**Framework for Classical Languages**

The *Framework for Classical Languages* is intended to be used by schools to develop classical language-specific curricula other than Classical Greek or Latin. The curricula that are developed using the Framework should be stimulating, enjoyable and challenging. These curricula should also reflect students’ increasing maturity and offer them inspiration to engage closely with cultures and societies that are removed in time and place from their own and are a bridge between the contemporary world and the civilisations of the ancient world.

The language-specific curricula for Classical Greek and Latin may also be used to support and guide the process of developing curricula for other Classical languages.

In developing language-specific curricula, the following aspects of the curriculum will need to be modified or developed:

An **Overview** that isdivided into four sections:

* Rationale and aims
* Structure
* Learning in
* Resources

The ‘Rationale and aims’ section outlines

* + the intended benefits to students studying the language
  + the knowledge, understanding and skills students will have acquired after they have completed their learning.

The ‘Structure’ section describes

* + how the curriculum is structured by strands, sub-strands and achievement standards
  + the 7–10 sequence for students who begin to learn the language in Year 7.

The ‘Learning in [insert the name of the language]’ section outlines

* + the nature of learning the language
  + the nature of the learners
  + the place of the language and the heritage of the ancient society
  + the role of English when learning the target language.

The ‘Resources’ section

* + lists an array of suggested texts and resources.

The **Curriculum,** which is made up from the following elements:

* *Band descriptions* for Levels 7–8 and Levels 9–10. These outline
  + language learning and use
  + features of target language use.
* *Content descriptions* describe the knowledge, understanding, skills, key concepts and processes that teachers are expected to teach and that students are expected to learn and are essential to cover.
* *Content elaborations* unpack aspects of each content description with illustrations, descriptions or examples to indicate possibilities for teaching. These are intended as complementary support material only and are neither comprehensive or exhaustive. Language-specific examples such as concepts, keywords and phrases are included in the content elaborations. The use of language-specific examples gives teachers a point of reference when developing programs and provides indications of pitch and expected levels of performance in language use and understanding.

Content elaborations may include:

* + contexts of language use
  + further detail on dimensions of the content description
  + aspects of relevant linguistic and cultural knowledge
  + possible tasks and experiences
  + connections across concepts.
* *Achievement standards* set out what students are typically able to understand and do by the end the respective band. The set of achievement standards across levels 7–10 should describe a broad sequence of expected learning and are written to cover the progress of learning at the end of the two-level band for Level 8 and Level 10. The sequence of achievement standards should give teachers a framework for growth and development in the language area and help teachers plan and monitor learning and make judgements about student achievement.

To support and assist curriculum leaders who wish to construct their own Classical language curriculum, below is an example of a curriculum with instructions, followed by a classical language curriculum template. Curriculum leaders are invited to use the template as the basis for developing curricula for Classical languages other than Classical Greek and Latin.

### Example of a Classical Languages Curriculumwith instructions

|  |
| --- |
| XXX [insert name of classical language] |
| **Overview** [heading, made up of…] |
| Rationale and aims [sub-heading]  *Write up to five paragraphs that sets out*   * *the intended benefits to students who are studying the language* * *the knowledge, understanding and skills students will have acquired after they have completed their learning*.   *For an example, see ‘Rationale and Aims’ section for Classical Greek* <http://victoriancurriculum.vcaa.vic.edu.au/languages/classical-greek/introduction/rationale-and-aims> |
| Structure [sub-heading]  *Describe how the curriculum is structured by strands, sub-strands and achievement standards.* *For an example, see ‘Structure’ section for Classical Greek* [*http://victoriancurriculum.vcaa.vic.edu.au/languages/classical-greek/introduction/structure*](http://victoriancurriculum.vcaa.vic.edu.au/languages/classical-greek/introduction/structure) |
| Learning in… [insert name of language] [sub-heading]  *Write paragraph-long descriptions regarding*   * + *the nature of learning the language*   + *the nature of the learners*   + *the place of the language and the heritage of the ancient society*  *For an example, see ‘Learning in Classical Greek’ section*[*http://victoriancurriculum.vcaa.vic.edu.au/languages/classical-greek/introduction/learning-in-classical-greek*](http://victoriancurriculum.vcaa.vic.edu.au/languages/classical-greek/introduction/learning-in-classical-greek) |
| Resources [[sub-heading]  *Provide a list of texts and resources that may assist a teacher (these texts are advisory-only)* |
|  |
| Curriculum [heading] |
| [Insert name of classical language] |
| Levels 7 to 8 Description [sub-heading] |
| Write two paragraph ‘Level description’ that describe the skills and knowledge students will cover at this level or band eg *Students become familiar with the sounds of …, including the restored pronunciation. They use appropriate phrasing and voice inflection when reading aloud, reciting or performing …texts, such as stories, dialogues, songs or plays, and develop their understanding of the … alphabet. They apply their knowledge of … grammar, including parts of speech, case, gender, number, person, for example, … and conventions of sentence structure, for example, …, to the translation of …texts.*  *Students use roots, derivatives and word lists to acquire and build … vocabulary, and use dictionaries to select appropriate meanings of … words. They explore influences of … on English and other languages, focusing on derivatives and cognates such as …, and the contemporary use of … words and expressions, for example, … 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.* |
| Levels 7 and 8 Content Descriptions [sub-heading] |
| Engaging with texts [Strand name]Note: Classical Languages typically have two strands, ‘Engaging with texts’ and ‘Understanding’. The template below already has been pre-populated with the two strands. |
| ***Responding to texts*** [Sub-strand name]  Note: each strand is further sub-divided by sub-strands. The template below already has been pre-populated with the appropriate sub-strand title. |
| Write a one sentence ***Content description*** that describes the skills and knowledge the student needs to learn eg (Students)  *Read, comprehend and discuss Classical Sanskrit texts, using vocabulary, grammar and textual cues, to explore the ancient Indian world* |
| Write up to four ***content elaborations***consisting of dot points that develops further how the content description might be taught eg   * *developing an initial sense of the structure and content of texts by inferring meaning from textual cues, for example, titles, headings, images or captions to images, maps* * *listening to simple sentences in XXX to infer meaning, using aural cues such…* * *determining the general sense of texts through initial holistic reading, by identifying familiar people, vocabulary, places or topics, for example, …* * *analysing sentences, identifying and explaining the function of inflected forms, for example, … (subject + verb + object)* |
| *Levels 7 and 8 Achievement Standard* [sub-heading] |
| Writean **Achievement standard** for the two-level band. Typically achievement standards are between two and four paragraphs long and describe what knowledge and skills students can demonstrate in regard to their learning by the end of the two-level band eg  *By the end of Level 8, students use their knowledge of vocabulary, grammar and textual cues to identify and interpret information in XXX texts, such as narratives, about the daily life and attitudes…They translate XXX texts accurately into Standard English, applying their knowledge of vocabulary…*  *Students identify XXX sound–script relationships and use restored pronunciation when reading aloud…They give examples of how particular language use reflects the lifestyles, ideas, feelings and attitudes of …* |

### Classical Languages Curriculum template

|  |
| --- |
| [Insert name of Language] |
| Overview |
| **Rationale and aims**  *Rationale* [INSERT TEXT]  *Aims* [INSERT TEXT] |
| **Structure** *Sequences of learning*[INSERT NAME] has one 7–10 learning sequence for students who begin to learn the language in Year 7.*Strands and Sub-strands*The content of [INSERT NAME] is organised through two interrelated strands. The two strands are ‘Engaging with texts’ and ‘Understanding’. Each strand contains several sub-strands.  |  |  |  | | --- | --- | --- | | Strand | *Engaging with texts* | *Understanding* | | Sub-strands | *Accessing the ancient world through (language) texts*Engaging with people and ideas in the ancient world through texts that reveal language use and social and cultural practices | *Systems of language*Understanding the language system, including sound, writing, grammar, vocabulary and text structure | | *Responding to texts*Engaging with and responding to (language) texts as literature and responding to (language) texts through reading aloud, reciting or performing | *The powerful influence of language and culture*Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place; and the cultural legacy of the ancient world in the modern world | | The role of language and cultureThe relationship between language and culture | | *Translating*Translating (language) texts into English, comparing different interpretations of the same text and explaining these to others; translating and explaining (language) texts; and comparing and evaluating translations | *Reflecting*Questioning reactions and assumptions in response to engaging with the Classical world, and considering how this affects one's own identity and world-view; reactions to engaging with the ancient world; and identity as a language learner | |  Achievement standardsIn [INSERT NAME], students’ progress along a curriculum continuum. The first achievement standard is provided at Level 8 and then at Level 10. |
| **Learning in…** [INSERT NAME]  [INSERT TEXT] |
| **Resources**  [INSERT TEXT] |
|  |
| Curriculum |
| [Insert name of Language] |
| Levels 7 to 8 Description |
| [Insert two paragraphs that describe the skills and knowledge students will cover at this level or band] |
| Levels 7 and 8 Content Descriptions |
| Engaging with texts |
| ***Accessing the ancient*** *[insert name]* ***world through Classical*** *[insert name]* ***texts*** |
| [Insert content description and up to four content elaborations] |
| ***Responding to texts*** |
| [Insert content description and up to four content elaborations] |
| ***Translating*** |
| [Insert content description and up to four content elaborations] |
| Understanding |
| ***Systems of language*** |
| [Insert content description and up to four content elaborations] |
| ***The powerful influence of language and culture*** |
| [Insert content description and up to four content elaborations] |
| ***Role of language and culture*** |
| [Insert content description and up to four content elaborations] |
| *Reflecting* |
| [Insert content description and up to four content elaborations] |
| *Levels 7 and 8 Achievement Standard* |
| [Insert achievement standards for levels 7 and 8] |
|  | |
| [Insert name of Language] | |
| Level 9 to 10 Description | |
| [Insert two paragraphs that describe the skills and knowledge students will cover at this level or band] | |
| Levels 9 and 10 Content Descriptions | |
| Engaging with texts | |
| ***Accessing the ancient*** *[insert name]* ***world through Classical*** *[insert name]* ***texts*** | |
| [Insert content description and up to four content elaborations] | |
| ***Responding to texts*** | |
| [Insert content description and up to four content elaborations] | |
| ***Translating*** | |
| [Insert content description and up to four content elaborations] | |
| Understanding | |
| ***Systems of language*** | |
| [Insert content description and up to four content elaborations] | |
| ***The powerful influence of language and culture*** | |
| [Insert content description and up to four content elaborations] | |
| ***Role of language and culture*** | |
| [Insert content description and up to four content elaborations] | |
| ***Reflecting*** | |
| [Insert content description and up to four content elaborations] | |
| *Levels 9 and 10 Achievement Standard* | |
| [Insert achievement standards for levels 9 and 10] | |