

## (no-code)

**recognise and respond to classroom-related greetings, instructions and routines; and personal introductions**

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### **Elaborations**

- using greetings depending on the time of day and relationship to the other person, for example, Γεια σου or Τι κ■νεις; with peers and Γεια σας or Τι κ■νετε; when with adults
- following classroom instructions and commands, for example, σ■κω, σηκωθε■τε, ■λα, ελ■τε, ελ■τε μ■σα, καθ■στε, ■λα εδ■, Π■γαινε ■ξω, Κλε■σε την π■ρτα, Σβ■σε το φως
- participating in routine such as opening and closing of lessons, Καλημ■ρα παιδι■, Χα■ρετε κυρ■α, responding to the class roll call, εδ■, λε■πει, and moving between, for example, Ελ■τε, Καθ■στε
- responding to and using expressions in everyday classroom-related situations, for example, ορ■στε, ευχαριστ■, παρακαλ■, Δεν ξ■ρω, Π■ς ε■σαι; Ε■μαι καλ■, Εσ■; Καλ■, Τι κ■νετε; ■τσι κι ■τσι, Εσε■ς; incorporating and appropriate and
- using some Greek expressions and spontaneous exclamations when with peers, for example, πω πω, ■λα, γρ■γορα, σταμ■τα, μη μιλ■ς, μη μιλ■τε, ■πα! μ πρ■βο! and noticing differences in the use of, or
- asking to borrow items and expressing possession of belongings, for example, Θ■λω μολ■βι, ■χω βιβλ■ο
- recognising and responding to about themselves, for example, Π■ς σε λ■νε; Με λ■νε ... Σου αρ■σει η λεμον■δα; Ναι μου αρ■σει, ■χι
- introducing themselves and other important people in their lives to others, for example, Με λ■νε ..., Εσ■να; /Εσ■ς; Εσ■να π■ς σε λ■νε; Να η μαμ■ μου
- using and/or supporting to informally about likes and dislikes and favourite possessions, for example, Σου αρ■σει ...; Ναι, ■χι, lifting head/eyebrows to answer 'no', hand action to show ■τσι κι ■τσι, lifting head and shoulders to not knowing something

Students learn to:

**recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions**

(AC9LMG2C01)

### **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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- Communicate responsively

#### **Social management**

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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**

AC9LMG2C01

##### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

#### **Snapshot – Interacting**

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

##### **Content description**

AC9LMG2C01

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

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG2C01

using greetings depending on the time of day and relationship to the other person, for example, Γεια σου or Τι κ■νεις; with peers and Γεια σας or Τι κ■νετε; when speaking with adults

### **Continuum extract**

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

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- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

### **Snapshot – Communication**

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

### **Content description**

AC9LMG2C01

using greetings depending on the time of day and relationship to the other person, for example, Γεια σου or Τι κ■νεις; with peers and Γεια σας or Τι κ■νετε; when speaking with adults

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG2C01

following classroom instructions and commands, for example, σ■κω, σηκωθε■τε, ■λα, ελ■τε, ελ■τε μ■σα, καθ■στε, ■λα εδ■, Π■γαινε ■ξω, Κλε■σε την π■ρτα, Σβ■σε το φως

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

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AC9LMG2C01

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG2C01

participating in routine exchanges such as opening and closing of lessons, Καλημέρα παιδιά, Χαίρετε κυρία, responding to the class roll call, εδω, λεπει, and moving between activities, for example, Ελτε, Καθστε

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### **Snapshot – Communication**

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG2C01

responding to and using formulaic expressions in everyday classroom-related situations, for example, ορστε, ευχαριστ, παρακαλ, Δεν ξρω, Πς εσαι; Εμαι καλ, Εσ; Καλ, Τι κνετε; τσι κι τσι, Εσες; incorporating intonation and appropriate gestures and body language

### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
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### **Content description**

AC9LMG2C01

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG2C01

using some Greek expressions and spontaneous exclamations when interacting with peers, for example, πω πω, ■λα, γρ■γορα, σταμ■τα, μη μιλ■ς, μη μιλ■τε, ■πα! μπρ■βο! and noticing differences in the use of language, voice or body language

### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

### **Snapshot – Communication**

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

### **Content description**

AC9LMG2C01

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG2C01

asking to borrow items and expressing possession of belongings, for example, Θ■λω μολ■βι, ■χω βιβλ■ο

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

- notice the use of different languages they, their family or community members use to communicate
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#### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG2C01

recognising and responding to questions about themselves, for example, Πες σε λένε; Με λένε ... Σου αρσσει η λεμονδα; Ναι μου αρσει, χι

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
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#### **Snapshot – Communication**

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

#### **Content description**

AC9LMG2C01

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

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

#### **Content description**

AC9LMG2C01

introducing themselves and other important people in their lives to others, for example, Με λένε ..., Εσνα; /Ες; Εσνα πς σε λένε; Να η μαμ μου

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

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

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AC9LMG2C01

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- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG2C01

using modelled sentences and/or supporting gestures to communicate informally about likes and dislikes and favourite possessions, for example, Σου αρέσει ...; Ναι, χι , lifting head/eyebrows to answer 'no', hand action to show τσι κι τσι , lifting head and shoulders to convey not knowing something

### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
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### **Snapshot – Communication**

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

### **Content description**

AC9LMG2C01

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### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **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

## AC9LMG2C02

### participate in a range of guided, play-based using expressions, visual and spoken

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#### Elaborations

- singing and engaging in play-based that include , action songs, lullabies and counting songs, such as Γ■ρω, γ■ρω, γ■ρω, μ■σα, μ■σα, μ■σα ... ■ξω, ■ξω, ■ξω, Κεφ■λι, χ■ρια, π■δια, ■να, δ■ο, τρ■α κουνελ■κια, Π■νω τα χερ■κια
- participating in show and tell or a presentation about a favourite item using simple , for example, Να η κο■κλα μου. Τη λ■νε ...
- collaborating with peers in such as a guided role-play or labelling items, using , for example, ορ■στε, ευχαριστ■, παρακαλ■, Ε■μαι ■ξι, Να η οικογ■νει■ μου, Να η φ■λη μου, Να ο σκ■λος μου, Τον λ■νε Δ■α
- playing a range of games using secure and applications to reinforce vocabulary, for example, playing matching pairs, filling in gaps, drag and drop, memory games and bingo, using visual and spoken and expressions such as Να το, το βρ■κα!
- taking turns in games and action songs using the repetitive Σειρ■ σου, ■λα ■ννα , and songs such as Περν■ περν■ η μ■λισσα, Γ■ρω γ■ρω ■λοι
- contributing to and using classroom resources to aid the learning of Greek, for example, a picture dictionary, photo wall, wall, or classroom routines/greeting poster
- using the Greek alphabet and numerals with support to 'crack the code' and solve a puzzle, problem or lead them to a location individually or in groups
- with a or puppet in an imaginary situation or setting, using to informally, for example, Πο■ ε■ναί ο Σ π■τ; Τι κ■νει ο Σ ποτ
- performing a traditional dance to an , using and exclamations, clapping and , for example, Παλαμ■κια, ■πα, Πω πω

Students learn to:

### participate in a range of guided, play-based language activities using formulaic exp and spoken cues

(AC9LMG2C02)

#### 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

- Communication
- Collaboration

#### Social management

- Communication
- Collaboration



## **Social management**

- Communication
- Collaboration

## **Managing and operating**

- Select and operate tools

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication

## **Social management**

- Collaboration

## **Resources**

## **Work Samples**

### **WS01 - Οι μέρες της εβδομάδας (Days of the week)**

#### **Snapshot – Interacting**

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

#### **Content description**

AC9LMG2C02

#### **Learning progression extract**

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

#### **Snapshot – Communication**

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

#### **Content description**

AC9LMG2C02

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG2C02

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG2C02

singing and engaging in play-based activities that include rhymes, action songs, lullabies and counting songs, such as Γρω, γρω, γρω, μσα, μσα, μσα ... ξω, ξω, ξω, Κεφλι, χρια, πδια, να, δο, τρα κουνελκια, Πνω τα χερκια

##### **Continuum extract**

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

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- use a range of skills to enhance verbal and non-verbal communication
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### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG2C02

singing and engaging in play-based activities that include rhymes, action songs, lullabies and counting songs, such as Γρω, γρω, γρω, μσα, μσα, μσα ... ξω, ξω, ξω, Κεφλι, χρια, πδια, να, δο, τρα κουνελκια, Πνω τα χερκια

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### **Snapshot – Communication**

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

##### **Content description**

AC9LMG2C02

participating in show and tell or a presentation about a favourite item using simple language, for example, Να η κοκλα μου. Τη λνε ...

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
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### **Snapshot – Collaboration**

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

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AC9LMG2C02

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### **Snapshot – Communication**

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

##### **Content description**

AC9LMG2C02

collaborating with peers in activities such as a guided role-play or labelling items, using modelled language, for example, ορ■στε, ευχαριστ■, παρακαλ■, Ε■μαι ■ξι, Να η οικογ■νει■ μου, Να η φ■λη μου, Να ο σκ■λος μου, Τον λ■νε Δ■α

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### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG2C02

collaborating with peers in activities such as a guided role-play or labelling items, using modelled language, for example, ορ■στε, ευχαριστ■, παρακαλ■, Ε■μαι ■ξι, Να η οικογ■νει■ μου, Να η φ■λη μου, Να ο σκ■λος μου, Τον λ■νε Δ■α

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Select and operate tools**

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

##### **Content description**

AC9LMG2C02

playing a range of games using secure digital tools and applications to reinforce vocabulary, for example, playing matching pairs, filling in gaps, drag and drop, memory games and bingo, using visual and spoken cues and formulaic expressions such as Να το, το βρ■κα!

### **Continuum extract**

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

- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG2C02

playing a range of games using secure digital tools and applications to reinforce vocabulary, for example, playing matching pairs, filling in gaps, drag and drop, memory games and bingo, using visual and spoken cues and formulaic expressions such as Να το, το βρ■κα!

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG2C02

playing a range of games using secure digital tools and applications to reinforce vocabulary, for example, playing matching pairs, filling in gaps, drag and drop, memory games and bingo, using visual and spoken cues and formulaic expressions such as Να το, το βρ■κα!

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG2C02

taking turns in games and action songs using the repetitive language Σειρ■ σου, ■λα ■vνα , and songs such as Περν■ περν■ η μ■λισσα, Γ■ρω γ■ρω ■λοι

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG2C02

taking turns in games and action songs using the repetitive language Σειρ■ σου, ■λα ■vνα , and songs such as Περν■ περν■ η μ■λισσα, Γ■ρω γ■ρω ■λοι

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG2C02

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG2C02

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities

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### **Snapshot – Communication**

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

##### **Content description**

AC9LMG2C02

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG2C02

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG2C02

interacting with a character or puppet in an imaginary situation or setting, using gestures to communicate informally, for example, Πο■ εναι ο Σπ■τ; Τι κ■νει ο Σποτ

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG2C02

performing a traditional dance to an audience, using modelled language and exclamations, clapping and gestures, for example, Παλαμ■κια, ■πα, Πω πω

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Resource – WS01 - Οι μ■ρες της εβδομ■δας (Days of the week)**

By the end of Year 2, students use Greek language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of Greek and demonstrate understanding that Greek has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of

similarities and differences between some features of Greek and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

## **AC9LMG2C02**

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

## **AC9LMG2C03**

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

## **AC9LMG2C05**

with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts

## **AC9LMG2U01**

recognise and imitate the sounds and rhythms of Greek and learn how sounds are produced, and represented in the Modern Greek alphabet

## **AC9LMG2U02**

recognise that the Modern Greek alphabet and features of language are used to construct meaning in Greek

## **AC9LMG2C03**

**locate, with support, key information in familiar , and respond using , images, and**

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- 

### **Elaborations**

- for key and expressions in stories, or songs, using visual, non-verbal and spoken to respond in a variety of ways, for example, μου αρ■σει, δε μου αρ■σει
- demonstrating of ideas in simple spoken, written and through actions such as labelling, matching, drawing, onscreen pointing, clicking or dragging
- responding to about , places and objects that elicit details such as characteristics, size, colour, shape, quantity, for example, Να ο λ■κος, Ε■ναι κακ■ς
- recognising that and are integral to communicating in for First Nations Australians, and showing examples of how they are also integral to communicating in Greek and the (s) they may speak at home
- sorting and categorising information using simple graphic organisers such as graphs, mind maps or tables, for example, recording likes and dislikes, masculine, feminine and neuter , pets at home
- participating in shared of imaginative and informative , and making predictions about the storyline and using from the heading, symbols, pictures and in the , or answering related to key information
- performing songs, chants and in response to an imaginative digital or online , for example, Η πολ■ πεινασμε■νη κ■μ πια , experimenting with different expressive effects such as different , or using simple such as a hand action to show Πω πω!
- to, or viewing a story and sequencing the events and ideas using storyboards, drawing pictures and adding captions, or cutting and gluing pictures/ in order

Students learn to:

**locate, with support, key information in familiar texts, and respond using gestures, and formulaic phrases**

(AC9LMG2C03)

### **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

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

## **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.

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

## **Resources**

## **Work Samples**

### **WS01 - Οι μέρες της εβδομάδας (Days of the week)**

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

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

#### **Content description**

AC9LMG2C03

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9LMG2C03

#### **Learning progression extract**

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

#### **Comprehension**

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the

text to infer why a character is smiling in an image)

### **Processes**

- follows text direction when read to by a proficient reader
- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

### **Vocabulary**

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

### **Comprehension**

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

### **Processes**

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

### **Vocabulary**

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

### **Comprehension**

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

### **Processes**

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound)



effects)

- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

### **Vocabulary**

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

## **Snapshot – Listening**

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

#### **Content description**

AC9LMG2C03

#### **Learning progression extract**

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

- listens actively and responds to short texts consisting of a few sentences
- recalls one or 2 ideas from a short text or interaction
- answers simple or literal questions
- asks what, when, why questions about a text they have listened to
- uses facial expressions, gestures or actions to indicate understanding of tone and intonation
- discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
- describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
- accurately repeats, short phrases and statements from a short text or interaction
- recognises and generates one-syllable rhyming words (see Phonological awareness)
- responds to simple and elementary texts (see Text complexity)
- recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
- answers literal and simple inferential questions from a text they have listened to
- infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
- experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
- uses learnt vocabulary and simple adjectives to recount key ideas from heard text
- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)

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

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

#### **Content description**

AC9LMG2C03

listening for key words and expressions in stories, rhymes or songs, using visual, non-verbal and spoken cues to respond in a variety of ways, for example, μου αρ■σει, δε μου αρ■σει

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

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

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

#### **Content description**

AC9LMG2C03

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
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- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

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

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

#### **Content description**

AC9LMG2C03

responding to questions about characters, places and objects that elicit details such as characteristics, size, colour, shape, quantity, for example, Να ο λυκός, Είναι κακός

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

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

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

#### **Content description**

AC9LMG2C03

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
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- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

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

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

## Content description

AC9LMG2C03

### Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9LMG2C03

### Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

## AC9LMG2C04

notice that carries cultural meaning in classroom-related greetings, introductions, instructions and routines

- 
- 

### Elaborations

- noticing hand , patterns, facial expressions and that accompany Greek and , for example, in formal/informal greetings, when introducing or instructing, and when expressing preferences and feelings
- noticing the use of titles to the teacher and first names or surnames to adults, to show respect, for example, κ■ριε Ν■κο, κυρ■α Ελ■νη, κυρ■α Πα παδο πο■λου
- noticing the cultural meaning in some expressions or such as χρ■νια πολλ■ which can be used for any celebration or occasion, for example, birthdays, name days, Christmas
- understanding that particular Australian English terms and expressions have no equivalent in Greek, for example, 'billabong', 'corroboree', 'the bush', and vice versa, for example, φιλ■τιμο
- using some Greek , expressions and exclamations when playing and conversing with one another, for example, ■χι! Να■! Ε πιτυχ■α! , and noticing and comparing and when using English
- using culturally appropriate in different settings, for example, to show politeness and respect, γεια σου/γεια σας, Να'σαι καλ■, Να'στε καλ■
- engaging in different Greek cultural practices or traditional held at different times of the year, and linking them with classroom-related vocabulary, for example, flying kites for Α π■κριες, decorating λαμ π■δες for Easter, making flowers for Πρωτομαγι■ , wishing someone a Χρ■νια πολλ■ , and greeting others on different occasions

Students learn to:

notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines

(AC9LMG2C04)

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

### **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 .

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **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

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Resources**

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

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

#### **Content description**

AC9LMG2C04

#### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

### **Snapshot – Understanding texts**

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

#### **Content description**

AC9LMG2C04

#### **Learning progression extract**

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

#### **Comprehension**

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

#### **Processes**

- follows text direction when read to by a proficient reader
- locates the front and back of a book and turns pages correctly

- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

### **Vocabulary**

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

### **Comprehension**

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

### **Processes**

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

### **Vocabulary**

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

### **Comprehension**

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

### **Processes**

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

### **Vocabulary**

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

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

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

### **Content description**

AC9LMG2C04

### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

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

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

### **Content description**

AC9LMG2C04

noticing the use of titles to address the teacher and first names or surnames to address adults, to show respect, for example, κ<sup>■</sup>ριε Ν<sup>■</sup>κο, κυρ<sup>■</sup>α Ελ<sup>■</sup>νη, κυρ<sup>■</sup>α Παπαδοπο<sup>■</sup>λου

### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

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

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

### **Content description**

AC9LMG2C04

noticing the cultural meaning in some expressions or phrases such as χρ<sup>■</sup>νια πολλ<sup>■</sup> which can be used for any celebration or occasion, for example, birthdays, name days, Christmas

### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

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

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

### **Content description**

AC9LMG2C04

noticing the cultural meaning in some expressions or phrases such as χρ<sup>■</sup>νια πολλ<sup>■</sup> which can be used for any celebration or occasion, for example, birthdays, name days, Christmas

### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

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

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

## Content description

AC9LMG2C04

understanding that particular Australian English terms and expressions have no equivalent in Greek, for example, 'billabong', 'corroboree', 'the bush', and vice versa, for example, φιλιτιμο

## Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

## Snapshot – Adapt in intercultural exchanges

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

## Content description

AC9LMG2C04

using culturally appropriate language in different settings, for example, to show politeness and respect, γεια σου/γεια σας, Να'σαι καλ■, Να'στε καλ■

## Continuum extract

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

## Snapshot – Adapt in intercultural exchanges

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

## Content description

AC9LMG2C04

engaging in different Greek cultural practices or traditional activities held at different times of the year, and linking them with classroom-related vocabulary, for example, flying kites for Απ■κρτες, decorating λαμπ■δες for Easter, making flowers for Πρωτομαγι■, wishing someone a Χρ■νια πολλ■, and greeting others on different occasions

## Continuum extract

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

## AC9LMG2C05

with support, use , familiar and to spoken, written and

- 
- 

## Elaborations

- using familiar vocabulary and structures to informative about self, family, friends and possessions, such as a spoken or written description, class book, family tree or dialogue, for example, Η αδερφ■ μου ε■ναι ε■κοσι χρον■ν, Το σκυλ■ μου ε■ναι μα■ρο, Το υ πνοδωμ■τι■ μου ...
- role-playing their favourite or events from familiar shared storybooks such as 'Mr. Archimedes' bath', and making simple statements in Greek, for example, Ε■μαι η Π■ π πα. Π■ω στο γιατρ■. Ο κ■ριος Αρχιμ■δης κ■νει μ π■νιο.
- using secure and following prompts to informative such as e-books, animations, videos, voice-over pictures on familiar topics of interest, adding captions, labels, speech bubbles, subtitles and onomatopoeic sounds to
- matching captions/labels to images of First Nations locations in their local area or elsewhere in Australia

- creating and presenting big books, storyboards or digital based on a variety of real or imagined scenarios in familiar , adding images and captions, for example, Τα τρ■α γουρουν■κια
- identifying self as belonging to family, class or peer/community groups and representing these relationships through drawing pictures or adding captions to photos, for example, ο φ■λος μου, η τ■ξη μας, η οικεγ■νει■ μου
- making greeting cards for celebrations such as Ημ■ρα της μητ■ρας, γεν■θλια, Π■σχα , using quotes, for example, καλ■ Π■σχα, Χαρο■μενη γιορτ■ της μητ■ρας μαμ■, χρ■νια πολλ■ , alongside equivalent English greetings where culturally appropriate
- the simple steps/captions to a traditional dance, and performing for an using and exclamations, and hand , for example, Παλαμ■κια, ■ πα, Πο π■

Students learn to:

**with support, use words, familiar phrases and modelled language to create spoken, multimodal texts**

(AC9LMG2C05)

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

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

#### **Writing**

- Creating texts

#### **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

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Resources**

#### **Work Samples**

#### **WS01 - Οι μ■ρες της εβδομ■δας (Days of the week)**

#### **Snapshot – Creating texts**

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

##### **Content description**



## Learning progression extract

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

### Crafting ideas

- writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")
- explains the purpose and audience of familiar imaginative and informative texts
- creates short texts in different forms such as a simple recount
- combines visuals with written text where appropriate
- reads back own writing word by word
- talks about own text and describes subject matter and images

### Text forms and features

- writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)
- writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)
- writes from left to right using spaces between attempted words
- uses basic noun groups/phrases (e.g. "my house") (see Grammar)
- uses some sentence punctuation (e.g. capital letters at the beginning of a text)

### Vocabulary

- writes simple familiar words (e.g. "saw", "food", "they")
- includes some learning area vocabulary in own texts (e.g. "season")
- uses taught high-frequency words

### Crafting ideas

- creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
- includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
- creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

### Text forms and features

- writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
- writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
- makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
- uses capital letters correctly to indicate proper nouns (see Punctuation)
- uses capital letters at the start and full stops at the end of sentences (see Punctuation)
- spells some high-frequency words correctly (see Spelling)
- uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

### Vocabulary

- uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
- uses words in own writing adopted from other writers
- uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

### Crafting ideas

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)

- selects and discards ideas to make texts suitable for familiar audiences and purposes

### **Text forms and features**

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

### **Vocabulary**

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

## **Snapshot – Speaking**

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

#### **Content description**

AC9LMG2C05

#### **Learning progression extract**

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

#### **Crafting ideas**

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

#### **Vocabulary**

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

#### **Crafting ideas**

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

#### **Vocabulary**

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")

- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

### **Crafting ideas**

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

### **Vocabulary**

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG2C05

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG2C05

using familiar vocabulary and modelled sentence structures to create informative texts about self, family, friends and possessions, such as a spoken or written description, class book, family tree or dialogue, for example, Η αδερφή μου είναι έκοσι χρονών, Το σκυλί μου είναι μαύρο, Το υπνοδωμάτιό μου ...

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG2C05

role-playing their favourite characters or events from familiar shared storybooks such as 'Mr. Archimedes' bath', and making simple statements in Greek, for example, Είναι η Πάπα. Πω στο γατρί. Ο κύριος Αρχιμίδης κνεί μπνιο.

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

- apply verbal and non-verbal communication skills when responding to others

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

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

#### **Content description**

AC9LMG2C05

#### **Continuum extract**

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

- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG2C05

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG2C05

creating and presenting bilingual big books, storyboards or digital texts based on a variety of real or imagined scenarios in familiar contexts, adding images and captions, for example, Τα τρ■α γουρουν■κια

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG2C05

identifying self as belonging to family, class or peer/community groups and representing these relationships through drawing pictures or adding captions to photos, for example, ο φ■λος μου, η τ■ξη μας, η οικεγ■νει■ μου

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG2C05

making bilingual greeting cards for celebrations such as Ημ■ρα της μητ■ρας, γεν■θλια, Π■σχα , using quotes, for example, καλ■ Π■σχα, Χαρο■μενη γιορτ■ της μητ■ρας μαμ■, χρ■νια πολλ■ , alongside equivalent English greetings where culturally appropriate

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG2C05

writing the simple steps/captions to a traditional dance, and performing for an audience using modelled language and exclamations, and hand gestures, for example, Παλαμ■κία, ■πα, Ποπ■

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **AC9LMG2U01**

#### **recognise and the sounds and of Greek and learn how sounds are produced, and represented in the Modern Greek alphabet**

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##### **Elaborations**

- building phonic awareness by pronouncing, copying and alphabet letters with familiar sounds, for example, Οο, Ιι, Εε, Αα, Κκ, Ττ, Λλ, Π π, Σς, Μμ, Νν, Ηη, Υυ, Ωω, Ββ, Ζζ, Φφ , and building to more unfamiliar sounds, for example Γγ, Ρρ, Δδ, Θθ, Ξξ, Ψψ, Χχ
- recognising that most duplicated in a sound the same as the single , for example, κ■κκίνο, Ελλ■δα, ■λλο, ενν■α, ‘Αννα
- imitating the sounds, , and of Greek, using hand and to assist learning
- locating and highlighting specific alphabet letters and in names, or identifying or within
- developing , and by singing, reciting and repeating alphabet names, for example, in the alphabet song or when referring to a letter in a
- recognising and making simple from – combinations, for example, μα, με, μη, μι, μο, μυ, μω and understanding that can be joined together to make , such as α-λ■-τι and μ■-τι
- identifying and pronouncing the most common / , including μ π as in μ παμ π■ς and ου as in μου

Students learn to:

#### **recognise and imitate the sounds and rhythms of Greek and learn how sounds are represented in the Modern Greek alphabet**

(AC9LMG2U01)

##### **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

##### **Reading and viewing**

- Phonic knowledge and word recognition

##### **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

##### **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - Οι μέρες της εβδομάδας (Days of the week)**

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

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

#### **Content description**

AC9LMG2U01

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

#### **Snapshot – Phonic knowledge and word recognition**

### **Literacy: Reading and viewing: Phonic knowledge and word recognition**

#### **Content description**

AC9LMG2U01

#### **Learning progression extract**

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

#### **Phonic knowledge**

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

#### **Word recognition**

- reads most common high-frequency words (e.g. 100 or more) in continuous text

#### **Phonic knowledge**

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard

"g" - "game")

- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

### **Word recognition**

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

### **Phonic knowledge and word recognition**

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG2U01

building phonic awareness by pronouncing, copying and writing alphabet letters with familiar sounds, for example, Oo, Ii, Ee, Aa, Kk, Tt, Ll, Pp, Ss, Mm, Nn, Hh, Yy, Ww, Bb, Zz, Ff, and building to more unfamiliar sounds, for example Γγ, Ρρ, Δδ, Θθ, Ξξ, Ψψ, Χχ

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG2U01

building phonic awareness by pronouncing, copying and writing alphabet letters with familiar sounds, for example, Oo, Ii, Ee, Aa, Kk, Tt, Ll, Pp, Ss, Mm, Nn, Hh, Yy, Ww, Bb, Zz, Ff, and building to more unfamiliar sounds, for example Γγ, Ρρ, Δδ, Θθ, Ξξ, Ψψ, Χχ

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG2U01

recognising that most duplicated consonants in a word sound the same as the single consonants, for example, κκκτινο, Ελλλλδα, λλλο, εννννα, Άννα

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG2U01

### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

### **Snapshot – Communication**

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

### **Content description**

AC9LMG2U01

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG2U01

### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

### **Snapshot – Communication**

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

### **Content description**

AC9LMG2U01

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communicate responsively**

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

### **Content description**



AC9LMG2U01

### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG2U01

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG2U01

recognising and making simple syllables from consonant–vowel combinations, for example, μα, με, μη, μι, μο, μυ, μω and understanding that syllables can be joined together to make words, such as α-λ-τ and μ-τ

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG2U01

identifying and pronouncing the most common digraphs/diphthongs, including μπ as in μπαμπας and ου as in μου

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **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

### Resource – WS01 - Οι μέρες της εβδομάδας (Days of the week)

By the end of Year 2, students use Greek language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students imitate the sounds and rhythms of Greek and demonstrate understanding that Greek has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Greek and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

## AC9LMG2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

## AC9LMG2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

## AC9LMG2C05

with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts

## AC9LMG2U01

recognise and imitate the sounds and rhythms of Greek and learn how sounds are produced, and represented in the Modern Greek alphabet

## AC9LMG2U02

recognise that the Modern Greek alphabet and features of language are used to construct meaning in Greek

## AC9LMG2U02

**recognise that the Modern Greek alphabet and features of are used to construct meaning in Greek**

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### Elaborations

- recognising that there are 24 letters in the Modern Greek alphabet, each with individual names,

that there are upper-case and lower-case letters, 7 and 17 , and that ζ - τελικ■ σ■γμα, only appears on the ends of , for example, Ν■κος, Δημ■τρης, Φ■της

- recognising that all , in particular names in Greek, have an and gender, for example, ο μ παμ π■ς, η ■ννα, το σκυλ■
- noticing that have gender, for example, ο κ■κκινος, η κ■κκινη, το κ■κκينو, ο μεγ■λος, η μεγ■λη, το μεγ■λο, ο καλ■ς, η καλ■, το καλ■
- using simple to show location, for example, ■ξω, μ■σα, εδ■, εκε■, π■νω, κ■τω, γ■ρω
- noticing how simple and enhance , for example, Κ■νει λ■γο κρ■ο, Σ' αγα π■ πολ■ μαμ■! Το σ π■τι ε■ναι πολ■ μεγ■λο, η μικρ■ β■ρκα, η μεγ■λη β■ρκα
- using in the first person to describe aspects of self, for example, Ε■μαι αγ■ρι, ε■μαι ■ξι, ■χω γ■τα
- recognising terms for common, everyday , for example, η π■ρτα, η καρ■κλα, οι καρ■κλες, το σ π■τι, τα σ π■τια, ο μ παμ π■ς
- responding to and issuing commands, for example, ■λα εδ■!, κ■τσε κ■τω!
- responding to that include in the second person, singular or , such as Π■σω/ν χρον■ν ε■σαι■ Τι κ■νετε;
- developing number knowledge and using numbers in , for example, Ε■μαι ■ξι
- beginning to use such as και to link simple ideas
- noticing level punctuation such as capitalisation of names, marks and the use of the mark to indicate emphasis, for example, ο σκ■λος, η γ■τα, το βιβλ■ο, Σ'αρ■σει να πα■ζεις ποδ■σφαιρο;

Students learn to:

## **recognise that the Modern Greek alphabet and features of language are used to con** **Greek**

(AC9LMG2U02)

### **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

#### **Reading and viewing**

- Phonic knowledge and word recognition

#### **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

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

- Communicate responsively

#### **Social management**

- Communication

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

- Communicate responsively

#### **Social management**

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## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - Οι μέρες της εβδομάδας (Days of the week)**

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

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

##### **Content description**

AC9LMG2U02

##### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

#### **Snapshot – Phonic knowledge and word recognition**

#### **Literacy: Reading and viewing: Phonic knowledge and word recognition**

##### **Content description**

AC9LMG2U02

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

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

##### **Phonic knowledge**

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

##### **Word recognition**

- reads most common high-frequency words (e.g. 100 or more) in continuous text

##### **Phonic knowledge**

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous

texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")

- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

### **Word recognition**

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

### **Phonic knowledge and word recognition**

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG2U02

recognising that there are 24 letters in the Modern Greek alphabet, each with individual names, that there are upper-case and lower-case letters, 7 vowels and 17 consonants, and that ζ - τελικ σγμα, only appears on the ends of words, for example, Νκος, Δημτρης, Φτης

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG2U02

recognising that there are 24 letters in the Modern Greek alphabet, each with individual names, that there are upper-case and lower-case letters, 7 vowels and 17 consonants, and that ζ - τελικ σγμα, only appears on the ends of words, for example, Νκος, Δημτρης, Φτης

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG2U02

recognising that all nouns, in particular names in Greek, have an article and gender, for example, ο μπαμπας, η ννα, το σκυλ

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG2U02

recognising that all nouns, in particular names in Greek, have an article and gender, for example, ο μπαμπάς, η ννα, το σκυλί

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LMG2U02

noticing that adjectives have gender, for example, ο κκινος, η κκινη, το κκينو, ο μεγλος, η μεγλη, το μεγαλο, ο καλς, η καλη, το καλο

##### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG2U02

noticing that adjectives have gender, for example, ο κκινος, η κκινη, το κκينو, ο μεγλος, η μεγλη, το μεγαλο, ο καλς, η καλη, το καλο

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG2U02

using simple adverbs to show location, for example, ξω, μσα, εδ, εκε, πνω, κτω, γρω

##### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LMG2U02

noticing how simple adjectives and adverbs enhance sentences, for example, Κάνει λίγο κρύο, Σ' αγαπώ πολύ μαμά! Το σπίτι είναι πολύ μεγάλο, η μικρή βάρκα, η μεγάλη βάρκα

### Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LMG2U02

using verbs in the first person to describe aspects of self, for example, Είμαι αγόρι, είμαι ξύπνιο γάιδαρο

### Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LMG2U02

recognising terms for common, everyday nouns, for example, η πύλη, η καρτέλα, οι καρτέλες, το σπίτι, τα σπασίδια, ο μπαμπάς

### Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LMG2U02

responding to and issuing commands, for example, έλα εδώ!, κίτσε κάτω!

### Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LMG2U02

responding to questions that include verbs in the second person, singular or plural, such as Πώς/χρόνος είναι; Τι κάνετε;

### Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG2U02

developing number knowledge and using numbers in modelled sentences, for example, Είμαι ξένος.

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG2U02

beginning to use conjunctions such as και to link simple ideas

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG2U02

noticing sentence level punctuation such as capitalisation of names, question marks and the use of the accent mark to indicate emphasis, for example, ο σκύλος, η γάτα, το βιβλίο, Σ'αρσεί να παίζεις ποδόσφαιρο;

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG2U02

noticing sentence level punctuation such as capitalisation of names, question marks and the use of the accent mark to indicate emphasis, for example, ο σκύλος, η γάτα, το βιβλίο, Σ'αρσεί να παίζεις ποδόσφαιρο;

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **AC9LMG2U03**

notice that Greek has features that may be similar to or different from English

- **Elaborations**



- comparing similar in Greek and English and noticing how they are the same or different, for example, a counting song, street signs or labels at a market
- understanding that the 26 letters of the have connections with the Ancient Greek alphabet, and comparing lower-case and upper-case Modern Greek and letters
- understanding that there are many and names in English that have Greek origins, for example, Alex, Chloe, Timothy, Theodore, Zoe, alphabet, astronaut, chemist, dentist, echidna, platypus, eucalyptus, hippopotamus, mathematics, school, story, telephone
- using an anchor chart for and with Greek , and adding to it throughout the year, for example, αλφ■βητο, β■ζο, Σε πτ■μβριος, σάλ■τα, λεμ■νι, μ παν■να
- recognising the order of in and , for example, η μαμ■ μου, Δεν κ■νει κρ■ο, Να η θε■α μου , and making comparisons with English structure
- noticing that certain sounds in English do not exist in Greek, for example, noticing sounds when their names and other familiar such as ‘a’- α as in Katerina/ Κατερ■να , the hard ‘d’ -ντ as in tomato/ ντομ■τα , ‘b’ -μ π as in dad/ μ παμ π■ς , and ‘j’ -τζ as in glass/ τζ■μι

Students learn to:

**notice that Greek has features that may be similar to or different from English**

(AC9LMG2U03)

### **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

#### **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

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

- Communicate responsively

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

- Communicate responsively

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

- Communicate responsively

### **Resources**

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

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

#### **Content description**

AC9LMG2U03

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

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

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

## **Content description**

AC9LMG2U03

### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG2U03

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG2U03

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG2U03

using an anchor chart for cognates and words with Greek roots, and adding to it throughout the year, for example, αλφ■βητο, β■ζο, Σεπτ■μβριος, σαλ■τα, λεμ■νι, μπαν■να

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG2U03

recognising the order of words in phrases and sentences, for example, η μαμά μου, Δεν κνεί κρο, Να η θεα μου , and making comparisons with English sentence structure

### Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

## Snapshot – Communicate responsively

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

#### Content description

AC9LMG2U03

noticing that certain sounds in English do not exist in Greek, for example, noticing sounds when writing their names and other familiar words such as ‘a’- α as in Katerina/ Κάτερνα , the hard ‘d’ -ντ as in tomato/ ντομάτα , ‘b’ -μπ as in dad/ μπαμπάς , and ‘j’ -τζ as in glass/ τζέμι

### Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

## AC9LMG2U04

### notice that people use in ways that reflect cultural practices

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#### Elaborations

- noticing non-verbal forms of communicating with each other in Greek and English, such as ways of greeting, and how can be used to express agreement, disagreement, preferences, feelings and emotions
- comparing aspects of their own and Greek-speaking children’s lifestyles, family and celebrations, for example, daily greetings, main meal of the day and associated such as ορστε, καλρεξη
- identifying terms and concepts that can be used to help understand and discuss , for example, flags, food, national costumes, the owl as a symbol of education, famous buildings and treasures, national emblems, sporting emblems/jumpers
- exploring symbols and used by First Nations Australians and by Greek-speaking communities in a range of , for example, identifying the colours of flags in Greek and discussing what the colours represent in English
- exploring the significance of different Greek cultural practices, and games, for example, using a κομ πολι , making red and white Μαρτκια bracelets for March, flower wreaths for Πρωτομαγι – 1 May, or making masks or kites for Α πκριες
- recognising that and behaviours may reflect aspects of and , for example, γλντι, κφι, χρνια πολλ, πα! , and that it may be hard to explain their meaning or capture the full essence in English
- participating in an ‘Ancient Greek Day’ with invited guests, assisting in the preparation of some traditional Ancient Greek food, or participating in a mini version of the Olympics, using and teaching related vocabulary and presenting winners with a laurel wreath

Students learn to:

### notice that people use language in ways that reflect cultural practices

(AC9LMG2U04)

#### 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

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

- Reflect on the relationship between cultures and identities

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

### **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

### **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**

AC9LMG2U04

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG2U04

#### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

### **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**

AC9LMG2U04

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

### **Snapshot – Communicate responsively**

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

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AC9LMG2U04

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comparing aspects of their own and Greek-speaking children's lifestyles, family interactions and celebrations, for example, daily greetings, main meal of the day and associated language such as ορ■στε, καλ■ ■ρεξη

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exploring the significance of different Greek cultural practices, activities and games, for example, using a κομπολόι, making red and white Μαρτιόκια bracelets for March, flower wreaths for Πρωτομαγιά – 1 May, or making masks or kites for Απριλίες

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

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recognising that words and behaviours may reflect aspects of culture and identity, for example,

γλ■ντι, κ■φι, χρ■νια πολλ■, ■πα! , and that it may be hard to explain their meaning or capture the full essence in English

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