

A Guide to the New K–10 Syllabus

The new *Latin 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:

- observe the influence of Latin on English
- read and translate passages of Latin prose
- develop techniques of linguistic analysis
- develop an awareness of values and attitudes of people of a different time and culture.

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

What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of Latin 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 Latin and English, and the influence of ancient culture, 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 Latin. 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
- content relating to the use and understanding of information and communication technologies (ICT) incorporated in the syllabus 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.

Latin K–10 Syllabus

Stage 4 – Moving Between Cultures

Outcome 4.MBC.1: A student demonstrates understanding of the interdependence of language and culture.	
<p>Students learn about:</p> <ul style="list-style-type: none"> • the significance of the changes that have occurred in languages through cross-cultural contact • ways in which language and behaviour reflect important aspects of the culture. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • understand the way words are used to create words in other languages, eg paternal, excavate, computer • identify words and phrases in Latin that encapsulate aspects of culture, eg <i>pater familias</i>.
Outcome 4.MBC.2: A student demonstrates knowledge of key features of the culture of the ancient Roman world.	
<p>Students learn about:</p> <ul style="list-style-type: none"> • the importance of tradition to a sense of cultural identity and diversity within the culture • representations of the ancient Roman world and culture • classical mythology • the contribution of ancient Roman civilisation to modern society • collecting and interpreting electronic information, with consideration of its ethical use, in order to identify and reflect on representations of culture. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify and explain features of lifestyle, eg home life, education and literature, religious practices, economy, slavery, the role of women • identify generalisations about people and culture, questioning stereotypes, such as heroes, eg in text, mass media • recognise the influence of classical mythology, eg art, literature, advertising • identify ways in which the culture and achievements of the ancient Romans have impacted on the modern world, eg religion, political systems, social systems • research and present information on the ancient Roman world using a range of information and communication technologies.

Life Skills
 For some students with special needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 content is not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 8.

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

Cross-curriculum content is embedded 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 Latin. 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 *Latin 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 22–40) 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 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 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 *Latin 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.

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

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.
