Stage 4 Latin – sample scope and sequence

This scope and sequence is an example only. Teachers modify according to student needs and school context.

All outcomes referred to in this scope and sequence come from [Latin K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/latin-k-10-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

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| Term | Unit | Vocabulary and grammar | Outcomes |
| Term 1Weeks 1-10 | **Life in Ancient Rome – *vīta Romana***Traditional life in Ancient Rome, including Roman households, family life, country towns and the marketplace.**Assessment of learning** – translate seen and unseen passages and respond to grammar analysis questions, based on the topic.**Outcomes to be assessed** 4.UL.1, 4.UL.2, 4.UL.3, 4.MLC.1, 4.MLC.2 | **Vocabulary****Greetings, for example** salvē, valēMembers of the family, for example māter, pater, fīlius, fīliaHousehold activities, for example labōrat, parat, habitat**Grammar****Third person, present tense verbs****The nominative and accusative case****Singular versus plural verbs** | **4.UL.1****4.UL.2****4.UL.3****4.MLC.1****4.MLC.2****4.MBC.1****4.MBC.2** |
| Term 2 Weeks 1-10 | **Going to school *–******īre ad lūdum***Education in Ancient Rome and how it compares to the modern Australian education system. Roman numerals, classroom objects, different stages of education, different career paths and general gender expectations.**Assessment of learning** – complete class vocabulary tests and seen passage translation activities, with a focus on analysing new grammatical features.**Outcomes to be assessed** 4.UL.1, 4.UL.2, 4.UL.3, 4.MLC.1, 4.MLC.2 | **Vocabulary**Classroom objects, for example lūdus, liber, tabula, stilusSchool activities, for example lūdō, discō, rogō, doceō, iubeō**Grammar**Verbs that take the infinitiveAblative of motion away and location | **4.UL.1****4.UL.2****4.UL.3****4.MLC.1****4.MLC.2****4.MBC.1****4.MBC.2** |
| Term 3 Weeks 1-10 | **Roman mythology–** ***mȳthologia Rōmāna***Roman values and culture expressed through mythology. Language terms related to mythology and religion.**Assessment of learning**Part 1 – cultural research task. Choose an Ancient Roman myth, detailing the story and exploring values that may be present. Link your myth to modern society, for example through English language expressions and/or modern stories. Part 2 – reading and responding task. Read a passage in Latin on Roman mythology and respond to questions.**Outcomes to be assessed** **4.UL.1, 4.UL.2, 4.MLC.1, 4.MLC.2,** 4.MBC.1, 4.MBC.2 | **Vocabulary**Terms related to mythology, for example deus, dea, Aenēās, Sicilia**Grammar**Dative caseNeuter nounsReview of agreementSubordinate clauses | **4.UL.1****4.UL.2****4.UL.3****4.MLC.1****4.MLC.2****4.MBC.1****4.MBC.2** |
| Term 4 Weeks 1-10 | **The bones of Pompeii *– ossa Pompeiōrum***The archaeological site of Pompeii, the role archaeology plays in our understanding of Roman culture and language, and the activities that were held within Ancient Roman structures. **Assessment of learning** – you have entered a competition at the Australian Museum for a Latin exhibition where you must submit a model of a Roman landmark. Create a model with labels and include a short explanation about your creation.**Outcomes to be assessed** **4.UL.3,** 4.MBC.1, 4.MBC.2 | VocabularyRoman structures, for example forum, Circus Maximus, amphitheatrum, Colosseum, vīlla, Pantheon | **4.UL.1****4.UL.2****4.UL.3****4.MLC.1****4.MLC.2****4.MBC.1****4.MBC.2** |