



**Draft Shape of the ACT Board of Senior Secondary Studies
Curriculum: Classical Languages**

DRAFT

Acknowledgment of the cross-sector working party

A cross-sector working party of 8 teachers across European and Asian languages provided advice on development of courses written under the Technologies framework.

Name	College

Purpose

The *Shape of the BSSS Senior Secondary Curriculum: Classical Languages* provides broad direction on the purpose, structure and organisation of courses written under the Languages Framework.

It is intended to guide the writing of senior secondary courses for Years 11 and 12. This paper has been prepared following analysis of the ACARA Shape of the Australian Curriculum: Languages paper, an environmental scan of classical languages curriculum across jurisdictions and consultation with Professor Elizabeth Minchin, ANU.

This paper should be read in conjunction with the BSSS Shape of the ACT Senior Secondary Curriculum available at (<http://www.bsss.act.edu.au/curriculum>).

Rationale for learning classical languages

Learning classical languages #####

- Grammar and literacy
- Analysis and linguistic and numerical reasoning
- Ancient world
- Cultural heritage
- Ground work for successor languages
- Ancient history
- Expansion of Sanskrit etc

#####bring in research#####

Learning languages strengthens intellectual and analytical capability and enhances creative and critical thinking. Students develop an understanding of the nature of language (including linguistic and stylistic features), of culture, and of the process of communication. They develop understanding of how values and culture shape a learner's world view. Learning languages extends the learner's understanding of themselves, their heritage, values, culture, and identity.

Students learn to reorganise their thinking to accommodate the structure of another language. They develop cognitive flexibility and problem-solving ability, which can be applied when problems and solutions are not evident, as well as when critical thinking and creative approaches are required.

Languages courses

The BSSS is committed to working with experienced teachers of classical languages to ensure that BSSS curriculum and assessment enable students to study a senior secondary classical language. In 2017, the guidelines for meshing language courses were developed and the language eligibility criterion was updated. Students of classical languages will also use the languages eligibility form on the BSSS website, by answering those questions relevant to classical languages.

Currently, one classical language is taught in the ACT. Nevertheless, this shape paper proposes development of generic beginning and continuing courses, **to allow the introduction of other classical languages**. In practice, all teachers of languages will be delivering common content (i.e. knowledge, understandings and processes). The fourth course to be developed is *Translating and Interpreting*.

Each language course is unique, with its own discrete knowledge, symbols, language, and processes. The unique nature of each language will be accommodated by its own adoption form and guidelines

for grammatical items in the appendix of the course. From these 4 generic courses, teachers will be required to develop a program of learning based on the content descriptions in each unit.

Generic curriculum documents give coherence to the language area, with a common purpose for languages learning regardless of the language. In addition, it enables the ACT senior secondary system to respond to a growing diversity of languages.

Students will still be able to study a range of languages. The language studied will be recorded on their senior secondary certificate.

It is anticipated that scope for languages in addition to Latin will be provided by this generic approach, such as Classical Greek, Sanskrit, etc.

Design specifications for all BSSS accredited courses

The foundation of a course comprises of four core 1.0 standard units. Core units provide students with the breadth of the subject. Units 1-4 are not sequential. Content descriptions state specific subject-based knowledge, understanding and skills. The point of difference between core units will be defined in the unit description and content descriptions. Units will not be organised by activity, instead, units will be organised around a specific focus, concept or issue.

A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the principal's approval. This unit may be undertaken after the completion of two standard units.

Content descriptions will be written for each unit. Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that enables students to demonstrate all of the content descriptions. The lens which the teacher uses to demonstrate the content descriptions will be determined by the teacher when developing their program of learning. A program of learning is what a college provides to implement the course for a subject.

Proposal	Rationale for Courses			
	Proposed suite of courses written under the Languages Framework			
Course Title	Language Beginning generic content descriptions for all languages	Language Continuing generic content descriptions for all languages		
Classification	A/T/M	A/T		
Course Rationale	Beginning courses - are intended for students who have no previous knowledge of the language.	Continuing courses - are intended for students who have completed one to five years study of the language in high school.		
Language Eligibility	Refer to the ACT BSSS Languages Eligibility Form at http://www.bsss.act.edu.au/curriculum/courses			

Draft Proposal	Draft Proposed Unit Titles			
	Unit 1	The Individual	The Individual	
Unit 2	Classical Societies	Classical Societies		
Unit 3	Issues in Classics	Issues in Classics		
Unit 4	Creativity in Classics	Creativity in Classics		
Negotiated Unit	A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.			
Appendix	For each level of course and each language there will be language specific appendices which provide guidance for linguistic features and grammar and topics within themes.			

The Individual

Students examine classical notions of individuality and individual expressions. Students explore ways of belonging and being in the classical world and reflect upon their own expression of identity through the target language.

Classical Societies

In this unit students learn how classical language communities are organized and expressed that organization in grammar, vocabulary, and usage. They learn about classical societies through classical texts and consider these in relation to their own.

Issues in Classics

In this unit students learn about the challenges, problems and debates of the classical world. They read about and express opinions in the target language. They explore the different cultural, social and ethical practices of the classical world, and consider those in relation to their own world.

Creativity and Perspectives

Students learn how classical authors used creative expression to communicate their perspectives. They study the use rhetorical and communicative devices in classical texts.

Negotiated Study

A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.

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