Latin Stage 5 – sample scope and sequence (200 hours)

Contents

[Rationale 2](#_Toc181199766)

[Latin Stage 5 – sample scope and sequence for 200-hour elective 4](#_Toc181199767)

[Support and alignment 27](#_Toc181199768)

[Evidence base 29](#_Toc181199769)

# Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the *Education Act 1990* (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards, and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

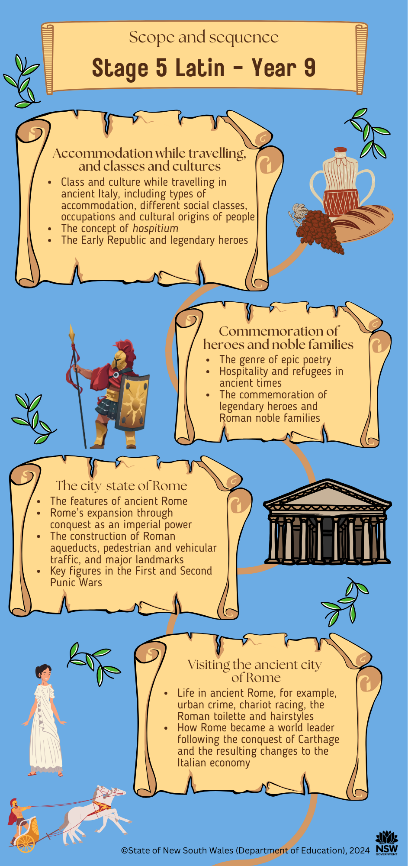
Developing a robust scope and sequence has many benefits and may help teachers and schools to:

* plan learning activities that are inclusive, accommodating the needs of all students in their class from the beginning
* promote high expectations for student learning
* identify opportunities for explicit teaching
* create opportunities for students to receive feedback on their learning
* systematically plan for and undertake assessment
* collect and use data to monitor achievements and identify gaps in learning
* differentiate curriculum delivery to meet the needs of students at different levels of achievement
* collaborate with other teachers to plan for quality teaching and learning.

# Latin Stage 5 – sample scope and sequence for 200-hour elective

This scope and sequence is for the 200-hour elective course, and includes suggested summative assessment tasks for each term, aligned to syllabus outcomes.

To support student engagement, the student-facing infographics give students a visual guide of their learning. You can access the infographics on 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) webpage. You can also access an [editable version](https://www.canva.com/design/DAGTg6iwTV4/9wWesoOb6IbgzFteWE3Rdg/view?utm_content=DAGTg6iwTV4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview) (for both Stages 4 and 5), to amend for your own context.

## Year 9

Table 1 – Latin 200-hour scope and sequence (Year 9)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/ duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  Weeks 1–5 | **Accommodation during travel**  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*. | **CL5-UND-01**  analyses and responds to information to demonstrate understanding of a range of moderately complex texts  **CL5-UND-02**  translates a range of moderately complex texts into English  **CL5-ICU-01**  analyses the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify third declension adjectives and recognise the agreement of nouns and adjectives with different declensions. * Identify the third person forms of the perfect tense. * Read aloud, understand and translate stories about accommodation available while travelling in ancient times. * Explore Latin graffiti from ancient Roman inns. * Explore the effects of Romans’ use of tone and direct speech.   **Focus area 2 – Intercultural understanding**   * Explore different types of accommodation available in ancient Italy, including inns and the home of a *hospes.* Explain the concept of *hospitium*. * Access texts on ancient Roman travel in translation, for example, Horace *Satire I.5.* * Access information on legendary heroes of the Early Republic, for example, Horatius Cocles, Cloelia and Cincinnatus. * Explore Latin derivatives in English and Romance languages using the Latin suffixes *-(i)tudo* and *-(i)tas*, *-ilis*, *-alis* and  *-arius*, for example, *multitudo* – multitude, *statuarius* – statuary, *virilis* – *viril* (Portuguese). | **No formal assessment.** |
| Term 1  Weeks 6–10 | **Different classes and cultures in Italy**  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 ancient Italy.  Students explore the different social classes, occupations and cultural origins of people throughout ancient Italy. | **CL5-UND-01**  analyses and responds to information to demonstrate understanding of a range of moderately complex texts  **CL5-UND-02**  translates a range of moderately complex texts into English  **CL5-ICU-01**  analyses the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify all persons and numbers of the perfect tense. * Identify the 4 principal parts of transitive and intransitive verbs, regular and irregular. * Explore how the Romans used subordinate clauses with the conjunction *dum.* * Consolidate uses of the infinitive, for example, prolative/complementary, as the subject of *est.* * Read aloud, understand and translate stories about different classes and cultures while travelling in ancient Italy. * Explore how the Romans wrote using a balance of infinitives (*voluimus hic manere et viatores spectare*) and by beginning sentences with a verb (*intravit miles*).   **Focus area 2 – Intercultural understanding**   * Explore the different social classes, occupations and cultural origins of people from across the Roman Empire, for example, soldiers, *legati* and slaves. * Access information on the Early Republic, for example, the Conflict of the Orders, the citizen army and the Roman conquest of Italy. * Explore Latin derivatives in English and Romance languages from perfect stems, for example, *ieci* – project, *projeter* (French). | **Understanding texts (CL5-UND-01; CL5-UND-02)**  **You will be provided with short extracts of seen stories. You will be required to:**   * **identify examples of a range of recently-learned grammatical features in an extract** * **identify the definition of English words derived from Latin words** * **produce a translation of an extract** * **read aloud a prepared extended extract, observing the rules of accurate pronunciation and appropriate expression.** |
| Term 2  10 weeks | **Commemoration of heroes and noble families**  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. | **CL5-UND-01**  analyses and responds to information to demonstrate understanding of a range of moderately complex texts  **CL5-UND-02**  translates a range of moderately complex texts into English  **CL5-ICU-01**  analyses the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify the dative case and its uses. * Consolidate all genders, cases and forms of first, second and third declension nouns. * Identify third declension adjectives with one termination, for example, *ingens*. * Identify conventions of epic poetry when read in translation, for example, supernatural themes, divine agency and heroism. * Read aloud, understand and translate stories about the commemoration of legendary heroes and Roman noble families. * Explore Latin used in memorial inscriptions. * Explore how the Romans wrote using hendiadys (*prope aram et ignem*)and hyperbole (*semper, nihil*).   **Focus area 2 – Intercultural understanding**   * 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. * Access information on the commemoration of legendary heroes, for example Mucius Scaevola and Aeneas, and Roman noble families, for example, the tomb of Caecilia Metella on the Appian Way. * Explore Latin derivatives in English and Romance languages from the fourth principal part of Latin verbs, for example, *inventus* – invention, *actus/actor* – *actrice, acteur* (French). | **Understanding texts, Intercultural understanding (CL5-UND-02, CL5-ICU-01)**  **You will be provided with short extracts from a range of seen, and one unseen, Latin stories with examples of recently-learned grammar and vocabulary, and an extract of *Aeneid III* in translation. You will be required to:**   * **identify and explain words in a seen extract that convey culturally-specific values, attitudes or practices relating to the commemoration of legendary heroes and Roman noble families** * **identify and explain how the writer uses a range of techniques in a seen extract to produce specific effects** * outline and describe features of the narrative of *Aeneid* III in an extract of the text.   **For the unseen extract, you will be required to:**   * **use your knowledge, and a provided vocabulary list of new words (which includes verbs given with their 4 principal parts), to answer comprehension and grammar questions and create a translation.** |
| Term 3  10 weeks | **The city-state of Rome**  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. | **CL5-UND-01**  analyses and responds to information to demonstrate understanding of a range of moderately complex texts  **CL5-UND-02**  translates a range of moderately complex texts into English  **CL5-ICU-01**  analyses the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify the future, pluperfect and future perfect tenses of all conjugations and of irregular verbs. * Compare the conjugation of present and future tense verbs. * Explore how the Romans used datives with intransitive compound verbs, for example, *urbi appropinquabant.* * Identify nouns of the fourth and fifth declensions of all genders, for example, *arcus, genu, dies, res*. * Explore how the Romans used the partitive genitive/genitive of the whole, for example, *nihil mali*. * Read aloud, understand and translate stories about the city of ancient Rome and key figures in the First and Second Punic Wars, for example, Hamilcar and Hannibal. * Explore how the Romans wrote using chiasmus (*multitudinem civium, servorum turbam)* and consonance and assonance (*mercatorum, viatorum, raedariorum*).   **Focus area 2 – Intercultural understanding**   * Explore how the construction of Roman aqueducts ensured ancient Rome’s water security. * Explore pedestrian and vehicular traffic in the city of ancient Rome. * Explore the city of ancient Rome by learning about major landmarks, for example, *Forum Romanum, Via Sacra, Domus Aurea, Amphitheatrum Flavium,* andthe division of the city into wards (*vici).* * Access Latin texts in translation on the city of ancient Rome, for example, Martial’s *Epigrams*, Juvenal’s *Satires*. * Access information on the expansion of ancient Rome’s imperial power through the conquest of Africa in the First and Second Punic Wars and cultural assimilation in the province of North Africa. * Explore Latin derivatives in English and Romance languages, for example, *genu* – genuflect, *dies* – *día, dia* (Spanish, Portuguese). | **Understanding texts, Intercultural understanding (CL5-UND-01, CL5-ICU-01)**  You will be **provided with short extracts of seen stories with examples of recently-learned grammar and vocabulary. You will be required to:**   * **identify examples and explain the use of a range of recently-learned grammatical features in an extract** * **identify examples and explain the use of features of the city of ancient Rome** * **outline the historical context and significance of specific words in an extract.** |
| Term 4  10 weeks | **Visiting the ancient city of Rome**  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 ancient 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. | **CL5-UND-01**  analyses and responds to information to demonstrate understanding of a range of moderately complex texts  **CL5-UND-02**  translates a range of moderately complex texts into English  **CL5-ICU-01**  analyses the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify the forms of, and explore how, the Romans used the demonstrative adjectives and pronouns *hic* and *ille.* * Identify the forms of, and explore how, the Romans used personal and reflexive pronouns. * Identify the forms of possessive adjectives. * Identify and explore how the Romans used relative pronouns and relative clauses. * Explore how the Romans used datives with special intransitive verbs, for example, *nocere* and *favere*. * Explore how the Romans produced compound verbs using prefixes, for example, *extrahunt* and *pervenio.* * Read aloud, understand and translate stories about life in the city of ancient Rome. * Explore Latin inscriptions concerning charioteers. * Explore the effects of how the Romans wrote by varying sentence length and Greek words in Latin (*eheu*).   **Focus area 2 – Intercultural understanding**   * Explore life in the city of ancient Rome, for example, the dangers of urban crime, chariot racing as a form of mass entertainment, the Roman toilette and hair styles for men and women. * Access information on a visit to the chariot races at the *Circus Maximus.* * Access information on how Rome became a world leader following the conquest of Carthage and the changes to the Italian economy resulting from the development of *latifundia* and the Hellenisation of Rome. * Explore Latin derivatives in English and Romance languages, for example, *favere* – favour, definite articles *ille*, *illa*, *illud* – *lo*, *la* (Italian) and *le*, *la*, *l’* (French). | **Understanding texts, Intercultural Understanding (CL5-UND-01; CL5-UND-02; CL5-ICU-01)**  **You will be provided with short extracts of seen stories and one unseen text with recently-learned grammar and vocabulary. You will be required to:**   * **identify and explain the use of examples of a range of recently-learned grammatical features in a seen extract** * **explain the meaning of a range of English compound verbs derived from Latin compound verbs in a seen extract** * **produce a translation of a seen extract** * **answer comprehension and grammar questions and create a translation of the unseen text, using a provided vocabulary list of new words** * **identify and explain words in a seen extract that convey culturally-specific values, attitudes or practices relating to ancient Roman travel and hospitality** * **identify and explain how the writer uses a range of techniques in a seen extract to produce specific effects** * **read aloud a prepared extract, observing accurate pronunciation and appropriate expression.** |

## Year 10

Table 2 – Latin 200-hour scope and sequence (Year 10)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/ duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **Daily life in ancient Rome**  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. | **CL5-UND-01**  analyses and responds to information to demonstrate understanding of a range of moderately complex texts  **CL5-UND-02**  translates a range of moderately complex texts into English  **CL5-ICU-01**  analyses the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify and explore how the Romans used indefinite adjectives and interrogative pronouns. * Identify passive verbs in the present system tenses. * Identify and explore how the Romans used the demonstrative adjectives and pronouns *ipse* and *idem*. * 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*. * Consolidate the uses of the ablative case, for example, time when, time within which, cause, price and personal agent. * Read aloud, understand and translate stories about the streets of ancient Rome and apartment living. * Explore how the Romans wrote using listing and the contrasting effects of using personal pronouns and adjectives (*vos servi, non nos lanii*). * Use knowledge of parts of speech to access Latin dictionaries.   **Focus area 2 – Intercultural understanding**   * Explore apartment living, the danger of fires, shopping and the patron-client relationship in the city of ancient Rome. * Access information on social reformers in the Roman Republic, for example, the Gracchi brothers, Gaius Marius and Sulla. * Explore Latin derivatives in English and Romance languages produced using Latin prefixes, for example, *deportare* – deport, *praecedere* – *preceda* (Romanian). | **Understanding texts (CL5-UND-01; CL5-UND-02)**  **You will be provided with short extracts of seen stories. You will be required to:**   * **identify and explain the use of examples of a range of grammatical features in an extract** * **identify the dictionary headwords of words in an extract from a range of parts of speech** * **produce a fluent translation of an extract.** |
| Term 2  Weeks 1–5 | **Banqueting in ancient Rome**  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. | **CL5-UND-01**  analyses and responds to information to demonstrate understanding of a range of moderately complex texts  **CL5-UND-02**  translates a range of moderately complex texts into English  **CL5-ICU-01**  analyses the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify the finite passive verbs of the perfect system of tenses. * Explore how the Romans used perfect passive participles. * Identify and explore how the Romans used positive, comparative and superlative adjectives. * Read aloud, understand and translate stories about ancient Roman banqueting and the *commissatio,* and the Underworld, for example, Orpheus and Eurydice*.* * Explore, in translation or in the original Latin, texts about dining and banquets, for example, Catullus13. * Explore how the Romans wrote using superlatives (*triclinium erat pulcherrimum atque ornatissimum*), alliteration to produce onomatopoeia (*culina cibus coquebatur*).   **Focus area 2 – Intercultural understanding**   * Explore ancient Roman customs and practices regarding banqueting, for example, dining, the *commissatio,* storytelling and entertainment, reflections on excessive lifestyles and death*.* * Explore ancient Roman menus and recipes. * Explore fourth declension nouns formed from Latin verbs, and derivatives in English and Romance languages from these words, for example, *advenio: adventus* – advent, *avvento* (Italian). | **Understanding texts (CL5-UND-01)**  **You will read aloud an extended extract of original Latin, observing the rules of accurate pronunciation and appropriate expression.** |
| Term 2  Weeks 6–10 | **Ancient Roman letter writing**  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. | **CL5-UND-01**  analyses and responds to information to demonstrate understanding of a range of moderately complex texts  **CL5-UND-02**  translates a range of moderately complex texts into English  **CL5-ICU-01**  analyses the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify and explore how the Romans used positive, comparative and superlative adverbs. * Identify how the Romans used *quam* or the ablative of comparison to make comparisons. * Explore how the Romans expressed dates, for example, the ablative of time (*Kalendis Aprilibus)*, by consular year (*Antonio et Cicerone consulibus*), and from the foundation of Rome. * Consolidate how *quam* can be used, for example, in a phrase with a superlative, in an exclamation, in a question. * Read aloud, understand and translate letters and stories with epistolary elements about the everyday lives of women and slaves in ancient Rome. * Explore the ancient Roman letter writing genre including appropriate salutations and farewells.   **Focus area 2 – Intercultural understanding**   * Explore the everyday life of women in ancient Rome, including the practices of weaving and spinning. * Access information on the Late Republic and key historical figures, for example, Cicero and Julius Caesar. * Explore Latin adjectives formed by adding  -*osus*, -*idus* and -*bilis* to nouns, and by adding -*idus* and -*bilis* to present stems, and derivatives in English and Romance languages from these words, for example, *numerus: numerosus –* numerous, *numerosa* (Italian, Spanish). | **Understanding texts, Intercultural Understanding (CL5-UND-02, CL5-ICU-01)**  **You will be provided with short extracts of Latin stories with examples of recently-learned grammar and vocabulary.**  **For a seen extract, you will be required to:**   * **produce a fluent translation** * **outline the features of epistolary texts** * **identify and explain words that convey culturally-specific values, attitudes or practices relating to women in ancient Rome** * **outline the historical context and significance of specific words in an extract** * **identify and explain how the writer uses a range of techniques to produce specific effects.**   **For an unseen extract, you will be required to:**   * **use your knowledge and a Latin dictionary to answer comprehension and grammar questions and create a translation.** |
| Term 3  Weeks 1–5 | **Education in ancient Rome**  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. | **CL5-UND-01**  analyses and responds to information to demonstrate understanding of a range of moderately complex texts  **CL5-UND-02**  translates a range of moderately complex texts into English  **CL5-ICU-01**  analyses the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify and explore how the Romans used deponent and semi-deponent verbs. * Identify Latin cardinal and ordinal numbers. * Identify and explore how the Romans expressed place and time, for example, using the accusative, ablative and locative case for cities, towns and small islands, and using prepositions and adverbs. * Read aloud, understand and translate stories about ancient Roman education. * Explore how the Romans wrote using voice to indicate lack of agency (*numquam laudor, semper castigor*).   **Focus area 2 – Intercultural understanding**   * Explore ancient Roman education, for example, informal home instruction, formal instruction by a *grammaticus* and *rhetor*. * Explore the narrative of the *Aeneid* as a text studied in secondary schooling. * Access information on Augustus and the *Pax Romana.* * Explore Latin adjectives formed by adding  -*inus* and -*(i)anus* to nouns, especially place names, and derivatives in English and Romance languages from these words or similar word formation, for example, *Romanus*: Roman, *Romana* (Italian). | **No formal assessment.** |
| Term 3  Weeks 6–10 | **Sea travel and piracy**  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. | **CL5-UND-01**  analyses and responds to information to demonstrate understanding of a range of moderately complex texts  **CL5-UND-02**  translates a range of moderately complex texts into English  **CL5-ICU-01**  analyses the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify and explore how the Romans used present participles. * Identify perfect active infinitives. * Identify and explore how the Romans used imperfect and pluperfect subjunctive verbs in subordinate clauses, for example, causal *cum* clauses and indirect questions. * Read aloud, understand and translate stories about ancient sea-faring and piracy. * Explore how the Romans wrote using evocation of pathos (*me ne loqui quidem sivit; iterum poenas dedi*).   **Focus area 2 – Intercultural understanding**   * Access information on ancient sea-faring and Roman encounters with pirates. * Explore Latin derivatives in English and Romance languages from the present participial stem, for example, *agens – agent, agente* (French, Spanish). | **Understanding texts, Intercultural understanding (CL5-UND-01, CL5-ICU-01)**  **You will be provided with short extracts of seen stories with examples of recently-learned grammar and vocabulary. You will be required to:**   * **identify examples and explain the use of a range of grammatical features in an extract** * **provide the definition of English words derived from Latin words formed using adjectival endings and present participial stems** * **identify examples and explain features of ancient Roman education and sea travel.** |
| Term 4  10 weeks | **Latin poetry and prose**  Students learn about the conventions of Latin poetry and prose texts and apply their linguistic skills by studying authentic Latin texts. | **CL5-UND-01**  analyses and responds to information to demonstrate understanding of a range of moderately complex texts  **CL5-UND-02**  translates a range of moderately complex texts into English  **CL5-ICU-01**  analyses the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding 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. * Consolidate grammatical knowledge and skills by reading aloud, understanding and translating authentic Latin texts. * Explore how the Romans wrote using variations in word order, enjambment and periodic sentences.   **Focus area 2 – Intercultural understanding**   * Explore ancient Roman beliefs, values and thoughts as expressed through the texts studied. * Access information on the authors of texts studied. * Compare Latin and modern poetry and prose texts. | **Understanding texts, Intercultural understanding (CL5-UND-01; CL5-UND-02; CL5-ICU-01)**  **You will be provided with seen short poems and extracts of seen prose and one unseen poem. You will be required to:**   * **produce a translation of a seen extract** * **identify and explain the use of examples of a range of grammatical features in an extract** * **identify and explain words that convey culturally-specific values, attitudes or practices** * **identify and explain how the writer uses a range of poetic and prose techniques to produce specific effects** * **answer comprehension and grammar questions and create a translation of an unseen poem, with the aid of a dictionary.** |

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

Please complete this [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kZMdrGocypRGniv8OW2Aj0VUOTVRSkk5TVVMWUhGVDFCM01WSzFTTUw3VS4u) to help us improve our resources and support.

# 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 Torres Strait Islander students, EALD 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 7–10 advice](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/policy-library/policies/pd-2016-0468) 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)

**Author**: Languages and Culture

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

**Resource**: Stage 5 scope and sequence

**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**: November 2024

**Rights**: © State of New South Wales, Department of Education

# Evidence base

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/home>.

[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.

**© 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/).



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.