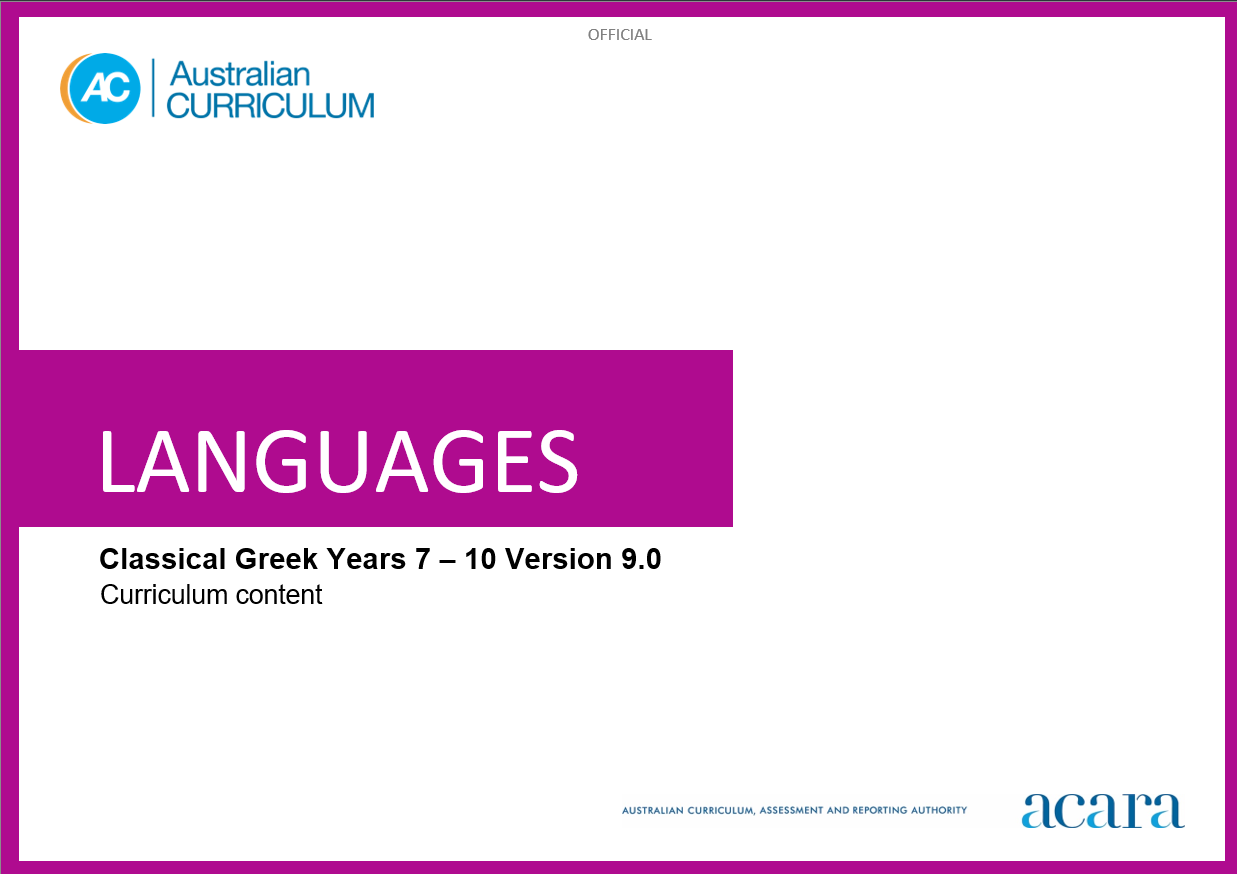
****

**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 2024**

The material published in this work is subject to copyright pursuant to the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

**TABLE OF CONTENTS**

[7–10 AUSTRALIAN CURRICULUM: LANGUAGES –CLASSICAL GREEK 3](#_Toc157579938)

[CURRICULUM ELEMENTS 3](#_Toc157579939)

[Years 7–8 (Year 7 entry) 3](#_Toc157579940)

[Years 9–10 (Year 7 entry) 11](#_Toc157579941)

7–10 AUSTRALIAN CURRICULUM: LANGUAGES –CLASSICAL GREEK

CURRICULUM ELEMENTS

Years 7–8 (Year 7 entry)

|  |
| --- |
| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Classical Greek, and this will be influenced by prior learning and experiences of language learning. Students access a range of texts in Classical Greek and English to understand and explore the ancient Greek world. They interact and collaborate with teachers and peers when engaged in activities involving listening, reading aloud, reading, viewing, translating and writing, supported by modelling, scaffolding and feedback. They access authentic and purpose-developed artefacts, spoken, written and multimodal resources which may include cartoons, stories, video clips, textbooks and modified or authentic extracts of literature.  Students use their English literacy knowledge of metalanguage to reflect on similarities and differences between Classical Greek and English vocabulary, pronunciation, and grammatical structures and features. They comment on the impact of ancient Greek culture on the modern world. They recognise that language reflects social and cultural identity, beliefs and values. |
| **Achievement standard** |
| By the end of Year 8, students use their knowledge of Classical Greek to interpret texts and sources, and respond to information about ancient Greek society. They develop strategies to translate Classical Greek texts into English, identifying familiar vocabulary and language structures and features to interpret meaning.    Students apply Classical Greek sound-script relationships and use restored pronunciation when reading familiar texts aloud. They demonstrate understanding that Classical Greek has conventions and rules for spoken and written communication. They understand that Classical Greek has influenced English vocabulary and comment on language structures and features, using metalanguage. They demonstrate awareness that language, texts and artefacts from Ancient Greece are connected with culture and identity, and explore the relationships between language(s), culture(s) and identity. |

|  |  |  |
| --- | --- | --- |
| **Strand: Engaging with the ancient Greek world through texts** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Accessing and responding to Classical Greek texts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| access and interpret Classical Greek texts to explore the ancient Greek world  ACL9LCG8E01 | * using a map of the ancient world to locate places where Greek was spoken in antiquity and recognising the connection between the spread of the Greek culture and the spread and evolution of Greek language * listening to simple sentences in Classical Greek to infer meaning, using aural cues such as *ἆρα ἤδη πονεῖτε ἐν τοῖς ἀγροῖς; ἐλθὲ δεῦρο* * reading textual cues such as titles, headings, images, maps and captions, and identifying familiar people, vocabulary, places and topics to infer meaning, for example, *ὁ Λεωνίδας μάχεται ἐν ταῖς Θερμοπύλαις* * exploring the importance of storytelling in capturing language, heritage and history, and recognising that stories connect societies across time and place * identifying cultural representations such as symbols from different sources and historical accounts, for example, the owl (Athena), trident (Poseidon), olive wreath (Olympic victory), the letter lambda (Spartans) * researching the purpose and function of spaces in an ancient Greek home, for example, *ἀνδρών* and *γυναικών* rooms * examining artefacts from the Classical Greek period, such as those from Ancient Athens, to see what they reveal about the everyday lives of people of Ancient Greece * collating, and sharing information using a secure online environment, about topics such as ancient Greek inventions, engineering and infrastructure, for example, the Antikythera Mechanism, the Hippodamian urban grid plan, Archimedes’ screw * recognising the ancient origins of national values such as democracy, equity and justice, freedom of speech and independent thought * exploring the attitudes of people of ancient Greek society, revealed in their myths and legends, for example, Hercules’ and Theseus’ attitudes to seeking glory * identifying references to ancient Greek mythology and literature in visual and performing arts and literature, from antiquity to the present * exploring ancient connections with modern society in sport, theatre, schooling, music and architecture * identifying literary influences from the Classical Greek period on popular culture, such as brand names, cartoons and adventure films, for example, Clash of the Titans, Troy, Hercules | |
| respond to texts and convey information in Classical Greek or English, as appropriate  ACL9LCG8E02 | * listening to and reading texts such as stories about life in the city/country, legends or myths, and responding to questions in English relating to content and context, or providing a summary of the text * gathering and collating information about daily routine in the ancient Greek world, such as family life, education, food, hygiene and exercise, and presenting findings in posters or digital displays, including annotations in English or words and simple phrases in Classical Greek * exploring and discussing references in texts to social structure in Sparta and Athens, including perioikoi*,* the helots and Athenian metics * researching artefacts such as Greek vases and explaining what they tell us about daily life and cultural practices in Ancient Greece * comparing details from different sources about where people of the ancient Greek world lived, such as in urban centres or rural settlements, for example, through dioramas or drawings with labels in Classical Greek or English, and discussing what they reveal about different lifestyles in the Classical period * reading accounts of historical events, for example, Aeschylus’ eyewitness account of the Battle of Salamis, and presenting the information in a different format such as a news report * discussing how scenes and characters are depicted in texts, such as through imagery or conversations * reading a text such as a story or a myth and illustrating it with images and simple captions in Classical Greek * identifying and discussing the techniques writers use to achieve effects such as humour or surprise * presenting short Classical Greek texts orally, such as stories, dialogues, poems or speeches, using strategies to convey tone and emotion * creating a class bank of references in texts that relate to the worship of the Olympian gods and local heroes, the panhellenic festivals of the Olympic and Pythian Games, or the dramatic performances of the Dionysia in Athens, to assess the importance of religion in ancient Greek society | |
| **Sub-strand: Translating** | | |
| develop and apply strategies to interpret and translate Classical Greek texts to convey meaning in English  ACL9LCG8E03 | * developing skills in using print and electronic resources to consider multiple meanings of vocabulary and locating the appropriate meanings of words within a context * using knowledge of Classical Greek-derived English words to deduce the meaning of Classical Greek words * considering multiple meanings of vocabulary, for example, using dictionaries and electronic translation tools, and making appropriate selections according to context, such as *ἄριστος* * using known vocabulary in Classical Greek or English, and context, to deduce the meaning of unknown words * applying knowledge of grammar to determine meaning of inflected forms and to recognise, in context, the specific function of words which may have multiple applications, such as subject or object, for example, *τὸ δένδρον θάλλει. ὁ γεωργὸς κόπτει τὸ δένδρον* * translating Classical Greek into idiomatic English, identifying words and expressions that do not translate easily, for example, *ἀγαθός, ἄριστος, καλός, ξένος, δεινός, πρὸς τῶν θεῶν, ἔστι μοι δοῦλος* * understanding that Classical Greek word order is different from English and determining appropriate word order in English to retain meaning and emphasis, for example, *κελεύει σε ὁ Ζεύς* * identifying and discussing effective strategies to create appropriate translations, applying problem-solving skills to resolve difficulties * discussing how words that refer to aspects of ancient Greek culture should be translated, for example, *ὁ δῆμος* (deme, people, citizen body), *ὁ ἀνήρ* (man, husband, hero), *ξένος* (stranger, guest, foreigner) * exploring the effect of using the variety of English translations for verb tenses, for example, *ἰδών* (having seen, after seeing, on seeing, seeing) * translating an extract from a text, and comparing and discussing the merits of different translations of the same text with peers, and collaboratively editing a final version | |

|  |  |  |
| --- | --- | --- |
| **Strand: Understanding language and culture** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| understand and begin to apply the phonological and orthographic systems of Classical Greek  ACL9LCG8U01 | * learning the Greek alphabet in lower and upper case, including final sigma, and matching script to sound, for example, *δ - d, γ - g, θ - th* * learning the standard system of transliteration of Greek into English letters, for example, *δ* - d, *χ* - ch, *αι* - ae * recognising the use of the upper case in Classical Greek to distinguish proper nouns * writing simple sentences in Classical Greek to consolidate knowledge of script * recognising and representing diphthongs, double consonants and aspirated consonants, for example*, αι, γγ, ψ, ξ, θ, χ, φ* * recognising and using diacritical marks to show aspiration and iota subscript, for example, *ἡ ὁδός, τῇ ὁδῷ* * recognising that punctuation in Classical Greek can be different from English, for example, the use of the semicolon as the question mark in Classical Greek * listening to and reproducing familiar and unfamiliar words and phrases, and reciting simple texts in Classical Greek to convey meaning, using restored pronunciation and appropriate phrasing and expression | |
| develop knowledge of the vocabulary, structures and features of Classical Greek grammatical systems to understand, translate and respond to texts  ACL9LCG8U02 | * using the definite article to identify the number, gender and case of nouns, for example*, αἱ ὁδοί, τούς δικαστάς* * demonstrating that the definite article, nouns, pronouns and adjectives inflect to show number and case by completing tables, for example, *ὁ ἡμέτερος πατήρ, τὰ μικρὰ ἄροτρα* * identifying the forms and functions of the nominative, vocative, accusative, genitive and dative cases of the definite article, nouns and pronouns by developing charts and mind maps, for example, *τῶν πολιτῶν πολλοί* (partitive genitive), *τῇ ὑστεραίᾳ* (dative of time when) * recognising that Greek words have variable endings that indicate their grammatical function in a sentence * recognising -*ω* verbs and contract verbs -*εω*, -*αω* in the present, future, active and middle, for example, *λύω/λύομαι, φιλῶ/φιλοῦμαι, τιμῶ/τιμῶμαι* * using the present imperative, active and middle, for example, *σπεῦδε* * using the infinitive and participles, active and middle, in the present, future, for example, *παύειν/παύων, παύσειν/παύσων* * using the irregular verb ‘to be’ in the present, future and imperfect tenses, for example, *εἰμἰ/ἔσομαι/ἦν* * recognising the use of common prefixes to form compound words, for example, *ἐκβαίνω, εἰσβαίνω* * identifying the 3 declensions of nouns and adjectives, including variants and common irregular forms, by completing a quiz, for example, *ἠ ναῦς, πολύς/πολλή/πολύ* * recognising agreement between adjectives and nouns in number, gender and case by highlighting the appropriate parts of words, for example, *ἠ μακρὰ ὁδός, τοῦ ἀληθοῦς λόγου* * recognising the comparative and superlative degrees of regular adjectives, for example, *ἀνδρεῖος, ἀνδρειότερος, ἀνδρειότατος* * identifying cardinal numbers *εἷς/μία/ἕν* to *χίλοι/αι/α* and *μὐριοι/αι/α*,and ordinal numbers *πρῶτος/η/ον* to *χιλιοστός, μυριοστός* * identifying the forms and application of personal, interrogative, indefinite, demonstrative and relative pronouns by completing information gap activities, for example, ἐ*γώ/σύ, ἡμεῖς/ὑμεῖς, τίς/τί, τις/τι, οὗτος/αὕτη/τοῦτο, ὅς/ἥ/ὅ* * recognising prepositional phrases using the accusative, genitive and dative cases, for example, *πρὸς τὴν πόλιν, πρὸς τῶν θεῶν, πρὸς τῇ νηί* * recognising positive, comparative and superlative adverbs from adjectives, for example, *ἀληθῶς/ἀληθέστερον/ἀληθέστατα* | |
| compare Classical Greek vocabulary and language structures and features with English, using metalanguage  ACL9LCG8U03 | * recognising how word order may be different in Classical Greek and English, such as the use of the attributive and predicative position of the adjective to vary meaning, for example*, ἡ καλὴ κόρη* and *καλὴ ἡ κόρη* * understanding that one Classical Greek word may correspond to several different English words, and selecting the most appropriate meaning of a word in its context * using terms relating to parts of speech to compare basic sentence structures in Classical Greek and English * developing strategies for vocabulary building by applying knowledge of roots and derivatives, for example, *ἄγγελος* (angel/archangel/evangelist), *περί (*periscope/perimeter/periphery), *μόνος/η/ον* (monotony, monologue, monopoly) * building vocabulary by recognising Classical Greek words commonly used in English, for example, analysis, aroma, drama, eureka, hoi polloi, hyperbole, idea and synthesis * identifying and using Classical Greek derivatives to expand own English vocabulary, for example, antithesis, cynic and sceptic * identifying and collecting word families in which the same Classical Greek root is used with different prefixes or suffixes, for example, biography/calligraphy, biology/technology, analysis/paralysis, Palaeolithic/ palaeontology | |

|  |  |
| --- | --- |
| **Sub-strand: Understanding the interrelationship of language and culture** | |
| recognise that language, texts and artefacts provide insights into culture and identity  ACL9LCG8U04 | * recognising that Greek has been spoken in various forms uninterruptedly from the third millennium BCE to the present day, and it has been documented in writing since about 1450 BCE, reflecting the culture of Greek-speaking peoples not only from the mainland but also Greek colonies across the Mediterranean and Black Sea * recognising that Ancient Greece encompassed regional and ethnic diversity, and considering how cultural diversity has continued to be an integral feature of society since ancient times * investigating how the Classical Greek language was the medium with which innovative Greek ideas were spread in the areas of science, medicine, mathematics, historiography, geography and philosophy, for example, *μαθηματικά, ἱστορία* * exploring First Nations Australians material culture such as instruments, jewellery, music, art, painting and dance, recognising how they provide insights into beliefs, cultural practices and social values, and making connections with those of Ancient Greece * identifying connections between language and significant cultural attitudes, for example, the concept of *μυθος, πανηγυρις* * exploring the colloquial language that people of Ancient Greece used for greetings, or answering questions about daily life, such as *χαῖρε/χαίρετε, πῶς ἔχεις/ἔχετε; τὶ ἔστιν;* * considering how learning about the ancient world through texts offers insights into different ways of representing experience * reflecting and reporting on how learning Classical Greek gives insights into the relationship between language and culture in general, and how their own way of thinking about language, culture and identity may change through the experience |

Years 9–10 (Year 7 entry)

|  |
| --- |
| **Band level description** |
| In Years 9 and 10, Classical Greek learning builds on each student’s prior learning and experiences. Students access and translate a range of texts in Classical Greek and English to interpret and analyse the society and culture of Ancient Greece. They communicate their ideas and opinions about the ancient world. They continue to receive guidance, modelling, feedback and support from teachers and peers. They use authentic and purpose-developed resources and artefacts, and a range of spoken, written and multimodal texts which may include extracts from authentic literature, textbooks, audio and video clips, magazines and feature articles.  Students use metalanguage to analyse structures and features of Classical Greek and explain their influence on English. They evaluate the impact of ancient Greek culture on the modern world. They reflect on how language and social and cultural identity can shape behaviours, beliefs and values. |
| **Achievement standard** |
| By the end of Year 10, students use their knowledge of Classical Greek to interpret and analyse information from a range of texts and sources about ancient Greek society and culture. They apply strategies to translate and interpret Classical Greek texts into English and demonstrate understanding of how language conveys cultural meaning.  Students apply Classical Greek sound-script relationships and use restored pronunciation when reading familiar and unfamiliar texts aloud. They select and apply Classical Greek grammatical conventions and rules when translating and responding to texts. They explain how Classical Greek has influenced English vocabulary and analyse language structures and features, using metalanguage. They demonstrate understanding that language, texts and artefacts from Ancient Greece are connected with culture and identity, and reflect on the interrelationship of language(s), culture(s) and identity. |

|  |  |  |
| --- | --- | --- |
| **Strand: Engaging with the ancient Greek world through texts** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Accessing and responding to Classical Greek texts** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| interpret Classical Greek texts to analyse the society and culture of the ancient Greek world  ACL9LCG10E01 | * interpreting and inferring meaning using knowledge of text type, linguistic features and culture, for example, comparing Herodotus and Thucydides * evaluating information about famous centres of Greek learning and culture, such as Alexandria, Antioch and Ephesus * analysing texts to understand how different points of view are expressed on political or social issues, for example, the recall of military generals to Athens to stand trial after the Athenian victory at Arginusae in 406 BCE as reported in Thucydides, or the debate led by Themistocles at Corinth on where the Greeks should fight against the Persians * investigating the importance of storytelling in capturing language, heritage and history, and discussing how stories connect societies across time and place * examining how cultural attitudes are conveyed in Classical Greek texts, such as attitudes to enslaved people or women, political freedom, legal rights and obligations of citizens, social classes * researching architectural remains of Ancient Greece through the study of an archaeological site and discussing what they reveal about the values and attitudes of people in ancient Greek society * exploring Classical Greek inscriptions to elicit information about ancient Greek society, for example, inscriptions on vases, funerary stelae, ostraka * investigating ancient practices in engineering, medicine and science still relevant in the modern world, such as the theories of Hippocrates, Democritus, Pythagoras, Archimedes, Eratosthenes and Aristarchus * researching references in Classical Greek texts to historical or mythological characters, such as Themistocles or Achilles, to examine how they represent the beliefs, values and attitudes of the time * reading information about the rise of drama in Classical Greece and identifying its connection with the development of intellectual thought and democracy, for example, how Aristophanes’ plays comment on the political situation of his time * researching the influence of leading Greek intellectuals such as Socrates, Plato and Aristotle on modern Western philosophy | |
| respond to texts and discuss ideas about ancient Greek society in Classical Greek or English, as appropriate  ACL9LCG10E02 | * reading texts in Classical Greek and responding to questions in English to demonstrate understanding of content, context, purpose and technique * comparing social issues such as class, the role of women and civil rights in the Classical Greek and modern world * researching inscriptions or graffiti and analysing what they reveal about the society of the time * reading about events which have taken place in Athens and creating a virtual tour of the Agora or the Acropolis of Athens, adding written or oral text in English or simple sentences in Classical Greek * reading texts on the Peloponnesian war and re-enacting the ecclesia, debating a significant, related issue such as whether the Athenian farmers should leave their lands, retreat to the city and conduct a long war against the Spartans * gathering and collating information about ancient Greek art, including sculpture, jewellery and painting, and producing an online exhibition catalogue * reading a text and analysing characters, themes and the use of literary features * discussing how language is used to reveal character, values and key messages in texts such as narratives, dialogues, plays, poems, letters or speeches, for example, Pericles’ funeral oration * discussing characters such as Croesus in ‘The Histories’ by Herodotus and Dicaeopolis in ‘The Acharnians’by Aristophanes, and composing an imaginative text or performing a role-play from that character’s point of view * evaluating the effectiveness of texts by considering the use of techniques such as simile, metaphor, personification or pathos for particular purposes such as to entertain or persuade * listening to and/or reading extracts from original or modified texts, and performing them to convey meaning using appropriate expression, phrasing, stress and tone | |
| **Sub-strand: Translating** | | |
| apply strategies to interpret and translate Classical Greek texts to convey meaning and demonstrate understanding of context, purpose and audience  ACL9LCG10E03 | * using print and secure online Classical Greek and English dictionaries and thesauruses to consider a variety of meanings and synonyms, and to investigate how vocabulary choices in Classical Greek and English can express shades of meaning, for example, *ὑπεροράω* (look down on, overlook, despise) * deducing the meaning of new words by drawing on prior knowledge, derivatives, patterns of word formation and connections with familiar words, for example, *σαρκοφάγος, κακοδαίμων, προσβάλλω/καταβάλλω/ἐκβάλλω, πόλις/πολίτης/πολιτικός/πολιτεία* * rendering the precise meaning of grammatical forms such as tenses or prepositions with different cases into English, for example, *ἐλάμβανον/ἔλαβον*, *μετα* + accusative, *μετα* + genitive * conveying the meaning of idiomatic expressions, culture specific vocabulary and shades of meaning, distinguishing between the different connotations of a word in a particular context, for example, *δίκη, ἀρετή*, *ἔρρʼ ἐς κόρακας τύραννος, τυραννίς, τυραννικόν* * recognising creative variations in Classical Greek word order to focus on action or to create suspense by delaying a key word, phrase or clause, and adjusting the word order of the English translation to reflect this * evaluating the effectiveness of translations of the same or different texts, using criteria such as selection of appropriate vocabulary, grammatical accuracy, fluency, coherence, clarity and idiomatic expression * analysing complex sentence structures such as subordinate clauses and indirect speech, to provide appropriate and coherent English equivalents * constructing and editing translations collaboratively with peers, justifying opinions for the selection of specific words and phrases * translating, independently or in collaboration with peers, unseen texts with compound or complex sentences, drawing on familiarity with the style and language of texts already studied * recreating mood, tone and emphasis of the original text in English translations by selecting appropriate vocabulary, and comparing and contrasting potential choices, for example, *τύχη* (chance, luck, fortune) and *συμφορά* (event, circumstance, mishap, misfortune) | |

|  |  |  |
| --- | --- | --- |
| **Strand: Understanding language and culture** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply the phonological and orthographic systems of Classical Greek in a range of contexts  ACL9LCG10U01 | * applying knowledge of sound and spelling changes, for example, when stops *β/π/φ, τ/δ/θ/ζ, κ/γ/χ* are followed by sigma, as in *σπεύδω/ἔσπευσα*, *πέμπω/ἔπεμψα,* *διώκω/ἐδίωξα* * noting that iota subscript is given in the upper case when reading Classical Greek inscriptions * recognising the component parts of compound words that involve the transfer of aspirates, for example, *κατά* + *ἵστημι* = *καθίστημι* * applying knowledge of non-Attic versions of common words, for example, *θάλασσα* (*θάλαττα*), *πονέω (πονῶ), ἐς (εἰς), μάτηρ (μήτηρ)* * applying knowledge of diacritical marks for accentuation, to distinguish between words with the same spelling, for example, interrogative and indefinite adverbs, pronouns such as *τις* and *τίς*, or verbs such as *πονεῖ* and *πόνει* * understanding the function of crasis and elision when reading aloud, for example, *κἀγαθοί* = *καὶ ἀγαθοί, τἄλλα = τὰ ἄλλα* * reciting or presenting extracts from Classical Greek texts, using expression to convey meaning, tone and emphasis, for example, excerpts from ‘The Iliad’ by Homer, ‘The odes of Pindar’, ‘Antigone’ by Sophocles or ‘Medea’ by Euripides | |
| select and use vocabulary, grammatical structures and linguistic features of Classical Greek to interpret, translate and respond to texts  ACL9LCG10U02 | * applying expanded knowledge of vocabulary, grammar and problem-solving skills to translate compound sentences and complex sentences with nested clauses by completing information gap activities in extracts * applying knowledge of *-ω*, contract and -*μι* verbs in all tenses, active and middle, indicative, imperative and infinitive forms * applying knowledge of common irregular verbs, for example, *oἶδα, ἒοικα* * demonstrating a broader understanding of moods by developing charts and mind maps, including the subjunctive and optative, as appropriate * applying knowledge of the use of participles with the genitive absolute and the accusative absolute by completing a quiz, for example, *ἡμέρας γενομένης, ἔδοξεν ταῖς κόραις πρὸς τὸν κρήνην βαίνειν* and *δέον τὴν πόλιν ἀμύνεσθαι, οἱ ἄνδρες τὰ ὅπλα ἔφερον* * applying knowledge of the passive voice in all applicable tenses, including first and second aorist and future * developing a broader understanding of clauses, including fearing, conditional and indefinite clauses * understanding the structure and use of indirect statements with *ὅτι*, the infinitive or the participle * distinguishing between the simple infinitive and recognising the use of the articular infinitive, for example, *ἀγαθὸς εἰς τὸ λέγειν τε καὶ πράττειν* * identifying verbs that take supplementary participles by completing tables, for example, *ἔτυχον παροῦσαι αἱ γυναῖκες/οἱ Ἀθηναῖοι ἐφαίνοντο οὐ βουλόμενοι ἀγορεύειν* * applying knowledge of the comparative and superlative degrees of common irregular adjectives, for example, *ἀγαθός/ἀμείνων/ἄριστος, ἀγαθός/βελτίων/βέλτιστος, ἀγαθός/κρείττων/κράτιστος* * applying knowledge of a wider range of indefinite pronouns and adjectives * identifying the verbal adjective in -*τέος,* for example, *οὐ λεκτέοι εἰσὶν οἱ λόγοι* | |
| explain how Classical Greek vocabulary, structures and features extend understanding of English, using metalanguage  ACL9LCG10U03 | * investigating and explaining the effect of word order in Classical Greek and English in producing emphasis and tone, for example, indignation, anger and suspense * reflecting on the particular use of tenses in Classical Greek and making comparisons with English, such as use of aspect, vivid use of the present in indirect speech * identifying Classical Greek roots in English scientific, technical, legal and academic terminology, for example, pathogen, symmetry, geology, metropolis, gigabyte, nanotechnology * applying knowledge of Classical Greek to understand the formation of English words, for example, criterion/criteria, macro-economics * recognising terms in English that are hybrids of Classical Greek and Latin, for example, metalanguage, quantum physics, teleconference * recognising the influence of literary genres such as epic, tragedy, comedy, epigram, ode, history and myth, in order to understand different text types in English * analysing language features in Classical Greek and English used to influence the intended audience, such as imagery and rhetorical devices | |

|  |  |
| --- | --- |
| **Sub-strand: Understanding the interrelationship of language and culture** | |
| reflect on and explain how language, texts and artefacts provide understanding of culture and identity  ACL9LCG10U04 | * discussing the spread of Greek influence across the Mediterranean and Black Sea, including the use of Greek as the common language for government, trade, commerce, education and law * explaining why Classical Greek was the form of the language used by significant authors of Ancient Greece, such as Thucydides, Sophocles, Plato and Lysias, in texts in which they expressed the attitudes, beliefs and values of the time * understanding how language and cultural practices are interconnected, for example, by explaining religious or political connotations associated with words such as *ἡρῷον, μυστήρια, βουλη, δημαγωγος* * investigating First Nations Australians material culture such as instruments, jewellery, music, art, painting and dance, discussing how they provide an understanding of beliefs, cultural practices and social values, and making connections with those of Ancient Greece * discussing ancient Greek values that are embedded in terms such as *ξενία* and considering their significance in the modern world * discussing how the values, attitudes and practices of people living in Ancient Greek society reflect their identity and whether they are similar to or different from their own * investigating how the study of ancient texts, language and artefacts can help to examine and interpret their own world, and analysing their own and others’ assumptions about family and civic responsibilities, traditions, values and attitudes, and how these can shape their own sense of identity * exploring the identity and loyalty of people of Ancient Greece as members of separate city-states and relating this to their own identity as a member of a local community or a state/territory/nation * considering how cultural diversity has continued to be an integral feature of society since ancient times * discussing the enduring use of Classical Greek in religious contexts in the contemporary world, for example, *κύριε ἐλέησον, Χριστὀς, ἐκκλησία, κλῆρος, ἄγγελος, ὕμνος, εὐαγγέλιον* * investigating the use of dialects to denote differences in ethnicity and social status in Ancient Greece, for example, Aristophanes’ use of Doric to ridicule a Spartan character |