

## (no-code)

with others using to information in familiar about self and personal worlds

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### Elaborations

- exchanging greetings with others, to suit the time of day, and , for example, καλημέρα σας, καλησπέρα, γειά σου, γειά σας , and understanding appropriate use of such as kissing on both cheeks in some situations
- with peers in everyday such as asking and responding about wellbeing, for example, τι κάνεις; τι κάνετε; εμείς καλά, τίσι κι τίσι, πολύ καλά
- engaging in conversations with others to information about themselves, their family and friends, for example, Πες σε / σας λένε; Με λένε Χριστίνα, εμείς δέκα χρονών, Αυτός είναι η μαμά μου/ο φίλος μου,
- describing and exchanging information about routines and interests, using , for example, Παίζω με πσέκετ. Σου αρέσει η μουσική; Ποι είναι το αγαπημένο σου φαγητό;
- expressing likes, dislikes and preferences in conversations, for example, Μ' αρέσει/ Δε μ' αρέσει η τσάντα, Προτιμώ τα μαθηματικά π την ιστορία
- using some Greek expressions and spontaneous exclamations when with peers, to show interest and and to fill pauses, for example, Εε ... , λοιπόν ... , Οκ ... , πω πω, λλά, γρήγορα, σταμάτα, μη μιλάς, μη μιλάτε, πά! μ προβο!

Students learn to:

**interact with others using modelled language to exchange information in familiar contexts and personal worlds**

(AC9LMG8EC01)

### General capabilities and cross-curriculum priorities

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

#### Speaking and listening

- Interacting

#### Social management

- Communication

### Elaborations

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

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

### Resources

### Work Samples

## WS01 - Διήλογος νέων φίλων (New friends' dialogue)

### Snapshot – Interacting

#### Literacy: Speaking and listening: Interacting

#### Content description

AC9LMG8EC01

## Learning progression extract

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

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

### Snapshot – Communication

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

##### Content description

AC9LMG8EC01

##### Continuum extract

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

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

### Snapshot – Communication

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

##### Content description

AC9LMG8EC01

exchanging greetings with others, adjusting language to suit the time of day, context and audience, for example, καλημέρα σας, καλησπέρα, γειά σου, γειά σας, and understanding appropriate use of gestures such as kissing on both cheeks in some situations

##### Continuum extract

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

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

### Snapshot – Communication

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

##### Content description

AC9LMG8EC01

interacting with peers in everyday exchanges such as asking and responding about wellbeing, for example, τι κ■νεις; τι κ■νετε; ε■μαι καλ■, ■τσι κι ■τσι, πολ■ καλ■

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EC01

engaging in conversations with others to exchange information about themselves, their family and friends, for example, Π■ς σε / σας λ■νε; Με λ■νε Χριστ■να, ε■μαι δ■κά χρον■ν, Αυτ■ ε■ναι η μαμ■ μου/ο φ■λος μου,

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EC01

describing and exchanging information about routines and interests, using modelled language, for example, Πα■ζω μπ■σκετ. Σου αρ■σει η μουσικ■; Ποι■ ε■ναι το αγαπημ■νο σου φαγητ■;

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EC01

expressing likes, dislikes and preferences in conversations, for example, Μ' αρ■σει/ Δε μ' αρ■σει η τσ■ντα, Προτιμ■ τα μαθηματικ■ απ■ την ιστορ■α

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EC01

using some Greek expressions and spontaneous exclamations when interacting with peers, to show interest and comprehension and to fill pauses, for example, Εεε ..., λοιπ■ν ..., Οκ ..., πω πω, ■λα, γρ■γορα, σταμ■τα, μη μιλ■ς, μη μιλ■τε, ■πα! μπρ■βο!

### **Continuum extract**

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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 - Δι■λογος ν■ων φ■λων (New friends' dialogue)**

By the end of Year 8, students use Greek language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Greek or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate Greek sound patterns, intonation and rhythms, and demonstrate understanding that Greek has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Greek and English language structures and features, using metalanguage. They demonstrate awareness that the Greek language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

### **AC9LMG8EC01**

interact with others using modelled language to exchange information in familiar contexts about self

and personal worlds  
**AC9LMG8EC02**

develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests

**AC9LMG8EC03**

engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment

**AC9LMG8EC06**

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

**AC9LMG8EU01**

recognise and use features of the Greek sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

**AC9LMG8EU02**

develop knowledge of, and use structures and features of, the Greek alphabet, grammatical and writing systems to understand and create spoken, written and multimodal texts

**AC9LMG8EC02**

**develop to in , routines, tasks and responsibilities related to classroom and interests**

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#### **Elaborations**

- in classroom routines such as the start and end of lessons, roll call, apologising or making requests, for example, Εδ■ ε■μαι κυρ■α/κ■ριε, Παρ■ν/ παρο■σα, ■νοιξε την π■ρτα, σε παρακαλ■
- asking and responding to related to the learning environment, or asking how to say something in Greek, for example, Πο■ ε■ναι το βιβλ■ο σου; Ε■ναι εδ■/εκε■, Τι ε■ναι αυτ■; Π■ς λ■νε ...;
- using to clarify, ask permission or for help, Μ πορ■ να π■ω ...; Θ■λω να ...; Χρει■ζομαι βο■θεια
- experimenting with to participate in a range of and tasks, for example, taking responsibility and praising, Ν■κησα, Μ πρ■βο, Ε■ναι η σειρ■ σου
- discussing daily routines and roles and responsibilities in the classroom and at home, for example, Τι ■ρα ξυ πν■ς ..., Πηγα■νω στο σχολε■ο με το λεωφορε■ο., σ■κωσε το χ■ρι σου για να μιλ■σεις
- taking turns being a daily leader or monitor who is responsible for the start and finish of lessons, greetings and roll call, distributing work, responding to , and undertaking classroom administration, for example, Καλημ■ρα σας. Ε■ναι εδ■ η Μαρ■α;

Students learn to:

**develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests**

(AC9LMG8EC02)

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

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

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication

#### **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

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- Communication

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## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - Δι■λλογος ν■ων φ■λων (New friends' dialogue)**

#### **Snapshot – Interacting**

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

#### **Content description**

AC9LMG8EC02

#### **Learning progression extract**

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

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

#### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC02

#### **Continuum extract**

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

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

#### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC02

interacting in classroom routines such as the start and end of lessons, roll call, apologising or making requests, for example, Εδ■ ε■μαι κυρ■α/κ■ριε, Παρ■ν/παρο■σα, ■νοιξε την π■ρτα, σε παρακαλ■

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC02

asking and responding to questions related to the learning environment, or asking how to say something in Greek, for example, Πο■ ε■ναι το βιβλ■ο σου; Ε■ναι εδ■/εκε■, Τι ε■ναι αυτ■; Π■ς λ■νε ...;

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC02

using formulaic language to clarify, ask permission or for help, Μπορ■ να π■ω ...; Θ■λω να ...; Χρει■ζομαι βο■θεια

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC02

experimenting with language to participate in a range of activities and tasks, for example, taking responsibility and praising, Ν■κησα, Μπρ■βο, Ε■ναι η σειρ■ σου

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC02

discussing daily routines and roles and responsibilities in the classroom and at home, for example, Τι ■ρα ξυπν■ς ..., Πηγα■νω στο σχολε■ο με το λεωφορε■ο., σ■κωσε το χ■ρι σου για να μιλ■σεις

### **Continuum extract**

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EC02

taking turns being a daily leader or monitor who is responsible for the start and finish of lessons, greetings and roll call, distributing work, responding to questions, and undertaking classroom administration, for example, Καλημέρα σας. Είναι εδώ η Μαρία;

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **AC9LMG8EC03**

**in non-verbal, spoken and written with peers to organise relating to daily life and school environment**

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##### **Elaborations**

- participating with others in everyday , for example, ordering at a restaurant, shopping, using public transport, or organising to meet, Θέλουμε/Θα πούμε δό σου βλκία και μία λεμονάδα, Πόσο κινεί; να εισιτήριο, παρακαλώ, Ραντεβό στις πέντε
- participating in role-plays to make arrangements, organise , and accept or decline an invitation, for example, Πόμο στην πύλη το Σάββατο; Πόμο για ψώνια; Ναι, ευχαριστώ, Συγγνώμη, δεν μπορώ
- planning a class party, for example, making a shopping list, deciding who will bring what and listing the songs to sing, Χρώνια πολλά! Τι θα φέρεις; Θα φέρω πατατόκια
- collaborating to resources to support learning or to remember vocabulary or the alphabet, such as a class book, mnemonic device cards or labels, and negotiating with each other in relation to different elements and structures
- working with peers to produce a publicity flyer for an upcoming event, for example, an invitation, μια πρόσκληση , to promote Greek learning among school community members or a brochure, να φυλλάδιο , to introduce a new or improved recycling program at school

Students learn to:

**engage in modelled non-verbal, spoken and written exchanges with peers to organise relating to daily life and school environment**

(AC9LMG8EC03)

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

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

##### **Speaking and listening**

- Interacting

##### **Social management**

- Communication
- Collaboration

##### **Elaborations**

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

##### **Social management**

- Communication



- Collaboration

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

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- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Futures**

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

## **Resources**

## **Work Samples**

### **WS01 - Δι■λογος ν■ων φ■λων (New friends' dialogue)**

## **Snapshot – Interacting**

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

#### **Content description**

AC9LMG8EC03

#### **Learning progression extract**

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

- critically evaluate ideas and claims made by a speaker
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- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC03

### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

#### **Content description**

AC9LMG8EC03

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC03

participating with others in everyday interactions, for example, ordering at a restaurant, shopping, using public transport, or organising to meet, Θ■λουμε/Θα π■ρουμε δ■ο σουβλ■κια και μ■α λεμον■δα, Π■σο κ■νει; ■να εισιτ■ριο, παρακαλ■, Ραντεβο■ στις π■ντε

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

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### **Snapshot – Collaboration**

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

#### **Content description**

AC9LMG8EC03

participating with others in everyday interactions, for example, ordering at a restaurant, shopping, using public transport, or organising to meet, Θ■λουμε/Θα π■ρουμε δ■ο σουβλ■κια και μ■α λεμον■δα, Π■σο κ■νει; ■να εισιτ■ριο, παρακαλ■, Ραντεβο■ στις π■ντε

### **Continuum extract**

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
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### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC03

participating in role-plays to make arrangements, organise activities, and accept or decline an invitation, for example, Π■με στην π■λη το Σ■ββατο; Π■με για ψ■νια; Ναι, ευχαριστ■, Συγγν■μη, δεν

μπορ■

### **Continuum extract**

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- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC03

planning a class party, for example, making a shopping list, deciding who will bring what and listing the songs to sing, Χρ■νια πολλ■! Τι θα φ■ρεις; Θα φ■ρω πατατ■κια

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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### **Snapshot – Collaboration**

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

#### **Content description**

AC9LMG8EC03

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### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC03

### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG8EC03

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EC03

working with peers to produce a bilingual publicity flyer for an upcoming event, for example, an invitation, μια πρόσκληση, to promote Greek learning among school community members or a brochure, ένα φυλλάδιο, to introduce a new or improved recycling program at school

##### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG8EC03

working with peers to produce a bilingual publicity flyer for an upcoming event, for example, an invitation, μια πρόσκληση, to promote Greek learning among school community members or a brochure, ένα φυλλάδιο, to introduce a new or improved recycling program at school

##### **Continuum extract**

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

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

### **AC9LMG8EC04**

**locate and information and ideas in familiar spoken, written and , responding in ways appropriate to cultural , and**

- 
- 

#### **Elaborations**

- to, or viewing such as a map, song, poster, email or interactive game, and responding to , for example, Ποι είναι η Μικονος; Τι χρμα είναι τα ροχα; Ποτε κλεινουν τα σχολεια;

- understanding and retrieving information from a source and details in a different format to a different , for example, about an annual event in a Greek-speaking community and producing a program for the event, Η γιορτή ξεκινάει στις δέκα το πρωί , or viewing a movie program and negotiating what to see, Θέλεις να δούμε ... στις έξι;
- describing , events and key ideas in a range of using a scaffold such as a storyboard, κάλινθρος, κακίτη, Συνέκτησε τη φάση της στις πέντε το απόγευμα
- to, or viewing First Nations Australian stories in English and responding to them in spoken or written Greek
- interviewing or surveying others and classifying and summarising information in graphs, tables and images, on topics such as favourite things, pets, family, daily routine, for example, Ποιό είναι το αγαπημένο σου βιβλίο; χεις κατοικίδιο ζώο;
- to or viewing stories, procedures, or reports and reorganising information in sequence of events or actions, using and linking , for example, αρχικά, μετά, τελικά
- demonstrating understanding of key points from a source, for example, a menu and discussing the order with the waiter to exclude some ingredients, seeing a poster for a gym opening and an email to a friend to try it out, or looking at a movie program and negotiating when to go and what to see with siblings

Students learn to:

**locate and process information and ideas in familiar spoken, written and multimodal texts**  
**responding in ways appropriate to cultural context, purpose and audience**

(AC9LMG8EC04)

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

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

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

#### **Elaborations**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **People**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Resources**

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

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

#### **Content description**

AC9LMG8EC04

#### **Continuum extract**

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

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

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9LMG8EC04

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

#### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

#### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

#### **Comprehension**

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

- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

## **Snapshot – Listening**

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

#### **Content description**

AC9LMG8EC04

#### **Learning progression extract**

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

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

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

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

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

### **Content description**

AC9LMG8EC04

listening to, reading or viewing texts such as a map, song, poster, email or interactive game, and responding to questions, for example, Ποιό είναι η Μουσική; Τι χρώμα είναι τα ροζα; Πότε κλέβουν τα σχολεία;

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LMG8EC04

understanding and retrieving information from a source and conveying details in a different format to a different audience, for example, reading about an annual event in a Greek-speaking community and producing a program for the event, Η γιορτή ξεκινάει στις δέκα το πρωί, or viewing a movie program and negotiating what to see, Θέλεις να δούμε ... στις ξί;

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LMG8EC04

describing characters, events and key ideas in a range of texts using a scaffold such as a storyboard, κάποιος άνθρωπος, κακή τμήση, Συνέτησε τη φύλη της στις πέντε το απόγευμα

### **Continuum extract**

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

- 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



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

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

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

### **Content description**

AC9LMG8EC04

interviewing or surveying others and classifying and summarising information in graphs, tables and images, on topics such as favourite things, pets, family, daily routine, for example, Ποι■ ε■ναι το αγαπημ■νο σου βιβλ■ο; ■χεις κατοικ■διο ζ■ο;

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LMG8EC04

listening to or viewing stories, procedures, articles or reports and reorganising information in sequence of events or actions, using adverbs and linking words, for example, αρχικ■, μετ■, τελικ■

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LMG8EC04

### **Continuum extract**

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

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

information and digital sources

- evaluate the information selected to determine bias and reliability

## AC9LMG8EC05

**develop and begin to apply strategies to interpret, and meaning in Greek in familiar**

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- 

### Elaborations

- translating short, simple from Greek to English and English to Greek, identifying and expressions that can be readily translated and those that can be 'lost in', for example, το κ■φι, βρ■χει καρεκλο π■δαρα, Γι■ννης - Γιανν■κης, τσ■κα-τσ■κα
- using dictionaries and online tools to become aware of alternative or multiple meanings of and the importance of when making meaning, for example, το κορ■τσι/αγ■ρι μου
- creating resources for learning, such as banks, captions, labels, diagrams or a personal Greek–English dictionary, with examples and explanations of use
- creating versions of informative for the school community, to assist non-Greek speakers, such as labelling the uniform, a school map, the canteen menu, rubbish disposal, instructions for public transport, or a calendar of school and events, for example, 'Recycle bottles here' ανακυκλ■στε τα μπουκ■λια εδ■, 'Bus-stop' στ■ση λεωφορε■ου
- developing strategies to support understanding of, for example, the appropriate use of actions and in various
- recognising culturally specific terms and such as η παρ■α, το κ■φι, Στην υγει■ σου, Με γεια, Γεια στα χ■ρια σου/σας, applying them in relevant situations and discussing equivalent terms in other
- identifying commonalities between vocabulary and structures, such as similar, for example, Maths/ Μαθηματικ■, exit/ ■ξοδος, and, for example, before the
- developing ways to recall Greek to aid and, for example, a, an- (without/not), acro- (top/tip/end), allo- (other), amphi dashspacereplace/amph- (both, around)
- recognising 'false friends' in Greek and how they may hinder or cause misunderstandings, for example, ναι means 'yes' in Greek but sounds like 'no' in English, ιδιωτικ■ς sounds like 'idiotic', but means 'private'
- comparing songs such as Greek versions of English songs, for example, Τρ■γωνά Κ■λαντά Jingle Bells, highlighting aspects that may be similar or different, or recognising when for is not possible

Students learn to:

**develop and begin to apply strategies to interpret, translate and convey meaning in familiar contexts**

(AC9LMG8EC05)

### 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

#### Managing and operating

- Select and operate tools

#### Navigating intercultural contexts

- Adapt in intercultural exchanges

#### Analysing

- Interpret concepts and problems

#### Navigating intercultural contexts

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Resources**

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

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

#### **Content description**

AC9LMG8EC05

#### **Continuum extract**

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

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

### **Snapshot – Understanding texts**

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

#### **Content description**

AC9LMG8EC05

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

#### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

## **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

## **Comprehension**

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

## **Processes**

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

## **Vocabulary**

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

## **Comprehension**

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

## **Processes**

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

## **Vocabulary**

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

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

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

#### **Content description**

AC9LMG8EC05

translating short, simple texts from Greek to English and English to Greek, identifying words and expressions that can be readily translated and those that can be 'lost in translation', for example, το κ■φι, βρ■χει καρεκλοπ■δαρα, Γι■ννης - Γιανν■κης, τσ■κα-τσ■κα

### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LMG8EC05

using bilingual dictionaries and online translation tools to become aware of alternative or multiple meanings of words and the importance of context when making meaning, for example, το κορ■τσι/αγ■ρι μου

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LMG8EC05

using bilingual dictionaries and online translation tools to become aware of alternative or multiple meanings of words and the importance of context when making meaning, for example, το κορ■τσι/αγ■ρι μου

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LMG8EC05

##### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

#### **Content description**

AC9LMG8EC05

#### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

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

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

#### **Content description**

AC9LMG8EC05

recognising culturally specific terms and phrases such as η παρ■α, το κ■φι, Στην υγει■ σου, Με γεια, Γεια στα χ■ρια σου/σας , applying them in relevant situations and discussing equivalent terms in other languages

#### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

#### **Content description**

AC9LMG8EC05

recognising culturally specific terms and phrases such as η παρ■α, το κ■φι, Στην υγει■ σου, Με γεια, Γεια στα χ■ρια σου/σας , applying them in relevant situations and discussing equivalent terms in other languages

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LMG8EC05

#### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

## Content description

AC9LMG8EC05

recognising 'false friends' in Greek and how they may hinder translation or cause misunderstandings, for example, ναι means 'yes' in Greek but sounds like 'no' in English, ιδιωτικός sounds like 'idiotic', but means 'private'

## Continuum extract

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## Snapshot – Adapt in intercultural exchanges

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

## Content description

AC9LMG8EC05

comparing songs such as Greek versions of English language songs, for example, Τριγωνάκι Κι λαντά Jingle Bells, highlighting aspects that may be similar or different, or recognising when word for word translation is not possible

## Continuum extract

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

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

## AC9LMG8EC06

spoken, written and , informative and imaginative using appropriate vocabulary, expressions, grammatical structures, and some textual

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## Elaborations

- creating informative such as diary entries, emails, posters, presentations, related to own experiences, for example, important events in their lives, such as birthdays and cultural celebrations
- creating imaginary between from a story in a for the class, for example, meeting a from a Greek story or film for the first time, Γεια σας ποιο είναι το νόμμά σας?
- selecting appropriate formal/informal and to suit , for example, a message to a friend versus an email to the teacher, for example, ήλα, τι κάνεις; ήρχεισαι; vs Αγαπητέ κύριε ή Φρόσω, θα ήθελα να ...
- creating a print or digital poster in Greek to promote travel to a significant cultural location on a First Nations , including what to see and do
- creating their own versions of familiar such as stories, greeting cards or board games, for example, a Greek version of Scrabble, or Η πολή πεινασμένη κήμια for younger students, την Τρίτη ήφαγε 5 ήλιους
- the first part of a short , and exchanging with a peer to the next section, repeating until the is complete and aloud, or folding the paper so the next person cannot see what is previously written to a funny story, for example, ήριο θα ήω στην Ντ ήνε ήλαντ ...
- creating and telling an imaginative story from a stimulus object or picture using secure , for example, using speech bubbles, recordings, captions or subtitles to accompany visuals
- creating and performing a short play or video clip to share with and entertain others, for example, a rap or role-play on Grandparents' Day or an open day for younger students
- a short poem such as an acrostic poem, with a Greek of their choice (a name, , food, etc.), and using or to describe the item

Students learn to:

**create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions**

(AC9LMG8EC06)

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

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

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Speaking and listening**

- Speaking

#### **Writing**

- Creating texts
- Creating texts

#### **Elaborations**

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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Country/Place**

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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Resources**

#### **Work Samples**

### **WS01 - Δι■λογος ν■ων φ■λων (New friends' dialogue)**

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

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

#### **Content description**

AC9LMG8EC06

#### **Continuum extract**

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

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively



communicate and collaborate, inclusive of diverse groups

## **Snapshot – Speaking**

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

#### **Content description**

AC9LMG8EC06

#### **Learning progression extract**

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

##### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

##### **Vocabulary**

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

##### **Crafting ideas**

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

##### **Vocabulary**

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

##### **Crafting ideas**

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

## **Snapshot – Creating texts**

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

## **Content description**

AC9LMG8EC06

### **Learning progression extract**

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

#### **Crafting ideas**

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

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

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

#### **Vocabulary**

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

#### **Crafting ideas**

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

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

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

#### **Vocabulary**

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

#### **Crafting ideas**

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

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

### **Text forms and features**

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

### **Vocabulary**

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

## **Snapshot – Creating texts**

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

#### **Content description**

AC9LMG8EC06

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

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

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

#### **Vocabulary**

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

#### **Crafting ideas**

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

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

- uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)

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

### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC06

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC06

creating imaginary exchanges between characters from a story in a performance for the class, for example, meeting a character from a Greek story or film for the first time, Γεια σας ποιο ε■νοι το ■νομ■ σας?

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EC06

selecting appropriate formal/informal language and conventions to suit audience, for example, writing a text message to a friend versus an email to the teacher, for example, ■λα, τι κ■νεις; ■ρχεσαι; vs Αγαπητ■ κυρ■α Φρ■σω, Θα ■θελα να ...

#### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EC06

creating their own versions of familiar texts such as stories, greeting cards or board games, for example, a Greek version of Scrabble, or Η πολή πεινασμένη κμπία for younger students, την Τρτη φάγε 5 ελις

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EC06

writing the first part of a short narrative, and exchanging with a peer to write the next section, repeating until the text is complete and reading aloud, or folding the paper so the next person cannot see what is previously written to create a funny story, for example, αριο θα πω στην Ντνε λαντ ...

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LMG8EC06

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EC06

##### **Continuum extract**

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG8EC06

#### Continuum extract

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG8EC06

#### Continuum extract

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

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

## AC9LMG8EU01

**recognise and use features of the Greek sound system, including , , , and , and demonstrate understanding of how these are represented in familiar**

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#### Elaborations

- differentiating between the sounds of the 24 letters in the Modern Greek alphabet, understanding individual letter names and that there are upper-case and lower-case letters, 7 and 17 , and that 'ς' (τελική σήμα) only appears on the ends of
- observing the mouth shape and tongue position to experiment with producing a range of sounds, including sounds that may not be used in English, for example, γ, δ
- recognising and pronouncing alphabet letters with familiar sounds, for example, Οο, Ιι, Εε, Αα, Κκ, Ττ, Λλ, Π π, Σς, Μμ, Νν, Ηη, Υυ, Ωω, Ββ, Ζζ, Φφ , and unfamiliar sounds such as Γγ, Ρρ, Δδ, Θθ, Ξξ, Ψψ, Χχ
- recognising and producing from – combinations, for example, μα, με, μη, μι, μο, μυ, μω and understanding that can be joined together to make such as α-λ-τι and μ-τι
- distinguishing the different use of σ/ς and applying in , for example, σαλ-τα and φ-λος
- experimenting with tongue twisters to build vocabulary and improve , such as Ο πα π-ς ο παχ-ς φ-γε παχι- φακ-. Γιατ- πα π- παχ- φ-γε- παχι- φακ-;
- recognising and using δ-ψηφα φων-εντα such as αι, ει, οι, αυ, ευ and ου in ουραν-ς, οικογ-νεια, πε-κο
- identifying and using δ-ψηφα σ-μφωνα such as γγ, γκ, μ π, τσ, τζ, ντ , in φεγγ-ρι, μ παν-να
- using to same sounds that can be represented by more than one letter, for example, ι, η, υ, ει, οι as πο-ημα
- understanding and applying appropriate for , statements, commands and interjections
- learning about the on top of within polysyllabic , for example, ποτ-ρι, κυρ-α, μ π-λα with the exception of που/ πο-, π-ς/ πως, /η

Students learn to:

**recognise and use features of the Greek sound system, including pitch, rhythm, stress and intonation, and demonstrate understanding of how these are represented in familiar**

(AC9LMG8EU01)

#### General capabilities and cross-curriculum priorities

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

priorities.

## **Speaking and listening**

- Speaking

## **Social management**

- Communication

## **Elaborations**

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

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

## **WS01 - Δι■λογος ν■ων φ■λων (New friends' dialogue)**

### **Snapshot – Speaking**

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

### **Content description**

AC9LMG8EU01

### **Learning progression extract**

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

### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

### **Vocabulary**

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")

- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

### **Crafting ideas**

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

### **Vocabulary**

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

### **Crafting ideas**

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EU01

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EU01

differentiating between the sounds of the 24 letters in the Modern Greek alphabet, understanding individual letter names and that there are upper-case and lower-case letters, 7 vowels and 17 consonants, and that 'ς' (τελικ σ γμα) only appears on the ends of words

#### **Continuum extract**

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

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



## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EU01

observing the mouth shape and tongue position to experiment with producing a range of sounds, including sounds that may not be used in English, for example, γ, δ

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EU01

recognising and pronouncing alphabet letters with familiar sounds, for example, Οο, Ιι, Εε, Αα, Κκ, Ττ, Λλ, Ππ, Σς, Μμ, Νν, Ηη, Υυ, Ωω, Ββ, Ζζ, Φφ, and unfamiliar sounds such as Γγ, Ρρ, Δδ, Θθ, Ξξ, Ψψ, Χχ

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EU01

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

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EU01

distinguishing the different use of σ/ς and applying in context, for example, σαλ-τα and φ-λος

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EU01

experimenting with tongue twisters to build vocabulary and improve pronunciation, such as Ο παπ■ς ο παχ■ς ■φάγε παχι■ φάκ■. Γιατ■ παπ■ παχ■ ■φάγες παχι■ φάκ■;

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EU01

recognising and using vowel digraphs δ■ψηφα φων■εντα such as αι, ει, οι, αυ, ευ and ου in ουραν■ς, οικογ■νεια, πε■κο

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EU01

identifying and using consonant digraphs δ■ψηφα σ■μφωνα such as γγ, γκ, μπ, τσ, τζ, ντ , in φεγγ■ρι, μπαν■να

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EU01

using vowels to create same sounds that can be represented by more than one letter, for example, ι, η, υ, ει, οι as πο■ημα

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EU01

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8EU01

learning about the accent on top of vowels within polysyllabic words, for example, ποτ■ρι, κυρ■α, μπ■λα with the exception of πoυ/πo■, π■ς/πως, ■/η

#### **Continuum extract**

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

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

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

### **Modern Greek**

#### **Language support resource**

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

##### **Introduction**

The resource provides suggestions for sequential development in 2 parts:

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

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

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

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

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

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

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

##### **Download**

## **Resource – WS01 - Δι■λογος ν■ων φ■λων (New friends' dialogue)**

By the end of Year 8, students use Greek language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Greek or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of

how some language reflects cultural practices.

Students approximate Greek sound patterns, intonation and rhythms, and demonstrate understanding that Greek has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Greek and English language structures and features, using metalanguage. They demonstrate awareness that the Greek language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

## **AC9LMG8EC01**

interact with others using modelled language to exchange information in familiar contexts about self and personal worlds

## **AC9LMG8EC02**

develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests

## **AC9LMG8EC03**

engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment

## **AC9LMG8EC06**

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

## **AC9LMG8EU01**

recognise and use features of the Greek sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

## **AC9LMG8EU02**

develop knowledge of, and use structures and features of, the Greek alphabet, grammatical and writing systems to understand and create spoken, written and multimodal texts

## **AC9LMG8EU02**

**develop knowledge of, and use structures and features of, the Greek alphabet, grammatical and systems to understand and spoken, written and**

- 
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### **Elaborations**

- using the Modern Greek alphabet for spelling of names and commonly used
- applying punctuation in , for example, the mark (;), the acute ( ◊ ) and commas
- recognising and applying agreement and order, for example, Η μάμ ◊ μου ε ◊ ναι ...
- learning the definite in both singular and forms ο, η, το, οι, οι, τα
- distinguishing the difference between the use of definite and indefinite , for example, ο, η, το, ◊ νας, μ ◊ α, ◊ ναι
- using simple to add detail and connect ideas, such as κ ◊ τω, μ ◊ σα, ◊ ξω, π ◊ νω, π ◊ σω, μ προστ ◊
- counting and using numbers in different , such as telling the time, stating dates and quantities, for example, Ε ◊ ναι ◊ ξι η ◊ ρα, Ε ◊ μαι πεν ◊ ντα κιλ ◊, Πηγα ◊ νω πρ ◊ τη γυμνασ ◊ ου, Τα γεν ◊ θλι ◊ μου ε ◊ ναι στις 10 Α πριλ ◊ ου.
- using singular and , εγ ◊, εσ ◊, αντ ◊ ς/η/ο, εμε ◊ ς, εσε ◊ ς, αυτο ◊ /εσ/α
- understanding and applying conjugation by using appropriate endings, for example, εγ ◊ γρ ◊ φω, εσ ◊ γρ ◊ φεις, αντ ◊ ς/ ◊ / ◊ γρ ◊ φει, εμε ◊ ς γρ ◊ φουμε, εσε ◊ ς γρ ◊ φετε, αυτο ◊ / ◊ ς/ ◊ γρ ◊ φουν
- using affirmative and negative statements in present, for example, εγ ◊ πα ◊ ζω, εγ ◊ δεν πα ◊ ζω, εγ ◊ πα ◊ ζω;
- understanding and applying order such as + +object, for example, Ο Ν ◊ κος πα ◊ ζει μ π ◊ λα. , as well as agreement such as and , for example, η κ ◊ κτινη μ π ◊ λα
- understanding Greek are assigned one of 3 grammatical genders: masculine, feminine, neuter and that grammatical gender can reflect the actual gender of an animal or person, but also the gender of an inanimate object, for example, η καρ ◊ κλα, η τσ ◊ ντα, ο κανα π ◊ ς
- indicating ownership or possession using singular possessive after the or they refer to, such as

μου, σου, του, της, του, του , for example, το βιβλίο μου, η μαμά της

- incorporating basic in to enhance and link ideas, such as και, γιατί, αλλ, for example, Παίζω

κιθόρα, αλλ μου αρσει και το πινο

- recognising command in , for example, έλα, έλτε, κλεισε, νοιξε, κθισε, καθστε, σκω,

σηκωθετε, γρισε, γρψε, διβασε, κουσε

Students learn to:

**develop knowledge of, and use structures and features of, the Greek alphabet, gram**

**writing systems to understand and create spoken, written and multimodal texts**

(AC9LMG8EU02)

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

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

#### **Writing**

- Grammar

#### **Social management**

- Communication

#### **Elaborations**

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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

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#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Resources**

#### **Work Samples**

#### **WS01 - Διλόγος νέων φίλων (New friends' dialogue)**

#### **Snapshot – Grammar**

# **Literacy: Writing: Grammar**

## **Content description**

AC9LMG8EU02

## **Learning progression extract**

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

### **Grammatical accuracy**

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

### **Group and word level**

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

### **Sentence level**

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

### **Whole text level**

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

### **Grammatical accuracy**

- writes well-structured texts, rarely making grammatical errors

### **Group and word level**

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

### **Sentence level**

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

### **Whole text level**

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

## **Snapshot – Communication**

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

## **Content description**

AC9LMG8EU02

## **Continuum extract**

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

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

## **Snapshot – Communication**

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

### **Content description**

AC9LMG8EU02

### **Continuum extract**

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

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

## **Snapshot – Communication**

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

### **Content description**

AC9LMG8EU02

applying punctuation in texts, for example, the question mark (;), the acute ( ◡ ) and commas

### **Continuum extract**

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

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

## **Snapshot – Communication**

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

### **Content description**

AC9LMG8EU02

recognising and applying agreement and word order, for example, Η μάμ ◡ μου ε ◡ ναι ...

### **Continuum extract**

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

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

## **Snapshot – Communication**

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

### **Content description**

AC9LMG8EU02

learning the definite article in both singular and plural forms ο, η, το, οι, οι, τα

### **Continuum extract**

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

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

## **Snapshot – Communication**

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

### **Content description**

AC9LMG8EU02

distinguishing the difference between the use of definite and indefinite articles, for example, ο,

η, το, ■νας, μ■α, ■να

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EU02

using simple prepositions to add detail and connect ideas, such as κ■τω, μ■σα, ■ξω, π■νω, π■σω, μπροστ■

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EU02

counting and using numbers in different contexts, such as telling the time, stating dates and quantities, for example, Ε■ναι ■ξι η ■ρα, Ε■μαι πεν■ντα κιλ■, Πηγα■νω πρ■τη γυμνασ■ου, Τα γεν■θλι■ μου ε■ναι στις 10 Απριλ■ου.

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EU02

using singular and plural pronouns, εγ■, εσ■, αυτ■ς/η/ο, εμε■ς, εσε■ς, αυτο■/ες/α

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EU02

understanding and applying verb conjugation by using appropriate verb endings, for example, εγ■ γρ■φω, εσ■ γρ■φεις, αυτ■ς/■/■ γρ■φει, εμε■ς γρ■φουμε, εσε■ς γρ■φετε, αυτο■/■ς/■ γρ■φουν

### **Continuum extract**

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



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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EU02

using affirmative and negative statements in present, for example, εγώ παίζω, εγώ δεν παίζω, εγώ παίζω;

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EU02

understanding and applying word order such as subject+verb+object, for example, Ο Νίκος παίζει μπλά. , as well as word agreement such as adjectives and nouns, for example, η κικινη μπλά

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EU02

understanding Greek nouns are assigned one of 3 grammatical genders: masculine, feminine, neuter and that grammatical gender can reflect the actual gender of an animal or person, but also the gender of an inanimate object, for example, η καρκλα, η τσντα, ο καναπς

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8EU02

indicating ownership or possession using singular possessive pronouns after the noun or adjective they refer to, such as μου, σου, του, της, του, του , for example, το βιβλιο μου, η μαμ της

##### **Continuum extract**

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG8EU02

incorporating basic connectives in texts to enhance cohesion and link ideas, such as και, γιατί, αλλά, for example, Παίζω κιόρα, αλλά μου αρσσει και το πινο

#### Continuum extract

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG8EU02

recognising command verbs in context, for example, λα, ελτε, κλεσε, νοιξε, κθισε, καθστε, σκω, σηκωθετε, γρισε, γρψε, διβασε, κουσε

#### Continuum extract

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

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

## AC9LMG8EU03

### compare Greek and features with English, using familiar

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#### Elaborations

- discussing the difference between in Greek and English, for example, English are not attached to inherent as they are in Greek, such as η μ πλα /ball
- comparing the structure, presentation and features of in Greek and English by identifying similarities and differences, for example, in expression and levels of formality, in a wedding invitation or a clothing sale at a store, or message to a friend
- transforming a simple such as a short song or poem into another type such as a conversation or cartoon, applying the key features of the second type and making comparisons with transforming a similar in English
- exploring the influences of the Greek in English, identifying examples of Greek , symbols and used in other learning areas, such as , and , using strategies to work out meanings of unknown , for example, anti-, astro-, auto-, bio-, deca-, mono-, neo-, octo-, -ology, pent-, peri-, -phil-, -phobia, photo-, -poly-, psych-, -scope, tech-, tele-, -therm-, tri-, π, etc., αστρονατης, αυτοκινητο, γραφικς
- recognising from English that are used in Greek, such as πρτι, and other used in Greek that have been borrowed from other , such as μ πλε, γκρι, ροζ, παλτ, ραντεβο, κφι , and discussing why these have been borrowed
- focusing on those letters 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 such as axe, lapse

Students learn to:

### compare Greek language structures and features with English, using familiar metal

(AC9LMG8EU03)

#### 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 .

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

- Communicate responsively

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

- Communicate responsively

## **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Resources**

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

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

##### **Content description**

AC9LMG8EU03

##### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LMG8EU03

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LMG8EU03

discussing the difference between nouns in Greek and English, for example, English nouns are not attached to inherent articles as they are in Greek, such as η μπάλα /ball

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG8EU03

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LMG8EU03

### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

### **Content description**

AC9LMG8EU03

exploring the influences of the Greek language in English, identifying examples of Greek words, symbols and morphemes used in other learning areas, such as prefixes, suffixes and root words, using strategies to work out meanings of unknown words, for example, anti-, astro-, auto-, bio-, deca-, mono-, neo-, octo-, -ology, pent-, peri-, -phil-, -phobia, photo-, -poly-, psych-, -scope, tech-, tele-, -therm-, tri-, π, etc., αστροναυτική, αυτοκινητό, γραφικός

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

## Content description

AC9LMG8EU03

recognising loan words from English that are used in Greek, such as *πάρτι*, and other words used in Greek that have been borrowed from other languages, such as *μπλε, γκρι, ροζ, παλτό, ραντεβό, κέφι*, and discussing why these words have been borrowed

### Continuum extract

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

## AC9LMG8EU04

recognise how is shaped by (s), (s), , and

- 
- 

### Elaborations

- participating in and discussing experiences in , for example, using appropriate greetings, terms and non-verbal , and explaining why they vary in different cultural and social settings and
- reflecting on choices made when using Greek to with others, considering the relationship between and , for example, when in the formal and informal *Καλημέρα σας κυρία/κύριε, Αγαπημένο μου ημερολόγιο ... σε φίλη, φίλη*
- participating in cultural experiences such as eating at a Greek restaurant, going to a concert or attending a function, and reflecting on cultural similarities and differences in own and behaviours
- examining, in Greek or English, how First Nations Australian have strong connections to and how these can be compared with variations across Greek-speaking countries and regions
- reflecting on and choices used by speakers of Greek and considering when and how to use these in own , for example, shaking head in agreement, use of hands to emphasise points made in conversation
- recognising that is used in different and situations, such as formal and informal settings, based on the relationship of participants, for example, used in formal situations (such as the workplace *γεια σας* compared with used with friends *τα λένε*), researching Greek-speaking communities of the world, and how cultural , traditions and may vary between countries, regions and communities
- examining their own personal and community practices, and to identify connections with Greek heritage, and , for example, customs, festivals, cooking, history, sports clubs, associations
- investigating Greek history and how this also influences Australian society, discussing, questioning and explaining understanding of own and other , and considering how towards and difference affect and the sustainability of communities
- connecting the history of Greek migration to Australia with the formation of communities of speakers of Greek in specific cities and suburbs who identify as 'Greek-Australian', and noticing the resulting regional variations of and the impact of Australian English on the local Greek community, for example, *τα φάντσια, το μπόνκο* , which are not Greek

Students learn to:

**recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and v**

(AC9LMG8EU04)

### 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

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

#### Social awareness

- Empathy

#### 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

#### **Country/Place**

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

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

- Develop multiple perspectives

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

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

### **Social awareness**

- Empathy

### **Resources**

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

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

#### **Content description**

AC9LMG8EU04

#### **Continuum extract**

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

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

#### **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**

AC9LMG8EU04

#### **Continuum extract**

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

#### **Snapshot – Empathy**

##### **Personal and Social capability: Social awareness: Empathy**

#### **Content description**

AC9LMG8EU04

#### **Continuum extract**

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

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with

their own

- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

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

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

### **Content description**

AC9LMG8EU04

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

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

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

### **Content description**

AC9LMG8EU04

recognising that language is used in different contexts and situations, such as formal and informal settings, based on the relationship of participants, for example, language used in formal situations (such as the workplace γεια σας compared with language used with friends τα λ■με ), researching Greek-speaking communities of the world, and how cultural identity, traditions and dialects may vary between countries, regions and communities

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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**

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AC9LMG8EU04

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- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

## Snapshot – Empathy

### Personal and Social capability: Social awareness: Empathy

#### Content description

AC9LMG8EU04

connecting the history of Greek migration to Australia with the formation of communities of speakers of Greek in specific cities and suburbs who identify as 'Greek-Australian', and noticing the resulting regional variations of language and the impact of Australian English on the local Greek community, for example, τα φάντσια, το μπούκο, which are not Greek words

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