

## (no-code)

and respond to about self, others, and classroom environment, using expressions

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### Elaborations

- selecting formal/informal greetings for real or simulated situations depending on the time of day and relationship to the other person, for example, Καλημέρα φίλε, Καλησπέρα κυρία Χρυσό or Καληνύχτα μαμ , and using first names when greeting friends, but adding a salutation when addressing adults, Γεια σας κυρία Βίσω, Τι κάνετε κυρία Δημήτρη;
- responding to about daily and classroom routines, for example, Ποιό είναι το φως; Να το. Ποιό είναι ο Τίτης; Να το. Ποιό είναι η νύνα; Να τη. Τι ώρα είναι σήμερα; Σήμερα είναι Δευτέρα. Τι καιρό κάνει σήμερα; Κάνει κρύο. Βρέχει. Δε βρέχει. Ότε κρύο, ότε ζεστό.
- requesting information from others using , for example, Ποιό είναι ο κύριος Βασίλης; Να το. Ποιό είναι η δασκάλα; Τι ώρα είναι; Είναι μία η ώρα.
- using appropriate and in response to enquiries, for example, ναι, μ'άρσκει, δε μ'άρσκει , understanding that lifting the head means 'no' and is used only in informal situations
- asking for permission and requesting help using , for example, θάλω βοήθεια, ελάτε κυρία, δεν καταλαβαίνω , or asking how to say or a or expression, for example, Πες το λένε;
- initiating conversations using , or spontaneous interjections, for example, Α καλή, τσι μ πρόβο, λλά, Πω πω! Ωραία! Πα!
- describing features, characteristics and locations of particular things or places, for example, Ποιό είναι η κλάλα; Βρίσκεται στο γραφείο του δασκάλου

Students learn to:

**initiate exchanges and respond to modelled questions about self, others, and class using formulaic expressions**

(AC9LMG4C01)

### 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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## Resources

### Work Samples

#### WS01 - Πλυσματα Αυγυ (Egg creatures)

##### Snapshot – Communicate responsively

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

#### Content description

AC9LMG4C01

#### Continuum extract

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

##### Snapshot – Interacting

### Literacy: Speaking and listening: Interacting

#### Content description

AC9LMG4C01

#### Learning progression extract

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

- 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")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

##### Snapshot – Communicate responsively

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

#### Content description

AC9LMG4C01

selecting formal/informal greetings for real or simulated situations depending on the time of day and relationship to the other person, for example, Καλημέρα φάε, Καλησπέρα κριε Χρστο or Καληνχτα μαμ , and using first names when greeting friends, but adding a salutation when addressing adults, Γεια σας κυρ α Βσω, Τι κνετε κριε Δημτηη;

## Continuum extract

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

## Snapshot – Communication

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

#### Content description

AC9LMG4C01

selecting formal/informal greetings for real or simulated situations depending on the time of day and relationship to the other person, for example, Καλημέρα φίλε, Καλησπέρα κριε Χρστο or Καληνχτα μαμ , and using first names when greeting friends, but adding a salutation when addressing adults, Γεια σας κυρ Βσω, Τι κνετε κριε Δημητρη;

#### Continuum extract

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG4C01

responding to questions about daily and classroom routines, for example, Πο ειναι το φως; Να το. Πο ειναι ο Τκης; Να το. Πο ειναι η ννα; Να τη. Τι μρα ειναι σμερα; Σμερα ειναι Δευτρα. Τι καιρ κνει σμερα; Κνει κρο. Βρχει. Δε βρχει. Οτε κρο, οτε ζστη.

#### Continuum extract

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG4C01

requesting information from others using modelled sentences, for example, Πο ειναι ο κριος Βασλης; Να το. Πο ειναι η δασκλα; Τι ρα ειναι; Ειναι μ α η ρα.

#### Continuum extract

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

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

## Snapshot – Communicate responsively

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

#### Content description

AC9LMG4C01

using appropriate body language and gestures in response to enquiries, for example, ναι, μ'αρσει, δε μ'αρσει , understanding that lifting the head means 'no' and is used only in informal situations

#### Continuum extract

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG4C01

using appropriate body language and gestures in response to enquiries, for example, ναι, μ'αρ■σει, δε μ'αρ■σει, understanding that lifting the head means 'no' and is used only in informal situations

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG4C01

asking for permission and requesting help using formulaic phrases, for example, θ■λω βο■θεια, ελ■τε κυρ■α, δεν καταλαβα■νω, or asking how to say or write a word or expression, for example, Π■ς το λ■νε;

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG4C01

initiating conversations using modelled words, phrases or spontaneous interjections, for example, Α καλ■, ■τσι μπρ■βο, ■λα, Πω πω! Ωρα■α! ■πα!

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG4C01

describing features, characteristics and locations of particular things or places, for example, Πο■ ε■ναι η κ■λλα; Βρ■σκεται στο γραφε■ο του δασκ■λου

##### **Continuum extract**

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

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

### **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 - Πλ■σματα Αυγ■ν (Egg creatures)

By the end of Year 4, students use Greek language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.

Students imitate sound combinations and rhythms of Greek language. They demonstrate understanding that Greek has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Greek and make comparisons between Greek and English. They understand that the Greek language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

## AC9LMG4C01

initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions

## AC9LMG4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

## AC9LMG4U01

recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Greek to form words and phrases

## AC9LMG4U02

recognise Greek language conventions, simple grammatical structures and basic syntax in familiar texts and contexts

### AC9LMG4U03

recognise familiar Greek language features and compare with those of English, in known contexts

### AC9LMG4C02

**participate in that involve planning with others, using a range of familiar and structures**

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#### **Elaborations**

- planning, rehearsing and performing an item for an such as school assembly, another class or parents, and delegating roles and responsibilities
- collaborating with peers to plan for and complete tasks such as designing a poster or invitation for a significant event - 25η Μαρτίου, Α παγκριες or a class party, and deciding what items to bring, for example, Θα φέρω γλυκό, θα φέρω σαλάτα
- following simple procedures and using familiar and structures for shared , for example, following a recipe and naming ingredients to make κουλουρίκια, λουκουμάδες, τηγανίτες or φρουτοσαλάτα , or following instructions in a craft to make a kite for Καθαρά Δευτέρα
- participating in a role-play or skit such as buying goods from an ελληνικό αγορά , using props such as Καραγκιζή or Τέκη the bear to in conversation, for example, Πόσο κοστίζει το γάλα; Δόλο δολάρια
- engaging in group games such as Snap, Simon Says, Memory, matching cards or a ball game, praising and encouraging peers, and taking turns, for example, μπρέβο σου, ωραία, προσέθεσε, λά, σειρά μου, σειρά σου
- taking turns in pairs to assist the teacher with classroom tasks and responsibilities, for example, roll call, distributing/collecting work, giving basic instructions such as Λέει ο Γιάννης, Είναι πρώτος, ορίστε, γράψτε, διαβάστε

Students learn to:

**participate in activities that involve planning with others, using a range of familiar modelled structures**

(AC9LMG4C02)

#### **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**

- Develop multiple perspectives

#### **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**

- Develop multiple perspectives

#### **Social management**

- Communication
- Collaboration

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

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#### **Social management**

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### **Resources**

#### **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives**

#### **Content description**

AC9LMG4C02

#### **Continuum extract**

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

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

#### **Snapshot – Interacting**

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

#### **Content description**

AC9LMG4C02

#### **Learning progression extract**

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

- 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")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

#### **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives**

## **Content description**

AC9LMG4C02

### **Continuum extract**

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

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

### **Snapshot – Communication**

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

### **Content description**

AC9LMG4C02

### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

### **Content description**

AC9LMG4C02

### **Continuum extract**

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

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

### **Snapshot – Communication**

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

### **Content description**

AC9LMG4C02

collaborating with peers to plan for and complete tasks such as designing a poster or invitation for a significant event - 25η Μαρτίου, Απριλίες or a class party, and deciding what items to bring, for example, Θα φέρω γλυκό, θα φέρω σαλντάνιες

### **Continuum extract**

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

- use a range of skills to enhance verbal and non-verbal communication
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### **Content description**

AC9LMG4C02

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### **Continuum extract**

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

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and



collaborative outputs

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG4C02

following simple procedures and using familiar phrases and modelled structures for shared activities, for example, following a recipe and naming ingredients to make κουλουρ■κια, λουκουμ■δες, τηγαν■τες or φρουτοσαλ■τα , or following instructions in a craft activity to make a kite for Καθαρ■ Δευτ■ρα

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

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AC9LMG4C02

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#### **Continuum extract**

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

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

## **Snapshot – Develop multiple perspectives**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

#### **Content description**

AC9LMG4C02

participating in a role-play or skit such as buying goods from an ελληνικ■ αγορά■ , using props such as Καραγκι■ζη or Τ■κη the bear to engage in conversation, for example, Π■σο κ■νει το γ■λα; Δ■ο δολλ■ρια

#### **Continuum extract**

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

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
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## **Snapshot – Communication**

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

#### **Content description**

AC9LMG4C02

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#### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG4C02

participating in a role-play or skit such as buying goods from an ελληνικ■ αγορά■ , using props such as Καράγκι■ζη or Τ■κη the bear to engage in conversation, for example, Π■σο κ■νει το γ■λα; Δ■ο δολλ■ρια

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

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG4C02

engaging in group games such as Snap, Simon Says, Memory, matching cards or a ball game, praising and encouraging peers, and taking turns, for example, μπρ■βο σου, ωρα■α, προσπ■θησε, ■λα, σειρ■ μου, σειρ■ σου

##### **Continuum extract**

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

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

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

##### **Content description**

AC9LMG4C02

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- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG4C02

taking turns in pairs to assist the teacher with classroom tasks and responsibilities, for example, roll call, distributing/collecting work, giving basic instructions such as Λε■πει ο Γι■ννης, Ε■ναι ■ρρωστος, ορ■στε, γρ■ψτε, διαβ■στε

##### **Continuum extract**

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

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

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

#### Content description

AC9LMG4C02

taking turns in pairs to assist the teacher with classroom tasks and responsibilities, for example, roll call, distributing/collecting work, giving basic instructions such as Λε■πει ο Γι■ννης, Ε■ναι ■ρρωστος, ορ■στε, γρ■ψτε, διαβ■στε

#### Continuum extract

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

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

### AC9LMG4C03

#### locate and respond to key information related to familiar content obtained from spoken, written and

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#### Elaborations

- profiles and stories in print and digital form about, for example, people and animals, and creating a display with names and short descriptions, for example, Ο ελ■φαντας ε■ναι μεγ■λος, Το ποντ■κι ε■ναι μικρ■
- locating and responding to key information relating to school in a Greek , for example, from a sister school, and comparing with own daily schedule/routine, timetable, break time or
- identifying and relaying keywords obtained from short spoken with some unfamiliar , for example, some items on a recorded shopping list, ■να γ■λα, δ■ο ψωμι■, ■να κιλ■ μ παν■νες, ■να πακ■το παξιμ■δια or sequencing pictures/items in order of what they hear
- learning that First Nations Australian change according to connections and relationships between people, and giving examples of how this occurs in Greek
- surveying/interviewing peers regarding their likes, interests, routines and , and compiling the results in charts, Venn diagrams, graphs or pictorial presentations, for example, 10 μαθητ■ς ■χουν σκυλι■
- to, and viewing stories in various formats, for example, 'Aesop's Fables', or stories by contemporary Greek , and responding to about , themes and events
- using information and descriptive from a Greek myth or legend, creating a profile or digital presentation about a , their personality traits, attributes and their achievements, for example, Θε■ Αθην■, κουκουβ■για, ελι■, σ παθ■, ασ π■δα, Θε■ της σοφ■ας
- obtaining information from various sources and deciding which facts to include in a about the school or community, for example, choosing facts or items that would be useful for Greek-speaking visitors, such as a school/neighbourhood map, timetable or canteen menu
- creating a timeline or sequence of the main events of a story using pictures, and simple , for example, a simple timeline of Greek history with key dates
- watching or to a short weather report, deciding which day to invite their friend to play outside and creating a short invitation or message with corresponding images, for example, Θα κ■νει ζ■στη το Σ■ββατο, Π■με στη θ■λασσα

Students learn to:

#### locate and respond to key information related to familiar content obtained from spoken and written multimodal texts

(AC9LMG4C03)

#### 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

## **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.

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

## **Resources**

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

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

#### **Content description**

AC9LMG4C03

#### **Continuum extract**

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

### **Snapshot – Understanding texts**

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

#### **Content description**

AC9LMG4C03

#### **Learning progression extract**

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

#### **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

### **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)

- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

## **Snapshot – Listening**

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

#### **Content description**

AC9LMG4C03

#### **Learning progression extract**

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

- 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)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text

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

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

##### **Content description**

AC9LMG4C03

reading profiles and stories in print and digital form about, for example, people and animals, and creating a display with names and short descriptions, for example, Ο ελφάντας είναι μεγάλος, Το ποντίκι είναι μικρό

##### **Continuum extract**

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

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

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

##### **Content description**

AC9LMG4C03

##### **Continuum extract**

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

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

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

##### **Content description**

AC9LMG4C03

identifying and relaying keywords obtained from short spoken texts with some unfamiliar language, for example, some items on a recorded shopping list, ■να γ■λα, δ■ο ψωμι■, ■να κιλ■ μπαν■νες, ■να πακ■το παξιμ■δια or sequencing pictures/items in order of what they hear

### **Continuum extract**

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

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

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

#### **Content description**

AC9LMG4C03

surveying/interviewing peers regarding their likes, interests, routines and activities, and compiling the results in charts, Venn diagrams, graphs or pictorial presentations, for example, 10 μαθητ■ς ■χουν σκυλι■

### **Continuum extract**

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

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

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

#### **Content description**

AC9LMG4C03

### **Continuum extract**

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

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

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

#### **Content description**

AC9LMG4C03

using information and descriptive language from a Greek myth or legend, creating a profile or digital presentation about a character, their personality traits, attributes and their achievements, for example, Θε■ Αθην■, κουκουβ■για, ελι■, σπαθ■, ασπ■δα, Θε■ της σοφ■ας



## Continuum extract

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

### Snapshot – Identify, process and evaluate information

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

### Content description

AC9LMG4C03

### Continuum extract

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

### Snapshot – Identify, process and evaluate information

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

### Content description

AC9LMG4C03

### Continuum extract

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

### Snapshot – Identify, process and evaluate information

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

### Content description

AC9LMG4C03

watching or listening to a short weather report, deciding which day to invite their friend to play outside and creating a short invitation or message with corresponding images, for example, Θα κ■νει ζ■στη το Σ■ββατο, Π■με στη θ■λασσα

### Continuum extract

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

## AC9LMG4C04

### develop strategies to comprehend and Greek in familiar to cultural meaning

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- 

#### Elaborations

- translating simple from Greek into English and vice versa, noticing how meaning can change when translating, as in the of expressions of politeness, for example, **■**να μολ**■**βι παρακαλ**■**, or how a literal of Μ πορ**■** να **■**χω **■**να μολ**■**βι σε παρακαλ**■**; would not be used in Greek
- translating signs or in familiar from Greek into English, for example, street signs, , food labels, such as Δελφ**■**ν 30, ΟΔΟΣ ΕΡΜΟΥ, ΦΡΕΣΚΟ ΓΑΛΛΑ, 4€ , noting that some signs and symbols are universal, for example, the 'stop' sign is a similar shape and colour in many countries
- creating handmade or digital greeting cards, in both Greek and English, for different celebrations and traditions, and accordingly, for example, Καλ**■** Χριστο**■**γεννα, Καλ**■** Π**■**σχα, φιλ**■**κια
- creating resources for the class, to reinforce learning and exposure to concepts, for example, making pattern charts, a class digital dictionary, a vocabulary mind map with connected , or a board game
- identifying some Greek – , or – to build vocabulary and meaning of unfamiliar , for example, anti- as in anticlockwise, -logy as in technology, -phone as in telephone

Students learn to:

### develop strategies to comprehend and adjust Greek language in familiar contexts to meaning

(AC9LMG4C04)

#### 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

#### Navigating intercultural contexts

- Adapt in intercultural exchanges

#### Resources

#### Snapshot – Adapt in intercultural exchanges

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

#### Content description

AC9LMG4C04

#### Continuum extract

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

- 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

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9LMG4C04

#### **Learning progression extract**

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

#### **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

#### **Comprehension**

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

#### **Processes**

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual

knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)

- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

### **Vocabulary**

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

### **Comprehension**

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

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

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

#### **Content description**

AC9LMG4C04

translating simple sentences from Greek into English and vice versa, noticing how meaning can change when translating, as in the case of expressions of politeness, for example, **■να μολ■βι παρκαλ■** , or

how a literal translation of Μπορ να χω να μολβι σε παρακαλ; would not be used in Greek

### Continuum extract

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

- 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
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

### Snapshot – Adapt in intercultural exchanges

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

### Content description

AC9LMG4C04

translating signs or phrases in familiar contexts from Greek into English, for example, street signs, addresses, food labels, such as Δελφ 30, ΟΔΟΣ ΕΡΜΟΥ, ΦΡΕΣΚΟ ΓΑΛΛΑ, 4€ , noting that some signs and symbols are universal, for example, the ‘stop’ sign is a similar shape and colour in many countries

### Continuum extract

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

- 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
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

### Snapshot – Adapt in intercultural exchanges

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

### Content description

AC9LMG4C04

creating handmade or digital greeting cards, in both Greek and English, for different celebrations and traditions, and adjusting language accordingly, for example, Καλ Χριστογεννα, Καλ Πσχα, φιλκια

### Continuum extract

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

- 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
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

### AC9LMG4C05

and present informative and imaginative spoken, written and using expressions, simple and and textual

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- 

### Elaborations

- creating spoken, written, print or digital using expressions, simple and to describe family, peers, friends, objects or their favourite pets/animals, for example, Να ο Τος, Είναι δκα χρον, Του αρσει να παζει τνις, Είναι α π την Ελλδα, Μνει στην Αδελαδα, Το σ πτι μου, Να η κουζνα, Να το μ πνιο, Να το αρνκι, Είναι μικρ
- creating a class profile using information collected from peers, for example, creating a chart or database to identify favourite sports, food or colours, το μ πσκετ, το ποδσφαιρο, το πασττισιο, η κοτσου πα, σ προ, κκκτινο
- creating and exchanging simple correspondence such as greeting cards, notes, invitations or

messages, in print or digital form

- creating simple descriptions in Greek and matching them to appropriate First Nations locations in their local area or elsewhere in Australia
  - presenting factual information on events or topics of possible interest to children of their own age in Greek-speaking communities, using resources and materials such as menus, recipes, invitations, instructions, , brochures or maps
  - creating and performing simple imaginative , switching between Greek and English to enhance meaning, and using dance, singing, movement or drama to animate and to give expression to events in , for example, acting out scenes from a story, and adopting the profile of a such as Theseus, the Minotaur, Icarus, Hercules, Cyclops or Persephone
  - modifying with their own creative input, for example, substituting or (with an animal, Greek food, etc.) in a well-known song, story or procedure, such as Η Μικρ■ Ελ■νη, Χρ■νια χρ■νια πολλ■, Η πολ■ πειν■σμ■νη κ■μ πια , or modifying a recipe with alternative ingredients
  - using scaffolded textual by creating a new story in the form of a digital picture book, or using favourite from imaginative such as Ηρακλ■ς or Σ ποτ , and adding captions using expressions and , for example, Μια φορ■ και ■ναν καιρ■, Τ■λος, Και ζ■σαν αυτο■ καλ■ κι εμε■ς καλ■τερα
- Students learn to:

**create and present informative and imaginative spoken, written and multimodal text expressions, simple phrases and sentences and modelled textual conventions**

(AC9LMG4C05)

### **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

#### **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 - Πλ■σματα Αυγ■ν (Egg creatures)**

#### **Snapshot – Creating texts**

# **Literacy: Writing: Creating texts**

## **Content description**

AC9LMG4C05

## **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**

AC9LMG4C05

#### **Learning progression extract**

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

#### **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.")

### **Crafting ideas**

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

### **Vocabulary**

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG4C05

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG4C05

creating spoken, written, print or digital texts using formulaic expressions, simple phrases and sentences to describe family, peers, friends, objects or their favourite pets/animals, for example, Να ο Τ■σος, Ε■ναι δ■κα χρον■ν, Του αρ■σει να πα■ζει τ■νις, Ε■ναι απ■ την Ελλ■δα, Μ■νει στην Αδελα■δα, Το σπ■τι μου, Να η κουζ■να, Να το μπ■νιο, Να το αρν■κι, Ε■ναι μικρ■

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG4C05

creating a class profile using information collected from peers, for example, creating a chart or database to identify favourite sports, food or colours, το μπ■σकेτ, το ποδ■σφαίρο, το παστ■τσιο, η

κοτ■σουπα, ■σπρο, κ■κκινο

### **Continuum extract**

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

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

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

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AC9LMG4C05

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### **Snapshot – Communication**

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

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AC9LMG4C05

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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

### **Snapshot – Communication**

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

### **Content description**

AC9LMG4C05

modifying texts with their own creative input, for example, substituting words or characters (with an animal, Greek food, etc.) in a well-known song, story or procedure, such as Η Μικρ■ Ελ■νη, Χρ■νια χρ■νια πολλ■, Η πολ■ πεινασμ■νη κ■μπια , or modifying a recipe with alternative ingredients

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LMG4C05

using scaffolded textual conventions by creating a new story in the form of a digital picture book, or using favourite characters from imaginative texts such as Ηρακλ■ς or Σποτ , and adding captions using formulaic expressions and modelled language, for example, Μια φορ■ και ■ναν καιρ■, Τ■λος, Και

ζισαν αυτο καλ κι εμες καλτερα

### Continuum extract

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

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

## AC9LMG4U01

### recognise and use combinations of sounds, and patterns of Greek to form and

- 
- 

#### Elaborations

- recognising and pronouncing the sounds of the Modern Greek alphabet as well as the most common and letter , for example, ου, αι, ει, οι, μ, π, ντ, γγ, γκ, τσ, τζ, αυ, ευ , and using them to form such as μου, ειναι, λοι, μ πνιο, ντομτα, φεγγρι, γκρι, τσι, μαμο, μελιτζνα, αριο, αυτ, Παρασκευ, ευχ
- practising letter clusters, for example, στρ, μ πρ, μ πλ, γκρ, σ πρ in common or in names, στρμα, Στρτος, ομ πρλα, μ πρβο, μ πλε, γκρι, σ προ
- focusing on letters and sounds that are different and initially difficult, and pronouncing starting with the sounds Ψψ and Ξξ - ψρι, ξλο , recognising that these 2 sounds only appear in the middle or at the end of in English, as in axe, six, socks, chips, and are formed with 2 – ps or ks
- identifying sounds within high-frequency , such as το, και, ναι, μου, χω, εμαι, εναι, θλω, να
- using different strategies such as mnemonic devices to remember new sounds, and patterns
- understanding how and are used to modify intended meaning, for example, Εσαι καλ; Τι κνεις
- to and repeating basic tongue twisters or plays on , for example, Μια π πια μα ποια π πια; Μια π πια με πα πι, Σου' πα να φας σο πα, Σκω να φας σκο
- recording themselves short aloud to practise sounds, and , and by sounding out based on phonetic knowledge

Students learn to:

### recognise and use modelled combinations of sounds, pronunciation and intonation form words and phrases

(AC9LMG4U01)

#### General capabilities and cross-curriculum priorities

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

#### Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

#### Speaking and listening

- Speaking

#### 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 .

#### Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

#### Social management

- Communication

#### Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

#### Social management

- Communication

#### Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

#### Social management

- Communication

#### Social management

- Communication

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

- Explore the influence of cultures on interactions

### **Social management**

- Communication

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

- Explore the influence of cultures on interactions

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Resources**

### **Work Samples**

## **WS01 - Πλήσματα Αυγών (Egg creatures)**

### **Snapshot – Explore the influence of cultures on interactions**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

### **Content description**

AC9LMG4U01

### **Continuum extract**

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

- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

### **Snapshot – Speaking**

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

### **Content description**

AC9LMG4U01

### **Learning progression extract**

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

### **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.")

### **Crafting ideas**

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

### **Vocabulary**

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

## **Snapshot – Explore the influence of cultures on interactions**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

#### **Content description**

AC9LMG4U01

recognising and pronouncing the sounds of the Modern Greek alphabet as well as the most common digraphs and letter blends, for example, ου, αι, ει, οι, μπ, ντ, γγ, γκ, τσ, τζ, αυ, ευ, and using them to form words such as μου, εναι, λλοι, μπνιο, ντομτα, φεγγρι, γκρι, τσι, μαμο, μελιτζνα, αριο, αυτ, Παρασκευ, ευχ

#### **Continuum extract**

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

- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG4U01

recognising and pronouncing the sounds of the Modern Greek alphabet as well as the most common digraphs and letter blends, for example, ου, αι, ει, οι, μπ, ντ, γγ, γκ, τσ, τζ, αυ, ευ, and using them to form words such as μου, ε■ναι, ■λοι, μπ■νιο, ντομ■τα, φεγγ■ρι, γκρι, τσ■ι, μα■μο■, μελιτζ■να, α■ριο, αυτ■, Παράσκευ■, ευχ■

### **Continuum extract**

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

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

### **Snapshot – Explore the influence of cultures on interactions**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

### **Content description**

AC9LMG4U01

practising letter clusters, for example, στρ, μπρ, μπλ, γκρ, σπρ in common words or in names, στρ■μα, Στρ■τος, ομπρ■λα, μπρ■βο, μπλε, γκρι, ■σπρο

### **Continuum extract**

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

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### **Snapshot – Communication**

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

### **Content description**

AC9LMG4U01

practising letter clusters, for example, στρ, μπρ, μπλ, γκρ, σπρ in common words or in names, στρ■μα, Στρ■τος, ομπρ■λα, μπρ■βο, μπλε, γκρι, ■σπρο

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### **Snapshot – Explore the influence of cultures on interactions**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

### **Content description**

AC9LMG4U01

focusing on letters and sounds that are different and initially difficult, and pronouncing words starting with the sounds Ψψ and Ξξ - ψ■ρι, ξ■λο, recognising that these 2 sounds only appear in the middle or at the end of words in English, as in axe, six, socks, chips, and are formed with 2 phonemes – ps or ks

### **Continuum extract**

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

- describe how their cultural identities influence interactions with others
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### **Snapshot – Communication**

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

### **Content description**

AC9LMG4U01

focusing on letters and sounds that are different and initially difficult, and pronouncing words starting with the sounds Ψψ and Ξξ - ψ■ρι, ξ■λο, recognising that these 2 sounds only appear in the middle or at the end of words in English, as in axe, six, socks, chips, and are formed with 2 phonemes – ps or ks

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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG4U01

identifying sounds within high-frequency words, such as το, και, ναι, μου, ■χω, ε■μαι, ε■ναι, θ■λω, νά

### **Continuum extract**

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

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

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

#### **Content description**

AC9LMG4U01

### **Continuum extract**

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

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### **Snapshot – Communication**

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

#### **Content description**

AC9LMG4U01

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

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

### **Snapshot – Explore the influence of cultures on interactions**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions**

#### **Content description**

AC9LMG4U01

understanding how gestures and intonation are used to modify intended meaning, for example, Ε■σαι καλ■; Τι κ■νεις

### **Continuum extract**

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

- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify

opportunities or challenges for relationship-building

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG4U01

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- apply skills to address factors that influence verbal and non-verbal communication

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG4U01

listening to and repeating basic tongue twisters or plays on words, for example, Μια π■πια μα ποια π■πια; Μια π■πια με παπι■, Σου'πα να φας σο■πα, Σ■κω να φας σ■κο

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#### **Content description**

AC9LMG4U01

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## **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 - Πλ■σματα Αυγ■ν (Egg creatures)

By the end of Year 4, students use Greek language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.

Students imitate sound combinations and rhythms of Greek language. They demonstrate understanding that Greek has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Greek and make comparisons between Greek and English. They understand that the Greek language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

### AC9LMG4C01

initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions

### AC9LMG4C05

create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions

### AC9LMG4U01

recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Greek to form words and phrases

### AC9LMG4U02

recognise Greek language conventions, simple grammatical structures and basic syntax in familiar texts and contexts

### AC9LMG4U03

recognise familiar Greek language features and compare with those of English, in known contexts

## AC9LMG4U02

**recognise Greek , simple grammatical structures and basic in familiar and**

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### Elaborations

- using the mark appropriately in Greek when or , for as well as meaning
- applying appropriate punctuation marks such as full stops, commas, exclamation marks and marks, in a range of
- noticing the use of gender in Greek , singular/ and , for example, ο μ παμ π■ς, η ■ννα, η γ■τα, οι γ■τες, το νερ■, τα ψ■ρια
- understanding and using to describe characteristics or qualities of a person, place or object, for example, τρ■α μικρ■ γουρουν■κια , and recognising that endings determine the gender and must agree with the , for example, καλ■ς καφ■ς, καλ■ μαμ■, καλ■ παιδ■κι, ψηλ■ς ■ντρας, ψηλ■ κο π■λα, ψηλ■ δ■ντρο, ■σ προς π■νακας
- creating simple in the + +object order, for example, Το β■ζο ■χει λουλο■δια, Το ■νομ■ μου ε■ναι

...

- using familiar in , for example, η γάτα τρώει, το παιδί τρώει, η μαμά γελά, αλλά μπάμ πι, ελάτε μπά, νοίξε την πίρτα, έχω στύλ
- experimenting with compound using such as και and αλλά
- using some of place, degree and certainty, for example, ξω, μπά, πνω, κτω, μ προστ, πσω, δπλά, γρω, λγο, πολ, ναι, μλιστα, χι, δε(ν), μη(ν) and some use of of time, σμερα, αριο, χτες
- recognising singular and endings, for example, ο σκλος, οι σκλοι, η γάτα, οι γάτες, το σπιτι, τα σπιτια
- understanding that some can mean different things in different , for example, μπνιο can mean 'bathroom', 'bathtub' or 'swimming at the beach'
- expressing negation in simple , for example, χι, δεν το θλω, δε μ' αρσει, κνει κρο/δεν κνει κρο
- expanding counting ability to larger numbers, in and with support, for example, έχω εκατ δολλρια , and using numbers to tell the time, for example, Ενα μ α η ρα

Students learn to:

## **recognise Greek language conventions, simple grammatical structures and basic syntactic texts and contexts**

(AC9LMG4U02)

### **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

#### **Writing**

- Grammar

#### **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**

- Communication

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

- Communicate responsively

#### **Social management**

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#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - Πλήσματα Αυγών (Egg creatures)**

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

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

#### **Content description**

#### **Content description**

AC9LMG4U02

#### **Continuum extract**

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

#### **Snapshot – Grammar**

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

#### **Content description**

AC9LMG4U02

#### **Learning progression extract**

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

#### **Grammatical accuracy**

- uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")
- writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

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

- uses pronouns to represent participants (e.g. "she", "we", "them")
- uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")
- uses common and proper nouns
- uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")
- uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

#### **Sentence level**

- writes coherent simple sentences to express an idea or event

#### **Whole text level**

- sequences sentences to reflect a logical flow of ideas
- uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (e.g. "I have a bird. It can talk.")
- uses basic text connectives repetitively (e.g. "and", "then")

#### **Grammatical accuracy**

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

### **Group and word level**

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

### **Sentence level**

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

### **Whole text level**

- writes a few sentences about a related idea
- groups related ideas into paragraphs

### **Grammatical accuracy**

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

### **Group and word level**

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

### **Sentence level**

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

### **Whole text level**

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG4U02

#### **Continuum extract**

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG4U02

#### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG4U02

### **Continuum extract**

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

### **Snapshot – Communication**

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

### **Content description**

AC9LMG4U02

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG4U02

noticing the use of gender in Greek nouns, singular/plural and articles, for example, ο μπαμπάς, η ννά, η γία, οι γίες, το νερό, τα ψάρια

### **Continuum extract**

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

### **Snapshot – Communication**

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

### **Content description**

AC9LMG4U02

noticing the use of gender in Greek nouns, singular/plural and articles, for example, ο μπαμπάς, η ννά, η γία, οι γίες, το νερό, τα ψάρια

### **Continuum extract**

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

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

## Snapshot – Communicate responsively

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

#### Content description

AC9LMG4U02

understanding and using adjectives to describe characteristics or qualities of a person, place or object, for example, **τρία μικρά γουρουνάκια**, and recognising that adjective endings determine the gender and must agree with the noun, for example, **καλός καφές**, **καλή μαμά**, **καλό παιδί**κι, **ψηλός άντρας**, **ψηλή κοπέλα**, **ψηλό δέντρο**, **σπρος πινακάς**

#### Continuum extract

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

## Snapshot – Communication

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

#### Content description

AC9LMG4U02

understanding and using adjectives to describe characteristics or qualities of a person, place or object, for example, **τρία μικρά γουρουνάκια**, and recognising that adjective endings determine the gender and must agree with the noun, for example, **καλός καφές**, **καλή μαμά**, **καλό παιδί**κι, **ψηλός άντρας**, **ψηλή κοπέλα**, **ψηλό δέντρο**, **σπρος πινακάς**

#### Continuum extract

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG4U02

creating simple sentences in the subject+verb+object order, for example, **Το βάζο έχει λουλούδια**, **Το νόμ μου είναι ...**

#### Continuum extract

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG4U02

using familiar verbs in sentences, for example, **η γάτα τρώει**, **το παιδί τρέχει**, **η μαμά γελά**, **η λα παμπ**, **έλετε μέσα**, **νοιξε την πόρτα**, **χω στυλ**

#### Continuum extract

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

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

## Snapshot – Communication

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

### **Content description**

AC9LMG4U02

experimenting with compound sentences using conjunctions such as και and αλλ■

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LMG4U02

using some adverbs of place, degree and certainty, for example, ■ξω, μ■σα, π■νω, κ■τω, μπροστ■, π■σω, δ■πλα, γ■ρω, λ■γο, πολ■, ναι, μ■λιστα, ■χι, δε(ν), μη(ν) and some modelled use of adverbs of time, σ■μερα, α■ριο, χτες

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LMG4U02

recognising singular and plural noun endings, for example, ο σκ■λος, οι σκ■λοι, η γ■τα, οι γ■τες, το σπ■τι, τα σπ■τια

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG4U02

understanding that some words can mean different things in different contexts, for example, μπ■νιο can mean 'bathroom', 'bathtub' or 'swimming at the beach'

### **Continuum extract**

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

### **Snapshot – Communication**

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

### **Content description**

AC9LMG4U02

understanding that some words can mean different things in different contexts, for example, μπ■νιο

can mean 'bathroom', 'bathtub' or 'swimming at the beach'

### Continuum extract

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

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

### Snapshot – Communication

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

#### Content description

AC9LMG4U02

expressing negation in simple sentences, for example, ■χι, δεν το θ■λω, δε μ' αρ■σει, κ■νει κρ■ο/δεν κ■νει κρ■ο

### Continuum extract

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

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

### Snapshot – Communication

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

#### Content description

AC9LMG4U02

expanding counting ability to larger numbers, in context and with support, for example, ■χω εκατ■ δολλ■ρια , and using numbers to tell the time, for example, Ε■ναι μ■α η ■ρα

### Continuum extract

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

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

### AC9LMG4U03

#### recognise familiar Greek and compare with those of English, in known

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#### Elaborations

- comparing Greek and English names, for example, discussing how female names often end with a / sound, for example, Μαρ■α, Αγγελικ■ , and male names often end with ζ , for example, Χρ■στος, Δημ■τρης, Κ■στας
- developing vocabulary to describe and explain features of Greek using , for example, using the terms masculine, feminine, neuter , , , , in Greek or English
- discussing how Australian English terms and expressions might be understood or interpreted from a Greek , for example, 'the outback', 'bushwalking', 'kick a footy' or 'no worries'
- identifying the main Greek and English of a short such as a song, or poem, or a simple description, dialogue or procedure such as a recipe
- noticing the differences between of the same mode/macro skill, for example, a birthday card and an email, and between , for example, to or the lyrics of a song, or a dialogue and acting it out
- recognising how different textual elements combine to make meaning, for example, how the images, font, and layout of different combine to a whole advertisement, webpage or picture book
- noticing that are fluid and ever evolving and influence each other, for example, some in Greek such as π■ρτυ, χ■μ πυ, μ π■σκετ, κομ πιο■τερ are borrowed from other
- recognising that Ancient Greek has developed into Modern Greek, and has influenced many including some in English, for example, aeroplane, astronaut, history, mathematics, Nike, school, story
- recognising similarities and differences in order in simple Greek and English , for example, + object, Εγ■ μελετ■ ελληνικ■ – I study Greek, compared with object+ + , Ελληνικ■ μελετ■ εγ■ – Greek (is what) I study

Students learn to:



## **recognise familiar Greek language features and compare with those of English, in k**

(AC9LMG4U03)

### **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

#### **Elaborations**

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

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

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

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

#### **Resources**

#### **Work Samples**

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

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

##### **Content description**

AC9LMG4U03

##### **Continuum extract**

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

- 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
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LMG4U03

##### **Continuum extract**

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

- 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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

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

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

### **Content description**

AC9LMG4U03

comparing Greek and English names, for example, discussing how female names often end with a vowel/vowel sound, for example, Μαρία, Αγγελική, and male names often end with ς, for example, Χρήστος, Δημήτρης, Κostas

### **Continuum extract**

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

- 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
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG4U03

comparing Greek and English names, for example, discussing how female names often end with a vowel/vowel sound, for example, Μαρία, Αγγελική, and male names often end with ς, for example, Χρήστος, Δημήτρης, Κostas

### **Continuum extract**

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG4U03

### **Continuum extract**

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

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

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

### **Content description**

AC9LMG4U03

### **Continuum extract**

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

- 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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG4U03

noticing that languages are fluid and ever evolving and influence each other, for example, some words in Greek such as πρτυ, χμπυ, μπσκειτ, κομπιοτερ are borrowed from other languages

### **Continuum extract**

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

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

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

### **Content description**

AC9LMG4U03

### **Continuum extract**

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

- 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
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

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

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

### **Content description**

AC9LMG4U03

recognising similarities and differences in word order in simple Greek and English sentences, for example, subject+verb+object, Εγ μελετ ελληνικ – I study Greek, compared with object+verb+subject, Ελληνικ μελετ εγ – Greek (is what) I study

### **Continuum extract**

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

- 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
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG4U03

recognising similarities and differences in word order in simple Greek and English sentences, for example, subject+verb+object, Εγ μελετ ελληνικ – I study Greek, compared with object+verb+subject, Ελληνικ μελετ εγ – Greek (is what) I study

### **Continuum extract**

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

## AC9LMG4U04

### identify connections between Greek and cultural practices

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#### Elaborations

- exploring the meaning of and , for example, creating a multimedia presentation to show ways of celebrating, dress, traditions, symbols, manners, routines and behaviours, spoken, preferences and
- discussing ways of communicating and their appropriateness in Greek and non-Greek , for example, polite and impolite ways of indicating 'yes' or 'no' to an adult, the acceptable practice of using teachers' first names, κυρ■α ■ννα, κ■ριε Δημ■τη
- recognising the differences between formal and informal in social , for example, Γεια σου φ■λε, Γεια σας κ■ριε , and how Greek-speaking people use when communicating, which varies according to relationships and
- exploring representations of information used in cultural expressions of First Nations Australians and making connections with those of Greek and , for example, discovering different regional used by First Nations groups to identify themselves, such as Zenadth Kes, Koori, Koorie, Noongar and Nunga, and finding out if similar identification occurs in Greek-speaking cultural groups
- examining culturally appropriate for different times of the day and for different , for example, καλ■ εβδομ■δα, καλ■ μ■να, καλ■ καλοκα■ρι, καλ■ α π■γευμα, καλ■ μεσημ■ρι, χρ■νια πολλ■, καλ■ς γιορτ■ς, καλ■ ■ρεξη , and considering their and use
- understanding that there is the standard called 'Modern Greek', as well as a number of different variations spoken throughout Greece, Cyprus and the Greek , which reflect the cultural of Greek-speaking communities
- reflecting on Greek cultural elements and traditions, for example, sugared almonds at weddings and baptisms, βασιλ■πιτα, τσουρ■κι, and the symbolism and associated with them
- understanding and explaining concepts and such as το γλ■ντι, η παρ■α and το πανηγ■ρι , for example, during Greek festivals, birthdays and name days
- recognising and explaining to others the significance of familiar Greek cultural practices maintained over time, for example, the importance of hospitality, το κ■ρασμα στη γιορτ■, πανηγ■ρια , or singing the national anthem
- experiencing and discussing the importance of music and dance in Greek , as an expression of and emotions, such as national pride, happiness, joy and sadness

Students learn to:

### identify connections between Greek language and cultural practices

(AC9LMG4U04)

#### 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

#### 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 .

#### 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

#### 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.

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

- Communicate responsively

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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### **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 – Communicate responsively**

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

##### **Content description**

AC9LMG4U04

##### **Continuum extract**

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

- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

#### **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**

AC9LMG4U04

##### **Continuum extract**

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

- 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
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

#### **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**

## **relationship between cultures and identities**

### **Content description**

AC9LMG4U04

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG4U04

discussing ways of communicating and their appropriateness in Greek and non-Greek contexts, for example, polite and impolite ways of indicating 'yes' or 'no' to an adult, the acceptable practice of using teachers' first names, κυρ■α ■ννα, κ■ριε Δημ■τηρη

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

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

### **Content description**

AC9LMG4U04

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG4U04

recognising the differences between formal and informal language in social interactions, for example, Γεια σου φ■λε, Γεια σας κ■ριε , and how Greek-speaking people use body language when communicating, which varies according to relationships and context

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### **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**

AC9LMG4U04

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG4U04

examining culturally appropriate phrases for different times of the day and for different purposes, for example, καλημέρα, καλησπέρα, καλό πρωί, καλό απόγευμα, καληνύχτα, χριστούγεννα, καλό γιορτάζω, καλή παρέα, and considering their context and use

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### **Content description**

AC9LMG4U04

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

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

### **Content description**

AC9LMG4U04

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

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

### **Content description**

AC9LMG4U04

reflecting on authentic Greek cultural elements and traditions, for example, sugared almonds at weddings and baptisms, βασιλικά, τσουρέκι, and the symbolism and language associated with them

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG4U04

recognising and explaining to others the significance of familiar Greek cultural practices maintained over time, for example, the importance of hospitality, το κέρασμα στη γιορτή, πανηγία, or singing the national anthem

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### **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**

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AC9LMG4U04

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