**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** |  |
|  | **Sub-strand** | **Accessing the Roman world through Latin texts** | **Responding to texts** | **Translating** |
|  | **Content Description** | Read, comprehend and discuss Latin texts, using vocabulary, grammar and textual cues, to explore the Roman world | Convey information and ideas about the daily life and attitudes of the Romans, in oral, written and digital forms, using Latin as appropriate | Listen to and read Latin texts, such as stories, myths and plays; share reactions and make connections with characters, events, actions, settings and key emotions | Read aloud, recite or perform Latin texts, using phrasing and voice inflection to convey meaning and to entertain others | Translate Latin texts into Standard English, by applying knowledge of vocabulary, accidence and syntax, and linguistic and cultural cues | Translate Latin texts into Standard English, by applying knowledge of vocabulary, accidence and syntax, and linguistic and cultural cues |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  | **Strand** | **Understanding** |
|  | **Sub-strand** | **Systems of language** | **The powerful influence of language and culture** | **Role of language and culture** | **Reflecting** |
|  | **Content Description** | Understand the phonological and orthographic systems of Latin, including the restored pronunciation and the written alphabet | Understand concepts of accidence and syntax used in simple and compound Latin sentences, including parts of speech, case, gender, number, person, declension and conjugation, agreement and tense, and conventions of sentence structure | Acquire and build vocabulary by using roots, derivatives and word lists, and use dictionaries to select appropriate meanings of Latin words | Acquire and build vocabulary by using roots, derivatives and word lists, and use dictionaries to select appropriate meanings of Latin words | Understand that Latin spread with the expansion of the Roman empire, developed over time into the Romance languages, and influenced English vocabulary | Examine the enduring influence of Roman culture on the modern world, by discussing the ancient origins of modern customs, religion, literature and architecture | Recognise that the language of the Romans provides insights into their daily lives, ideas, feelings and attitudes | Reflect on own and others’ reactions to and assumptions about the language and culture of Roman society, considering similarities and differences to own language and culture | Reflect on own and others’ reactions to and assumptions about the language and culture of Roman society, considering similarities and differences to own language and culture |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Levels 7 and 8 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Level 9 and 10 Achievement Standard**  |
| By the end of Year 8, students * Use their knowledge of vocabulary, grammar and textual cues to identify and interpret information in Latin texts, such as narratives, about the daily life and attitudes of the Romans. (1)
* Interpret grammatical structures such as inflected forms; identify linguistic features such as striking word choice, for example, laetissimus, or use of imagery, for example, dies est calidus; frigidus est rivus; infer meaning from textual cues such as headings, images or maps; and describe social and cultural practices embedded in Latin text, such as puer patrem timet. (2)
* Convey information and ideas about Roman society and culture, in oral, written or digital forms, using Latin as appropriate, for example, a news report in English about a historical event such as the assassination of Julius Caesar, or a digital poster about family life in Rome with annotations in Latin, such as a mother instructing her daughter about how to organise the slaves and manage the household. (3)
* Share their responses to Latin texts, such as stories, myths and plays, by expressing their feelings and ideas about characters, events, actions, settings and themes. (4)
* Read aloud or recite Latin texts, such as stories, dialogues or songs, or perform Latin texts, such as short plays, to entertain an audience, conveying meaning effectively by using appropriate phrasing and voice inflection. (5)
* Translate Latin texts accurately into Standard English, applying their knowledge of vocabulary, including roots and derivatives, linguistic cues, culture, and accidence and syntax, including number, gender and case of nouns, for example, in first, second and third declensions, agreement of nouns and adjectives, for example, mater nostra, conjugation and tense, such as regular and irregular verbs in the present tense, for example, audit; potest, and indicative active voice and imperative active mood, for example, paratis, parate!, and conventions of sentence structure. (6)
* Explain the relative effectiveness of different translations of the same text, and identify the features of a successful translation. (7)
* Identify Latin sound–script relationships and use restored pronunciation when reading aloud, such as for single consonants, long and short vowels, diphthongs, double consonants and consonant clusters, for example, in aestate, puella, observare. (8)
* Identify the structure and features of different texts in Latin, such as narratives or short plays, and explain how these elements contribute to an audience's response to the text. (9)
* Describe how the Latin language spread with the expansion of the Roman empire, and developed over time into its modern descendants, the Romance languages. (10)
* Explain how Latin has influenced and continues to influence English vocabulary, by identifying derivatives such as ‘itinerary’ from Latin iter, and Latin words and expressions that are used in modern English, such as et cetera. (11)
* Give examples of how particular language use reflects the lifestyles, ideas, feelings and attitudes of Romans in the Classical period, and identify connections between ancient and modern customs, religion, literature and architecture. (12)
* Share their reactions to and assumptions about the language and culture of Roman society, identifying similarities or differences to their own language and culture. (13)
* Describe how learning Latin impacts on their approaches to learning and on their understanding of their own heritage, values and culture. (14)
 | By the end of Year 10, students * Analyse a range of Latin texts to obtain information and ideas about Roman society and culture.
* Use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Latin texts, such as poetry, letters or narratives, for example, by deducing the meaning of complex sentence structures, such as those with subordinate clauses or indirect speech; and explaining the impact of word order on emphasis and tone, for example, dum homines cibum devorant, subito intravit miles! and implicit values, concepts and assumptions embedded in language use, for example, arbiter bibendi.
* Convey their interpretations of information and ideas about Roman society and culture, in oral, written or digital forms, such as an investigation into Roman reactions to different religions, or a digital presentation on an archaeological site, for example, the forum Romanum.
* Share their responses to Latin texts, such as narratives, dialogues, plays, poems or letters, by describing themes, values and literary features, such as plot development and characterisation, and expressing and justifying their opinions with support from the text.
* Read aloud, recite or perform Latin texts, such as oratory, history, drama or poetry, to entertain different audiences, conveying meaning and emotion effectively by using appropriate phrasing, voice inflection or metrical effects, such as elision.
* Translate a range of texts that incorporate complex sentence structures and extensive vocabulary, from Latin into Standard English that represents the style and purpose of the texts, applying their knowledge of roots and derivatives to infer the meaning of unfamiliar vocabulary, and using dictionaries to select the appropriate meaning of words.
* Analyse how the language is used in grammatically complex sentences, that include subordinate clauses, non-finite verb forms, pronoun forms, mood and voice, for example, by identifying case usage of nouns and pronouns, and all verb conjugations and tenses, including indicative, for example, quamquam dominus abest, necesse est nobis strenue laborare, and imperative moods, for example, noli dominum excitare!, and passive voice, for example, ab agricolis nihil agitur.
* Evaluate the effectiveness of different translations of the same Latin text, and identify strategies for successful translations.
* Apply the principles of pronunciation for the reading of Latin texts, for example, by stressing the correct syllables.
* Identify the structure and organisation of different text types in Latin, such as prose and verse, and explain how they relate to context, purpose and audience.
* Explain the role of Latin in facilitating the spread of Roman civilisation and culture during the expansion of the Roman empire, and the contribution of Latin to the enrichment of English through the transfer of specialist vocabulary, for example, sine qua non, abstract concepts, for example, an accused person’s right to a defence, and the coining of vocabulary for new technology and new discoveries, for example, digicam from digitus + camera.
* Describe Roman values, attitudes and beliefs that are embedded in particular language use, such as pietas, virtus, hospitium, fides.
* Explain how the Roman world has influenced modern society, culture and political structures, such as literature, art, medical and scientific practices, government and infrastructure.
* Share reactions to and assumptions about the language, culture and values of Roman society, explaining how these relate to their own language and culture.
* Compare ways of communicating and living in the ancient world with those of the modern world, and explain how learning Latin influences their own style of communicating, ways of thinking and viewing the world.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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