understanding of the concept of *hospitium*.  Students learn about all forms of the perfect tense and the principal parts of verbs through the study of texts about class and culture while travelling in Italy.  Students explore the different social classes, occupations and cultural origins of people throughout ancient Italy. | * **Explore Latin graffiti from ancient Roman inns.** |

### Suggested learning intentions and success criteria

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 10 – learning intentions and success criteria for Year 9, Term 1

|  |  |
| --- | --- |
| Learning intention | Success criteria |
| Students are learning that:   * there are similarities between graffiti in ancient Rome and today. | Students can:   * create graffiti that could be found in ancient Rome. |

### Suggested teaching and learning activities

* Using **Running reporter – ancient Roman graffiti (Word)**, print enough copies of the ‘Answer sheet (Latin)’, ‘Answer sheet (English)’ and ‘List of graffiti’ for each pair of students.
* To prepare for a game of ‘Running reporter’, write the new vocabulary on the board for students to practise before exiting the classroom to play: *suspīrium -ī*: heart-throb, *fullō fullōnis*: fuller (someone who cleans cloth), *ulula -ae*: owl (the symbol of fullers).
* Explain the rules of the game to students – one student is the *scrība* and the other is the *nuntius*. The *scrība* will need a pen and the ‘Answer sheet (Latin)’ and ‘Answer sheet (English)’. On a chair for each pair, some distance away from where the pairs start, place the ‘List of graffiti’. When the game starts, the *nuntius* races to the chair, reads the list of graffiti and tries to memorise as many of them as possible. They then race back to their partner, the *scrība*, and communicate the graffiti they can recall. As they communicate them, the *scrība* must note them down on the answer sheet, with correct spelling. They go back and forth until the pair has completed all 8 sentences. Students cannot shout the words from afar and must communicate them quietly to the *scriba* when they report them. The *nuntius* is allowed to check the spelling of the words and change any as required before announcing ‘*perfecti/perfectae sumus*’. Once the Latin has been approved by the teacher, students work on the English translations of the phrases. Once they have finished the English they once again announce ‘*perfecti/perfectae sumus*’. The teacher will check the English translations and the team with correct English translations will be declared the winners. For students with a disability or speech and language support needs, ensure various resources are available to support participation, for example, a computer to type rather than using a pen to write, or the use of voice-to-text software. You may like to include dictionaries for students to use when translating the graffiti. **Interpret information, purpose and perspective in a range of synthetic and/or original texts, seen and unseen; Produce coherent and comprehensible English translations of a range of synthetic and/or original texts (CL5-UND-02)**
* Back in the classroom, go through the translations of the graffiti as a class including comparing them with modern day graffiti from around the school or community.
* As a class, view **Ancient Roman graffiti (PowerPoint)**, discussing each slide as a class. Ask students to complete the Think-Pair-Share activity on slide 4 and the graffiti creation activity on slide 15. Ensure students have access to technology and/or paper to create their graffiti. **Analyse how the target language culture is embedded in target language texts; Evaluate portrayals of identity in target language texts (CL5-ICU-01)**

## Year 9, Term 2 – Commemoration of heroes and noble families

Table 11 – learning overview and related skill(s) for Year 9, Term 2

|  |  |
| --- | --- |
| Learning overview | Skill(s) aligned with activity(ies) |
| Students learn about the dative case and the genre of epic poetry through the study of texts about the commemoration of legendary heroes and Roman noble families. | * **Explore *Aeneid VII* in translation, discussing Virgil’s commemoration of Latinus, hospitality and refugee arrivals in a foreign land, comparing these with the arrival of Europeans to Australia.** |

### Suggested learning intentions and success criteria

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 12 – learning intentions and success criteria for Year 9, Term 2

|  |  |
| --- | --- |
| Learning intention | Success criteria |
| Students are learning that:   * there are similarities and differences between the arrival of the Trojans in Italy and the arrival of the British in Australia. | Students can:   * articulate how each arrival shaped the respective societies and landscapes, drawing connections to themes of colonisation and cultural exchange. |

### Suggested teaching and learning activities

* Provide students with **Colonisation (Word)**, removing the ‘For the teacher’ section first.
* Students read various texts on colonisation and complete the questions that follow. Provide students with a set amount of time to analyse each text and answer the questions before discussing student responses as a class. Then move onto the next activity, allocating a specific amount of time and displaying the [countdown timer](https://www.online-stopwatch.com/countdown-timer/) on the board, before discussing responses as a class. Consider changing up the activity by having students work individually on one activity and in pairings using [Random Generate.io](https://randomgenerate.io/random-pair-generator) to generate random pairs, while small groups work on other activities. **Analyse how the target language culture is embedded in target language texts; Evaluate portrayals of identity in target language texts; Reflect on the interrelationship between languages and on how identity is shaped by languages, cultures, attitudes, values and beliefs (CL5-ICU-01)**

## Year 9, Term 3 – The city-state of Rome

Table 13 – learning overview and related skill(s) for Year 9, Term 3

|  |  |
| --- | --- |
| Learning overview | Skill(s) aligned with activity(ies) |
| Students learn about the future, pluperfect and future perfect tenses, fourth and fifth declension nouns and the partitive genitive through the study of texts about the city of ancient Rome, its features and its expansion through conquest as an imperial power.  Students explore the construction of Roman aqueducts, pedestrian and vehicular traffic and major landmarks. | * **Identify the future, pluperfect and future perfect tenses of all conjugations and of irregular verbs.** * **Compare the conjugation of present and future tense verbs.** |

### Suggested learning intentions and success criteria

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 14 – learning intentions and success criteria for Year 9, Term 3

|  |  |
| --- | --- |
| Learning intention | Success criteria |
| Students are learning that:   * conjugating verbs is important to reflect the person and number of the subject, and the tense of the verb. | Students can:   * conjugate a variety of verbs to communicate the intended person, number and tense * match the meanings of conjugated verbs in Latin with their English equivalent * recognise conjugated verbs in Latin. |

### Suggested teaching and learning activities

* Provide students with **Revision of regular verb forms (Word)**, removing the ‘For the teacher’ section first.
* Activity 1: students complete the table to demonstrate their understanding of verb conjugations. Once students have completed the table, go through the answers as a class or display the correct answers on the board for students to self-correct their work. **Use knowledge of a wide range of vocabulary (CL5-UND-01)**
* Activity 2 (from the teacher section of the resource): students receive 2 sets of cards – one set contains a conjugated verb, and the other set contains the meaning of the verb in English. Students play memory-style activities, matching the conjugated verbs with their English translations. **Use knowledge of a wide range of vocabulary** **(CL5-UND-01)**
* Activity 3 (from the teacher section of the resource): students play ‘word grab’. Using the words from the previous activity, direct students to place the set of cards they have been given at random, facing up on the desk. To begin the game, announce the translation (English or Latin) you would like the students to identify. Students must be the first to identify and grab the card with the correct translation to win a point. Alternatively, describe the Latin, for example, second person singular, perfect tense of the verb ‘to listen’ (*audīvistī*). Students must be the first to identify the correct form of the correct verb from the cards on the table. Ensure that students have selected the correct conjugation for each round before proceeding to the next. **Recognise different layers of meaning (CL5-UND-01)**
* Activity 4 (from the teacher section of the resource): provide students with mini whiteboards and markers. Use the story cube templates or create your own dice using the [editable template](https://www.canva.com/design/DAGSTsGThFg/aeyBDWQ_Z1W-r_WjHTj-hA/edit?utm_content=DAGSTsGThFg&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton) or a website such as [virtual dice roller](https://flipsimu.com/dice-roller/). You will need 3 sets of dice. Each die will represent: the verb to be conjugated, the person and the tense required. Once all 3 dice have been rolled, students use the information to provide the correct conjugation of the verb given on their mini whiteboards, for example, third person plural, perfect tense of the verb ‘to run’ (*currērunt*). The first student to provide the correct translation of the verb and in the form indicated wins the point. **Use knowledge of a wide range of vocabulary (CL5-UND-01)**

## Year 9, Term 4 – Visiting the ancient city of Rome

Table 15 – learning overview and related skill(s) for Year 9, Term 4

|  |  |
| --- | --- |
| Learning overview | Skill(s) aligned with activity(ies) |
| Students learn about the demonstratives *hic* and *ille,* personal pronouns, reflexive pronouns, possessive adjectives and compound verbs, relative pronouns and relative clauses, through the study of texts about life in the city of Rome.  Students learn about the dangers of urban crime, chariot racing as a form of mass entertainment, the Roman toilette and hairstyles for men and women.  Students access information on how Rome became a world leader following the conquest of Carthage and the resulting changes to the Italian economy. | * **Identify and explore how the Romans used relative pronouns and relative clauses.** |

### Suggested learning intentions and success criteria

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 16 – learning intentions and success criteria for Year 9, Term 4

|  |  |
| --- | --- |
| Learning intention | Success criteria |
| Students are learning that:   * relative pronouns decline to match the gender and number of the antecedent, but their case is determined by their usage in their own clause. | Students can:   * identify and explain errors in relative pronouns. |

### Suggested teaching and learning activities

* Provide students with **Spot the mistake (Word)**, removing the ‘For the teacher’ section first.
* In each sentence, students identify a relative pronoun in an incorrect form. Students provide an explanation of why the pronoun is incorrect (gender, number or case) and then provide the correct form and a translation of each sentence. After students have been given time to complete the activity, they swap papers and mark each other’s work, during class discussion. **Select appropriate resources to support the comprehension and interpretation of texts;** **Use knowledge of a range of sound–symbol correspondences and features of the target language writing system (CL5-UND-01)**

## Year 10, Term 1 – Daily life in ancient Rome

Table 17 – learning overview and related skill(s) for Year 10, Term 1

|  |  |
| --- | --- |
| Learning overview | Skill(s) aligned with activity(ies) |
| Students learn about indefinite adjectives, interrogative pronouns, finite passive verbs of the present system, present passive infinitives, uses of the ablative case and demonstrative adjectives and pronouns, through the study of texts about daily life in ancient Rome.  Students learn about daily life including apartment living, the danger of fires, shopping and the patron–client relationship in the city of ancient Rome. | * **Explore how the Romans used the vivid/historic present.** * **Consolidate the usage of different words beginning with *qu-,* for example, relative pronouns, the indefinite adjective *quidam*, interrogative pronouns, the causal conjunction *quod*.** * **Explore apartment living, the danger of fires, shopping and the patron–client relationship in the city of ancient Rome.** |

### Suggested learning intentions and success criteria

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 18 – learning intentions and success criteria for Year 10, Term 1

|  |  |
| --- | --- |
| Learning intention | Success criteria |
| Students are learning that:   * all details in Latin sentences impact meaning. | Students can:   * identify and understand details in Latin sentences which can impact meaning and translation * articulate their understanding to others. |

### Suggested teaching and learning activities

* Provide students with **Race to draw – *Certāmen pingendī* (Word)**, removing the ‘For the teacher’ section first.
* Students work in pairs or groups of 3. When directed, a representative from each group collects the first of 5 sentences from you. Working together, each group will draw a series of pictures that represents the sentence they have been given, ensuring that all details that have been specified in the sentence are included in the images. When they have finished, the group representative will deliver the picture to you to check there are no missing details. If any detail is missing, return the picture to the students with the missing detail(s) circled in the sentence, for example, a word or a number. If the picture has been correctly represented, hand the group representative the next sentence to be drawn and they return to their group. Repeat this process until all 5 sentences have been correctly represented in images. The first group to accurately represent all 5 sentences is the winner. **Interpret information, purpose and perspective in a range of synthetic and/or original texts, seen and unseen; Recognise different layers of meaning; Use knowledge of a wide range of vocabulary (CL5-UND-01); Reflect on the interrelationship between languages and on how identity is shaped by languages, cultures, attitudes, values and beliefs (CL5-ICU-01)**

## Year 10, Term 2 – Banqueting in ancient Rome; Roman letter-writing

Table 19 – learning overview and related skill(s) for Year 10, Term 2

|  |  |
| --- | --- |
| Learning overview | Skill(s) aligned with activity(ies) |
| Students learn about the finite passive verbs of the perfect system, perfect passive participles and positive, comparative and superlative adjectives, through the study of texts about ancient Roman banqueting.  Students learn about dining, customs and practices of ancient Roman banqueting, including menus and recipes and the *commissatio*, storytelling and entertainment.  Students explore texts that reflect on excessive lifestyles and the underworld.  Students learn about positive, comparative and superlative adverbs, Roman dates, and the letter-writing genre, through the study of epistolary texts.  Students learn about the everyday lives of women and slaves. | * **Explore, in translation or in the original Latin, texts about dining and banquets, for example, *Catullus 13*.** * **Explore ancient Roman customs and practices regarding banqueting, for example, dining, the *commissatio,* storytelling and entertainment, reflections on excessive lifestyles and death*.*** |

### Suggested learning intentions and success criteria

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 20 – learning intentions and success criteria for Year 10, Term 2

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * there are complexities in translating poetry, particularly the nuances of language, tone and meaning in *Catullus 13* | Students can:   * produce a translation of *Catullus 13* that reflects the meaning and intentions of the original text |
| * structure, word choice and thematic elements are important considerations when comparing their own translations with existing translations. | * articulate their thoughts on the challenges faced during translation and the impact of translation choices on meaning and interpretation. |

### Suggested teaching and learning activities

* Provide students with ***Catullus 13* – comparing translations (Word)**, removing the ‘For the teacher’ section first.
* Working in pairs, students read the poem [*Catullus 13*](https://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0003%3Apoem%3D13) and produce a translation. **Produce coherent and comprehensible English translations of a range of synthetic and/or original texts; Produce translations that retain the emphasis, tone and register of the original text and reflect the author’s purpose (CL5-UND-02)**
* Students are then provided with 2 translations of *Catullus 13* – one by A.S. Kline and the other by Matthew Warnez, cut into individual lines. Students work together to place the lines of each text in the correct order, based on the original poem. Once students are confident they have placed each text into the correct order, provide them with a complete translation of each. Students check their ordering of the translations, discussing any challenges or key points. In their analysis they consider:
* the similarities and differences across all 3 translations (including their own)
* the advantages and disadvantages of what each translator has created.

**Compare different translations of the same text to identify features of successful translations (CL5-UND-02)**

* Students complete a table with their findings on the similarities and differences, and advantages and disadvantages, between the 3 translations (including their own). Following this, lead a class discussion for students to share their responses. **Compare different translations of the same text to identify features of successful translations (CL5-UND-02)**

## Year 10, Term 3 – Education in ancient Rome; Sea travel and piracy

Table 21 – learning overview and related skill(s) for Year 10, Term 3

|  |  |
| --- | --- |
| Learning overview | Skill(s) aligned with activity(ies) |
| Students learn about words denoting place and time, the locative case, and deponent and semi-deponent verbs, through the study of texts about ancient Roman education.  Students explore ancient Roman education, including informal home instruction and formal instruction.  Students learn about present participles, the perfect active infinitive, imperfect and pluperfect subjunctive verbs and their use in subordinate clauses, through the study of texts about sea travel and piracy. | * **Identify and explore how the Romans used deponent and semi-deponent verbs.** |

### Suggested learning intentions and success criteria

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 22 – learning intentions and success criteria for Year 10, Term 3

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * deponent verbs have principal parts | Students can:   * accurately identify the bolded deponent verbs and their principal parts from the phrases, demonstrating comprehension of verb forms |
| * applying their understanding of verb forms and definitions to translate phrases accurately into English develops their translation skills. | * produce accurate translations of the phrases into English, reflecting an understanding of both the verbs and their context. |

### Suggested teaching and learning activities

* Provide students with dictionaries and **Dictionary races (Word)**, removing the ‘For the teacher’ section first. Note: there are 2 versions within the resource – choose the version which best suits your context.
* Students work in pairs to look up bolded verbs in set phrases, identifying the principal parts of each verb and noting the definition of the verb to build on their word bank of deponent verbs. **Select appropriate resources to support the comprehension and interpretation of texts (CL5-UND-01)**
* Students use the definitions to translate each phrase into English. Once finished, students race to the teacher in an orderly manner to get their work checked. If mistakes are identified, students are sent back to correct their work. The first team to have their tables and translations completed correctly are the winners. As a class discuss the translations, including any discrepancies in translations. **Use knowledge of a wide range of vocabulary; Use knowledge of a range of sound–symbol correspondences and features of the target language writing system (CL5-UND-01); Produce coherent and comprehensible English translations of a range of synthetic and/or original texts (CL5-UND-02)**

## Year 10, Term 4 – Latin poetry and prose

Table 23 – learning overview and related skill(s) for Year 10, Term 4

|  |  |
| --- | --- |
| Learning overview | Skill(s) aligned with activity(ies) |
| Students learn about the conventions of Latin poetry and prose texts and apply their linguistic skills by studying authentic Latin texts. | * **Identify and explore how the Romans wrote Latin poetry, for example, Martial’s Epigrams.** * **Identify and explore how the Romans wrote Latin prose texts, for example, Pliny the Younger’s Letters.** |

### Suggested learning intentions and success criteria

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 24 – learning intentions and success criteria for Year 10, Term 4

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * engaging personally with literary texts can deepen their understanding and appreciation of the authors’ perspectives and cultural contexts | Students can:   * clearly express their personal reactions to at least 2 works of Martial or Pliny, demonstrating emotional and intellectual engagement |
| * an appreciation for the works of Martial and Pliny can contribute to their understanding of Latin and its cultural context. | * make detailed references to specific passages or themes from the works, providing evidence to support their reflections. |

### Suggested teaching and learning activities

* Provide students with **Reflection letter (Word)**, removing the ‘For the teacher’ section first.
* Students reflect on the readings of Martial and Pliny by writing a letter to one of the authors. In their letter students:
* share their personal reactions to at least 2 of their works
* make detailed reference to each work
* ask any questions they have of them
* share one way in which they feel Martial or Pliny has enriched their study of Latin.

**Reflect on the interrelationship between languages and on how identity is shaped by languages, cultures, attitudes, values and beliefs (CL5-ICU-01)**

# About this resource

* The target audience for this resource is teachers of Stages 4 and 5 Latin.
* Email questions and feedback about this resource to [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au) using the subject line ‘Stages 4 and 5 Latin’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.

## How to use this resource

These 12 activities can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration, and differentiating for learning needs and learner groups. You can learn more about differentiation by accessing the department’s [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies). Accessing the microlearning series [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) will support you to plan for the diversity of student needs. The learning, teaching and assessment strategies and assessment task are suggestions only.

## Supporting students with disability

When using these teaching and learning activities consider the needs of students with disability to ensure inclusivity for student access, engagement and expression in lessons.

Considerations may include:

* providing scaffolds as an option for all students to use when needed to guide their response
* providing a visual list of key vocabulary and phrases
* providing options for student expression using their preferred mode of communication
* using closed captions (with English translation setting where appropriate) and/or provide transcripts for deaf or hard of hearing students
* providing documents digitally and/or orally as well as on paper so that they may be accessed by means such as screen readers
* advising students of accessibility options for websites used in the unit such as Quizlet, such as large font and voice-over options.

Adjustments are recommended to cater to your class’s learning needs. This could include how students will present their work and communicate their understanding.

Appropriate adjustments may include:

* use of explicit instructions and defining key terms/concepts
* simplified or modified practical activities
* use of pictures and diagrams, clearly labelled to support students to access the tasks
* speech-to-text or augmentative communication devices.

## Additional support for EAL/D students

When using this resource, it is important to consider the needs of EAL/D students’ backgrounds when adapting teaching and learning activities. Considerations may include:

* building background knowledge (cultural and linguistic) for what may be considered ‘common’ terms as students may not have a conceptual understanding of some terms
* understanding that topics that address ‘home life’ can be a sensitive topic for many students, particularly those from refugee backgrounds. Teachers’ knowledge of their students’ family backgrounds is essential to adapt tasks appropriately
* including comparisons between Latin-speaking communities and Australia. Comparisons with their home countries will help students make connections and use their experiences as a resource
* questions in English posed using language that is accessible for EAL/D students as students will have varying levels of proficiency in English and will need to process and make meaning across 2 languages different from their own
* EAL/D learners may require [scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2) to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. EAL/D students could require background knowledge and explicit teaching of particular text types (audience, purpose, structure, register, language). EAL/D students may be unfamiliar with a blog. They should have multiple authentic examples/models to read and opportunities to practise writing blog responses prior to the task.

## Further information

* Aligned to system priorities and/or needs: [Explicit teaching in NSW Public Schools](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching).
* Aligned to [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework): Learning domains – curriculum, assessment; Teaching domain – effective classroom practice.
* Consultation: Subject matter experts.

# Support and alignment

**Resource evaluation and support**: All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Differentiation**: Further advice to support Aboriginal and/or Torres Strait Islander students, EAL/D students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: Further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [Assessment task advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Explicit teaching:** Further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education).

**Alignment to the School Excellence Framework**: This resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Teaching Standards**: This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) [3.2.2, 3.3.2].

**Consulted with**: Curriculum and Reform and subject matter experts.

**NSW syllabus**: [Classical Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/classical-languages-k-10-2022/overview)

**Syllabus outcomes**: CL4-UND-01, CL4-UND-02, CL4-ICU-01, CL5-UND-01, CL5-UND-02, CL5-ICU-01.

**Author**: Languages and Culture

**Publisher**: State of NSW, Department of Education

**Resource**: Latin Stages 4 and 5 – sample activities

**Related resources**: Further resources to support Classical Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning**: Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cEA84311A-3447-4AD2-B1BB-FA5CACDA69B7) (entry survey link for staff only).

**Creation date**: 6 November 2024

# References

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information <https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright>.

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website <https://curriculum.nsw.edu.au>.

[Classical Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/classical-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

NESA (NSW Education Standards Authority) (2022a) ‘[Advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units)’, *Programming*, NESA website, accessed 25 August 2023.

NESA (2022b) ‘[Assessment Principles](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/assessment-principles)’, *Assessment*, NESA website, accessed 25 August 2023.

**© State of New South Wales (Department of Education), 2024**

The copyright material published in this resource is subject to the *Copyright Act 1968* (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).

[](https://creativecommons.org/licenses/by/4.0/)

This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2024.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.