THE REPUBLIC OF UGANDA

Lower
Secondary
Curriculum

FOREIGN LANGUAGES SYLLABUS
LATIN

NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

Curriculum

in

ENTREPRENEURSHIP
SYLLABUS

CONTENTS

Website: www.ncdc.go.ug

FOREWORD

The study of Modern Foreign Languages contributes to the acquisition and development of literacy and communication skills. The response to the spoken word and the written texts promotes critical thinking, interaction and production of language. For example, role-plays, conversations and writing in different formats and for different purposes fosters intelligibility, self-expression and creativity. The learner develops personal, interpersonal and teamwork skills which can be applied in everyday life and in the world of work. This Syllabus is a four-year programme of study for Latin as one of the 5 foreign languages in the New Lower Secondary School Curriculum.

Exploitation of the available global opportunities requires the learner to acquire knowledge of and communication skills in foreign languages. Although Latin is referred to as a dead language because it is not a native language of any community, it was reborn and renamed as French, Italian, Spanish, Portuguese, and Romanian (the five Romance languages). Latin is a liturgical language because it continues to be used in religious contexts. It is also a classical language because it continues to be studied and read through a rich body of ancient literature like other classical languages such as Greek, Chinese, Arabic, Hebrew, French and Sanskrit.

The English vocabulary has many Latin words and roots. Learning Latin can build a person's capacity to learn many languages at ago. As a language of law, logic, government and theology, Latin is critical for the learner who may choose to venture into such professions.

The teachers of Latin are required to shape learning experiences to cater for that the needs and interests of each learner. Developing and providing appropriate learner's textbooks, blended with a diversity of texts and activities will greatly support teachers to do this.

The Lower Secondary Syllabus for Latin provides a firm foundation for further learning of the language. This is indicated in the list of vocabulary provided and all the language skills.

I, therefore, endorse this Syllabus as the official document for the teaching and learning of Latin at the Lower Secondary School level throughout the country.

Hon. Janet Kataaha Museveni
The First Lady and Minister for Education and Sports

ACKNOWLEDGEMENT

Grace K. Baguma
Director
National Curriculum Development Centre

INTRODUCTION

The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous country, while the NDP recognises the existing weak- nesses in education, including the low efficiency and variable quality at the secondary level. The Sustainable Development Goal 4 advocates for inclusive and quality education, while the National Development Plan II focuses on enhancement of hu- man capital, development, strengthening mechanisms for quality, effective efficient service delivery and improvement of quality and relevance of skills development. The NRM Manifesto (2016-2021), emphasises continuous assessment examination systems, strengthening soft skills, which promote self-esteem, conscientiousness and a generally positive attitude to work, promoting e-learning and computer literacy in order to enhance learning outcomes. All these are lacking and where they exist it is at a minimum level.

In alignment with the above, the Education and Sports Sector Strategic plan (2017/20) advocates for delivery of equitable, relevant and quality education for all. The current secondary school curriculum of Uganda, although highly regarded, is focused on the needs of a minority academically oriented elite yet the needs of the majority of learners need to be the focus. The Ministry of Education and Sports (MoES) through the National Curriculum Development Centre (NCDC) therefore, undertook a review of the Lower Secondary Curriculum, aimed at providing a learning environment, opportunities, interactions, tasks and instructions that foster deep learning by putting the learner at the centre of the learning experience. This is in line with aims to secondary education in Uganda, as provided for in the Government White Paper on education (1992) as outlined below:

The aims of secondary education in Uganda are:

- Instilingl and promoting national unity, an understanding of the social and civic responsibilities;
- Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages;
- Imparting and promoting a sense of self discipline, ethical and spiritual values, personal and collective responsibility and initiative;
- Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- Providing up-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socioeconomic development of Uganda;
- Enabling individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;

- Enabling individuals to develop personal skills of problem solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and development of social, physical and leader- ship skills such as are obtained through games, sports, societies and clubs;
- Laying the foundation for further education;
- Enabling the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community;
- Instilling positive attitudes towards productive work.

BACKGROUND TO THE NEW CURRICULUM

The review was based on the Education Sector Strategic Plan (ESSP), 2009 – 2018) which set out strategies to improve the quality and relevance of secondary education. The ESSP's sub objective 2.2 was to ensure that "Post-primary students [are] prepared to enter the workforce and higher education". This is also in line with the current strategic plan of 2017-2020. To achieve this objective, one of the Ministry's strategies was to revise the curriculum and improve instruction and assessment by eliminating the short comings in the current curriculum.

The review focused on: producing a secondary school graduate who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates.

The review also aimed at reducing the content overload and contact hours in the classroom so as to create time for: research and project work; talent development and creativity; allowing for emerging fields of knowledge across all subjects and doing away with obsolete information. There was a need to address the social and economic needs of the country like the mining sector, tourism, services provision, science and technology development and to ensure rigorous career guidance programme to expose learners to the related subjects. This will enable learners to make informed choices as they transit and to equip them with knowledge and skills that will enhance their competitiveness in the global value chain.

To meet these requirements, the reforms are based on:

- The development of a holistic education for personal and national development based on clear shared values
- A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed
- A focus on the key skills that are essential to work, to learning, and to life, and which will promote life-long learning
- An integrated and inclusive approach that will develop the ability to apply learning in practical situations.

The ESSP further outlines what the reforms imply:

"This reform will necessitate a sweeping revision of the general secondary curriculum, away from strictly academic learning objectives that are thought to prepare students for erudite higher education and towards a set of competencies that serve both those who continue their education after S4 and those who choose to enter the workforce. The new curriculum will enable learners to acquire specific vocational skills that they can use once they enter the world of work. The new curriculum will help learners make informed decisions as citizens and family members, and it will give those who continue with their education, either immediately in S5 or later in life, the learning skills they need to think critically and study efficiently."

KEY CHANGES IN THE NEW CURRICULUM

The key change in the new curriculum is a move from a knowledge-based curriculum to a competence and skill-based curriculum. It is no longer sufficient to accumulate large amounts of knowledge. Young people need to develop the ability to apply their learning with confidence in a range of
situations. They need to be able to use knowledge creatively. A level of competence is the ability to use knowledge rather than just to acquire it. This requires an active, learner-centred rather than passive, teacher-centred approach.

This approach to teaching and learning is in support of the Sustainable Development Goals (SDG's), otherwise known as the Global Goals. These are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The key changes in the curriculum will ensure that Uganda is making good progress towards SDG 4 in particular which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The change can be summarised in the following diagrams.

THE KNOWLEDGE-BASED CURRICULUM

TEACHER

KNOWLEDGE

STUDENT STUDENT STUDENT STUDENT STUDENT

TEST AND SUMMATIVE ASSESSMENT
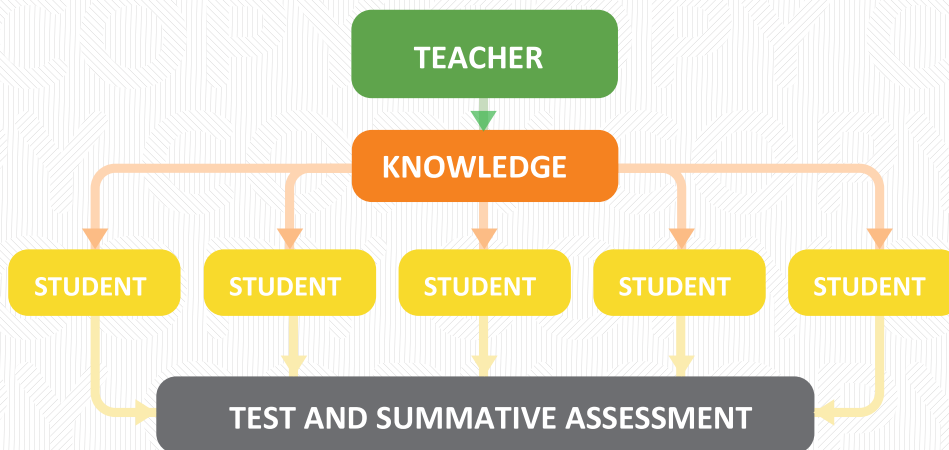
Knowledge-based teaching was based on transferring knowledge from the teacher to the students. The teacher had knowledge and transferred this knowledge to the students by lecturing, talking, asking them to read the text book or writing notes on the board for the students to copy and learn. Students acquired the knowledge, often without fully understanding it, and were tested at the end of a unit, term or school course to see if they had remembered it. The knowledge was based mainly on the knowledge in the subjects traditionally taught at University, and little attempt was made to make it relevant to young people's own lives. The whole education system was seen by many people as a preparation for University, but the vast majority of learners never reach university. The new curriculum will cater for this majority as well as those who later go on to University.

THE COMPETENCE BASED CURRICULUM

ACTIVITY

STIMULUS MATERIAL, LEARNERS' EXPERIENCE, PROBLEM-SOLVING, INVESTIGATION, GROUP ACTIVITIES, EXPLORATION, EXPERIMENTS, FIELD WORK

DISCUSSION

LEARNER ↔ **TEACHER** ↔ **LEARNER** ↔ **TEACHER** ↔ **LEARNER**

FEEDBACK AND INTERACTION

FORMATIVE AND SUMMATIVE ASSESSMENT

In the competence-based approach, the "student" becomes a "learner". The new Learning Outcomes can only be achieved through active engagement in the learning process rather than simply absorbing knowledge given by the teacher.

The teacher needs to build on the learners' own knowledge and experience and create Learning Activities through which learners can explore the meaning of what is being learned and understand how it is applied in practical situations.

Teaching and learning becomes a two-way process of dialogue between the Teacher and Learners. Learners also learn from each other through discussion. Assessment also becomes a two-way process of formative and summative assessment; not just to give grades but to find out problems the learners may be having and help to solve them.

THE NEW CURRICULUM

This curriculum focuses on four "Key Learning Outcomes" of: self–assured individuals; responsible and patriotic citizens; lifelong learners; positive contributors to society.
The curriculum emphasizes knowledge, application and behavioral change. It is based on a clear set of values which must be imparted to learners during the learning process.

At the heart of every subject there are generic skills that allow holistic development into life-long learners. Besides, there are also cross cutting issues that are embedded across subjects to enable learners understand the connections between the subjects and complexities of life.

Key Learning Outcomes

The new curriculum sets out 'Key Learning Outcomes' that sum up the expectations of the curriculum as a whole, and set out clearly the qualities that young people will develop.

By the end of the educational process, young people will become:

Self-assured individuals who:

- Demonstrate self- motivation, self-management and self-esteem
- Know their own preferences, strengths and limitations
- Adjust their behavior and language appropriately to different social situations
- Relate well to a range of personality types

Responsible and patriotic citizens who:

- Cherish the values promoted in the curriculum
- Promote the development of indigenous cultures and languages and appreciate diversity, equity and inclusiveness
- Apply environmental and health awareness when making decisions for themselves and their community
- Are positive in their own identity as individuals and global citizens
- Are motivated to contribute to the well-being of themselves, their community and the nation

Lifelong learners who:

- Can plan, reflect and direct their own learning
- Actively seek lifelong learning opportunities for personal and professional development

Positive contributors to society who:

- Have acquired and can apply the Generic Skills

- Demonstrate knowledge and understanding of the emerging needs of society and the economy

- Understand how to design, make and critically evaluate products and processes to address needs

- Appreciate the physical, biological and technological world and make informed decisions about sustainable development and its impact on people and the environment.

Values

This curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. They are also the values on which learners need to base their lives as citizens of Uganda.They are derived from The Uganda National Ethics and Values Policy of 2013. They are:
- Respect for humanity and environment
- Honesty; uphold and defend the truth at all times
- Justice and fairness in dealing with others
- Hard work for self-reliance
- Integrity; moral uprightness and sound character
- Creativity and innovativeness
- Social Responsibility
- Social Harmony
- National Unity
- National Consciousness and patriotism

These values are not taught directly in lessons, nor will they be assessed, but they will inform and shape all teaching and learning.

Generic Skills

The generic skills lie at the heart of every Subject. They enable the learner to access and deepen learning across the whole curriculum. They are the same skills that are sought by employers and which will unlock the world of work. They are the skills that allow young people to develop into life-long learners who can adapt to change and cope with the challenges of life in the 21st Century.

Young people need to be able to think critically and solve problems, both at school and at work. They need to be creative and innovative in their approach to learning and life. They need to be able to communicate well in all forms, co-operate with others and also work independently. They need to be able to use functional mathematics and ICT effectively.

Communication

- Listen attentively and with comprehension
- Talk confidently and explain opinions/ideas clearly
- Read accurately and fluently
- Write and present coherently
- Use a range of media to communicate ideas.

Critical thinking and problem-solving

- Plan and carry out investigations
- Sort and analyse information
- Identify problems and ways forward
- Predict outcomes and make reasoned decisions
- Evaluate different solutions

Co-operation and Self-Directed Learning

- Work effectively in diverse teams
- Interact effectively with others
- Take responsibility for own learning
- Work independently with persistence
- Manage goals and time

Creativity and innovation

- Use imaginations to explore possibilities
- Work with others to generate ideas
- Suggest and develop new solutions
- Try out innovative alternatives
- Look for patterns and make generalisations

Mathematical Computation and ICT Proficiency

- Use numbers and measurements accurately
- Interpret and interrogate mathematical data
- Use mathematics to justify and support decisions
- Use technology to create, manipulate and process information
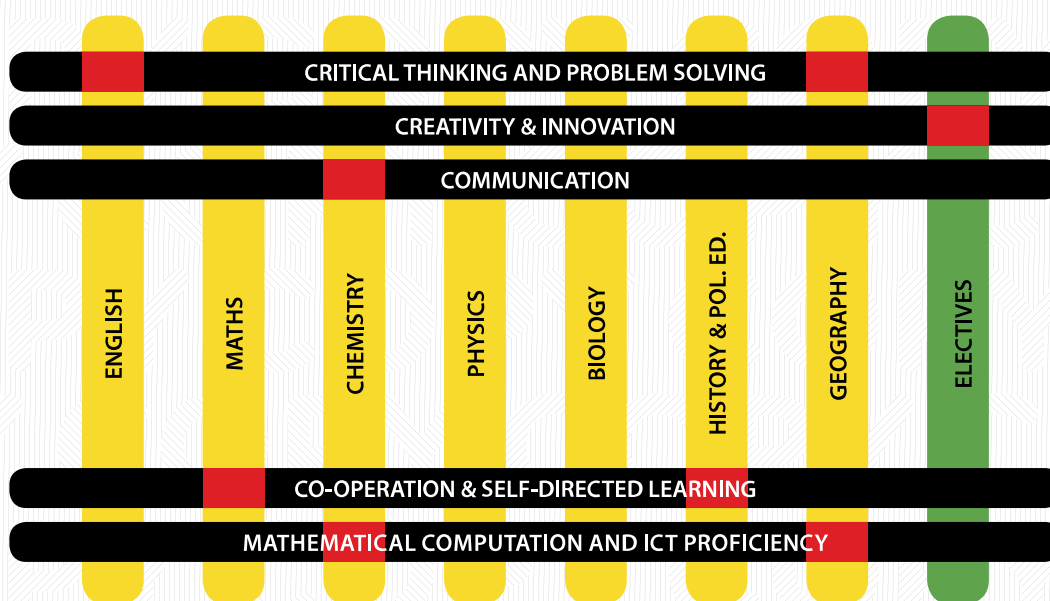- Use technology to collaborate, communicate and refine their work

These skills are not separate subjects in themselves; they are developed within the subjects of the curriculum. They also help learning within those subjects. It is when these generic skills are deployed that learning is most effective.

The generic skills are a key part of the new curriculum. They have been built into the syllabuses for each of the subjects, and these subjects provide the context for the skill development. Latin provides a rich context for learners to communicate, co-operate, and to think critically about how the world works and to understand the world from the point of view of another country.

The subjects also provide the contexts for progression within the skills. The same skill definitions apply to all year groups, and skills progression is provided by the increasing complexity of the subject matter within each Subject. For example, within „critical thinking", the learner begins thinking critically about the relatively simple subject matter in Senior 1 and then progresses to thinking about the much more complex matters in Senior 2. Thus the progression is in the increasing complexity of the matters being thought about.

CRITICAL THINKING AND PROBLEM SOLVING

CREATIVITY & INNOVATION

COMMUNICATION

ENGLISH · MATHS · CHEMISTRY · PHYSICS · BIOLOGY · HISTORY & POL. ED. · GEOGRAPHY · ELECTIVES

CO-OPERATION & SELF-DIRECTED LEARNING

MATHEMATICAL COMPUTATION AND ICT PROFICIENCY

Cross-cutting Issues

There are some issues that young people need to learn about, but which are not confined to one subject. These are the „Cross-cutting issues" and they need to be studied across the subjects. These issues develop the learners" understanding of the connections between the subjects, and some of the complexities of life.

The Cross-cutting issues identified in the curriculum are:

- Environnemental awareness
- Health awareness
- Life skills
- Mixed abilities and involvement
- Socio-economic challenges
- Citizenship and patriotism

(For details on cross-cutting issues, refer to the Curriculum Framework document, page 11).

These have been built into the syllabuses of each Subject. The way in which they operate within the Subject is very similar to the generic skills. Foreign Languages provide a very good context for reading about and discussing all these issues.

Latin is an elective subject from Senior 1 to Senior 4.

Time allocation

Latin	**SENIOR 1 & 2**	**SENIOR 3 & 4**
	2 periods a week	3 periods a week

Rationale

Learning Latin enables learners to learn other languages easily to communicate with those in neighbouring countries and around the world. But Proficiency in Latin is important because it is a classical language that is studied and read through a rich body of ancient literature like other classical languages such as Greek, Chinese, Arabic, Hebrew, French and Sanskrit. English vocabulary has a lot of Latin words and roots too. Learning Latin can build the capacity of a person to learn very many languages at ago. As a language of law, logic, government and Theology, Latin is critical for the learners who may choose to venture into the above professions. That is why learning Latin helps the nation extend its participation in the global economy. It helps the learner to understand the culture and traditions of other countries and to appreciate the richness of diversity in the world. It widens horizons, raises aspirations and enables young people to become global citizens. Language learning provides a wider communication base for the learners and increases their job opportunities beyond the borders.

Languages make an important contribution to the development of all five of the generic skills. Language learning involves a high degree of critical thinking as the learner build his/her understanding and establishes cross-links between the languages he/she is learning and those with which they are familiar. Communication is intrinsic to language learning with frequent speaking and listening activities involving paired work and groups of different sizes. Hence co-operation is developed along with communication.

Languages reflect the culture of the communities in which they are spoken. Language learning invariably leads to consideration of culture and heritage associated with both the target language and the home nation.

Teaching and Learning: Latin

The thrust of the new syllabuses is experiential and towards deeper understanding. The focus in Latin is on the development of understanding through experimentation, scientific enquiry and rational thought.

In common with established best practice around the world, language learning takes place principally in the target language and the principal focus is on communication. Use of new technologies should be made as frequently as possible.

The new syllabuses provide the learner with a wide range of contexts in which to develop this understanding, and these contexts are designed to engage the interest of the learner and to provide opportunities to build life- related knowledge, experience and skills. The Teacher is encouraged to go beyond the textbooks and provide as many meaningful contexts as possible. The generic skills have been integrated throughout the curriculum and can only be acquired through active approaches

THE LATIN SYLLABUS PROGRAMME PLANNER

Senior One	Theme	Topic	Duration no. of Periods)
Term 1	1: **Background Studies**	1.1 Introductions to Latin	08
	"	1.2 Life at school- The Verb	08
	"	1.2 Life at school- The Verb	08
	Totol		24
Term 2	"	1.3 The Roman Family - The Noun	08
	"	1.3 The Roman Family - The Noun	08
	"	1.3 The Roman Family - The Noun	08
	Total		24
Term 3	**2: Fulfilment**	1.4 Work and Ambitions – Prepositions	08
	"	1.4 Work and Ambitions – Prepositions	08
	"	1.4 Work and Ambitions – Prepositions	08
	Total		24
	Total		72

Senior Two	Theme	Topic	Duration (number of Periods)
Term 1	"	2.1 Free time activities and Celebrations:	08
	'''	2.2 Food and Drink	08
	"	2.2 Food and Drink	08
	Total		24
Term 2	"	2.3 Clothes and Fashion	08
	"	2.3 Clothes and Fashion	08
	"	2.3 Clothes and Fashion	08
	Total		24
Term 3	**3 : Interaction with Surrounding**	2.4 The Environment	08
	"	2.4 The Environment	08
	"	2.4 The Environment	08
	total		24
	Total		72

Senior Three	Theme	Topic	Duration (number of Periods)
Term 1	"	3.1 Relationships with Family and Friends:	12
	"	3.1 Relationships with Family and Friends	12
	"	3. 2 Entertainment and sport	12
	Total		36

Term 2	"	3.2 Entertainment and sport	12
	"	3.3 holiday and travel	12
	4. **Treatment of feelings and body**	3.3 holiday and travel	12
Total		36	
Term 3	"	3.4 Illness, Accident and Emergency	12
	"	3.4 Illness, Accident and Emergency	12
	5. Simplifying work	3 4. Education and Aspirations	12
Total			36
Total			108

Senior Four	Theme	Topic	Duration (number of Periods)
Term 1	"	4.1 Education and Aspirations	12
	"	4.1 Education and Aspirations	12
		4.2 Technology in Everyday Life 4.2 Technology in Everyday Life	02 10
Term 2	"	4.2 Technology in Everyday Life	12
	"	4.2 Technology in Everyday Life 4.3 Social Responsibilities	04 08
	"	4.3 Social Responsibilities	12
Term 3	" **6. Harmony**	**4.3 Social Responsibilities** **4.4 Global issues**	06 06
	6. Harmony	**4.4 Global issues**	12
		Examination	
	Total		
Total			96

THE LATIN LANGUAGE SYLLABUS

The syllabus details for all subjects are set out in three columns:

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITIES
The knowledge, understanding or skills expected to be learned by the end of the topic	The sort of learning activities that include the generic skills and that will help the learner achieve the Learning Outcomes.	Opportunities for assessment within the learning activities

Teachers should base their lesson plans on the Learning Outcomes using the Suggested Learning Activities as a guide. These are not the only possible learning activities, and teachers are encouraged to extend these and devise their own that are appropriate to the needs of their class.

Details of Latin Syllabus for Lower Secondary

SENIOR 1 TERM 1
Theme 1: Background Studies
Topic 1.1: Introduction to Latin   08 Periods

Competency: The learner understands cultural differences in relation to one's own country and community and those where Latin was spoken.

Learning outcomes *The learner should be able to*	Suggested learning activities	Sample assessment Activities
a) respond to the teacher's greeting in class, and to greet other people outside class using Latin (k, u, s, v) b) trace the historical background of Latin; from the Romans to the Catholic Church (k, u, s,) c) understand the importance of learning Latin (u,k,)	• The teacher greets the learners in Latin as they respond appropriately. The learners also practise greeting each other. • Use the Internet to identify the location of Ancient Rome and her territories, and to identify the capital of the Catholic Church. • Identify some English terminology derived from Latin. Identify some technical words and phrases in various fields (Medicine, Law, Agriculture, etc…). Look up some Church documents written in Latin.	• Routinely check developing understanding/use of greetings, classroom phrases during registration, and as lessons progress • Check the research of the learner about the historical background of Latin • Circulate during oral and written activities to check understanding and including of pronunciation • Evaluate contribution to pair and group work ensuring coverage of all learners over time
d) Know the alphabet and pronunciations (k, u, s)	Work in pairs to rehearse pronunciations with some examples.	• Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks
	• Use online search for classroom and day-to-day phrases.	• Record listening and reading comprehension results. • Assess quality of products: family tree; identity card; presentation against agreed and shared success criteria

SENIOR 1, TERM1
Theme 1: Background Studies
Topic 1.2: Life at school: The Verb   16 Periods

Competency: The learner knows how to translate simple verb sentences from Latin to English and English to Latin with special consideration to the use of verbs.

Learning outcomes *The learner should be able* to	Suggested learning activities	Sample assessment strategy
a) know what the verb and the stem are. Know how the principle parts of the 1st conjugation verbs are formed, showing the first person, the infinitive, the perfect, and the supine respectively, e.g., am-o, ama-re, ama-vi, ama-tum; *to love (k, u, vs)* b) know the 1st conjugation, indicative active, present tense (k, u) c) translate simple verb sentences from Latin to English and vice versa (s, u, v, gs) d) know some Latin conjunctions; **…et…** *and*; **et…et…** *both*; **aut…aut…** *either…or…* **sed…** *but*. And the negative; **non…** *not;* **neque** or **nec** …*and not;* **neque… neque…** *neither nor;* **nec… nec…** *neither nor. (k, u, s)* e) give some English words which are derived from the 1st Conjugation Verbs. (k, u, s) f) know as many verbs of the 1st conjugation as possible especially verbs used to describe routines and events at school, eat, pray, beat, sing, work, fight, shout, build, etc.(k, u,s,)	• In groups, practise how the stems of the 1st Conjugation verbs are formed. • Practice the principle parts the verbs of the 1st conjugation. • Pair up and play games on the meanings of verbs in the various persons. • Match verbs to activities in pictures or symbols. • Practice the, indicative active, present tense of the verbs of the 1st conjugation. • Read, analyse and translate simple sentences. • Identify some verbs in sentences that can be joined by the given Latin conjunctions. This can be done both orally and in writing within the class. • Use online dictionary or search online to find more verbs of the 1st conjugation. • In groups, identify as many English words as possible which are connected to the Latin verbs of the 1st conjugation. • Let each learner during his/her free time makes at least 20 flashcards of some verbs of the 1st conjugation.	• Routinely check developing understanding/use of verb, classroom phrases during conjugation, and as lessons progress • Check the research of the learner about the verbs of the first conjugation • Circulate during oral and written activities to check understanding and accuracy, of pronunciation • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed at the beginning of the tasks • Record listening and reading comprehension results. • Assess quality of products: family tree; identity card, andpresentation against agreed upon and shared success criteria

SENIOR 1, TERM 2
Theme 1: Background Studies
Topic 1.3 The Roman Family: The Noun   24 Periods

Competency: The learner knows what the noun is in relation to its importance in a sentence, how nouns of the 1st declension are declined and the different type of nouns, so as to translate simple sentences from Latin to English and English to Latin

Learning outcomes *The learner should be able to*	Suggested learning activities	Sample assessment strategy
a) know what the noun is. know how the 1st declension nouns are declined in singular and plural. (k, s, u) b) know the different cases (nominative, vocative, accusative, genitive, dative and ablative) and the meanings and function of each in the sentence. (k, u, s) c) know the sentence structure (word order); subject, object and verb. explain the difference between the direct and indirect object. (k, u, s,) d) Understand transitive and intransitive verbs in relation to the direct object. (u, k, s,) e) translate sentences having the noun as subject or object, from Latin to English and vice-versa. (s, v, gs) f) identify and learn some nouns of the 1st declension. (k, u, s,) g) give some English (k, u, s,) h) words which are derived from the 1st declension nouns (u, k, s). i) know various ways of introducing a direct question in Latin; ne, none, num, ubi? unde? cur? quo? Qu (u,s,gs, v)	• In groups, practise how the nouns of the 1st declension is declined. • Identify the 1st declension nouns from the nouns of other declensions using the endings of the genitive. • Pair up and play games on the meanings of Nouns of the 1st declension. • Match nouns to objects in pictures or symbols. • Rearrange the words to make correct Latin sentences. • In groups, identify as many English words as possible which are connected to the Latin nouns of the 1st declension. • Use internet to find more Latin transitive and intransitive verbs. • In a dialogue ask and respond to simple direct questions. Read simple texts, ask and respond to questions about the passage in Latin. • Read more from the Internet sources such as Wikipedia about the Roman family structure and activities.	• Routinely check developing understanding/ use of the nouns, classroom phrases during declension, and as lessons progress • Check the research of the learner about the nouns of the first declension. • Move round during oral and written activities to check understanding and accuracy, including of pronunciation • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks • Record listening and reading comprehension results. • Assess quality of products: family tree, identity card, presentation against agreed and shared success criteria.

SENIOR ONE TERM 3
Theme 2: Fulfilment
Topic 1.4: Work and Ambitions: Prepositions with Accusative Case

24 Periods

Competency: The learner knows the prepositions which are used with accusative case.

Learning outcomes *The learner should be able to*	Suggested learning activities	Sample assessment strategy
a) know the commonest prepositions which are used with the accusative case; e.g. ad, in, ante, ob/propter, per, post, praeter, prope, trans, inter, circum, apud, ultra, intra, iuxta, adversus, extra, usque ad, etc. (k, u, s) b) *know the verbs with two accusatives e.g. rogo – I ask, celo - I hide.* c) translate sentences and simple passages containing these prepositions, from Latin to English and vice versa (s, u, v, gs) d) know some simple phrases about jobs and where people work especially those with prepositions that use accusative (k, u, s) e) understand that most nouns of the 1st declension are feminine with the exception of a few which are either masculine or compound; agricola, ae (m), farmer. nauta, ae (m), sailor, incola, ae (c.), inhabitant (u,k,s)	• Identify some English words which are related to the given prepositions such as post-mortem, ante natal, contraceptives, to facilitate memorising how the prepositions are used. • Use online dictionary or search online more prepositions and phrases which have these prepositions. • Read passages and phrases about the Roman family structure and activities. • Search online for phrases connected to jobs, professions and work in Ancient Rome and the Latin meanings of the current professions and places of work.	• Routinely check developing understanding/use of preposition with accusative case, classroom phrases during exercises as lessons progress • Check the research of the learner about the list of the prepositions with accusative • Move round during oral and written activities to check understanding and accuracy, including of pronunciation • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks • Record listening and reading comprehension results. • Assess quality of products: family tree, identity card, presentation against agreed and shared success criteria

SENIOR 2, TERM 1
Theme 2: Fulfilment
Topic 2.1 Free time activities and Celebrations: Prepositions with the Ablative Case

08 Periods

Competency: The learner knows the prepositions which are used with ablative case, and those which use either ablative or accusative in relation to festivals in Ancient Rome, local, national and international festivals and celebrations.

Learning outcomes *The learner should be able* to	Suggested learning activities	Sample assessment strategy
a) know the most common prepositions which are used with ablative case; e.g. de, in, ex, a (ab), cum, sine, pro, extra, etc. (k, u, s,) b) know how to express *to, from, at* of places with proper names; use of accusative without a preposition to express *to* (of motion); and use of the ablative without a preposition to express *from* (K, u, s,) c) know the locative case to express *at* or *in* towns and small islands (k, u, s) d) to do translations of passages and sentences about celebrations (k, u, s, v) e) to know some of ceremonies of Ancient Rome which still exist in our time (k, v, u,) f) to derive English words from the Latin words used in the lesson (u, k, s)	• Search online to make a list of prepositions which require ablative case. • Make short sentences using accusative expressing *to, from, at,* places with proper Names. • Read and translate short passages about celebrations. • Write (in a group) a short composition about a family celebration. • Make a list of various celebrations and give their Latin meanings. • Compare the nature of the celebrations in Ancient Rome to those of the modern word.	• Routinely check developing understanding/use of prepositions with ablative, classroom phrases during exercises as lessons progress • Check the research of the learner about the list of the prepositions with ablative • Move round during oral and written activities to check understanding and accuracy, including of pronunciation • Evaluate contribution to pair and group work, ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks • Record listening and reading comprehension results. • Assess quality of products: family tree, identity card, and presentation against agreed and shared success criteria

SENIOR 2 TERM 1
Theme 2: Fulfilment

Topic 2.2: Food and Drink- The 1st Conjugation: Future and Imperfect Indicative Active   16 Periods

Competency: The learner knows the future and imperfect indicative active of 1st conjugation verbs so as to able to respond to and make simple requests in Latin.

Learning outcomes *The learner should be able* to	Suggested learning activities	Sample assessment strategies
g) Know the Imperfect Tense Indicative Active of the 1st Conjugation. Note the various ways of translating the imperfect tense, i.e **amabam** - *I was loving, I used to love, I continued to love, I began to love.* (k, u, v, s) h) Translate and make some sentences containing the Imperfect Tense. (k, u, s, v) i) Know the FutureTense Indicative Active of the 1st Conjugation. i.e **amabo** *I shall love, etc. (k, u, s)* j) Translate and make some sentences containing the Future Tense. (k, U, s, v, gs) k) Give some English words which are derived from the 1st Conjugation Verbs and Nouns used in the lesson. K, u, s,) l) Know the verbs of the 1st Conjugation which are related to food and drinks. (k, u,)	• In groups, practice how the endings are added to the stems of the 1st Conjugation Verbs to form the Imperfect. • Pair up and memorise conversations about food and drinks to be presented later before the whole class. • Use internet to search for the Latin meanings of various foods and drinks. • Match pictures of foods and drinks to their Latin names. • Read, analyse and translate • simple passages about meal time. • Memorise prepared passages and sentences to give a presentation to the class about dinning, preparing food or shopping for foodstuff. • Using either of the two tenses, that is Imperfect and Future tenses, write a paragraph describing a Roman dinner as compared to a modern meal.	• Routinely check developing understanding/ use of Verb of the first conjugation in future and imperfect active, and classroom phrases during exercises as lessons progress • Check the research of learners about the table of the endings and more verbs of the 1st conjugation. • Move round during oral and written activities to check understanding and accuracy including of pronunciation • valuate contribution to pair and group work ensuring coverage of all learners over time • Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks • Record listening and reading comprehension results. • Assess quality of products: family tree; identity card; presentation against agreed and shared success criteria

SENIOR 2 TERM 2
Theme 2: Fulfilment
Topic 2.3 Clothes and Fashion- 2nd Conjugation: Present, Imperfect Indicative Active   24 Periods

Competency; The learner knows the present, future and imperfect indicative active of 2nd conjugation verbs so as to respond to and make simple requests in Latin.

Learning outcomes The learner should be able to	Suggested learning activities	Sample assessment
a) know the 2nd conjugation verbs, how they are identified from other verbs, and how their stems are formed (k, u, s,) b) know the present tense indicative active of the 2nd conjugation. e.g. moneo - I warn/advise, etc, (k, u, s) c) translate and make some sentences containing the present tense of the 2nd conjugation (k, u, v, s) d) know the imperfect tense indicative active of the 2nd conjugation. i.e monebam - I was warning etc. (k, u, s,) e) translate and make some sentences containing the imperfect tense (k, u, v, s) f) know the future tense indicative active of the 2nd conjugation. i.e. monebo - I shall warn/advise, etc. (k u, v, s) g) translate and make some sentences containing the future tense (k, u, v, s) h) give some English words which are derived from the 2nd conjugation verbs and nouns used in the lesson (k,u,s) i) learn more verbs of the 2nd conjugation especially those which are related to dressing and fashion (k, s, u,) j) know the imperative mood of the first and 2nd conjugations; ama and amate; mone and monete (k, u, s) k) to derive some English words from the verbs of the 2nd conjugation (k, u, s)	• In groups, practise how the endings are added to the stems of the 2nd conjugation verbs to form the various Tenses. • Pair up and practice conversations about clothes and fashion to be presented before the whole class. (u,k, s, v, gs) • Use internet to search how the Romans used to dress and how their dressing influenced the vesting of the clergy of the Catholic Church. Find out the meanings of each types of dressing. • Match pictures of clothes and vestments to their Latin names. • In groups, compose a small paragraph about modern dressing and fashion. • Memorise prepared passages and sentences to give a presentation to the class about dressing or shopping clothes. • Write a list of Church vestments against the Roman dressing from which they were derived (Make use of online search). • Practice conjugation of 2nd conjugation Verbs from the list of verbs (Present, Imperfect and Future tenses). • Listen to young people talking about how they dress for work, for school and at functions/parties. Identify main points and try to translate into Latin.	• Routinely check developing understanding/use of verbs of the 2nd conjugation, present and future Active, and classroom phrases during exercises as lessons progress. • Check the research of the learner about the list of the more verbs of the 2nd conjugation. • Move round during oral and written activities to check understanding and accuracy, including of pronunciation. • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks. • Record listening and reading comprehension results. • Assess quality of products: family tree, identity card, and presentation against agreed and shared success criteria.

SENIOR 2 TERM 3
Theme 3: Good interaction with surrounding

Topic 2.4 Environment – Second declension (Masculine and neuter nouns) and the verb Sum.   24 Periods

Competency: The learner is able to respond to and make requests in Latin in relation to the local environment, the weather, recycling, environmental problems.

Learning outcomes *The learner should be able to*	Suggested learning activities	Sample assessment strategies
a) know how important the base is in the declension of 2nd declension nouns; example, dominus (domin-), magister (magistr-), puer (puer-) (k, u, v, s) b) decline correctly nouns of the second declension ending with -us and -er (masculine nouns) (k, u, s) c) distinguish the three genders: feminine, masculine and neuter (k, u, s,) d) decline correctly neuter nouns of the second declension; with the nominative, vocative and accusative singular and plural of neuter nouns having a special form. (k, u, s,) e) know the locative case of the 2nd declension. (k, u, s) f) know the intransitive verbs used with a dative such as pareo - I obey, noceo - I am harmful; verbs two accusatives such as verbs of hiding and asking. (k, u, s,) g) know the adjectives of the 1st and 2nd declension in –us, -a, -um, and how they are declined. Know that adjectives agree in gender, number and case; order of adjectives (k, u,s,)	• Select a few 2nd declension nouns from the three classes and practice forming their bases. • Tell the cases of selected nouns from a passage. • Tell the gender of the selected nouns. • Read and decline some 2nd declension nouns. • Read a passage and group the nouns according to their genders (masculine, feminine, neuter). • Translate passages and sentences containing mostly the second declension nouns, adjectives and the neuter. • Work in groups to describe different locations using set phrases. • Read passages that describe environment, physical features and locations; For example, De Bello Gallico Book I chapter I (The geographical description of Gaul). • Use online search, compile vocabulary that describe environment, climate, and weather; use them to construct sentences. • Work with a partner to write a	• Routinely check developing understanding/use of 2nd declesion, verb sum and classroom phrases during exercises as lessons progress. • Check the research of the learner about the list of nouns of the 2nd declension. • Move around during oral and written activities to check understanding and accuracy, including of pronunciation. • Evaluate contribution to pair and group work ensuring coverage of all learners over time. • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks. • Record listening and reading comprehension results. • Assess quality of products: family tree, identity card, and presentation against agreed and shared success criteria.

Learning outcomes	Suggested learning activities	Sample assessment strategies
The learner should be able to		
h) know the adjectives of the 1st and 2nd declension in –er, -a, -um, and how they are declined; the adjectives used as nouns like boni - good men; two adjectives following one noun are joined by et (k, u, s,) i) understand that et changes to -que if put at the end of the second joining word and it is attached to it (k, u, s,) a) conjugate the verb sum in present, imperfect and future tenses indicative active (k, u, s,) b) know the uses of sum; the imperative of sum, the compounds of sum; sum with dative of possessor (k, u, s,)	short composition describing the environment and climate in your region. • Match key vocabulary of geographical features to pictures/symbols. • Practise the conjugation of the verb sum. • Make simple sentences in Latin with the verb sum in reference to its different uses. • In groups, translate sentences and passages that contain the verb sum.	

SENIOR 3 TERM 1

Theme 3: Good interaction with surrounding

Topic 3.1: Relationships with Family and Friends: The Perfect Indicative Active of the 1st and 2nd Conjugations and of Sum. Pronouns
24 Periods

Competency; The learner communicates about self and family, getting on with others, personal relationships, future relationships in Latin.

Learning outcomes *The learner should be able* to	Suggested learning activities	Sample assessment strategies
a) know the perfect indicative active of the 1st and 2nd conjugations (k, u, s,) b) know and decline the 3rd declension nouns with consonant stems, masculine and feminine c) translate simple passages from Latin to English; and simple sentences from English to Latin (u, s, v, gs) d) conjugate the verbs (amare, monere, sum) in future perfect and pluperfect active (k, u, s,) e) to know how nouns of the 3rd declension with consonant stems, neuter is declined. e.g. caput, opus, carmen (k, u, s,) f) know the personal pronouns, 1st and 2nd persons and how they are declined: ego, tu, nos, vos (k, u, s,) g) know how pronouns are used; composite subject of different persons, i.e. if a verb has more than one subject, and the subjects are different in person (k, u, s,)	• In groups, brainstorm vocabulary especially verbs of the 1st and 2nd conjugations, particularly related to relationships with family and friends. • Using the vocabulary above, write a composition about relationships with family and friends. Make sure to apply the conjugation of the 1st and 2nd conjugation verbs. • Translate a story from simple Latin story books such as *Fabulae Faciles, Gradatim Easy Latin, Fons Perennis, etc.* • Do exercises on translations of sentences from English to Latin related to the tenses already seen and sum. • Fill in the correct demonstrative pronouns (is, ea, id) following the gender they stand for. • Read aloud as a class, simple Latin stories containing the perfect indicative active of the 1st and 2nd conjugation, the verb Sum and Pronouns. • Study a chapter from one of the prescribed texts for paper 2; select nouns of the 3rd declension and decline them; pick out any word related to the verb sum and analyse them. From the same chapter, pick out all the Verbs of the 1st and 2nd conjugation and write their principal parts.	• Routinely check developing understanding/use of perfect tense of the verbs of the 1st and 2nd conjugation, classroom phrases during exercises as lessons progress. • Check the research of the learner about the list of members of the family in Latin. • Move around during oral and written activities to check understanding and accuracy, including of pronunciation. • Evaluate contribution to pair and group work ensuring coverage of all learners over time. • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks. • Record listening and reading comprehension results. • Assess quality of products: family tree, identity card, and presentation against agreed and shared success criteria.

h) know the reflexive and possessive pronouns of the 1st and 2nd persons (k, u, s,) i) know the demonstrative pronouns is, ea, id and its use as a pronoun of the 3rd person as well as an adjective (k, u, s,) j) know the reflexive pronouns of the 3rd person, possessive pronouns of se, i.e. suus, sua, suum (k, u, s,)	• Study a verse from one of the prescribed verses; write down the principal parts of the verbs of the 1st and 2nd conjugation, decline any pronouns.	

SENIOR 3 TERM 2
Theme 3: Interaction with surrounding

Topic 3.2: Entertainment and Sport: 3rd Declension, Nouns with I Stems, Masculine and Feminine, 3rd Conjugation   24 Periods

.

Competency: The learner knows how to use 3rd Declension, Nouns with I Stems, Masculine and Feminine, 3rd Conjugation in relation to entertainment and sport.

Learning outcomes *The learner should be able* to	Suggested learning activities	Sample assessment strategies
a) know how the 3rd declension nouns with i stems, masculine and feminine are declined for example hostis, imber, nubes (k, u, s,) b) know how to conjugate the 3rd conjugation verbs in the present indicative active. rego - I rule ((k, u, s,) c) know the 3rd declension nouns with i stems, neuter; for example, cubile, animal, calcar (k, u, s,) d) know the 3rd denclesion; masculine and feminine nouns of one syllable, ending with two consonants, etc. for example, urbs, pons; and also know that nouns like civitas, ending with -tas are declined the same way (k, u, s) a) conjugate the 3rd conjugation in imperative active, i.e. rege, regite; and note the irregular in the singular duco and dico (duc and dic) (k, u, s,) b) know the 3rd declension: locative case with a special note on the noun rus which does not use any preposition (k,u,s,)	• In groups, use the Internet to look up Latin vocabulary for various sports and entertainment activities in Ancient Rome and those in the world today. Separate the sports according to those played by men and women. • Match the Latin names of the sporting activities to their pictures or symbols. • Translate a story from simple Latin story books such as *Fabulae Faciles, Gradatim Easy Latin, Fons Perennis etc.* • Do exercises on translations of sentences from English to Latin covering mainly the 3rd declension and 3rd conjugation. • Read aloud as a class, simple Latin stories containing the the 3rd declension nouns and 3rd conjugation verbs. • Study one of the prepared texts from De Bello Gallico; select nouns of the 2nd and 3rd declension and decline them; From the same chapter, pick out all the Verbs of the 3rd conjugation and write their principal parts. Write all English words which can be derived from the Latin words in the selected chapter. • Study one of the hymns of the Roman Liturgy and write down the principal parts of the verbs of the 3rd conjugation. Write down all English words and their derivatives from the selected hymn.	• Routinely check developing understanding/use of 3rd declesion, classroom phrases during exercises as lessons progress. • Check the research of the learner about the list of Nouns of the 3rd declension. • Move around during oral and written activities to check understanding and accuracy, including of pronunciation. • Evaluate contribution to pair and group work ensuring coverage of all learners over time. • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks. • Record listening and reading comprehension results. • Assess quality of products: family tree, identity card, and presentation against agreed and shared success criteria.

SENIOR 3, TERM 2

Theme 4: Treatment of Feelings and Body

Topic 3.3: Holiday and Travel: Adjectives of 3rd Declension, the 4th Conjugation

24 Periods

Competency: The learner knows how to use adjectives of 3rd Declension, the 4th Conjugation in relation to holiday and travel.

Learning outcomes The learner should be able to	Suggested learning activities	Sample assessment strategies
a) decline adjectives of the 3rd declension for masculine, feminine and neuter: acer, acris, acre (n) keen (u, s, v, gs)	• In groups, use online search to make a list of the adjectives of the 3rd declension. Look for holiday and travel phrases, and memorise some of them.	• Routinely check developing understanding/use of adjectives of the 3rd declension, the 4th conjugation, classroom phrases during exercises as lessons progress.
b) conjugate the 4th conjugation verbs in present indicative active e.g audire, impedire, munire, etc. (k, u, s,)	• Look for simple Latin stories on how the Romans used to spend their holidays and travel (e.g. Ecce Romani). Read these stories aloud in class and spontaneously translate them.	• Check the research of the learner about the list of the adjectives of the 3rd declension, and more verbs of the 4th conjugation.
c) know that "inter se" is used after a transitive verb in the 3rd person plur., to express each other (k, u, s,)	• Translate a story from simple Latin story books such as Fabulae Faciles, Gradatim Easy Latin, Fons Perennis etc.	
d) decline adjectives of 3rd declension, with two endings e.g omnis, omne; all, fortis, forte; brave (k, u, s,)	• Do exercises on translations of sentences from English to Latin, covering mainly the adjectives of the 3rd declension, verbs of 4th conjugation.	• Circulate during oral and written activities to check understanding and accuracy including of pronunciation.
e) conjugate the 4th conjugation verbs in the future and imperfect indicative active (k, u, s,)	• Study one of the prepared texts from De bello Gallico; select Adjectives of the 3rd Declension and decline them; From the same chapter, pick out all the Verbs of the 4th conjugation and write their principal parts. Write all English words which can be derived from the Latin words in the selected chapter.	• Evaluate contribution to pair and group work ensuring coverage of all learners over time.
f) decline adjectives of 3rd declension, with one endings e.g. ingens; huge		• Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks.
g) conjugate the 3rd and 4th conjugation verbs in the perfect, future perfect and pluperfect indicative active (k, u, s,)		• Record listening and reading comprehension results.
h) know the different forms of perfect base of the 1st and 2nd conjugation especially the irregular verbs like seco secui; sono sonui, do, dedi, for the first conjugation; and	• Study one of the hymns of the Roman Liturgy, and write down the principal parts of the verbs of the 4th conjugation. Write down all English words and their derivatives from the selected hymn.	• Assess quality of products: family tree, identity card, and presentation against agreed and shared success criteria.

Learning outcomes The learner should be able to	Suggested learning activities	Sample assessment strategies
deleo, delevi; fulgeo, fulsi, for the 2nd conjugation (k, u, s,) i) count in Latin, that is, the cardinal numbers - unus, duo, tres… (1, 2, 3…), and ordinal numbers - primus, secundus, tertius… (1st, 2nd, 3rd…). know that it is only the first three cardinals which are declined, and all ordinals are declined like bonus (k,u,s,)	• As an individual, write a Latin composition on how you normally spend your school holidays, or how your family normally spends holidays, or reasons why people normally travel. • In groups, play games on counting with Latin ordinals paying keen attention to the genders of each of the things counted.	

SENIOR 3 TERM 3
Theme 3: Good Treatment of Feelings and Body

Topic 3.4 : Illness, Accident and Emergency: 4th Declension, Different forms of Perfect Base of 3rd and 4th Conjugation. Expressing time. 3rd Declension contd
24 Periods

Competency: The learners uses 4th Declension, different forms of Perfect Base of 3rd and 4th Conjugation in relation to Illness, Accident and Emergency.

Learning outcomes *The learner should be able to*	Suggested learning activities	Sample assessment strategies

a. identify and decline nouns of the 4th declension; for example, gradus, us (m.) - step; cornu us (n.) - horn, wing (of army) (k, u, s,)
 	
b. know the imperative active of the 4th conjugation verbs, e.g audi – audite - hear (k, u, s,)
 	
c. know the different forms of perfect base of 3rd and 4th conjugation, identifying the 5 types of the 3rd conjugation verbs with their different perfect base forms (k, u, s,)
 	
d. identify and decline nouns of the 5th declension e.g., dies, diei (m.), day; res, rei (f.) thing, event. Note that; 1. dies is sometimes feminine (in the singular only), when it means an appointed day. 2. dies and res being the only two nouns of the 5th declension which are declined throughout (k, u, s,)
 	
e. know ways of expressing time in Latin, that is;
   i. length of time (how long?) expressed by the accusative. (k, u, s,)
   ii. point of time (when?) expressed by the ablative (k, u, s,)
   iii. limit of time (within what time?) expressed by the ablative (k, u, s,)
	• In groups, use online search to look up for Latin vocabulary on common illnesses and ailments in Ancient Rome, and those in our own time. Know parts of the body in Latin. Make a Latin list of the commonest accidents in Latin. Play games in groups to commit vocabulary to memory.
	
	• Write sentences using the imperative to give instruction to a sick person about taking treatment.
	
	• Using the Internet look up more verbs of the 4th conjugation and nouns of the 5th declension.
	
	• In groups, use online search to find days of the week and months of the year in Latin; and also the reason behind each name.
	
	• Translate a story from simple Latin story books such as Fabulae Faciles, Gradatim Easy Latin, Fons Perennis etc.
	
	• Do exercises on translations of sentences from English to Latin covering mainly the 4th and 5th declension, ways of expressing time and the 4th conjugation.
		• Routinely check developing understanding/ use of 4th declension, classroom phrases during exercises as lessons progress.
		
		• Check the research of the learner about the list of nouns of the 4th declension, names of illness in Latin.
		
		• Move around during oral and written activities to check understanding and accuracy, including of pronunciation.
		
		• Evaluate contribution to pair and group work ensuring coverage of all learners over time.
		
		• Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks.
		
		• Record listening and reading comprehension results.
		
		• Assess quality of products: family tree, identity card, and presentation against agreed and shared success criteria.

Learning outcomes _The learner should be able to_	Suggested learning activities	Sample assessment strategies
f. decline adjectives of 3rd declension with consonant stems e.g. vetus, dives, pauper, inops etc. (k,u,s,) j) know the present infinitive active of the four conjugations, e.g. amare, monere, regere, audire. understand also the prolative infinitive; verbs which require another verb in the infinitive to complete their sense e.g propero, I hasten; audio, I dare; constituo, I resolve, scio, I know (how to) (k, u, s,) g. decline the irregular nouns of the 3rd declension e.g senex; bos, sus, Iuppiter, vis (k, u,s,) h. know the negative commands; the use of the imperative of nolo; use of the infinitive as a noun e.g videre est credere. (k,u,s,)	• Study one of the prepared texts from De bello Gallico; select nouns of the 4th and 5th declension and decline them. From the same chapter write down the principle parts of all the verbs you have seen so far. Write all English words which can be derived from the Latin words in the selected chapter. • Study one of the hymns of the Roman Liturgy, and write down the principle parts of the verbs of the 4th conjugation. Write down all English words and their derivatives from the selected hymn. • Individually, write a Latin composition about an accident that you have ever experienced or witnessed, or about health services in your country. • In pairs, give negative commands to a classmate using the verb nolo.	

SENIOR 4 TERM 1
Theme 4: Treatment of our feelings and body

Topic 4.1: Education and Aspirations: The Indicative Passive, Comparison of Adjectives and Adverbs   12 Periods

Competency: The learners understands how to use the Indicative Passive, Comparison of Adjectives and Adverbs in relation to school life, school in different countries, ideal school, hopes and aspirations.

Learning outcomes *The learner should be able* to,	Suggested learning activities	Sample assessment strategies
e) know the present, future and imperfect indicative passive; and the present infinitive passive and the imperative passive of the 1st conjugation (k, u, s,) f) know the perfect, future perfect and pluperfect indicative passive of the 1st conjugation g) know the present, future and imperfect indicative passive; and the present infinitive passive and the imperative passive of the 2nd conjugation (k, u, s,) h) know the perfect, future perfect and pluperfect indicative passive of the 2nd conjugation. i) know the comparison of adjectives; how to express *than (k, u, s,)* a) know adverbs and their comparison; considering some irregular comparisons of adverbs as well (k, u, s,) b) know the 3rd conjugation indicative passive; present infinitive; imperative passive (k, u, s,) c) know the 4th conjugation indicative passive; present infinitive; imperative passive (k,u,s,)	• In groups, translate as many sentences as possible after learning each of the topics, with emphasis on sentences from English to Latin. • Write a composition about your school, your most favourite subject or teacher, things you like and those you don't like in your school. • Translate a story from simple Latin story books such as *Fabulae Faciles, Gradatim Easy Latin, Fons Perennis etc.* • Study one of the prepared text from De Bello Gallico; identify from the text, all the verbs that are in the passive voice; note down their tenses and Persons; then write down their principal parts. • Study one of the hymns of the Roman Liturgy, and identify the verbs which are in the passive voice, write down their principal parts; identify any adverbs, and comparative adjectives and adverbs.	• Routinely check developing understanding/use of verbs in the passive voice, comparison of the adjectives, classroom phrases during exercises as lessons progress. • Check the research of the learner about the structure and aims of school in Ancient Rome. • Circulate during oral and written activities to check understanding and accuracy including of pronunciation. • Evaluate contribution to pair and group work ensuring coverage of all learners over time. • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks. • Record listening and reading comprehension results. • Assess quality of products: family tree, identity card, and presentation against agreed and shared success criteria.
ICT support: Use the Internet to download information about the structure of schools in Ancient Rome.		

SENIOR 4 TERM 1
Theme 5: Simplifying Work

Topic 4.2 Technology in Everyday Life: The Demostrative/ Relative Pronouns, Pronominal Adjectives, Adverbs, Deponent Verbs, -io verbs, Possum, Eo and fero   12 Periods

Competency; The learner develops thoughts and ideas spontaneously and fluently in communicating online, use of social media at home and at work.

Learning outcomes *The learner should be able to*	Suggested learning activities	Sample assessment strategies
a) know the demonstrative pronouns: **hic** and **ille; ipse** and **idem** (k, u, s,) b) know the pronominal adjectives: **alius, alter, alius (k, u, s,)** c) now the perfect infinitives; active and passive; extent of space (k, u, s,) d) know the relative pronoun, numerals and their order (k, u, s,) e) conjugate verbs of the 3rd conjugation in **–io;** passive of **facio (k, u, s,)** f) know the deponent verbs (verbs which are passive in form and yet active in meaning); semi deponent verbs (k, u, s,) g) understand the conjugation and use of **possum, iubeo, veto, cogo, sino, prohibeo (k, u, s,)** h) understand the conjugation and use of **volo, nolo, malo (k, u, s,)**	• In groups, translate as many sentences as possible after learning each of the topics and subtopics, with emphasis on sentences from English to Latin. • Write a Latin composition about technology in everyday life; the advantages and disadvantages of social media or mobile technology. The Internet should be of help to compile vocabulary for the modern means of communication. • Translate a story from simple Latin story books such as *Fabulae Faciles, Gradatim Easy Latin, Fons Perennis etc.* especially after completing each topic and subtopic. • Study another one of the prescribed texts from the *De bello Gallico*; identify from the text all the unique elements of what you have learnt such as the deponent verbs and write their principal parts; write all words that have derivatives from the words in the text. • Study one of the hymns of the Roman Liturgy, and identify from the text all the unique elements of what you have learnt; write down	• Routinely check developing understanding/use of pronouns and classroom phrases during exercises as lessons progress. • Check the research of the learner about the list of pronouns. • Circulate during oral and written activities to check understanding and accuracy, including of pronunciation. • Evaluate contribution to pair and group work ensuring coverage of all learners over time. • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks. • Record listening and reading comprehension results. • Assess quality of products: family tree; identity card, and presentation against agreed and shared success criteria.

i) understand the conjugation and use of **eo** and **fero (k, u, s,)**	all words that have derivatives from the words in the text.	
j) know the interrogative pronoun, adjectives, and adverbs (k, u, s,)		
k) know the active participles; passive participle, and participles of deponent verbs (k,u,s,)		

ICT support:
Use online dictionary to search the Latin meanings of modern gadgets of communication

SENIOR 4, TERM 2
Theme 5: Simplifying Work

Topic 4.3: Social Responsibilities: The Indirect Statement, the Subjunctive, Consecutive Clauses, and Participles   24 Periods

Competency: The learner knows the Indirect Statement, the Subjunctive, Consecutive Clauses, and Participles in relation to helping at home and in the community, types of charity work, importance of charity work, pros and cons of volunteering.

Learning outcomes *The learner should be able to*	Suggested learning activities	Sample assessment strategies
a) know how to make indirect statements; tenses of the infinitive in indirect statement: pronouns of 3rd person in indirect statement; verbs of *hoping, promising, etc.;* infinitives of deponent verbs (k, u, s,) a) know the present subjunctive; exhortation, command, wish; **cum**, *since*; imperfect, perfect and pluperfect subjunctive (k, u, s,) b) know the consecutive clauses (k, u, s,) c) know the further use of participles; consider the *ablative absolute*; **cum**, *when (k, u, s,)* d) know the final clauses; sequence of tenses (k,u,s,)	• In small groups, translate as many sentences as possible after learning each of the topics and subtopics, with emphasis on sentences from English to Latin. • Write a composition about how you help at home and in the community; or any charity organization you have ever visited. • Translate a story from simple Latin story books such as *Fabulae Faciles, Gradatim, Easy Latin, Fons Perennis etc.* • Study another one of the prescribed texts from the *De bello Gallico*; identify from the text, all the unique elements of what you have learnt from the grammar such as the Subjunctive etc…; write all words that have derivatives from the words in the text. • Study one of the hymns of the Roman Liturgy, and identify from the text all the unique elements of what you have learnt; write down all words that have derivatives from the words in the text.	• Routinely check developing understanding/use of indirect statement, subjunctive mood, and classroom phrases during exercises as lessons progress. • Check the research of the learner about the list of social responsibilities in Ancient Rome. • Circulate during oral and written activities to check understanding and accuracy including of pronunciation. • Evaluate contribution to pair and group work ensuring coverage of all learners over time. • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks. • Record listening and reading comprehension results. • Assess quality of products: family tree, identity card, and presentation against agreed and shared success criteria.
ICT support: Use the Internet to search the various types of charity work; search for pages that are written in Latin.		

SENIOR 4, TERM 3
Theme 6: Harmony
Topic 4.4: Global issues: Indirect Commands; Indirect questions, the Gerund and Gerundives   24 Periods

Competency: The learner uses broader knowledge of language and culture of where Latin was spoken in the past and is used to communicate effectively based on the inequality, poverty, conflict, sustainability.

Learning outcomes *The learner should be able* to	Suggested learning activities	Sample assessment strategies
a) know the indirect commands and petitions; **quidam; coepi**. pay caution on verbs of *persuading, telling etc. (k, u, s,)* b) know how to make indirect questions; double questions; **uter?** *which of the two? (k, u, s,)* a) know the various uses and constructions on the; intransitive verbs in passive voice; **quisque, uterque, quisquam;** partitive genitive, genitive of value, ablative of price; two uses of consecutive clause (k, u, s,) b) know the gerund: (1) as a verbal noun; (2) expressing obligation (k, u, s,) c) know the gerundive (1) expressing obligation; (2) in oblique cases (k,u)	• Translate as many sentences as possible after learning each of the topics, with emphasis on sentences from English to Latin. • Write a composition about inequality, poverty, or conflict. • Translate a story from simple Latin story books such as *Fabulae Faciles, Gradatim Easy Latin, Fons Perennis etc.* • Study another one of the prescribed texts from the *De bello Gallico*, and identify from the text, all the unique elements of what you have learnt from the grammar; write all words that have derivatives from the words in the text. • Study one of the hymns of the Roman Liturgy, and identify from the text, all the unique elements of what you have learnt; write down all words that have derivatives from the words in the text.	• Routinely check developing understanding/use of indirect questions, gerund and gerundives, and classroom phrases during exercises as lessons progress. • Check the research of the learner about the list of nouns of the global issues in Latin. • Circulate during oral and written activities to check understanding and accuracy, including pronunciation. • Evaluate contribution to pair and group work ensuring coverage of all learners over time. • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks. • Record listening and reading comprehension results. • Assess quality of products: family tree, identity card, and resentation against agreed and shared success criteria.
ICT support: Use online dictionary to search Latin vocabulary for inequality, poverty, conflict, sustainability and all that is related.		

Latin Grammatical List

LATIN GRAMMAR

Latin alphabet

Nouns Declensions:
1st declension
2nd declension
3rd declension
4th declension
5th declension

Adjectives Declensions:
1st group adjectives (first and second declesions): bonus, bona, bonum
2nd group adjectives (Third declension) dificilis, e.
Possessive adjectives: meus, a, um; tuus, a, um; suus, a, um.

Numerals
Cardinal numbers: uno, a, um; duo; tres
Ordinal numbers: primus, a, um; secundus, a, um

Verbs:
The Verb Sum
1ST Conjugation active and passive voices, all tenses: Amare
2nd Conjugation active and passive voices, all tenses: Monere
3rd Conjugation active and passive voices, all tenses: Legere
4th Conjugation active and passive voices, all tenses: Audire

Pronouns :
Personal pronouns : ego, mihi, tibi, nos, vos, te, se....
Possessive pronouns
Demonstrative pronouns : eo, ea, id, ille, illa, illum

Adverbs, conjunctions.
Preposition that require Accusative, e.g per, in, contra etc…
Preposition that require Genitive
Preposition that require Ablative: in, cum, ab, etc.

Latin Vocabulary List

At list two thirds of the list below shall be learnt by the end of senior four.

A

1) a (ab) + *abl.* by, from
2) absum, abesse, afui I am absent, I am away
3) accidit, -ere, accidit it happens
4) accipio, -ere, accepi, acceptum I receive, I accept
5) acer, acris, acre keen, fierce
6) ac, atque and
7) ad + *acc.* to, towards, near
8) adeo to such an extent, so much
9) adhuc still, up till now
10) adsum, adesse, adfui I am present, I am here
11) adulescens, -ntis *m. f.* young man, young woman
12) adventus, -us *m.* arrival
13) aedifico (1) I build
14) aeger, -gra, -grum ill, sick
15) ager, agri *m.* field
16) aggredior, aggredi, aggressus sum I attack
17) agmen, -inis *n.* column (of men)
18) ago, -ere, egi, actum I do, drive, spend (time)
19) agricola, -ae *m.* farmer
20) aliquis, -qua, -quid someone, anyone
21) alius, -a, -ud (alii…alii) another, other (some…others)
22) alter, altera, alterum the other, second
23) altus, -a, -um high, deep
24) ambulo (1) I walk
25) amicus, -i *m.* friend
26) amitto, -ere, amisi, amissum I lose
27) amo (1) I love
28) amor, -ris *m.* love
29) an (utrum ... an) or (whether ... or)
30) ancilla, -ae *f.* slave-girl, maid
31) animus, -i *m.* mind, heart, feeling, spirit
32) annus, -i *m.* year
33) ante + *acc.* before, in front of
34) antea previously
35) antequam before
36) antiquus, -a, -um ancient, old
37) appropinquo (1) + *dat.* I approach
38) aptus, -a, -um suitable, appropriate
39) apud + *acc.* with, among, at the house of
40) aqua, -ae *f.* water
41) ara, -ae *f.* altar
42) arcesso, -ere, -ivi, -itum I summon, I call
43) arbor, -oris *f.* tree
44) arma, -orum *n. pl.* arms, weapons
45) ars, artis *f.* art, skill
46) ascendo, -ere, ascendi, ascensum I climb, go up
47) atrox, atrocis *m. f. n.* harsh, terrible
48) attonitus, -a, -um astonished
49) audax, audacis *m. f. n.* bold
50) audeo, -ere, ausus sum I dare
51) audio (4) I hear

52) aula, -ae *f.* palace
53) aufero, auferre, abstuli, ablatum I take away, I steal
54) aut (aut…aut) or (either…or)
55) autem but, however
56) auxilium, -i *n.* help
57) avis, -is *f.* bird

B

58) barbarus, -a, -um barbarian
59) bellum, -i *n.* war
60) bene well
61) benignus, -a, -um kind
62) bibo, -ere, bibi, - I drink
63) bonus, -a, -um good
64) bos, bovis *m. f.* ox, bull, cow
65) brevis, -is, -e short

C

66) cado, -ere, cecidi, casum I fall
67) caelum, -i *n.* sky
68) callidus, -a, -um clever, cunning
69) campus, -i *m.* plain
70) canis, -is *m. f.* dog
71) canto (1) I sing
72) capio, -ere, cepi, captum I take, I capture
73) captivus, -i *m.* prisoner
74) caput, -itis *n.* head
75) carcer, carceris *n.* prison, jail
76) carmen, -inis *n.* song, poem
77) carus, -a, -um dear
78) castra, -orum *n. pl.* camp
79) casus, -us *m.* event, accident
80) causa, -ae *f.* cause, reason
81) cedo, -ere, cessi, cessum I go, I give way
82) celer, celeris, celere swift, fast
83) celo (1) I hide, I conceal
84) cena, -ae *f.* dinner
85) ceno (1) I dine
86) centurio, -onis *m.* centurion
87) certus, -a, -um certain, definite
88) ceteri, -ae, -a the rest (of)
89) cibus, -i *m.* food
90) circum + *acc.* around
91) civis, -is *m. f.* citizen
92) civitas, -atis *f.* state, community
93) clamo (1) I shout
94) clamor, -oris *m.* shout
95) coepi, coepisse, coeptum (*defective*) I begin, I have begun
96) cognosco, -ere, cognovi, cognitum I get to know, I find out
97) cogo, -ere, coegi, coactum I compel
98) colligo, -ere, collegi, collectum I collect
99) colo, -ere, colui, cultum I cultivate, I worship

100) comes, -itis *m. f.* companion
101) comparo (1) I prepare, I gain, I obtain
102) complures, -es, -a several
103) conficio, -ere, confeci, confectum I finish, I wear out
104) coniunx, coniugis *m. f.* husband, wife
105) conor (1 dep.) I try
106) consilium, -i *n.* plan, policy
107) consilium capio I think of a plan, I have an idea
108) conspicio, -ere, conspexi, conspectum I catch sight of, I see
109) constituo, -ere, constitui, constitutum I decide
110) consul, -ulis *m.* consul
111) consumo, -ere, consumpsi, consumptum I eat, I use up
112) contendo, -ere, contendi, contentum I hurry, I stretch, I fight
113) contentus, -a, -um satisfied, happy, content
114) contra + *acc.* against
115) convenio, -ire, conveni, conventum I meet, I gather, I come together
116) copiae, -arum *f. pl.* forces, troops
117) corpus, -oris *n.* body
118) cotidie every day
119) cras tomorrow
120) credo, -ere, credidi, creditum + *dat.* I believe, I trust
121) crudelis, -is, -e cruel
122) culpa, -ae *f.* fault, blame
123) culpo (1) I find fault with, I blame
124) cum + *abl.* with
125) cum + *ind.* when
126) cum + *subj.* when, since, although
127) cupidus, -a, -um eager
128) cupio, -ere, cupivi, cupitum I desire
129) cur? why?
130) cura, -ae *f.* care, concern
131) curro, -ere, cucurri, cursum I run
132) custodio (4) I guard
133) custos, -odis *m.* guard

D
134) de + *abl.* down from, concerning
135) dea, -ae *f.* goddess
136) debeo (2) I owe, I ought, I have to
137) decipio, -ere, decepi, deceptum I deceive
138) dedo, -ere, dedidi, deditum I surrender
139) defendo, -ere, defendi, defensum I defend
140) deinde then, next
141) deleo, -ere, delevi, deletum I destroy
142) delibero (1) I deliberate, I consider seriously
143) dens, dentis *m.* tooth
144) descendo, -ere, descendi, descensum I descend
145) deus, -i *m.* god
146) dico, -ere, dixi, dictum I say, I tell
147) dies, -ei *m. f.* day
148) difficilis, -is, -e difficult
149) dignus, -a, -um + *abl.* worthy, deserving (of)

150) diligens, -ntis *m. f. n.* diligent, hard-working
151) diligentia, -ae *f.* diligence, industry, care
152) dirus, -a, -um awful, dreadful
153) discedo, -ere, discessi, discessum I depart, I go away
154) disciplina, -ae *f.* training, education, discipline
155) disco, -ere, didici, - I learn
156) diu for a long time
157) dives, divitis *m. f. n.* rich, wealthy
158) do, dare, dedi, datum I give
159) doceo, -ere, docui, doctum I teach
160) dolor, -oris *m.* pain, grief, sorrow
161) dominus, -i *m.* master
162) domus, -us *f.* house
163) donum, -i *n.* gift
164) dormio (4) I sleep
165) dubito (1) I doubt, I hesitate
166) dubius, -a, -um doubtful
167) duco, -ere, duxi, ductum I lead
168) dulcis, -is, -e sweet
169) dum + *ind.* while
170) durus, -a, -um hard, harsh
171) dux, ducis *m. f.* leader, commander, guide

E
172) e (ex) + *abl.* out of, from
173) ecce! look! behold!
174) effugio, -ere, effugi, - I escape, I flee
175) ego I
176) egredior, egredi, egressus sum I go out
177) eheu! oh dear! alas!
178) emo, -ere, emi, emptum I buy
179) enim for
180) eo to there, thither
181) eo, ire, i(v)i, itum I go
182) epistula, -ae *f.* letter
183) equus, -i *m.* horse
184) et (et…et) and (both…and)
185) etiam even, also
186) etiamsi even if, although
187) excito (1) I rouse, I stir up
188) exemplum, -i *n.* example
189) exeo, exire, exii, exitum I go out
190) exercitus, -us *m.* army
191) exspecto (1) I expect, I wait for
192) extra + *acc.* outside, beyond
193) extremus, -a, -um furthest, last

F
194) fabula, -ae *f.* story, tale
195) facilis, -is, -e easy
196) facio, -ere, feci, factum I make, I do
197) fallo, -ere, fefelli, falsum I deceive, I trick
198) fama, -ae *f.* rumour, reputation
199) felix, felicis lucky, happy
200) femina, -ae *f.* woman
201) fero, ferre, tuli, latum I carry, I bring, I bear, I endure
202) ferox, ferocis *m. f. n.* fierce
203) fessus, -a, -um tired

204) fidelis, -is, -e faithful, loyal
205) fides, -ei *f.* faith, confidence, honesty
206) filia, -ae *f.* daughter
207) filius, -i *m.* son
208) finis, -is *m.* end
209) fio, fieri, factus sum I become, I am made
210) flumen, -inis *n.* river
211) fons, -ntis *m.* spring, fountain
212) forma, -ae *f.* form, beauty, shape
213) forte by chance
214) fortis, -is, -e brave
215) fortuna, -ae *f.* fortune, chance, luck
216) forum, -i *n.* forum, marketplace
217) frater, -tris *m.* brother
218) frustra in vain
219) fuga, -ae *f.* flight
220) fugio, -ere, fugi, - I flee, I run away

G
221) gaudium, -i *n.* joy
222) gens, -ntis *f.* tribe, nation, race
223) gero, -ere, gessi, gestum I do, I wear
224) bellum gero I wage war
225) gladius, -i *m.* sword
226) gloria, -ae *f.* glory
227) gratus, -a, -um grateful, pleasant
228) gravis, -is, -e heavy, severe, important

H
229) habeo (2) I have
230) habito (1) I live, I reside
231) hasta, -ae *f.* spear
232) heri yesterday
233) hic here
234) hic, haec, hoc this (he, she, it)
235) hinc from here, hence
236) hodie today
237) homo, -inis *m.* man, person
238) hora, -ae *f.* hour
239) hortor (1 dep.) I encourage
240) hortus, -i *m.* garden
241) hostis, -is *m. f.* enemy
242) huc to here, hither

I
243) iaceo (2) I lie
244) iacio, -ere, ieci, iactum I throw
245) iam now, already
246) ianua, -ae *f.* door, entrance
247) ibi there
248) idem, eadem, idem same
249) igitur therefore
250) ignavus, -a, -um lazy, cowardly
251) ignis, -is *m.* fire
252) ille, illa, illud that (he, she, it)
253) illuc to there, thither
254) imago, -inis *f.* image, representation, likeness
255) imperator, -oris *m.* emperor, commander, general
256) imperium, -i *n.* command, power, order

257) impero (1) (+ *dat.*) I order
258) impetus, -us *m.* charge, assault, attack
259) in + *acc.* into, onto, against
260) in + *abl.* in, on
261) in animo habeo I have in mind, I intend
262) incendo, -ere, incendi, incensum I set fire to
263) incipio, -ere, incepi, inceptum I begin
264) incola, -ae *m. f.* inhabitant
265) inde from there, thence
266) infelix, infelicis *m. f. n.* unlucky
267) ingens, -ntis *m. f. n.* huge, enormous
268) ingredior, ingredi, ingressus sum I enter, I go in
269) inimicus, -a, -um hostile, unfriendly
270) inquit (*from* inquam) (*defective*) he/she says (I say)
271) insanus, -a, -um mad, insane
272) insula, -ae *f.* island, block of flats
273) intellego, -ere, intellexi, intellectum I understand, I realise
274) inter + *acc.* between, among
275) interea meanwhile
276) interficio, -ere, interfeci, interfectum I kill
277) intra + *acc.* inside, within
278) intro (1) I enter
279) invideo, -ere, invidi, invisum (+ *dat.*) I envy, I hate
280) invenio, invenire, inveni, inventum I come across, I find
281) invito (1) I invite
282) invitus, -a, -um reluctant, unwilling
283) ipse, ipsa, ipsum self
284) ira, -ae *f.* anger
285) iratus, -a, -um angry
286) is, ea, id this, that, he, she, it
287) iste, ista, istud that one (that man, woman, thing)
288) ita so, thus
289) Italia, -ae *f.* Italy
290) itaque and so, therefore
291) iter, itineris *n.* journey, march
292) iterum again
293) iubeo, -ere, iussi, iussum I order
294) iudex, -icis *m.* judge, juror
295) iudico (1) I judge
296) iungo, -ere, iunxi, iunctum I join
297) iustus, -a, -um just, right
298) iuvenis, -is *m.* young man
299) iuvo, -are, iuvi, iutum I help

L
300) labor, -oris *m.* work
301) laboro (1) I work
302) labor, labi, lapsus sum I slip, I slide, I glide
303) laboro (1) I work
304) lacrima, -ae *f.* tear
305) laetus, -a, -um happy
306) latus, lateris *n.* side
307) latus, -a, -um broad, wide
308) laudo (1) I praise
309) laus, laudis *f.* praise, glory

310) lectus, -i *m.* couch, bed
311) legatus, -i *m.* envoy, senior officer
312) legio, -onis *f.* legion
313) lego, -ere, legi, lectum I read
314) lex, legis *f.* law
315) liber, libri *m.* book
316) liber, libera, liberum free
317) liberi, -orum *m. pl.* children
318) libero (1) I free
319) libertus, -i *m.* freedman
320) licet + *subj.* although
321) licet, -ere, licuit, licitum it is allowed
322) litus, -oris *n.* shore
323) locus, -i *m.* (*plural* loca *n.*) place
324) longe far off
325) longus, -a, -um long
326) loquor, loqui, locutus sum I speak
327) ludo, -ere, lusi, lusum I play
328) ludus, -i *m.* game, play, school
329) luna, -ae *f.* moon

M
330) magister, -tri *m.* teacher
331) magnopere very much, especially
332) magnus, -a, -um large, great
333) malo, malle, malui I prefer
334) malus, -a, -um bad
335) maneo, -ere, mansi, mansum I remain, I stay
336) manus, -us *f.* hand, band (of men)
337) mare, -is *n.* sea
338) maritus, -i *m.* husband
339) mater, -tris *f.* mother
340) matrimonium, -i *n.* marriage
341) medicus, -i *m.* doctor
342) medius, -a, -um middle, the middle of
343) memini, meminisse, - (*defective*) I remember, I recollect
344) memoria, -ae *f.* memory, record
345) mens, -ntis *f.* mind, intellect, purpose
346) mensa, -ae *f.* table
347) mercator, -oris merchant
348) metus, -us *m.* fear
349) meus, -a, -um my
350) miles, -itis *m.* soldier
351) mirabilis-, is, -e wonderful, amazing
352) miraculum, -i *n.* miracle, wonder
353) miser, misera, miserum wretched, unfortunate
354) mitto, -ere, misi, missum I send
355) modo only, just now
356) modus, -i *m.* way, method, measure, end, limit
357) moneo (2) I advise, warn
358) mons, -ntis *m.* mountain
359) morbus, -i *m.* disease, illness, sickness
360) morior, mori, mortuus sum I die
361) mors, mortis *f.* death
362) mos, moris *m.* custom
363) moveo, -ere, movi, motum I move
364) mox soon
365) multus, -a, -um much, many
366) munio (4) I fortify, I protect
367) murus, -i *m.* wall

N
368) nam (namque) for
369) narro (1) I tell, I relate
370) nascor, nasci, natus sum I am born
371) nauta, -ae *m.* sailor
372) navigo (1) I sail
373) navis, -is *f.* ship
374) ne lest, in case, in order that ... not
375) -ne (introduces question)?
376) nec (neque) (nec…nec) neither (neither…nor)
377) nego (1) I deny, I say not
378) nemo, nullius *m. f.* nobody
379) nescio, -ire, -ivi I do not know
380) nihil (*indeclinable*) *n.* nothing
381) nisi unless, except (if not)
382) nolo, nolle, nolui I do not want, I am unwilling
383) nomen, -inis *n.* name
384) non modo…sed etiam not only…but also
385) nondum not yet
386) nonne? surely?
387) nonnullus, -a, -um some, several
388) nos we
389) noster, nostra, nostrum our
390) novus, -a, -um new
391) nox, noctis *f.* night
392) nullus, -a, -um none, no
393) num? surely not?
394) num whether
395) numerus, -i *m.* number
396) numquam never
397) nunc now
398) nuntio (1) I announce
399) nuntius, -i *m.* messenger, message
400) nuper recently

O
401) ob + *acc.* on account of, because of
402) obliviscor, oblivisci, oblitus sum (+ *gen.*) I forget, I am forgetful of
403) occasio, -onis *f.* opportunity
404) occido, -ere, occidi, occisum I kill, I strike down
405) occupo (1) I seize, I occupy, I attack
406) oculus, -i *m.* eye
407) odi, odisse, - (*defective*) I hate
408) odium, -i *n.* hatred
409) offero, offerre, obtuli, oblatum I offer, I present
410) olim once upon a time, once
411) omnis, -is, -e all, every
412) onus, -eris *n.* burden, load
413) oppidum, -i *n.* town
414) opprimo, -ere, oppressi, oppressum I overwhelm, I crush
415) oppugno (1) I attack
416) opus, -eris *n.* work, piece of work
417) orno (1) I adorn, I decorate, I make attractive
418) oro (1) I beg, I pray
419) os, oris *n.* mouth, face

420) ostendo, -ere, ostendi, ostentum I show, I display
421) otium, -i *n.* leisure

P
422) paene almost
423) panis, -is *m.* bread
424) parco, -ere, peperci, parsum + *dat.* I spare
425) parens, -ntis *m. f.* parent
426) pareo (2) + *dat.* I obey
427) paro (1) I prepare
428) pars, partis *f.* part
429) parvus, -a, -um small
430) pater, -tris *m.* father
431) patior, pati, passus sum I suffer, I endure, I allow
432) patria, -ae *f.* homeland
433) pauci, -ae, -a few, a few
434) paulisper for a short while
435) pauper, -eris *m. f. n.* poor, a poor person
436) pax, pacis *f.* peace
437) pecunia, -ae *f.* money
438) per + *acc.* through
439) pereo, perire, perii, peritum I perish, I am lost, I am destroyed
440) periculum, -i *n.* danger
441) permitto, -ere, permisi, permissum + *dat.* I allow, I entrust
442) persuadeo, -ere, persuasi, persuasum + *dat.* I persuade
443) perterritus, -a, -um terrified
444) pervenio, pervenire, perveni, perventum I arrive
445) pes, pedis *m.* foot
446) peto, -ere, petivi, petitum I seek, I make for, I attack
447) pietas, -atis *f.* family loyalty, sense of duty
448) placet (2) (*from* placeo) it pleases (I please)
449) plebs, plebis *f.* common people
450) plenus, -a, -um full
451) poena, -ae *f.* punishment, penalty
452) poenas do, dare, dedi, datum I pay the penalty
453) poeta, -ae *m.* poet
454) pono, -ere, posui, positum I place, I put
455) pons, pontis *m.* bridge
456) populus, -i *m.* people
457) porta, -ae *f.* gate
458) porto (1) I carry
459) portus, -us *m.* port, harbour
460) posco, -ere, poposci, - I demand, I ask
461) possum, posse, potui I can, I am able
462) post + *acc.* after, behind
463) postea afterwards
464) postquam after, when
465) postridie next day
466) potestas, -atis *f.* power
467) praebeo (2) I offer, I supply, I show
468) praeclarus, -a, -um famous, outstanding
469) praeda, -ae *f.* plunder, booty, prey
470) praefectus, -i *m.* prefect, commander, chief
471) praemium, -i *n.* reward
472) praeter + *acc.* except, apart from

473) praeterea moreover, furthermore
474) pretium, -i *n.* price
475) primo first, at first
476) primum first, at first
477) princeps, -ipis *m.* chief, leader
478) priusquam before
479) pro + *abl.* on behalf of
480) procul in the distance, far off
481) prodo, -ere, prodidi, proditum I betray
482) proelium, -i *n.* battle
483) proficiscor, proficisci, profectus sum I set out
484) progredior, progredi, progressus sum I advance
485) prohibeo (2) I prevent, I forbid
486) promitto, -ere, promisi, promissum I promise
487) prope + *acc.* near
488) prope (*adv.*) near, almost
489) propter + *acc.* on account of
490) proximus, -a, -um nearest, next
491) prudens, prudentis *m. f. n.* wise, sensible
492) publicus, -a, -um public
493) puella, -ae *f.* girl
494) puer, -i *m.* boy
495) pugna, -ae *f.* battle, fight
496) pugno (1) I fight
497) pulcher, pulchra, pulchrum beautiful
498) punio (4) I punish
499) puto (1) I think

Q
500) quaero, -ere, quaesivi, quaesitum I search, I look for, I inquire
501) qualis, -is, -e? of what sort?
502) quam than, as
503) quam + *superlative* as ... as possible
504) quamquam although
505) quamvis + *subj.* although
506) quando? when?
507) quantus, -a, -um? how large, how great?
508) -que and
509) qui, quae, quod who, who, which
510) quia because
511) quidam, quaedam, quoddam a (certain)
512) quidem indeed
513) quis, quis, quid? (*interrogative*) who, who, what?
514) quisque, quaeque, quidque each
515) quo? where to? whither?
516) quod because
517) quomodo? how?
518) quoniam since, because
519) quoque also
520) quot? (*indeclinable*) how many?

R
521) rapio, -ere, rapui, raptum I seize, I snatch
522) reddo, reddere, reddidi, redditum I return, I give back
523) redeo, redire, redii, reditum I return, I go back

524) refero, referre, rettuli, relatum I bring back, I return, I tell
525) regina, -ae *f.* queen
526) regio, -onis *f.* direction, region
527) regnum, -i *n.* kingdom
528) rego, -ere, rexi, rectum I rule
529) regredior, regredi, regressus sum I go back
530) relinquo, -ere, reliqui, relictum I leave behind
531) reliquus, -a, -um remaining, the rest of
532) res, rei *f.* thing, matter (*or appropriate noun*)
533) res publica, rei publicae *f.* state, republic
534) respondeo, -ere, respondi, responsum I reply
535) responsum, -i *n.* answer
536) rex, regis *m.* king
537) rideo, -ere, risi, risum I laugh, smile
538) ripa, -ae *f.* river bank
539) rogo (1) I ask
540) Roma, -ae *f.* Rome
541) Romanus, -a, -um Roman
542) Romanus, -i *m.* a Roman
543) rus, ruris *n.* country, countryside

S
544) sacer, sacra, sacrum holy
545) saepe often
546) sagitta, -ae *f.* arrow
547) salus, -utis *f.* safety
548) salve! salvete! hello!
549) sanguis, -inis *m.* blood
550) sapiens, sapientis *m. f. n.* wise
551) sapientia, -ae *f.* wisdom
552) satis enough
553) saxum, -i n rock
554) scelestus, -a, -um wicked
555) scilicet obviously, clearly
556) scio (4) I know
557) scribo, -ere, scripsi, scriptum I write
558) se himself, herself, itself, themselves
559) se recipere to retreat
560) sed but
561) sedeo, -ere, sedi, sessum I sit
562) semper always
563) senator, -oris *m.* senator
564) senex, senis *m.* old man
565) sentio, sentire, sensi, sensum I feel, I notice
566) sequor, sequi, secutus sum I follow
567) sermo, -onis *m.* conversation, discussion, speech
568) servo (1) I save, I keep
569) servus, -i *m.* slave
570) si if
571) sic so, thus
572) signum, -i *n.* sign, signal, standard
573) silva, -ae *f.* wood
574) similis, -is, -e like, similar
575) simul at the same time
576) simulo (1) I pretend
577) sine + *abl.* without
578) sino, -ere, sivi, situm I allow

579) socius, -i *m.* ally, friend, companion
580) sol, -is *m.* sun
581) soleo, -ere, solitus sum I am accustomed
582) solus, -a, -um alone, only
583) somnus, -i *m.* sleep
584) soror, -oris *f.* sister
585) spectaculum, -i *n.* spectacle, show
586) spero (1) I hope, I expect
587) statim at once, immediately
588) stilus, -i *m.* stylus, pen
589) sto, stare, steti, statum I stand
590) stola , -ae *f.* dress
591) studium, -i *n.* enthusiasm, eagerness, study
592) stultus, -a, -um stupid
593) sub + *abl./acc.* under, up to, just before
594) subito suddenly
595) subitus, -a, -um sudden
596) sum, esse, fui I am
597) summus, -a, -um highest, greatest
598) sumo, -ere, sumpsi, sumptum I take, I put on
599) super + *abl./acc.* above, upon, on top of
600) superbus, -a, -um proud
601) supero (1) I overpower
602) suscipio, -ere, suscepi, susceptum I take up, I undertake
603) sustineo, -ere, sustinui, sustentum I support, I withstand
604) suus, -a, -um his, her, its, their

T
605) taberna, -ae *f.* inn, tavern, shop
606) taceo (2) I am silent
607) talis, -is, -e such, of such a kind
608) tam so
609) tamen however, yet
610) tandem at last, finally
611) tango, -ere, tetigi, tactum I touch
612) tantus, -a, -um so large, so great
613) tego, -ere, texi, tectum I cover
614) telum, -i *n.* weapon, missile
615) tempestas, -atis *f.* storm, season, weather
616) templum, -i *n.* temple
617) tempus, -oris *n.* time
618) teneo, -ere, tenui, tentum I hold
619) terra, -ae *f.* earth, land
620) terreo (2) I frighten, I terrify
621) timeo (2) I fear, I am afraid
622) timor, -oris *m.* fear, fright
623) toga, -ae *f.* toga
624) tollo, -ere, sustuli, sublatum I lift, I raise
625) tot (*indeclinable*) so many
626) totus, -a, -um all, the whole of
627) trado, -ere, tradidi, traditum I hand over
628) traho, -ere, traxi, tractum I pull, I drag
629) trans + *acc.* across
630) tristis, -is, -e sad, mournful, gloomy
631) tu you (*sg.*)
632) tum then
633) tunica, -ae *f.* tunic

634) tutus, -a, -um safe
635) tuus, -a, -um your (*sg.*)

U
636) ubi? where?
637) ubi when
638) ubique everywhere
639) ullus, -a, -um any
640) umquam ever
641) unde? where from? whence?
642) urbs, urbis *f.* city
643) ut in order that, so that
644) uter, utra, utrum which (of two)
645) utilis, -is, -e useful
646) utor, uti, usus sum + *abl.* I use
647) uxor, -oris *f.* wife

V
648) valde very
649) vale! valete! goodbye! farewell!
650) vallum, -i *n.* rampart
651) veho, -ere, vexi, vectum I carry, I convey
652) vendo, -ere, vendidi, venditum I sell
653) venenum, -i *n.* poison
654) venio, venire, veni, ventum I come
655) ventus, -i *m.* wind
656) verbum, -i *n.* word
657) vereor, vereri, veritus sum I fear
658) vero in fact, indeed, truly
659) verto, -ere, verti, versum I turn (*transitive*)
660) verus, -a, -um true

661) vester, vestra, vestrum your (*pl.*)
662) vestis, -is *f.* clothing
663) veto, -are, vetui, vetitum I forbid, I order not to
664) vetus, veteris *m. f. n.* old
665) via, -ae *f.* street, road
666) vicinus, -a, -um neighbouring
667) video, -ere, vidi, visum I see
668) videor, videri, visus sum I seem
669) villa, -ae *f.* house, farm, villa
670) vinco, -ere, vici, victum I conquer, I defeat, I win
671) vinum, -i *n.* wine
672) vir, viri *m.* man, husband
673) virgo, -inis *f.* girl, maiden
674) virtus, -utis *f.* manliness, courage, virtue
675) vis, vis (*plural* vires) *f.* force (strength)
676) vita, -ae *f.* life
677) vitupero (1) I curse, I blame
678) vivo, -ere, vixi, - I live
679) vivus, -a, -um alive, living
680) vix hardly, scarcely
681) voco (1) I call
682) volo, velle, volui I want, I wish, I am willing
683) vos you (*pl.*)
684) vox, vocis *f.* voice
685) vulnero (1) I wound
686) vulnus, -eris *n.* wound
687) vultus, -us *m.* face, expression

ASSESSESSMENT

This section should be considered alongside the Assessment Guidelines.

Assessing the new expectations for learning

The new curriculum sets new expectations for learning, with a shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. These new Learning Outcomes require a different approach to assessment.

The "Learning Outcomes" in the syllabuses are set out in terms of Knowledge, Understanding, Skills, and Attitudes. This is what is referred to by the letters k,u,s & v/a.

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

So this guidance booklet focuses on knowledge, skills and understanding. Each has its own implications for learning and assessment.

Knowledge	The retention of information.
Understanding	Putting knowledge into a framework of meaning – the development of a 'concept'.
Skills	The ability to perform a physical or mental act or operation.
Values	The inherent or acquired behaviours or actions that form a character of an individual.
Attitudes	A set of emotions, beliefs or behaviours toward a particular object, person, thing or event.

To assess knowledge, skills and understanding we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

Knowledge

Knowledge is the easiest to assess because it is fairly straightforward to find out whether or not a learner has retained some information: a simple question can usually find this out. We ask them to name something, or state something, or label a diagram.

Skills

Skills are the ability to perform a mental or physical operation, so we have to observe the skill being performed or look at the product, or outcome, of the skill; for example, a piece of writing, a picture or diagram.

Some skills, such as speaking or a physical education skill do not have a product so need to be observed.

Understanding

Assessing deeper understanding is much more difficult, so we usually ask learners to explain, compare or outline a process. This can be done orally (in conversation) or in writing, and will give us some idea of the extent of their understanding.

Values and Attitudes

Values and Attitudes determine how we interact with others, working in a team, meeting deadlines, being self-driven, holding democratic values, and having respect for democracy, race, gender, disability, human dignity, culture, nation, life and social justice.

Examinations

There will be examinations or tests set at the end of every year. There will also be a summing up of on-going teacher assessments made in the context of learning.

Formative Assessment

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make some change to the teaching and learning process. This is formative assessment. If teaching and learning stay the same, there would have been no point in carrying out the assessment. The changes that can be made include decisions about :

• What needs to be learned next

• Whether an element of the syllabus needs to be taught again in a different way

• Changing teaching approaches if necessary

• Identifying learners who need more support, or who are making exceptional progress

• Enabling learners to understand what they have to do to improve
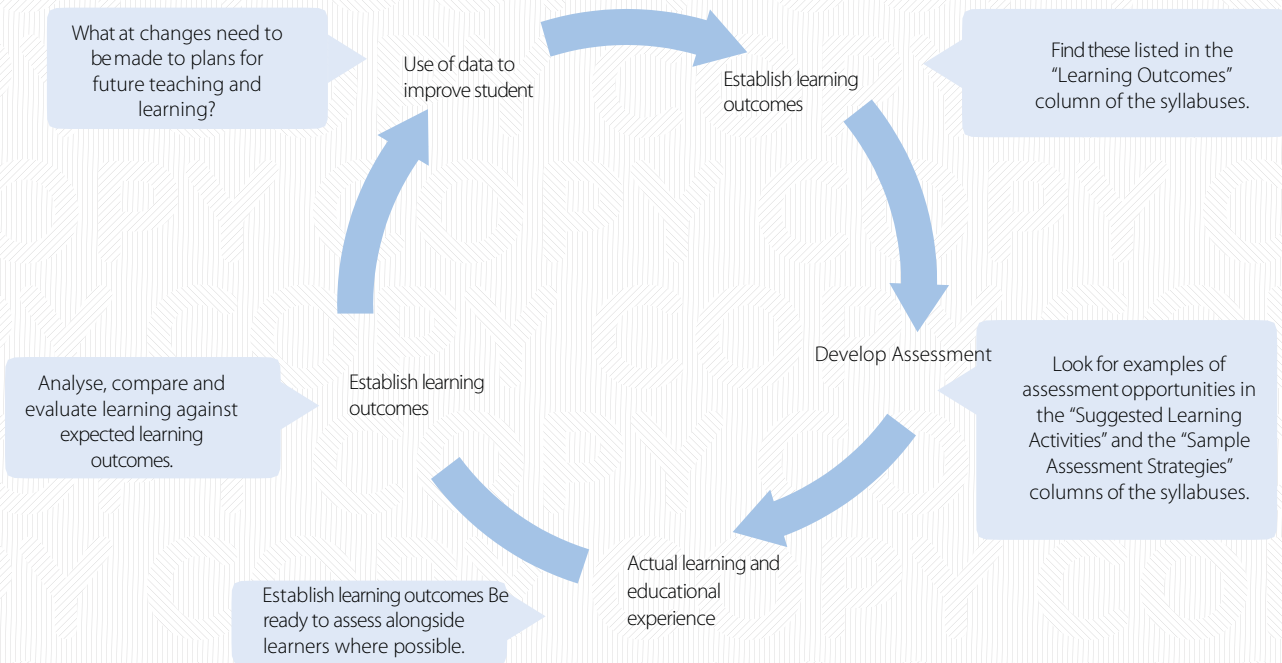
The final examination at the end of Senior 4 will be very different in nature, and will focus on the learners' ability to apply their learning in new situations, rather than on the ability to recall information.

It is the use of the assessment data within this cycle to improve learning that is key to the success and impact of formative assessment.

It is this cycle that enables formative assessment to impact on learning:

• The syllabuses set out the learning outcomes

• The lessons seek to achieve these outcomes

• Assessment finds out whether or not the outcomes have been achieved

• This information guides the next steps in learning and so sets new learning outcomes

The process of teaching, making formative assessments and then changing the teaching and learning in some way can be seen as a cycle.

What at changes need to be made to plans for future teaching and learning?

Use of data to improve student

Establish learning outcomes

Find these listed in the "Learning Outcomes" column of the syllabuses.

Develop Assessment

Look for examples of assessment opportunities in the "Suggested Learning Activities" and the "Sample Assessment Strategies" columns of the syllabuses.

Analyse, compare and evaluate learning against expected learning outcomes.

Establish learning outcomes

Establish learning outcomes Be ready to assess alongside learners where possible.

Actual learning and educational experience

**FORMATIVE ASSESSMENT INVOLVES USING ALL PARTS OF THE CYCLE**

How do we find the opportunity to make formative assessments?

In the new curriculum, the teacher's assessment role is not to write tests for learners, but to make professional judgements about learners' learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner meets the Learning Outcomes that are set out in this syllabus. To make these judgements the teacher needs to look at how well the learners are performing in terms of each Learning Outcome. School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it. These opportunities occur in three forms and are often called:

- Observation – watching learners working (good for assessing skills)

- Conversation – asking questions and talking to learners (good for assessing knowledge and understanding)
- Product – appraising the learner's work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc). In this context, a "product" is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity (eg evidence from "observation" can be checked against evidence from "conversation" and "product"). This is often referred to as "triangulation".
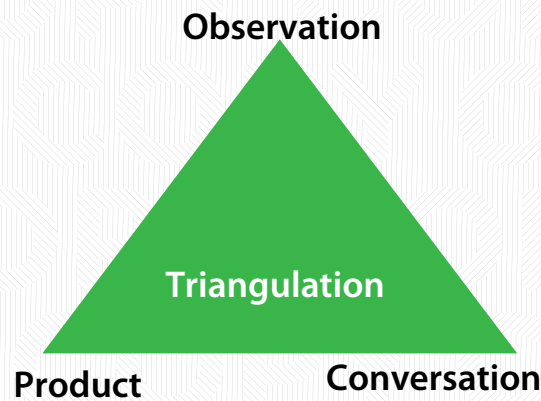
Triangulation of assessment opportunities

> To find these opportunities, look at the syllabus units. These set out the learning that is expected and give 'Sample Assessment Activities", and in doing so they contain a range of opportunities for the three forms of assessment.

Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

Record keeping

Keeping detailed records of learners' individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not even always necessary to keep such detailed records anyway. If feedback is given immediately and action is taken, then learning is changed and the record would soon become out of date and redundant.

Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process. Therefore, detailed records of these are not appropriate.

What is needed is record of assessments of learners' learning made in terms of each Topic or unit. This means recording the on-going summative assessments of each unit. There is no

Attitudes

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

need to make separate records of each of the Learning Outcomes because this would be very time-consuming and also unnecessary. It is much more useful to make an overall assessment about whether or not each learner met the Learning Outcomes for each Topic as a whole.

Each topic is made up of a number of Learning Outcomes. Therefore, teachers need to consider all the Learning Outcomes when making an overall judgement about the topic as a whole. It is not always necessary for every individual Learning Outcome to be achieved for the topic as a whole. This will vary with the subject and Topic.

By looking at the Learning Outcomes within each Topic, it is possible to identify four broad groups of learners in terms of their achievements:

Descriptor
No Learning Outcome (LO) achieved
Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved, enough for overall achievement
All LOs achieved – achievement with ease

There is no need to set a test to find this out

These overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the unit. If teachers have been working with the learners over the course of the unit, they will be able to make a broad judgment about which learners have achieved or have failed to achieve the unit's overall Learning Expectation. These "Authentic Assessments" will be more valid and valuable than a test set by the school.

Recording these overall assessments will be simple, manageable and yet valuable, and can be recorded on a sheet such as the one below in which the categories are indicated with a number.

Although a very simple process, these four categories will give rich data when a comparison is made between the learners in each category for different subjects and units. They will also identify easily those learners who need extra support or who may not be ready to move on to the next grade at the end of a year.

If records are kept of the learning outcomes of each syllabus unit through the year, then there will be no need for an end of year test. Teachers will already have a record of those learners who have met the learning outcomes, and those who have not done so. Therefore, teachers will know if there were any learners not ready to progress to the next grade.

An overall record should be made of the individual unit assessments by subject in terms of the 4 descriptors. If numbers (0-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each unit.

Descriptor	Identifier
No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall achievement	1
Most LOs achieved, enough for overall achievement	2
All LOs achieved – achievement with ease	3

In the example below, the table shows the end-of-unit assessment for six learners.

Latin										
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Learner A	3	3	2	3	3	3	3	2	3	3
Learner B	2	2	3	2	3	2	2	2	3	2
Learner C	1	1	2	1	1	2	2	3	2	3
Learner D	1	1	2	1	1	2	1	1	2	1
Learner E	0	1	2	1	0	1	0	1	1	1
Learner F	0	0	1	0	0	1	0	0	1	0

This method will give much more information than using a tick. For example, at a glance it can be seen that learners A & B are achieving much higher than learners E & F. It can be seen that Learner C has improved during the year. We can even see that more learners achieved success in Topic 9 than Topic 7.

All of this is very valuable assessment information and can be used to improve learning.

This summative teacher assessment will contribute 20% to the final grade of the School Leaving Certificate as elaborated in the Assessment Framework.

Glossary of Key Terms

TERM	DEFINITION
Competency Curriculum	One in which the learner develops the ability to apply his/her learning with confidence in a range of situations.
Differentiation	The design or adaptation of learning experiences to suit an individual learner's needs strengths, preferences, and abilities.
Formative Assessment	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
Generic skill	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
Inclusion	An approach to planning learning experiences which allows each learner to feel confident, respected and safe and equipped to learn at his or her full potential.
Learning Outcome	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
Process Skill	A capability acquired by following the programme of study in a particular subject; enables a learner to apply the knowledge and understanding of the subject.
Sample Assessment Activity	An activity which gives a learner the opportunity to show the extent to which she/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
Suggested Learning Activity	An aspect of the normal teaching and learning process that will enable formative assessment to be made.