

## (no-code)

, and in familiar and unfamiliar related to students' own and others' experiences of the world, their in response to others

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### Elaborations

- sustaining with others by acknowledging, asking for or clarification or questioning further, for example, Συγγν■μη, δεν καταλαβα■νω. Τι ε■πατε; Μ πορε■τε να το ε παναλ■βετε, σας παρακαλ■; and responding appropriately, for example, ■ πως ■λεγα πριν, σ■γουρα ...
- interviewing peers to extract information and evaluate about aspects of life such as school, future aspirations and relationships, and discussing the major themes and concerns that emerge, for example, Τι γν■μη ■χετε για τη σχολικ■ στολ■; Τι θ■λεις να κ■νεις ■ταν τελει■σεις το σχολε■ο; Ποιες ε■ναι οι φιλοδοξ■ες σου για το μ■λλον;
- sharing opinions with peers about events and interests, and incorporating to express emotions and responses such as approval, gratitude, regret and , for example, Ωρα■α! Σε/σας ευχαριστ■, Λυ π■μαι / δυστυχ■ς, Δεν μ πορ■, Σ■μφωνοι, Ποια ε■ναι η γν■μη σου για το θ■μα αυτ■;
- exchanging information with peers, in Greek-speaking such as emails or secure discussion forums, about aspects of school, youth lifestyle and social issues, using comparisons when expressing thoughts and ideas, for example, Τι κ■νεις τον ελε■θερο χρ■νο σου; Π■σο διαρκο■ν οι διακο π■ς σας; Πιστε■εις ■τι ε■ναι καλ■τερα να ... Π■ς διασκεδ■ζουν οι ν■οι; Θ■λω να π■ω διακο π■ς, Πο■ θα πας το Σ■ββατο;
- in role-plays relating to travel and what to do in certain situations, such as dealing with lost property, asking for directions, asking about transport, asking for recommendations, complaining about services, for example, ■χασα το κινητ■ μου. Μ πορε■τε να με βοηθ■σετε σας παρακαλ■; Πο■ μ πορο■με να βρο■με καλ■ μ πουγ■τσα; Πο■ ε■ναι ο σταθμ■ς των τρ■νων;

Students learn to:

**initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to and others' experiences of the world, adjusting their language in response to others**

(AC9LMG10C01)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Speaking and listening

- Interacting

### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Social management

- Communication

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## **Engaging with cultural and linguistic diversity**

- Communicate responsively

## **Social management**

- Communication

## **Resources**

### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LMG10C01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Interacting**

## **Literacy: Speaking and listening: Interacting**

### **Content description**

AC9LMG10C01

### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LMG10C01

sustaining interactions with others by acknowledging, asking for repetition or clarification or questioning further, for example, Συγγν■μη, δεν καταλαβα■νω. Τι ε■πατε; Μπορε■τε να το επαναλ■βετε, σας παρακαλ■; and responding appropriately, for example, ■πως ■λεγα πριν, σ■γουρα ...

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

## Snapshot – Communication

### Personal and Social capability: Social management: Communication

#### Content description

AC9LMG10C01

sustaining interactions with others by acknowledging, asking for repetition or clarification or questioning further, for example, Συγγν■μη, δεν καταλαβα■νω. Τι ε■πατε; Μπορε■τε να το επαναλ■βετε, σας παρακαλ■; and responding appropriately, for example, ■πως ■λεγα πριν, σ■γουρα ...

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Snapshot – Communicate responsively

### Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

#### Content description

AC9LMG10C01

interviewing peers to extract information and evaluate views about aspects of life such as school, future aspirations and relationships, and discussing the major themes and concerns that emerge, for example, Τι γν■μη ■χετε για τη σχολικ■ στολ■; Τι θ■λεις να κ■νεις ■ταν τελει■σεις το σχολε■ο; Ποιες ε■ναι οι φιλοδοξ■ες σου για το μ■λλον;

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## Snapshot – Communication

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AC9LMG10C01

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## Snapshot – Communicate responsively

### Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

#### Content description

AC9LMG10C01

sharing opinions with peers about events and interests, and incorporating language to express emotions and responses such as approval, gratitude, regret and appreciation, for example, Ωρα■α! Σε/σας ευχαριστ■, Λυπ■μαι / δυστυχ■ς, Δεν μπορ■, Σ■μφωνοι, Ποια ε■ναι η γν■μη σου για το θ■μα αυτ■;

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LMG10C01

sharing opinions with peers about events and interests, and incorporating language to express emotions and responses such as approval, gratitude, regret and appreciation, for example, Ωραία! Σε/σας ευχαριστώ, Λυπώμαι / δυστυχώς, Δεν μπορώ, Συμφωνώ, Ποια είναι η γνώμη σου για το θέμα αυτό;

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

##### **Content description**

AC9LMG10C01

exchanging information with peers, in Greek-speaking contexts such as emails or secure discussion forums, about aspects of school, youth lifestyle and social issues, using comparisons when expressing thoughts and ideas, for example, Τι κινείς τον ελεύθερο χρόνο σου; Πόσο διαρκούν οι διακοπές σας; Πιστεύεις ότι είναι καλύτερα να ... Πώς διασκεδάζουν οι νέοι; Θέλω να πω διακοπές, Ποιό θα πας το Σάββατο;

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#### **Personal and Social capability: Social management: Communication**

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AC9LMG10C01

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### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

##### **Content description**

AC9LMG10C01

interacting in role-plays relating to travel and what to do in certain situations, such as dealing with lost property, asking for directions, asking about transport, asking for recommendations, complaining about services, for example, ■χασα το κινητ■ μου. Μπορε■τε να με βοηθ■σετε σας παρακαλ■; Πο■ μπορο■με να βρο■με καλ■ μπουγ■τσα; Πο■ ε■ναι ο σταθμ■ς των τρ■νων;

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## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LMG10C01

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### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Resource – Modern Greek language resource**

## **Modern Greek**

### **Language support resource**

The Modern Greek Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Modern Greek. It is optional and includes illustrative examples of language and language use.

#### **Introduction**

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Modern Greek for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

#### **Language features and structures**

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

#### **Thematic contexts for language use**

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

**contribute to discussions that involve diverse to outcomes, issues and compare experiences**

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### **Elaborations**

- organising real or simulated forums, presentations or speeches to raise awareness of environmental, social or ethical issues, for example, η περιθώριση του πλανήτη, βίαιη αντιμετώπιση, προκαταλήψεις, διακρίσεις, ρατσισμός
- contributing opinions and suggestions during shared problem-solving tasks, for example, in resolving a disagreement about a planned , for example, Η πρόταση ακυρώθηκε και πρέπει να αλλάξουμε τα σχέδιά μας, Δεν είναι απλώς σπουδαίο, αλλά επειδή δεν έχουμε πλέον καιρό, θα πρέπει να συμφωνήσω
- organising and participating in such as visiting a buddy class or another school, and developing a classroom journal to document examples of used in particular , for example, Τώρα είναι η σειρά της ..., Μπορώ να έχω την προσοχή σας, σας παρακαλώ; Ησυχία σας παρακαλώ.
- accepting or declining offers, requests and invitations, for example, inviting peers to attend a celebration or party, Θέλεις να πάμε στη θάλασσα; Ευχαριστώ πολύ που με κάλεσατε, αλλά έχω πολλή δουλειά. Σας βολεύει να συναντηθούμε αύριο.
- planning events and making decisions with peers, for example, choosing a venue for an event, expressing preferences and asking to clarify intentions, Πότε θα γίνει ο χορός μας; Προτιμώ να γίνει μετά τις διακοπές. Μόπως πρέπει να καλέσουμε και τον διευθυντή;
- comparing experiences and challenges in shared , and expressing own opinions, such as agreement or disagreement with others, for example, Διαφωνώ/συμφωνώ με τον/την, πολύ σωστό, αντίθετα ... δεν είναι έτσι
- managing with peers in class such as games or events, by taking turns or different roles, giving encouragement and praise, considering and commenting on the contributions and of others, for example, συγχαρητήρια, καλή ιδέα, Μπορώ σου, σου καλό, Τέλεια, Σειρά σου τώρα, Ας ανταλλάξουμε ρόλους

Students learn to:

**contribute to discussions that involve diverse views to negotiate outcomes, address  
compare experiences**

(AC9LMG10C02)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication
- Collaboration

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Social management**

- Collaboration

#### **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

#### **Social management**

- Collaboration

#### **Social management**

- Collaboration

#### **Social management**

- Collaboration

## **Social management**

- Collaboration

## **Social management**

- Collaboration

## **Social management**

- Collaboration

## **Resources**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

##### **Content description**

AC9LMG10C02

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LMG10C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LMG10C02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LMG10C02

organising real or simulated forums, presentations or speeches to raise awareness of environmental, social or ethical issues, for example, υπερθέρμανση του πλανήτη, βίσιμη ανάπτυξη, προκαταλήψεις, διακρίσεις, ρατσισμός

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
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### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LMG10C02

contributing opinions and suggestions during shared problem-solving tasks, for example, in resolving a disagreement about a planned activity, for example, Η πρόταση ακυρώθηκε και πρέπει να αλλάξουμε τα σχέδιά μας, Δεν είναι απλώς σγούρος, αλλά επειδή δεν έχουμε πλόν καιρ, θα πρέπει να συμφωνήσω

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LMG10C02

organising and participating in activities such as visiting a buddy class or another school, and developing a classroom journal to document examples of language used in particular contexts, for example, Τώρα είναι η σειρά της ..., Μπορώ να έχω την προσοχή σας, σας παρακαλώ; Ησυχία σας παρακαλώ.

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LMG10C02

accepting or declining offers, requests and invitations, for example, inviting peers to attend a celebration or party, Θέλεις να πούμε στη θάλασσα Ευχαριστώ πολύ που με καλέσατε, αλλά έχω πολλή δουλειά. Σας βολεύει να συναντηθούμε αύριο.

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
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### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LMG10C02



planning events and making decisions with peers, for example, choosing a venue for an event, expressing preferences and asking questions to clarify intentions, Πίστεθα γινει ο χορός μας; Προτιμ να γινει μετ τις διακοπς. Μπως πρπει να καλσουμε και τον διευθυντ;

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### Snapshot – Collaboration

#### Personal and Social capability: Social management: Collaboration

##### Content description

AC9LMG10C02

comparing experiences and challenges in shared activities, and expressing own opinions, such as agreement or disagreement with others, for example, Διαφων/συμφων με τον/την, πολ σωστ, αντθετα ... δεν ειναι τσι

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### Snapshot – Collaboration

#### Personal and Social capability: Social management: Collaboration

##### Content description

AC9LMG10C02

managing interactions with peers in class activities such as games or events, by taking turns or different roles, giving encouragement and praise, considering and commenting on the contributions and views of others, for example, συγχαρητρια, καλ ιδα, Μπρβο σου, σου καλς/η, Τλεια, Σειρ σου τπρα, Ας ανταλλξουμε ρλους

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### AC9LMG10C03

evaluate and synthesise information, ideas and in a broad range of spoken, written and and respond appropriately to cultural , and

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### Elaborations

- comparing and responding to different on the same topical issue, for example, climate change, global warming, sustainability, Θα πρπει να χρησιμοποιομε περισστερη ηλιακ ενργεια για να προστατεσουμε το περιβλλον.
- extracting information, discussing gist and evaluating main ideas of such as a conversation, film or music review, advertisement or , for example, Η υ πθεση του ργου ειναι ..., Ο συγγραφας προσπαθε να μας δεξει ..., Ο νος δσκος του τραγουδιστ ... ειναι υ προχος ...
- locating and researching information from reliable sources to inform decisions by weighing up options and making an 'advantages and disadvantages' table about a range of , for example, the best time of year to visit Greece, a city that may best suit them for an , Δε μου αρσει το κρο, γ'αυτ καλτερα να πω στην Ελλδα το καλοκαρι. Μου αρσει πολ η ιστορια της Ελλδας, γ'αυτ προτιμ να επισκεφτ την Αθνα.
- to or First Nations Australians' stories in English, and creating a profile of them in Greek

- synthesising information by combining ideas from a range of sources in order to group and present ideas, themes and issues in a logical manner, for example, Δεν ε πιτρ■ πονται τα κινητ■ τηλ■φωνα στο σχολε■ο., Η δι■ρκεια της σχολικ■ς ημ■ρας πρ■ πει να μειωθε■.
- discussing how is created, and and developed, through and expression, choice, use of metaphors, humour, suspense, surprise, and experimenting with these elements in their own
- , viewing or to extracts from expressive Greek contemporary such as songs, signs, poems, dance, street art or musical , identifying elements that reflect the or experience of Greek communities, and common themes, for example, analysing tourist promotion videos
- analysing published accounts of an event such as a sports match, a concert or festival, and reporting back results and highlights, for example, Η Εθνικ■ ομ■δα της Ελλ■δας κ■ρδισε την Ισ παν■α στο ποδ■σφαιρο 2-0. Η συναυλ■α της ... ε■ναι α■ριο το α π■γευμα.

Students learn to:

**evaluate and synthesise information, ideas and perspectives in a broad range of sp  
multimodal texts and respond appropriately to cultural context, purpose and audien**

(AC9LMG10C03)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Inquiring**

- Identify, process and evaluate information

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Inquiring**

- Identify, process and evaluate information

#### **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Resources**

#### **Snapshot – Identify, process and evaluate information**

**Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati**

#### **Content description**

AC9LMG10C03

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9LMG10C03

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

#### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

#### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

#### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

#### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

#### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts

- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9LMG10C03

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9LMG10C03

comparing and responding to different perspectives on the same topical issue, for example, climate change, global warming, sustainability, Θα πρέπει να χρησιμοποιούμε περισσότερη ηλιακή ενέργεια για να προστατέψουμε το περιβάλλον.

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9LMG10C03

extracting information, discussing gist and evaluating main ideas of texts such as a conversation, film or music review, advertisement or article, for example, Η υπέθεση του έργου είναι ..., Ο συγγραφέας προσπαθεί να μας δείξει ..., Ο νόσος δόσος του τραγουδιστή ... είναι υπέρροχος ...

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## Snapshot – Identify, process and evaluate information

### Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

#### Content description

AC9LMG10C03

locating and researching information from reliable sources to inform decisions by weighing up options and making an 'advantages and disadvantages' table about a range of activities, for example, the best time of year to visit Greece, a city that may best suit them for an exchange, Δε μου αρ■σει το κρ■ο, γ'αυτ■ καλ■τερα να π■ω στην Ελλ■δα το καλοκα■ρι. Μου αρ■σει πολ■ η ιστορ■α της Ελλ■δας, γ'αυτ■ προτιμ■ να επισκεφτ■ την Αθ■να.

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## Snapshot – Identify, process and evaluate information

### Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

#### Content description

AC9LMG10C03

synthesising information by combining ideas from a range of sources in order to group and present ideas, themes and issues in a logical manner, for example, Δεν επιτρ■πονται τα κινητ■ τηλ■φωνα στο σχολε■ο., Η δι■ρκεια της σχολικ■ς ημ■ρας πρ■πει να μειωθε■.

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## Snapshot – Identify, process and evaluate information

### Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

#### Content description

AC9LMG10C03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## Snapshot – Identify, process and evaluate information

### Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

#### Content description

AC9LMG10C03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Identify, process and evaluate information**

### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

#### **Content description**

AC9LMG10C03

analysing published accounts of an event such as a sports match, a concert or festival, and reporting back results and highlights, for example, Η Εθνική ομάδα της Ελλάδας κέρδισε την Ισπανία στο ποδόσφαιρο 2-0. Η συνάυλη της ... είναι απριο το απγευμα.

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **AC9LMG10C04**

### **interpret and non-verbal, spoken and written and to meaning and understanding in familiar and unfamiliar**

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#### **Elaborations**

- translating, analysing and explaining expressions and encountered in Greek , finding ways to the meaning and cultural significance, for example, Φαγητ της ρας, Τα κανα θαλασσα
  - translating such as short video clips, posters, advertisements, signs and symbols, and explaining cultural aspects using subtitles, captions, and commentaries
  - translating stories for others, analysing how can have different meanings when used in different ways in a and explaining the differences to others, for example, using Πες πας στο σχολειο; Με λεωφορειο, Πες πας σμερα Ανδρ; Τι κνεις; Πες πας με την εργασια σου; Προχωρς, δυσκολεσαι; Γεια σου can be hello, goodbye, cheers, bless you
  - breaking down to identify and evaluate cultural elements and influences, for example, proverbs and sayings Στου κουφο την πρτα σο θαλεις βρντα, Ας τα λμε καλ, Τα πολλλ λγια ειναι φτχεια
  - reflecting on how meaning can be misinterpreted in , by sharing experiences of miscommunication and strategies to deal with misunderstanding, for example, understanding the use of Greek imperative speech, λα, κνε, δε
  - creating that present aspects of (s) and way of life in Australia for Greek-speaking students and parents, such as a brochure or digital display about Australian national holidays, animals, food, sporting rules, for example, Australian rules football
  - using, comparing and evaluating online translators for , efficiency, reliability and discussing the risks of relying on them
  - reflecting on the difficulty of achieving equivalence in of creative such as poems and songs, and discussing and that require particular elaboration or explanation, for example, Σα βγεις στον πηγαιμ για την Ιθη,να εχεσαι να ναι μακρς ο δρμος , from the poem ' Ithaka ' by C. P. Cavafy
- Students learn to:

### **interpret and translate non-verbal, spoken and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts**

(AC9LMG10C04)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Reading and viewing**

- Understanding texts

## **Speaking and listening**

- Listening

## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Managing and operating**

- Select and operate tools

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Resources**

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9LMG10C04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9LMG10C04

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)

- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9LMG10C04

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)



- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LMG10C04

translating, analysing and explaining expressions and idioms encountered in Greek texts, finding ways to convey the meaning and cultural significance, for example, Φαγητ■ της ■ράς, Τα ■κανα θ■λασσα

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LMG10C04

translating, analysing and explaining expressions and idioms encountered in Greek texts, finding ways to convey the meaning and cultural significance, for example, Φαγητ■ της ■ράς, Τα ■κανα θ■λασσα

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9LMG10C04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LMG10C04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Interpret concepts and problems**

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LMG10C04

translating stories for others, analysing how words can have different meanings when used in different ways in a sentence and explaining the differences to others, for example, using Πες πας στο σχολείο; Με λεωφορείο, Πες πας σήμερα Ανδρέα; Τι κινείς; Πες πας με την εργασία σου; Προχωρείς, δυσκολεύεσαι; Γεια σου can be hello, goodbye, cheers, bless you

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### Snapshot – Adapt in intercultural exchanges

## Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

### Content description

AC9LMG10C04

translating stories for others, analysing how words can have different meanings when used in different ways in a sentence and explaining the differences to others, for example, using Πες πας στο σχολείο; Με λεωφορείο, Πες πας σήμερα Ανδρέα; Τι κινείς; Πες πας με την εργασία σου; Προχωρείς, δυσκολεύεσαι; Γεια σου can be hello, goodbye, cheers, bless you

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### Snapshot – Interpret concepts and problems

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LMG10C04

breaking down texts to identify and evaluate cultural elements and influences, for example, proverbs and sayings Στου κουφο την πύρτα όσο θύλεις βρύντα, Ας τα λήμε καλά, Τα πολλά λήγια είναι φτήχεια

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### Snapshot – Adapt in intercultural exchanges

## Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

### Content description

AC9LMG10C04

breaking down texts to identify and evaluate cultural elements and influences, for example, proverbs and sayings Στου κουφο την πύρτα όσο θύλεις βρύντα, Ας τα λήμε καλά, Τα πολλά λήγια είναι φτήχεια

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### Snapshot – Interpret concepts and problems

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

## Content description

AC9LMG10C04

reflecting on how meaning can be misinterpreted in intercultural interactions, by sharing experiences of miscommunication and strategies to deal with misunderstanding, for example, understanding the use of Greek imperative speech, ■λα, κ■νε, δ■σε

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## Snapshot – Adapt in intercultural exchanges

### Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

## Content description

AC9LMG10C04

reflecting on how meaning can be misinterpreted in intercultural interactions, by sharing experiences of miscommunication and strategies to deal with misunderstanding, for example, understanding the use of Greek imperative speech, ■λα, κ■νε, δ■σε

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## Snapshot – Select and operate tools

### Digital Literacy: Managing and operating: Select and operate tools

## Content description

AC9LMG10C04

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

## Snapshot – Interpret concepts and problems

### Critical and Creative Thinking: Analysing: Interpret concepts and problems

## Content description

AC9LMG10C04

reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems and songs, and discussing words and phrases that require particular elaboration or explanation, for example, Σα βγεις στον πηγαμ■ για την Ιθ■κη, να ε■χεσαι να 'ναι μακρ■ς ο δρ■μος , from the poem ' Ithaka ' by C. P. Cavafy

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## Snapshot – Adapt in intercultural exchanges

### Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

## Content description

AC9LMG10C04

reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems and songs, and discussing words and phrases that require particular elaboration or explanation, for example, Σα βγεις στον πηγαιμ■ για την Ιθ■κη, να ε■χεςαι να 'ναι μακρ■ς ο δρ■μος , from the poem ' Ithaka ' by C. P. Cavafy

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## AC9LMG10C05

**and present informative and imaginative for diverse and , selecting vocabulary, expressions, grammatical structures and a range of features and to different**

•

### Elaborations

- creating graphical representations of data or information gathered from personal research or overseas trips to share with peers, on features of lifestyle or experiences of Greek-speaking youth, for example, educational opportunities, outdoor and sporting across the seasons, or a typical weekend for a teenager
- and/or presenting an autobiographical account to share with others describing key milestones in own life, for example, a significant birthday, an overseas trip, a religious ceremony, a sporting event, music concert, applying for a learner's permit
- presenting on a range of topics to inform others, such as a menu for a restaurant, a magazine about an event or concert, or a travel brochure promoting a local region or product, for example, μ■λι, φρο■τα, κρ■ας, γαλακτοκομικ■ προ■■ντα , explaining cultural references, and using techniques and effects such as images, music and colour
- a journal entry, or contributing to a school newsletter in Greek reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site
- creating and presenting imaginative with various settings, and events, for example, animated or adventure stories, songs, games or short films, using a range of devices such as imagery and sound effects, to entertain
- creating a journal or diary entry, such as on a secure social media page or a blog, to describe a real or imaginative experience, for example, their first day as an student, Πρ■τη μ■ρα στο σχολε■ο μου στην Ελλ■δα και τα π■ρασα κατα πληκτικ■!
- researching travel to a Greek-speaking community and creating a suitable itinerary for the class or others, considering what to pack for the time of year, costs, opening times of attractions, best times to visit places, etc., for example, Προσγειων■μαστε στην Θεσσαλον■κη την Π■μ πτη. Το μουσε■ο του Παρθεν■να ανο■γει την Παρασκευ■ το πρω■. Η καλ■τερη περ■οδος για να ε πισκεφε■τε την Κ■ προ ε■ναι τον Ιο■νιο γιατ■ υ π■ρχουν λιγ■τεροι τουρ■στες.
- and performing speeches or dialogues that reference significant celebrations or historical events in Australia or Greek-speaking communities, for example, Anzac Day, Remembrance Day, ορθ■δοξο Π■σχα, Η α πελευθ■ρωση της Ελλ■δας, Ε π■τειος του ΟΧΙ, Φεστιβ■λ Αθην■ν Ε πιδα■ρου , considering why these days are of national and cultural significance
- telling or recounting a story to show different and observations, such as first-, second- and third-person point of , and using appropriate , for example, third-person narration, relating the actions of the by referring to their names or by αυτ■ς, αυτ■, αυτο■, Νευρ■ασε γιατ■ οι συμμαθητ■ς του τον πε■ραζαν για το ■στοχο π■ναλι.
- selecting picture cards, cartoons or famous digital images and a description from the of different in the image, for example, a picture of people on the beach where different things are happening, such as someone sunburnt, playing volleyball, seeing a shark in the water

Students learn to:

**create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and convey them to different audiences**

(AC9LMG10C05)

## **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

### **Speaking and listening**

- Speaking

### **Writing**

- Creating texts
- Creating texts

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

### **Social management**

- Communication

### **Creating and exchanging**

- Create, communicate and collaborate

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Resources**

### **Snapshot – Speaking**

#### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9LMG10C05

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Crafting ideas**

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content

- uses technologies and visual and audio resources to enhance meaning and effect in presentations

### **Vocabulary**

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

### **Crafting ideas**

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LMG10C05

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Crafting ideas**

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

#### **Text forms and features**

- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

#### **Vocabulary**

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
- uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

#### **Crafting ideas**

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities

- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

### **Text forms and features**

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

### **Vocabulary**

- uses complex abstractions (e.g. "economic", "sociocultural")

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LMG10C05

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Crafting ideas**

- creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)
- includes relevant, rich, evocative description
- uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere
- intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
- generates, selects and crafts ideas to support a theme
- selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

#### **Text forms and features**

- uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
- uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)
- includes visual and audio resources to evoke mood or atmosphere of text
- varies sentence structure for effect (see Grammar)

#### **Vocabulary**

- uses words that create connotations (e.g. "startled", "dismayed")
- uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

#### **Crafting ideas**

- creates sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

#### **Text forms and features**

- uses stylistic features for effect (e.g. narrates from an omniscient point of view)
- uses recurring imagery for cohesion
- uses language to create humour (e.g. irony, satire)
- uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

#### **Vocabulary**

- uses vocabulary for precision (e.g. "shrouded" for "covered")
- uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LMG10C05

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

## **Content description**

AC9LMG10C05

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

## **Content description**

AC9LMG10C05

presenting texts on a range of topics to inform others, such as a menu for a restaurant, a magazine article about an event or concert, or a travel brochure promoting a local region or product, for example, μ■λλι, φρο■τα, κρ■ας, γαλακτοκομικ■ προ■■ντα , explaining cultural references, and using techniques and effects such as images, music and colour

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

## **Content description**

AC9LMG10C05

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Create, communicate and collaborate**

**Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

## **Content description**

AC9LMG10C05

creating a journal or diary entry, such as on a secure social media page or a blog, to describe a real or imaginative experience, for example, their first day as an exchange student, Πρ■τη μ■ρα στο σχολε■ο μου στην Ελλ■δα και τα π■ράσα καταπληκτικ■!

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Communication**



## Personal and Social capability: Social management: Communication

### Content description

AC9LMG10C05

creating a journal or diary entry, such as on a secure social media page or a blog, to describe a real or imaginative experience, for example, their first day as an exchange student, Πρ■τη μ■ρα στο σχολε■ο μου στην Ελλ■δα και τα π■ρασα καταπληκτικ■!

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LMG10C05

researching travel to a Greek-speaking community and creating a suitable itinerary for the class or others, considering what to pack for the time of year, costs, opening times of attractions, best times to visit places, etc., for example, Προσγειων■μαστε στην Θεσσαλον■κη την Π■μπτη. Το μουσε■ο του Παρθεν■να ανο■γει την Παρασκευ■ το πρω■. Η καλ■τερη περ■οδος για να επισκεφθε■τε την Κ■προ ε■ναι τον Ιο■νιο γιατ■ υπ■ρχουν λιγ■τεροι τουρ■στες.

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LMG10C05

composing and performing speeches or dialogues that reference significant celebrations or historical events in Australia or Greek-speaking communities, for example, Anzac Day, Remembrance Day, ορθ■δοξο Π■σχα, Η απελευθ■ρωση της Ελλ■δας, Επ■τειος του ΟΧΙ, Φεστιβ■λ Αθην■ν Επιδα■ρου, considering why these days are of national and cultural significance

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LMG10C05

telling or recounting a story to show different perspectives and observations, such as first-, second- and third-person point of view, and using appropriate pronouns, for example, third-person narration, relating the actions of the characters by referring to their names or by pronouns αυτ■ς, αυτ■, αυτο■, Νευρ■ασε γιατ■ οι συμμαθητ■ς του τον πε■ραζαν για το ■στοχο π■ναλι.

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

## Content description

AC9LMG10C05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## AC9LMG10U01

**apply features and of spoken Greek to in responding to and creating in familiar and unfamiliar**

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- 

### Elaborations

- recognising that , , and tempo help in making meaning in and applying this knowledge to own
- applying rules with appropriate to familiar and unfamiliar , for example, τσ■ι, πα■χτης, οικ■πεδο
- applying appropriate of ια, ιε, ιο, ι■, ιου with different preceding letters
- recognising that the sound ' l ' is represented by the following letters, depending on the : l, ι, H, η, Y, υ, Eι, ει, Oι, οι
- recognising the different of the / , for example, αυ – αυτοκ■νητο and αυλ■, ευ – ευχαριστ■ and ευγενικ■ς, μ π, ντ, γκ, γγ, τσ, τζ
- recognising that double letters in Greek, in most , have the same sound as single letters, for example, ι π π■δρομος, Γι■ννηςι π π■δρομος, Γι■ννης
- extending phonic awareness by using and experimenting with sounds and , for example, γ■ρος, γερ■ς
- reinforcing , phrasing and skills by reciting and repeating difficult/unfamiliar and/or tongue twisters, for example, Ο τζ■τζίρας ο μ■τζίρας ο τζίτζίμιτζιχ■τζίρας, αν■βηκε στη τζίτζίρι■στη μιτζιρι■στη τζίτζίμιτζιχοτζιρι■, να κ■ψει τζ■τζίρα μ■τζίρα τζίτζίμιτζιχ■τζίρα
- comparing English and Greek sounds and spelling to support of familiar and unfamiliar and expressions, for example, astronaut/ αστρονα■της , school/ σχολε■ο , mathematics/ μαθηματικ■ , history/ ιστορ■α , geography/ γεωγραφ■α trigonometry/ τριγωνομετρ■α

Students learn to:

**apply features and conventions of spoken Greek to extend fluency in responding to in familiar and unfamiliar contexts**

(AC9LMG10U01)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Speaking and listening

- Speaking

#### Social management

- Communication

#### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

### **Snapshot – Speaking**

#### **Literacy: Speaking and listening: Speaking**

##### **Content description**

AC9LMG10U01

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Crafting ideas**

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

##### **Vocabulary**

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

##### **Crafting ideas**

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LMG10U01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LMG10U01

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LMG10U01

applying accent rules with appropriate pronunciation to familiar and unfamiliar words, for example,

τσ■ι, πα■χτης, οικ■πεδο

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LMG10U01

applying appropriate pronunciation of ια, ιε, ιο, ι■, ιου with different preceding letters

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LMG10U01

recognising that the sound ‘ I ’ is represented by the following letters, depending on the context:

Ι, ι, Η, η, Υ, υ, Ει, ει, Οι, οι

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LMG10U01

recognising the different pronunciation of the digraphs/diphthongs, for example, αυ – αυτοκ■νητο and

αυλ■, ευ – ευχαριστ■ and ευγενικ■ς, μπ, ντ, γκ, γγ, τσ, τζ

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## Content description

AC9LMG10U01

recognising that double letters in Greek, in most cases, have the same sound as single letters, for example, *ιππιδρομος, Γιβνησιπιδρομος, Γιβνης*

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Snapshot – Communication

### Personal and Social capability: Social management: Communication

## Content description

AC9LMG10U01

extending phonic awareness by using and experimenting with sounds and rhythms, for example, *γρος, γερς*

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Snapshot – Communication

### Personal and Social capability: Social management: Communication

## Content description

AC9LMG10U01

reinforcing pronunciation, phrasing and intonation skills by reciting and repeating difficult/unfamiliar words and/or tongue twisters, for example, *Ο τζιζιρας ο μιζιρας ο τζιτζιμιτζιχιζιρας, ανβηκε στη τζιτζιρι στη μιτζιρι στη τζιτζιμιτζιχοτζιρι, να κψει τζιζιρα μιζιρα τζιτζιμιτζιχιζιρα*

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Snapshot – Communication

### Personal and Social capability: Social management: Communication

## Content description

AC9LMG10U01

comparing English and Greek sounds and spelling to support pronunciation of familiar and unfamiliar words and expressions, for example, *astronaut/ αστρονατης, school/ σχολειο, mathematics/ μαθηματικα, history/ ιστορια, geography/ γεωγραφια trigonometry/ τριγωνομετρα*

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Resource – Modern Greek language resource

## Modern Greek

### Language support resource

The Modern Greek Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Modern Greek. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Modern Greek for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

## AC9LMG10U02

**apply knowledge of grammatical structures to meaning and compose that contain some complex structures and ideas**

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### Elaborations

- selecting appropriate terms and to describe events across time, for example, Φίλος θα πω διακοπές στην Κόπρο, Πόρσι γύρισα στη την Ελλάδα
- using a range of and to modify and intensify meaning of and , for example, ακριβώς, αρκετά, πολύ, λίγο, πολλή
- understanding the use of imperative in Greek, for example, ελπίστε, γράψτε
- using a range of and possessive forms, following appropriate , for example, μου/μας/σου/του/της/τους, δική τους, δική μας, η μηλοζα μου, το σπίτι μας
- seeking information using a range of interrogatives, for example, Ορστε; Τι Μ πώς ξέρεις Πες Πο Για Ποτε Ποις -;;
- recognising the order of to emphasise who is carrying out an action or to refer to a person or thing, and applying agreement in gender and number to identify and object, for example, Κανείς δεν είναι τλειος, Μου αρσούν αυτο που λνε την αλθεια
- using cohesive devices such as to link, clarify and sequence ideas and modify meaning in written and spoken , for example, Αφο δεν έχα αρκετά λεφτά, γύρισα σπτι μου, γιατί, επειδ, αλλ, και, τε
- using appropriate spelling, punctuation, and textual in a range of written , for example, paragraphs, quotation marks «...», or the use of a dash (–) to indicate a new speaker
- conjugating in nominative, genitive, accusative and vocative , for example, ο νικητής, της μαθτριας, τον πνακα, δσκαλε, for example, Αυτός είναι ο Δημήτρης. Αυτός είναι το σπίτι του Δημήτρη. Χτες είδα το Δημήτρη. Δημήτρη, έλα εδ να σου πω κτι σε παρακαλώ.
- understanding and using comparative and superlative , for example, βαθός, βαθότερος/ πιο βαθός, βαθύτατος/ο πιο βαθός
- using prior knowledge of to the meaning and spelling of unfamiliar in different , for example, auto-, hypo-, biblio-, in such as αυτοβιογράφος, υποκριτής, βιβλιογράφος

Students learn to:

**apply knowledge of grammatical structures to predict meaning and compose texts with complex structures and ideas**

(AC9LMG10U02)

## **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

### **Writing**

- Grammar

### **Social management**

- Communication

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Resources**

### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

#### **Content description**

AC9LMG10U02

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Grammatical accuracy**

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

#### **Group and word level**

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")

- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

### **Sentence level**

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

### **Whole text level**

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

### **Grammatical accuracy**

- writes well-structured texts, rarely making grammatical errors

### **Group and word level**

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

### **Sentence level**

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

### **Whole text level**

- uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part–whole, class–subclass, compare–contrast, cause and effect)

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LMG10U02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LMG10U02

selecting appropriate terms and tenses to describe events across time, for example, Φ■τος θα π■ω διακοπ■ς στην Κ■προ, Π■ρσι γ■ρισα ■λη την ■λλαδα

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**



## Content description

AC9LMG10U02

using a range of adverbs and adjectives to modify and intensify meaning of verbs and adjectives, for example, ακριβώς, αρκετά, πολύ, λίγο, πολλά

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Snapshot – Communication

### Personal and Social capability: Social management: Communication

## Content description

AC9LMG10U02

understanding the use of imperative mood in Greek, for example, έλτε, γράψτε

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Snapshot – Communication

### Personal and Social capability: Social management: Communication

## Content description

AC9LMG10U02

using a range of pronouns and possessive forms, following appropriate conventions, for example, μου/μας/σου/του/της/τους, δική τους, δική μας, η μπλοζα μου, το σπίτι μας

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Snapshot – Communication

### Personal and Social capability: Social management: Communication

## Content description

AC9LMG10U02

seeking information using a range of interrogatives, for example, Όπως; Τι; Μόπως ξέρεις; Ποιος; Ποιό; Γιατί; Πότε; Ποιό; -ο; -η;

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## Snapshot – Communication

### Personal and Social capability: Social management: Communication

## Content description

AC9LMG10U02

recognising the order of pronouns to emphasise who is carrying out an action or to refer to a person or thing, and applying agreement in gender and number to identify subject and object, for example, Κάνας δεν είναι τώλειος, Μου αρσούν αυτο που λάνε την αλθεία

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## Snapshot – Communication

### Personal and Social capability: Social management: Communication

#### Content description

AC9LMG10U02

using cohesive devices such as conjunctions to link, clarify and sequence ideas and modify meaning in written and spoken texts, for example, Αφο■ δεν ε■χα αρκετ■ λεφτ■, γ■ρισα σπ■τι μου, γιατ■, επειδ■, αλλ■, και, τ■τε

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## Snapshot – Communication

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## Snapshot – Communication

### Personal and Social capability: Social management: Communication

#### Content description

AC9LMG10U02

conjugating nouns in nominative, genitive, accusative and vocative case, for example, ο νικητ■ς, της μαθ■τριας, τον π■νακα, δ■σκαλε, for example, Αυτ■ς ε■ναι ο Δημ■τρης. Αυτ■ ε■ναι το σπ■τι του Δημ■τρη. Χτες ε■δα το Δημ■τρη. Δημ■τρη, ■λα εδ■ να σου πω κ■τι σε παρακαλ■.

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## Snapshot – Communication

### Personal and Social capability: Social management: Communication

#### Content description

AC9LMG10U02

understanding and using comparative and superlative adjectives, for example, βαθ■ς, βαθ■τερος/πιο βαθ■ς, βαθ■τατος/ο πιο βαθ■ς

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## Snapshot – Communication

### Personal and Social capability: Social management: Communication

#### Content description

AC9LMG10U02

using prior knowledge of morphemes to predict the meaning and spelling of unfamiliar words in different contexts, for example, auto-, hypo-, biblio-, in words such as αυτοβιογραφ■α, υποκριτ■ς, βιβλιογραφ■α

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## AC9LMG10U03

### reflect on and evaluate Greek , using to analyse and features

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#### Elaborations

- expanding their use of to discuss and describe grammatical concepts and to develop learning resources, for example, charts, conjugation rules, vocabulary lists, groups of , or
- comparing created for different , such as advertisements, brochures and signs, noticing how use reflects ideas and messages that are relevant to a particular , for example, Τελευταία εβδομάδα προσφοράν , to persuade customers to shop
- investigating the nature and use of Greek in different of , for example, asking Greek-speaking students in Australia with whom they in Greek and for what , reflecting on similarities to and differences from their in English or other
- analysing a range of correspondence and dialogue to identify features of that affect levels of formality, such as the use of the subjunctive, imperative and polite , for example, Αγαπητέ μου φίλε Γιώργη, γεια σου, Αξιότιμη κυρία Λασκαράκη, Πες μου, Πείτε μου, Ας μιλήσουμε, Για να σε ακούσω
- identifying English in the Greek , for example, πρκινγκ, ζπινγκ, λοκντουν, ντελβερι , and discussing their emergence and use
- recognising how Greek letters, and are used globally in existing scientific and mathematical terms, and in the creation of new terms
- recognising how Greek is modified by English use in particular and situations, for example, used in the entertainment industry, films and television programs, or used to express modern concepts, το ματς, το φαστφουντδικο, να μ πω στο ντερνετ, σε φβρουμ, κνω τσατ/τσατρω or used to keep up with trends, ρηλξ, οκι, κουλ
- comparing the features and differences of spoken and written such as formal written letters or emails versus informal spoken , to understand how their mode shapes their structure and helps the to achieve its , for example, Αξιότιμη κα. Παπαδοπούλου, Φρσω μου
- comparing lyrics, themes and styles of popular Greek and English songs, explaining similarities and differences in use, cultural aspects and modes of expression, for example, Να ζσεις Ελννη και χρνια πολλ ... Αρχιμηνι και αρχιχρονη ...

Students learn to:

### reflect on and evaluate Greek texts, using metalanguage to analyse language structure

(AC9LMG10U03)

#### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

##### Inquiring

- Identify, process and evaluate information

##### Engaging with cultural and linguistic diversity

- Communicate responsively

##### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

##### Inquiring

- Identify, process and evaluate information

##### Engaging with cultural and linguistic diversity

- Communicate responsively

##### Engaging with cultural and linguistic diversity

- Communicate responsively

##### Engaging with cultural and linguistic diversity

- Communicate responsively

## **Engaging with cultural and linguistic diversity**

- Communicate responsively

## **Engaging with cultural and linguistic diversity**

- Communicate responsively

## **Inquiring**

- Identify, process and evaluate information

## **Engaging with cultural and linguistic diversity**

- Communicate responsively

## **Engaging with cultural and linguistic diversity**

- Communicate responsively

## **Resources**

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9LMG10U03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

##### **Content description**

AC9LMG10U03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9LMG10U03

comparing texts created for different audiences, such as advertisements, brochures and signs, noticing how language use reflects ideas and messages that are relevant to a particular audience, for example, Τελευταία εβδομάδα προσφορών, to persuade customers to shop

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
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- evaluate the information selected to determine bias and reliability

### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

## **responsively**

### **Content description**

AC9LMG10U03

comparing texts created for different audiences, such as advertisements, brochures and signs, noticing how language use reflects ideas and messages that are relevant to a particular audience, for example, Τελευταία εβδομάδα προσφοράν , to persuade customers to shop

### **Continuum extract**

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### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LMG10U03

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### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LMG10U03

analysing a range of correspondence and dialogue to identify features of language that affect levels of formality, such as the use of the subjunctive, imperative mood and plural polite register, for example, Αγαπηµένη μου φίλε Γεωργία, για σου, Αξιότιμη κυρία Λασκαράκη, Πες μου, Πείτε μου, Ας μιλήσουμε, Για να σε ακούσω

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### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LMG10U03

identifying English words in the Greek language, for example, πρκινγκ, ζπινγκ, λοκντουν, ντελβερί , and discussing their emergence and use

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural

and linguistic groups

- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LMG10U03

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
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### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9LMG10U03

recognising how Greek language is modified by English use in particular contexts and situations, for example, language used in the entertainment industry, films and television programs, or language used to express modern concepts, το ματζ, το φαστφουντ, δικό, να μπω στο ντερνετ, σε φρουμ, κινω τσατ/τσατρω or language used to keep up with trends, ρηλξ, οκι, κουλ

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LMG10U03

comparing the features and differences of spoken and written texts such as formal written letters or emails versus informal spoken interactions, to understand how their mode shapes their structure and helps the text to achieve its purpose, for example, Αξιτιμη κα. Παπαδοπουλου, Φρσω μου

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LMG10U03

comparing lyrics, themes and styles of popular Greek and English language songs, explaining

similarities and differences in language use, cultural aspects and modes of expression, for example, Να ζήσεις Ελληνική και χρονιά πολλή ... Αρχιμηνι και αρχιχρονι ...

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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## AC9LMG10U04

**reflect on and evaluate how is shaped by (s), (s), , and , and how these affect ways of communicating**

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### Elaborations

- reflecting on miscommunication and breakdowns when using Greek, and discussing repair and recovery strategies and insights gained, for example, misunderstandings from using incorrect, direct, δεν εννοώ, σα αυτ, αλλ, σε με να σου εξηγώ
- examining ancient and contemporary Greek and identifying expressions still in use today, for example, Εν τω μεταξ, α π μηχαν, Θε, γ, ρ, διο, δεσμ, , and why these expressions are still relevant and important
- recognising that changes over time, for example, by viewing Greek films in historical settings and those in contemporary settings and discussing the and themes used, or comparing black and white film with animation
- reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in Greek to a group of Greek-speaking visitors at a school assembly
- reflecting on and discussing ways of modifying own and behaviours to effectively with Greek speakers, for example, keeping a reflective journal about experiences
- collecting examples of Greek in the local landscape, for example, in restaurants, shops, buildings, marketplaces, exhibitions or cultural events, and discussing the sustainability of Greek and in their local community
- reflecting on the impact of Greek migration on many other and , for example, Greek inventions which have shaped and influenced the world such as the alarm clock, coins or maps
- analysing and describing how use and are interrelated and reflect and shape relationships, practices and across Greek-speaking communities
- exploring how choice, and can give clues about the and of the speaker, for example, ορ, τε, τι, μ πορ, ζ να μου δ, σε, ... /δ, σε μου ...

Students learn to:

**reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, values, and how these affect ways of communicating**

(AC9LMG10U04)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Analysing

- Interpret concepts and problems

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### Engaging with cultural and linguistic diversity

- Communicate responsively

### **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **Resources**

#### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LMG10U04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

#### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

##### **Content description**

AC9LMG10U04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

#### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9LMG10U04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

#### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

##### **Content description**

AC9LMG10U04

reflecting on miscommunication and breakdowns when using Greek, and discussing repair and recovery



strategies and insights gained, for example, misunderstandings from using incorrect, direct translations, δεν εννοο■σα αυτ■ αλλ■, ■σε με να σου εξηγ■σω

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LMG10U04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
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### **Snapshot – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9LMG10U04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Reflect on the relationship between cultures and identities**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

### **Content description**

AC9LMG10U04

exploring how word choice, tone and attitude can give clues about the beliefs and values of the speaker, for example, ορ■στε;/τι; μπορε■ς να μου δ■σεις ... /δ■σε μου ...

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own