

Rationale

The study of Classical languages allows students to enter and explore ancient worlds that have shaped contemporary life and societies. Authentic engagement with seminal works of great literature and antiquities gives direct access to ancient ways of living in and viewing the world, and an appreciation of the languages, cultures, literatures and traditions that are derived from those of ancient societies.

Studying Classical languages enables students to develop their understanding of how language works as a system, enhances their capability to communicate and extends their literacy repertoires. It acquaints students with basic philological principles, such as consistent sound changes between related languages and the ways in which vowels shift within a language. Students become familiar with many complex linguistic operations and with the metalanguage used to denote different usages and structures. Such principles can be applied to the study of other languages, ancient or modern, related or distant. Students are able to increase their understanding of the workings of languages they seek to learn, and those already in their background.

The study of Classical languages exercises students' intellectual curiosity; strengthens their cognitive, analytical and reflective capabilities; and enhances creative and critical thinking. Students develop skills in research, communication, self-management and collaboration – skills that are essential in preparing for life at school and beyond. Through their reading, analysis and translation of texts, students of Classical languages develop their thinking processes, such as close attention to detail, precision, accuracy, memory, persistence and logic. When translating, students make sense of ancient ideas, experiences, values and attitudes, giving prominence to shades of meaning, thus increasing their dexterity of thought. Through the focus on analysis and precise translation of texts, students develop their capacity to learn in a systematic and disciplined manner.

Studying Classical languages enhances students' enjoyment and understanding of their own and other cultures. Students examine the language used to denote values in different cultures, both ancient and modern, and understand the diversity that exists, and has always existed, in cultural values. They gain a deep understanding of literature dealing with enduring moral and social issues, such as the conflict between individual freedom and the common good of society; the role of the family; discrimination based on race, gender or religion; or the causes of revolution. Through critical reflection on and comparisons with the history, culture, values and practices of the ancient world, learning Classical languages contributes to students' development as responsible citizens, locally and globally.

Aims

The Australian Curriculum: *Framework for Classical Languages* aims to develop the knowledge, understanding and skills to ensure students:

- engage with the language, history and culture of the Classical world through interaction with texts
- understand language, culture and learning and their relationship, through the medium of ancient texts and artefacts, and thereby develop intercultural understanding
- understand how their own experiences of learning a Classical language extend their ways of viewing, engaging in and interpreting the contemporary world.

These three aims are interrelated and provide the basis for the two organising strands: Engaging with texts and Understanding.

Structure

To reflect current custom, practice and the needs of learners in Australian schools, the Framework has been developed for Years 7–10.

Strands, sub-strands and threads

The following interrelated strands are derived from the aims, and describe different facets of learning the language, and understanding and reflecting on these processes:

- Engaging with texts: engaging with the language, culture and history of the Classical world through the interpretation, analysis and translation of (language) texts
- Understanding: analysing Classical language and culture as resources for understanding meaning and interpreting the ancient and modern worlds.

A set of sub-strands has been identified within each strand; the sub-strands reflect dimensions of language learning, through which the content is organised. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts.

The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These threads are designed to capture, firstly, a range and variety in the scope of learning and, secondly, a means of expressing progression of content across the learning sequence.

Concepts, processes, texts and text types

Concepts are the 'big ideas' that students work with in engaging with Classical languages. The choice of the word 'concept' rather than 'topic' is deliberate: it marks a shift from description to conceptualisation. The curriculum should invite students not only to describe facts or features of phenomena, situations and events, but also to consider how facts and features relate to concepts or principles. For example, a description of a house can lead to a consideration of the concept of 'home' or 'space'. This shift is necessary because it is concepts that lend themselves most fruitfully to intercultural comparison and engage learners in personal reflection and more substantive learning.

Key concepts for Classical languages include:

- language
- culture
- experience
- representation (words, icons, symbols)
- equivalence
- nation (origins, social order, politics, religion)
- citizenship
- relationship (family, community, government)
- history and historical appreciation
- attitude, value and belief
- power
- aesthetics
- time (the past in the present)
- modernity
- tradition
- linguistic evolution
- interconnection across concepts
- intercultural comparisons.

Processes

Processes include skills (reading, listening, writing) as well as higher-order thinking processes, such as translating, interpreting, obtaining, presenting, informing, conceptualising, analysing, reasoning, connecting, explaining and comparing, evaluating, simplifying, rephrasing, intertextualising, decentring, empathising, mediating and reflecting.

Texts and text types

Texts are central to curriculum development, as all work in language learning can be seen as textual work. The selection of texts for Classical languages is important because they define and reflect the linguistic and cultural identity of the ancient world. Classical languages texts may be synthetic, modified or authentic; they may be in oral, written, digital or multimodal form. Text types for Classical languages include narratives, stories, texts in the public domain, speeches, rhetoric, poetry, plays/drama, written translation, oral interpretation, discussion and explanation.

Year 7 and 8 Achievement Standard

By the end of Year 8, students use their knowledge of vocabulary, grammar and textual cues to identify and interpret information in Classical Greek texts, such as narratives, about the daily life and attitudes of the ancient Greeks. They interpret grammatical structures such as inflected forms; identify linguistic features such as striking word choice, for example, θηρίον δεινόν, Ἀθήνη γλαυκῶπις; infer meaning from textual cues such as headings, images or captions; and describe social and cultural practices embedded in Classical Greek words, such as γυμνάσιον, πανήγυρις, σπονδή, πομπή. They convey information and ideas about ancient Greek society and culture, in oral, written or digital forms, using Classical Greek as appropriate, for example, a news report in English about a historical event such as the Battle of Marathon, or a digital poster about family life in ancient Greece with annotations in Classical Greek, such as πατήρ, μήτηρ, υἰός, θυγάτηρ. They share their responses to Classical Greek texts, such-as stories, myths and plays, by expressing their feelings and ideas about characters, events, actions, settings and themes. They read aloud or recite Classical Greek texts, such as stories, dialogues, poems or speeches, or perform texts in Classical Greek, such as short plays, to entertain an audience, conveying meaning effectively by using appropriate phrasing and voice inflection. Students translate Classical Greek texts accurately into Standard English, applying their knowledge of vocabulary, including roots and derivatives, linguistic cues, culture, and accident and syntax, including number, gender and case of nouns, pronouns and adjectives, for example, οὐδέν κακὸν ἀμιγῆς καλοῦ, conjugation and tense, such as present and future tenses of verbs, for example, γράφω/γράφω, βάλλω/βαλῶ, δέχομαι/δέχομαι, and conventions of sentence structure. They explain the relative effectiveness of different translations of the same text, and identify the features of a successful translation.

Students identify Classical Greek sound–script relationships and use restored pronunciation when reading aloud, such as for diphthongs, double consonants and aspirated consonants, for example, εἴσοδος, ξένος, χάρις. They identify the structure and features of different texts in Classical Greek, such as narratives or short plays, and explain how these elements contribute to an audience's response to the text. They describe how the Greek language spread with the expansion of the ancient Greek world, and influenced other languages during the Classical period. They explain how Classical Greek has influenced and continues to influence English vocabulary, by identifying derivatives, for example, theory, dilemma, category, paragraph, and words that are used in modern English, for example, nemesis, catharsis, criterion, anathema. Students give examples of how particular language use reflects the lifestyles, ideas, feelings and attitudes of Greeks in the Classical period, and identify connections between ancient and modern values, pursuits, citizenship, literature, the arts and architecture. They share their reactions to and assumptions about the language and culture of ancient Greek society, identifying similarities or differences to their own language and culture. They describe how learning Classical Greek impacts on their own approaches to learning and on their understanding of their own heritage, values and culture.

Year 7 and 8 Level Description

The nature of the learners

Students are beginning their study of Classical Greek and typically have little prior knowledge and understanding of the language and ancient Greek history and culture. Most will have learnt a different language in primary school, while some will have proficiency in different home/community languages and bring existing language learning experiences and intercultural awareness to the new experience of learning Classical Greek. Students' skills in interpreting texts and their development of literacy are supported by their study of Classical Greek. Through their reading, analysis and translation of texts, students of Classical Greek develop their thinking processes, such as close attention to detail, pattern recognition, precision, accuracy, memory and logic. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider how the experience of learning a Classical language impacts on their own ways of thinking and viewing the world.

Classical Greek language learning and use

Learners engage with people in the ancient Greek world, and gain direct access to their daily lives, through reading, comprehending and discussing Classical Greek texts that reveal their language use and social and cultural practices. They use vocabulary, grammar and textual cues to understand and interpret Classical Greek texts, and convey information and ideas about the daily life and attitudes of the ancient Greeks, in oral, written or digital forms, using Classical Greek as appropriate. They listen to and read Classical Greek texts, such as stories, myths and plays, and discuss characters, events, actions, settings and key emotions. They read aloud, recite or perform Classical Greek texts, such as stories, dialogues, poems or songs, to convey meaning and to entertain others. They translate Classical Greek texts into Standard English, applying their knowledge of vocabulary, accident and syntax, linguistic cues and culture. They compare the features and relative merits of different translations of Classical Greek texts to determine the features of a successful translation. Learners focus on the systems that structure the Classical Greek language (grammar, vocabulary, sounds, the written alphabet) and systematically build a vocabulary and grammatical base that allows them to access a variety of Classical Greek texts, such as narratives and short plays. They understand that Classical Greek spread with the expansion of the ancient Greek world, and explore the influence of Classical Greek on English and other languages. Learners explore the relationship between language and culture by examining particular language use that provides insights into the daily lives, ideas, feelings and attitudes of Greeks in the Classical period. They discuss the ancient origins of modern values, pursuits, citizenship, literature, the arts and architecture, reflecting on the enduring influence of the ancient Greek world on the modern world. They are encouraged to consider their own and others' reactions to and assumptions about the language and culture of ancient Greek society, and to reflect on their own approaches to learning and understanding of their own heritage, values and culture.

Contexts of interaction

Learners work both independently and collaboratively, exploring different modes and genres of communication. They pool linguistic knowledge and resources to plan and manage shared activities, problem-solve, and monitor and reflect on their work. Extra opportunities for interaction are provided through purposeful and integrated use of information and communication technologies (ICT); for example, shared research on aspects of culture and historical events, and collaborative translation of seen and unseen texts. Learners may extend their experiences relating to language and culture by participating in activities such as art competitions, drama productions and visits to museums and galleries.

Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They may also use materials designed for students of Classical Greek in different contexts, for example, comics, newsletters, online games, digital learning activities and apps. Texts from different sources give opportunities for discussion of the relationship between language and culture. Research tasks allow for exploration of themes, cultural references and historical events.

Features of Classical Greek language use

Learners become familiar with the sounds of Classical Greek, including the restored pronunciation. They use appropriate phrasing and voice inflection when reading aloud, reciting or performing Classical Greek texts, such as stories, dialogues, songs or plays, and develop their understanding of the Classical Greek alphabet. They apply their knowledge of Classical Greek grammar, including parts of speech, case, gender, number, person, for example, *οἱ τοῦ ναυκλήρου ἐρέται ἤρεσσον πρὸς τὴν θάλατταν*, verb conjugations, for example, *παύω, ἔπομαι*, agreement and tense, mood, voice, participles and infinitives, and conventions of sentence structure, for example, *μικρὸς γὰρ ἐστὶν ὁ οἶκος*, to the translation of Classical Greek texts. They use roots, derivatives and word lists to acquire and build Classical Greek vocabulary, and use dictionaries to select appropriate meanings of Classical Greek words. They explore influences of Classical Greek on English and other languages, focusing on derivatives and cognates such as *phobia, cryptic, paralysis*, and the contemporary use of Classical Greek words and expressions, for example, *kudos, Adonis, molon labe*. They make connections between texts and cultural contexts, exploring ways in which cultural values and perspectives are embedded in language and how language choices determine ways in which people and their ways of living are represented.

Level of support

A differentiated approach to teaching and task design caters for the diversity of learners. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, structured activities for practising new grammar, and access to print and electronic dictionaries. Students are supported to develop autonomy as language learners, and to self-monitor and refine strategies used in reading, listening, analysis and translation. Opportunities to review and consolidate are an important component of learning at this level.

The role of English

Classical Greek is the language of the texts studied. Classical Greek is also used for reading aloud, reciting or performing texts, and simple interactions in the classroom, such as greetings. English is used for translation, analysis, explanation, discussion, evaluation and reflection.

Year 7 and 8 Content Descriptions

Engaging with texts

Accessing the ancient Greek world through Classical Greek texts

Read, comprehend and discuss Classical Greek texts, using vocabulary, grammar and textual cues, to explore the ancient Greek world.

[Key concepts: language, culture, meaning, experience; Key processes: reading, listening, interpreting, connecting]

Convey information and ideas about the daily life and attitudes of the ancient Greeks, in oral, written and digital forms, using Classical Greek as appropriate.

[Key concepts: information, culture; Key processes: obtaining, presenting, informing]

Responding to texts

Listen to and read Classical Greek texts, such as stories, myths and plays; share reactions and make connections with characters, events, actions, settings and key emotions.

[Key concepts: imagination, experience, character; Key processes: responding, connecting, describing]

Read aloud, recite or perform Classical Greek texts, using phrasing and voice inflection to convey meaning and to entertain others.

[Key concepts: performance, emotion; Key processes: reading, presenting]

Translating

Translate Classical Greek texts into Standard English, by applying knowledge of vocabulary, accident and syntax, and linguistic and cultural cues.

[Key concepts: equivalence, representation; Key processes: interpreting, translating]

Compare different translations and interpretations of Classical Greek texts, and identify features of successful translations.

[Key concepts: translation, analysis; Key processes: evaluating, explaining and comparing, intertextualising]

Understanding

Systems of Language

Understand the phonological and orthographic systems of Classical Greek, including the restored pronunciation and the written alphabet.

[Key concepts: sound system, writing system; Key processes: recognising, imitating, copying, writing]

Understand concepts of accident and syntax used in simple and compound sentences in Classical Greek, including parts of speech, case, gender, number, person, declension and conjugation, agreement and tense, mood, voice, participles and infinitives.

[Key concepts: grammatical system, case, conjugation; Key processes: identifying, recognising]

Acquire and build vocabulary by using roots, derivatives and word lists, and use dictionaries to select appropriate meanings of Classical Greek words. [Key concepts: vocabulary, meaning; Key processes: exploring, selecting]

Identify the structure and features of a range of texts in Classical Greek, such as narratives and short plays.

[Key concepts: text structure, purpose; Key processes: identifying, explaining and comparing]

The powerful influence of language and culture

Understand that Greek spread with the expansion of the ancient Greek world, and developed over time, influencing English and other languages.

[Key concepts: linguistic evolution, time (the past in the present), interconnection across concepts, influence; Key processes: comparing, analysing, applying]

Examine the enduring influence of ancient Greek culture on the modern world, by discussing the ancient origins of modern values, pursuits, citizenship, literature, the arts and architecture.

[Key concepts: aesthetics, time (the past in the present), modernity; Key processes: connecting, explaining and comparing]

Role of language and culture

Recognise that the language of the ancient Greeks provides insights into their daily lives, ideas, feelings and attitudes.

[Key concepts: language, culture, interdependence; Key processes: connecting, conceptualising, explaining]

Reflecting

Reflect on own and others' reactions to and assumptions about the language and culture of ancient Greek society, considering similarities and differences to own language and culture.

[Key concepts: identity, interconnection across concepts; Key processes: comparing, connecting, empathising, reflecting]

Reflect on self as a language learner, considering how learning Classical Greek influences ways of learning and enhances understanding of own heritage, values and culture.

[Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting]