Latin Stage 4 – sample scope and sequence (100 hours)

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# 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 4 – sample scope and sequence for the mandatory 100 hours

This scope and sequence is for the 100-hour mandatory course, and includes suggested summative assessment tasks for each term, aligned to syllabus outcomes.

To support student engagement, the student-facing infographic gives students a visual guide of their learning. You can access the infographic 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) 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.



Table 1 – Latin 100-hour scope and sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/ duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  Weeks 1–5 | **The ancient Roman household**  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 ancient Roman values and attitudes, and connections between Latin and other languages. | **CL4-UND-01**  interprets and responds to information to demonstrate understanding of a range of predictable texts  **CL4-UND-02**  translates a range of predictable texts into English  **CL4-ICU-01**  describes the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Use Classical Latin pronunciation of consonants, vowels and diphthongs. * Identify all parts of speech, including the lack of an article in Latin. * Recognise basic syntax: subjects, complements and direct objects. * Identify third person singular and plural verbs in the present tense. * Read aloud, understand and translate stories with simple sentences that use basic syntax. * Explore a range of writing techniques used by the ancient Romans, for example, visual imagery and the epic genre.   **Focus area 2 – Intercultural understanding**   * Describe the roles of different members of the household, and the significance of the *Penates*, *Lares* and *lararium.* * Explore ancient Roman naming and dress, and compare these with modern examples. * Describe the importance of religious, familial and state *pietas* through the legendary foundation story of Aeneas. * Explore the concept of Latin derivatives in English and Romance languages, for example, *servus –* servile, *pater –* paternal, *mater – madre* (Spanish). | **No formal assessment.** |
| Term 1  Weeks 6–10 | **Daily life in ancient Rome, and Roman gods and goddesses**  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. | **CL4-UND-01**  interprets and responds to information to demonstrate understanding of a range of predictable texts  **CL4-UND-02**  translates a range of predictable texts into English  **CL4-ICU-01**  describes the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify plural nominative nouns and adjectives of the first and second declensions. * Identify accusative singular nouns and the syntax of sentences with direct objects, using transitive verbs, for example, *filia aquam bibit*. * Read aloud, understand and translate stories with simple sentences about daily routines. * Explore how the Romans wrote using the techniques antithesis (*sed*) and parallel structure (*me terret… te terret*).   **Focus area 2 – Intercultural understanding**   * Describe daily life in ancient Roman, including eating and bathing. * Access information on houses, food and dining customs in ancient Rome, and compare these with their personal experiences. * Explore Roman gods and goddesses, and their stories. * Compare Roman mythological stories with stories from other cultures. * Explore Latin derivatives in English and Romance languages, for example, *lavat* - lavatory, *gustat* – degustation, *cena – cină* (Romanian). | **Understanding texts (CL4-UND-01; CL4-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** * **provide examples of English derivatives of a range of select words in an extract** * **produce a translation of an extract** * **read aloud a prepared extract, observing the rules of pronunciation and appropriate expression.** |
| Term 2 Weeks 1–5 | **Ancient Roman life in country towns**  Students learn about present infinitive verbs, grammatical gender and plural accusative forms of the first and second declensions through the study of texts about life in ancient Roman country towns, and the foundation story of Rome. | **CL4-UND-01**  interprets and responds to information to demonstrate understanding of a range of predictable texts  **CL4-UND-02**  translates a range of predictable texts into English  **CL4-ICU-01**  describes the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Explore how the Romans used present infinitive verbs and syntax using infinitives, for example, prolative/complementary infinitives with verbs (*currere vult*) and with impersonal expressions (*necesse est discedere*). * Identify gender of nouns and adjectives. * Identify plural accusative nouns and adjectives of the first and second declensions. * Read aloud, understand and translate stories with compound sentences about ancient Roman life outside Rome. * Explore how the Romans wrote using a range of techniques, for example, alliteration (*semper sollicitus* [cf *anxius*]*; perterritae puellae* [cf *territae*]), and balanced expression (*neque… neque)*.   **Focus area 2 – Intercultural understanding**   * Access information on life in ancient Roman country towns, for example, Pompeii or Baiae. * Explore the legendary foundation story of Rome, including the role of Faustulus and the *lupa* in the story of Romulus and Remus. * Explore Latin derivatives in English and Romance languages from Latin infinitives and Latin bases as the source of English nouns and adjectives, for example, *errare –* error, erratic, *ager –* agriculture, agrarian, *vinea – vigna* (Italian). | **No formal assessment.** |
| Term 2  Weeks 6–10 | **Ancient Roman country estates**  Students learn about the gender of nouns and adjectives, and consolidate the nominative and plural cases through the study of texts about ancient Roman country estates.  Students learn about the 7 kings of Rome. | **CL4-UND-01**  interprets and responds to information to demonstrate understanding of a range of predictable texts  **CL4-UND-02**  translates a range of predictable texts into English  **CL4-ICU-01**  describes the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify the gender of nouns and adjectives of the first and second declensions. * Consolidate nominative and accusative case nouns of the first, second and third declension. * Read aloud, understand and translate stories in texts about ancient Roman country estates. * Explore how the Romans wrote using a range of techniques, for example, interrupted sentence and visual imagery.   **Focus area 2 – Intercultural understanding**   * Access information on ancient Roman country estates, for example, environmental dangers and children’s pastimes. * Explore the stories of the 7 kings of Rome, and ancient Roman attitudes of hatred towards kings and despotism. * Explore Latin derivatives in English and Romance languages, for example, *timeo –* timid, *ambulat –* amble, *rex – roi* (French). | **Understanding texts; Intercultural understanding (CL4-UND-02, CL4-ICU-01)**  **You will be provided with several short extracts of seen and unseen stories. You will be required to:**   * **identify and explain words in a seen extract that convey culturally-specific values, attitudes or practices relating to life in ancient Roman country towns and estates** * **identify and explain how the writer uses a range of techniques in a seen extract to produce specific effects** * **use your knowledge, and a provided vocabulary list of new words, to answer comprehension and grammar questions on an unseen extract and create a translation.** |
| Term 3 Weeks 1–5 | **Rural/urban divide**  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. | **CL4-UND-01**  interprets and responds to information to demonstrate understanding of a range of predictable texts  **CL4-UND-02**  translates a range of predictable texts into English  **CL4-ICU-01**  describes the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify present tense verbs of all persons and numbers of all conjugations and irregular verbs, for example, *sum, possum, volo*. * Identify nouns in the vocative case. * Identify prepositions with the accusative and ablative cases. * Identify positive and negative imperatives. * Identify the usage of *iubere* and *docere* with *oratio obliqua*. * Read aloud, understand and translate stories about the rural/urban divide. * Explore how the Romans wrote using a range of techniques, for example, characterisation and metonymy (*ferrum*).   **Focus area 2 – Intercultural understanding**   * Access information on the rural/urban divide, for example, modes of communication. * Explore Latin derivatives in English and Romance languages, for example, *rus* – rural, *nuntius –* announce, *epistula – epístola* (Spanish). | **No formal assessment.** |
| Term 3 Weeks 6–10 | **The treatment of Roman slaves**  Students learn about the genitive case and ablatives used without a preposition, through the study of texts about the treatment of Roman slaves. | **CL4-UND-01**  interprets and responds to information to demonstrate understanding of a range of predictable texts  **CL4-UND-02**  translates a range of predictable texts into English  **CL4-ICU-01**  describes the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1: Understanding texts**   * Identify the genitive case of nouns of the first, second and third declensions. * Consolidate all cases of nouns of the first, second and third declensions in table form. * Explore how the Romans used ablative case nouns with and without prepositions, for example, instrument/means (*baculo*), manner (*magna voce*), time (*brevi tempore*). * Read aloud, understand and translate stories in texts about the treatment of slaves. * Explore how the Romans wrote using a range of techniques, for example, anaphora (*cur… cur… cur…*), tricolon, ellipsis (*quid tu hic*?).   **Focus area 2 – Intercultural understanding**   * Access information on the treatment of slaves, for example, slave auctions, slavery, fugitive slaves and punishment. * Explore ancient Roman attitudes to slavery and compare these with modern values and attitudes. * Explore Latin derivatives in English and Romance languages, for example, *fugitivus –* fugitive, *punire –* punitive, *servire – servire* (Italian). | **Understanding texts; Intercultural understanding (CL4-UND-01, CL4-ICU-01)**  **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** * **provide examples of English derivatives of a range of select words in an extract** * **identify and explain words that convey culturally-specific values, attitudes or practices relating to the rural/urban divide and/or Roman slavery, and how these compare with modern values, attitudes or practices.** |
| Term 4 Weeks 1–5 | **Travel in Italy**  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. | **CL4-UND-01**  interprets and responds to information to demonstrate understanding of a range of predictable texts  **CL4-UND-02**  translates a range of predictable texts into English  **CL4-ICU-01**  describes the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify all persons and numbers of imperfect tense verbs of all conjugations. * Identify third declension *-i* stem nouns, neuter nouns of the second and third declensions, and adverbs*.* * Identify Roman numerals and Latin numbers. * Read aloud, understand and translate stories about travel in Italy. * Explore how the Romans wrote using a range of techniques, for example, polysyndeton (*et… et… et…*), asyndeton, ascending tricolon.   **Focus area 2 – Intercultural understanding**   * Explore Roman road construction, major roads and road signage using Roman numerals and Latin numbers, different types of vehicles, and compare the importance of swift and efficient travel with modern times. * Access information on heroes and heroines during the Regal Period, for example, Horatii triplets and how they exemplified Roman attitudes and values, for example the Roman hatred of kings, the concept of *virtus*. * 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. * Explore Latin mottos that are used by schools and other institutions in modern times, for example, *e pluribus unum, semper fidelis.* | **No formal assessment.** |
| Term 4 Weeks 6–10 | **Families in ancient times**  Students learn about the 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. | **CL4-UND-01**  interprets and responds to information to demonstrate understanding of a range of predictable texts  **CL4-UND-02**  translates a range of predictable texts into English  **CL4-ICU-01**  describes the relationship between contemporary and target languages, culture(s) and identity | **Focus area 1 – Understanding texts**   * Identify the agreement of nouns and adjectives. * Consolidate irregular verbs in the present and imperfect tenses in table form. * Read aloud, understand and translate short stories in texts about travelling and hospitality. * Explore how the Romans wrote using a range of techniques, for example, word choice and hyperbaton.   **Focus area 2 – Intercultural understanding**   * Explore different types of families in ancient times, for example, the nuclear family, wards of the family, separation of family members due to war, natural disaster and work. * Read *Aeneid II* in translation to investigate the genre of epic poetry and the promotion of ancient Roman values, for example, *virtus, pietas* and *fides.* * Explore Latin derivatives in English and Romance languages based on Latin numbers, for example, *unus –* unique, *duo –* duplex, *quintus – quíntuplo* (Portuguese, Spanish). | **Understanding texts; Intercultural understanding (CL4-UND-01; CL4-UND-02; CL4-ICU-01)**  **You will be provided with short extracts of seen stories and one unseen passage. You will be required to:**   * **identify examples of a range of recently-learned grammatical features in an extract** * **provide examples of English derivatives of a range of select words in an extract** * **produce a translation of a seen extract** * **answer comprehension and grammar questions and produce a translation of an unseen text, using a provided vocabulary list of new words (which includes nouns given with both nominative and genitive cases)** * **identify and explain words 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 to produce specific effects** * **read aloud a prepared extract, observing accurate pronunciation and appropriate expression.** |

[[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.

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# 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 4 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).

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# Evidence base

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