

# Classical Greek



## A Guide to the New K–10 Syllabus

The new *Classical Greek K–10 Syllabus* will replace the current syllabus and will be implemented in 2005 with Year 7 and Year 9 students. Schools that wish to offer the 100-hour mandatory requirement of the School Certificate with students in Year 8 in 2005 must implement the syllabus with these students in 2005.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes *assessment for learning* as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

### What is similar?

Much of the content is similar to the current syllabus content. Students will continue to:

- develop the ability to read passages of Classical Greek prose
- develop techniques of linguistic analysis
- gain knowledge of, and develop skills in, the application of grammatical structures
- gain insights into, and an understanding of, the way of life of societies in the ancient Greek world.

Current programs can be modified to meet the requirements of the new syllabus and many existing units of work will form the bases of effective programs. The majority of existing resources will continue to be relevant.

The recent experience teachers have gained in implementing the *Classical Greek Continuers*

*Stage 6 Syllabus* (1999) and the *Classical Greek Extension Stage 6 Syllabus* (1999) will assist in the implementation of the new *Classical Greek K–10 Syllabus*.

### What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of Classical Greek in other systems nationally and internationally, and through consultation at forums, meetings and during wide circulation of the draft syllabus.

Differences include:

- outcomes that provide extensive statements of the knowledge, understanding, skills, values and attitudes that each student is expected to achieve as a result of effective teaching and learning
- explicit outcomes that focus on the connections between Classical Greek and English, and the influence of ancient culture, society, history and religion on modern societies
- a glossary that addresses new aspects of the syllabus and provides definitions of current terminology in languages study
- extension outcomes and content to help teachers address the needs and interests of students who have progressed beyond the Stage 5 essential content
- outcomes and stage statements from Stage 1 (including Early Stage 1) to Stage 5 that describe the continuum of learning in Classical Greek. This enables teachers to map students' learning development and to plan and program work according to students' needs and abilities
- an overview statement that shows how each cross-curriculum area is embedded in the essential content

### The features of the content pages

Objectives, outcomes and content are linked in tables to assist teachers with planning and programming.

Content is expressed as *Students learn to* and *Students learn about* in a consistent format.

*Classical Greek K–10 Syllabus*

**7.5 Content for Stage 4**  
**Stage 4 – Using Language**  
 Reading and Responding

<b>Outcome 4.UL.1:</b> A student reads passages of Classical Greek, recognising language structures.	
<b>Students learn about:</b> <ul style="list-style-type: none"> <li>reading and locating main ideas</li> <li>rules of pronunciation</li> <li>applying appropriate expression</li> <li>the importance of correct phrasing and expression to convey meaning.</li> </ul>	<b>Students learn to:</b> <ul style="list-style-type: none"> <li>read and locate main ideas and significant words which convey meaning</li> <li>apply rules of pronunciation when reading aloud</li> <li>use appropriate phrasing to demonstrate understanding</li> <li>convey the meaning of sentences, using appropriate phrasing and intonation.</li> </ul>

Analysing

<b>Outcome 4.UL.2:</b> A student analyses grammatical structures used in simple sentences in extended passages of Classical Greek.	
<b>Students learn about:</b> <ul style="list-style-type: none"> <li>grammatical structures used in simple sentences</li> <li>ways to analyse structure of passages.</li> </ul>	<b>Students learn to:</b> <ul style="list-style-type: none"> <li>identify grammatical structures used</li> <li>analyse the purpose of the structures, eg μέν ... δέ.</li> </ul>

Translating

<b>Outcome 4.UL.3:</b> A student translates sentences in extended passages from Classical Greek to fluent English.	
<b>Students learn about:</b> <ul style="list-style-type: none"> <li>the importance of close analysis of extended passages before translating</li> <li>linguistic structures in Classical Greek</li> <li>use of prior knowledge of vocabulary to deduce the meaning of unfamiliar vocabulary</li> <li>access to vocabulary in translating extended passages</li> <li>organisation of relevant structures in translating extended passages.</li> </ul>	<b>Students learn to:</b> <ul style="list-style-type: none"> <li>analyse the inflections of words and structures in extended passages before translating</li> <li>translate into fluent English, demonstrating knowledge of vocabulary and structures</li> <li>deduce the meaning of unfamiliar vocabulary</li> <li>use available resources to access vocabulary, eg dictionary, websites</li> <li>organise structures to develop a fluent English translation.</li> </ul>

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Language-specific examples are provided to clarify content where appropriate.

Cross-curriculum content is embedded in the syllabus content.

- content relating to the use and understanding of information and communication technologies (ICT) incorporated in the syllabus content
- Life Skills outcomes and content for those students with special education needs, particularly those students with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 6 and 7 of the syllabus are not appropriate
- the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework and is incorporated in the syllabus. Assessment for learning involves teachers planning how and when they will gather evidence of learning at the same time as they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

### How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in Classical Greek. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Developing integrated programs from the new *Classical Greek K–10 Syllabus* involves:

- identifying the outcomes to be addressed (see syllabus pp 14–16)
- identifying the required evidence of learning
- planning explicit teaching and learning experiences to address the outcomes (see syllabus pp 23–41) to allow students to demonstrate evidence of learning
- identifying strategies to teach the content
- incorporating assessment for learning by using the assessment advice in the syllabus

and in the support material that will be provided by the Board of Studies.

The advice about additional content on page 17, and the extension outcomes and content on page 18 of the syllabus will assist teachers to develop programs for students who are demonstrating Stage 5 outcomes prior to the completion of Year 10.

The inclusion of outcomes and stage statements that describe a continuum of learning from Stage 1 (including Early Stage 1) to Stage 5 will assist teachers to program for students in Years K–10 who have not yet demonstrated Stage 3 outcomes.

### How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus, have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *Classical Greek K–10 Syllabus* are not appropriate.

### What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate will be provided well in advance of 2006.

<b>distributed with the syllabus</b>	<p><b>Phase 1</b></p> <ul style="list-style-type: none"> <li>■ this guide to the new <i>Classical Greek K–10 Syllabus</i></li> <li>■ draft Descriptions of Levels of Achievement</li> </ul>
<b>3 months after distribution of the syllabus</b>	<p><b>Phase 2</b></p> <ul style="list-style-type: none"> <li>■ advice on programming</li> <li>■ sample units of work</li> <li>■ sample assessment activities</li> </ul>
<b>6 months after distribution of the syllabus</b>	<p><b>Phase 3</b> (incorporates Phases 1 and 2)</p> <ul style="list-style-type: none"> <li>■ annotated samples of student work</li> </ul>
<b>12 months after implementation of the syllabus</b>	<p><b>Phase 4</b></p> <ul style="list-style-type: none"> <li>■ final Descriptions of Levels of Achievement</li> </ul>

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The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.

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