

## (no-code)

and in familiar related to students' personal worlds and school environment

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### Elaborations

- varying according to age, gender, relationship and social status when meeting people for the first time or with friends, family, teachers or other adults, for example, Καλημέρα σας κ. Πέτρο, ευχαριστώ, ευχαριστούμε κυρία, Χάρεστε, Χάρω πολύ
- initiating and sustaining at the beginning of each lesson, building on known expressions, for example, Τι μένεις είναι; Είναι Μάρτιος, Τι ημερομηνία έχουμε σήμερα; έχουμε 18 Μαρτίου, Ποια ερχόμαστε; έχουμε καλοκαίρι
- asking and responding to about home life, shared interests, hobbies, friends or school, for example, Σου αρέσουν τα μαθηματικά; Πόσο παίζουμε; Θέλω ..., Είμαι ..., έχω δύο φίλες, Πόσο ξο
- practising techniques to and short conversations and enhance, such as adding interjections, and common expressions to dialogues, for example, Α, ναι! Πες μου, Λέγε! Γρήγορα, Περμένε, Γιατί; Σταμάτα, Σοβαρά; Τι λες! Συγγνώμη, Δε νομίζω!
- conversing to discuss and compare routines, chores, interests, preferences and hobbies, using associated with time, sequence and location, for example, Τη Δευτέρα πάζω τένις, χτες, σήμερα, αργότερα ..., στο πάρκο, στο σχολείο, στο σπίτι μου, Το Σάββατο ..., Είναι ..., έχει ..., Μου αρέσει ..., Δε μου αρέσει ..., Θα πω ..., Πόσο ... , and presenting the information to others
- responding to and making requests and asking for help from peers and the teacher, for example, Δεν καταλαβαίνω ..., Μπορώ να πω στην τουλάχιστον; να μολύβι παρακαλώ; Ναι, ορίστε

Students learn to:

**initiate and sustain modelled exchanges in familiar contexts related to students' personal and school environment**

(AC9LMG6C01)

### General capabilities and cross-curriculum priorities

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

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Speaking and listening

- Interacting

#### Elaborations

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

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Social management

- Communication

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## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - Κ■ποιος ξεχωρισ■ς για μ■να (Someone special to me)**

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

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

#### **Content description**

AC9LMG6C01

#### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

#### **Snapshot – Interacting**

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

#### **Content description**

AC9LMG6C01

#### **Learning progression extract**

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

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- 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")

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG6C01

varying language according to age, gender, relationship and social status when meeting people for the first time or speaking with friends, family, teachers or other adults, for example, Καλημέρα σας κ■ρίε Π■τρο, ευχαριστ■, ευχαριστο■με κυρ■α, Χα■ρετε, Χα■ρω πολ■

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## **Snapshot – Communication**

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

#### **Content description**

AC9LMG6C01

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#### **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG6C01

initiating and sustaining modelled exchanges at the beginning of each lesson, building on known expressions, for example, Τι μ■νας ε■ναι■ Ε■ναι Μ■ρτιος, Τι ημερομην■α ■χουμε σ■μερα■ ■χουμε 18 Μαρτ■ου, Ποια εποχ■ ■χουμε■ ■χουμε καλοκα■ρι

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG6C01

asking and responding to questions about home life, shared interests, hobbies, friends or school, for example, Σου αρ■σουν τα μαθηματικ■; Π■με να πα■ξουμε; Θ■λω ..., Ε■μαι ..., ■χω δ■ο φ■λες, Π■με ■ξω

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

### **Content description**

AC9LMG6C01

practising techniques to initiate and sustain short conversations and enhance fluency, such as adding interjections, body language and common expressions to dialogues, for example, Α, ναι! Πες μου, Λ■γε! Γρ■γορα, Περ■μενε, Γιατ■; Σταμ■τα, Σοβαρ■; Τι λες! Συγγν■μη, Δε νομ■ζω!

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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG6C01

conversing to discuss and compare routines, chores, interests, preferences and hobbies, using language associated with time, sequence and location, for example, Τη Δευτ■ρα πα■ζω τ■νις, χτες, σ■μερα, α■ριο θα ..., στο π■ρκο, στο σχολε■ο, στο σπ■τι μου, Το Σ■ββατο ..., Ε■ναι ..., ■χει ..., Μου αρ■σει ..., Δε μου αρ■σει ..., Θα π■ω ..., Π■γα ... , and presenting the information to others

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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG6C01

responding to and making requests and asking for help from peers and the teacher, for example, Δεν καταλαβαίνω ..., Μπορώ να πω στην τουαλέτα; να μολβί παρακαλώ; Ναι, ορστε

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## **Snapshot – Communication**

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#### **Content description**

AC9LMG6C01

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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 - Κ■ποιος ξεχωριστ■ς για μ■να (Someone special to me)

By the end of Year 6, students initiate and use strategies to maintain interactions in Greek language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Greek or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Greek. They compare language structures and features in Greek and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

### AC9LMG6C01

initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment

### AC9LMG6C03

locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose

### AC9LMG6C04

apply strategies to interpret and convey meaning in Greek language in familiar non-verbal, spoken and written cultural contexts

### AC9LMG6C05

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

### AC9LMG6U01

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

### AC9LMG6U02

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions

### AC9LMG6C02

**participate in that involve planning and negotiating with others, using that expresses information, preferences and ideas**

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#### Elaborations

- organising an event, for example, inviting a special guest such as γι■γι■ to share information with the class about Greek celebrations such as β■φτιση, γ■μος, or to share a traditional κουλουρ■κια or λουκουμ■δες recipe
- collaboratively working with another group, for example, books to younger students face-to-face or in a secure online environment, or teaching a skill step-by-step, such as dyeing eggs, decorating λαμ π■δες
- planning and participating in an involving negotiation of roles and responsibilities, for example, planning a school assembly, excursion or class celebration, using expressions related to place, time and numbers, Πο■ θα π■με; Στον κινηματογρ■φο, στις ■ξι, Εγ■ θα φ■ρω σαλ■τα, Εσ■ να φ■ρεις το γαλακτομ πο■ρεκο
- organising displays, presentations or to showcase Greek and to others, and creating promotional

materials, for example, organising an upcoming event poster, a class play, or a celebration for the anniversary of Greek Independence Day – 25η Μαρτίου 1821 , or Greek National Day – 28η Οκτωβρίου 1940

- responding to feedback to improve a piece of work, for example, asking for recommendations and incorporating suggestions, πως είναι η γραφή μου;

Students learn to:

**participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas**

(AC9LMG6C02)

### **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**

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#### **Social management**

- Communication
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#### **Social management**

- Communication
- Collaboration

#### **Self-awareness**

- Reflective practice

#### **Social management**

- Communication
- Collaboration

#### **Resources**

#### **Snapshot – Interacting**

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

#### **Content description**

AC9LMG6C02

#### **Learning progression extract**

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

- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker



- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- 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")

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG6C02

##### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG6C02

##### **Continuum extract**

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

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG6C02

organising an event, for example, inviting a special guest such as γαλ■ to share information with the class about Greek celebrations such as β■φτιση, γ■μος, or to share a traditional κουλουρ■κια or λουκουμ■δες recipe

##### **Continuum extract**

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**

AC9LMG6C02

organising an event, for example, inviting a special guest such as γιαννι to share information with the class about Greek celebrations such as βφτιση, γμος , or to share a traditional κουλουρκια or λουκουμδες recipe

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### **Snapshot – Communication**

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

##### **Content description**

AC9LMG6C02

collaboratively working with another group, for example, reading books to younger students face-to-face or in a secure online environment, or teaching a skill step-by-step, such as dyeing eggs, decorating λαμπδες

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### **Snapshot – Communication**

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

##### **Content description**

AC9LMG6C02

planning and participating in an activity involving negotiation of roles and responsibilities, for example, planning a school assembly, excursion or class celebration, using expressions related to place, time and numbers, Ποθα πμε; Στον κινηματογφο, στις ξι, Εγθα φρω σαλτα, Εσνα φρεις το γαλακτομπορεκο

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## Snapshot – Communication

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

## Content description

AC9LMG6C02

organising displays, presentations or performances to showcase Greek language and culture to others, and creating promotional materials, for example, organising an upcoming event poster, a class play, or a celebration for the anniversary of Greek Independence Day – 25η Μαρτ■ου 1821 , or Greek National Day – 28η Οκτωβρ■ου 1940

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## Snapshot – Reflective practice

### Personal and Social capability: Self-awareness: Reflective practice

## Content description

AC9LMG6C02

responding to feedback to improve a piece of work, for example, asking for recommendations and incorporating suggestions, π■ς ε■ναι η γραφ■ μου;

## Continuum extract

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

- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LMG6C02

responding to feedback to improve a piece of work, for example, asking for recommendations and incorporating suggestions, πως είναι η γραφή μου;

### Continuum extract

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

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

### Snapshot – Collaboration

## Personal and Social capability: Social management: Collaboration

### Content description

AC9LMG6C02

responding to feedback to improve a piece of work, for example, asking for recommendations and incorporating suggestions, πως είναι η γραφή μου;

### Continuum extract

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

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

### AC9LMG6C03

locate and information and ideas in a range of spoken, written and , and respond in different ways to suit

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### Elaborations

- locating and processing information from a range of digital and print sources about sustainability, such as food packaging, and answering about specific facts, for example, suitability to recycle, reducing waste, or the use of different bins, σκουπιδιά, ανακύκλωση, γυαλίνο, χρυσό, πλαστικό
- obtaining information from informative, reliable sources about festivals and events in Greek-speaking communities, for example, kite flying on Clean Monday, Easter, summer holidays in July, New Year's Eve, music festivals
- viewing simple multimedia advertisements to develop a shared set of vocabulary and expressions, such as Κοστίζει 20€, Είναι καλό για την υγεία, to use in their own advertisement for a food item such as olive oil or mastiha gum
- to or viewing First Nations Australian stories in English and responding to them using , expressions and in Greek
- or viewing a about a real event, festival or celebration, and reorganising and sequencing the main ideas when creating an invitation or a message regarding the event for friends and family, for example, θα κάνει ζστή, θα βρήξει, φέρει ομ πρόλα
- surveying and interviewing others on familiar topics, and organising and displaying the collected data in graphic organisers such as diagrams, charts, timelines, graphs or a Venn diagram, for example, Τρία παιδιά έχουν τα γενέθλια τους τον Οκτώβρη, Δέκα παιδιά έχουν σκυλιά
- responding to stories, myths, fables and films, using to describe settings, themes, and actions, for example, Είναι σε βόρκα, Είναι σε σπηλιά, Είναι τρέας, Τέλεωσε ο πλεμος, Να ο Ηρακλής, Ο Ρώας κέρδισε
- producing storyboards to represent the sequence of key events in different types of imaginative , including captions or bubbles to capture or feelings, for example, Φοβόμαι, Είναι φοβερό, Είναι δυνατό

- introducing favourite from using puppets and props, and associated key or expressions, for example, Ε■μαι ο Οδυσσε■ας, Ε■μαι γεννα■ος, Ο Οδυσσε■ας ε■ναι γεννα■ος, Η Κ■ρκη ε■ναι μ■γισσα, Ε■ναι φοβερ■ τ■ρας
- reflecting on their understanding of concepts and messages expressed in stories, myths or lyrics, for example, the teachings of ‘Aesop’s Fables’ – Το Λιοντ■ρι και το Ποντ■κι – ‘No act of kindness is ever wasted’, the adventures of Odysseus and the concept of life’s odyssey/journey, or migration stories
- commenting on elements of humour and drama, and the use of sound effects and facial expressions relating to the depicted in imaginative , for example, Πω πω, ε■ναι αστε■ο, ■χει νε■ρα

Students learn to:

**locate and process information and ideas in a range of spoken, written and multimedial resources and respond in different ways to suit purpose**

(AC9LMG6C03)

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

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

#### **Elaborations**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Futures**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **People**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Resources**

#### **Work Samples**

## WS01 - Κ■ποιος ξεχωριστ■ς για μ■να (Someone special to me)

### Snapshot – Identify, process and evaluate information

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

##### Content description

AC9LMG6C03

##### 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
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

### Snapshot – Understanding texts

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

##### Content description

AC9LMG6C03

##### Learning progression extract

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

##### Comprehension

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

##### Processes

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

##### Vocabulary

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

"should", "dirty")

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

### **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)

## Snapshot – Listening

### Literacy: Speaking and listening: Listening

#### Content description

AC9LMG6C03

#### Learning progression extract

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

- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- 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

## Snapshot – Identify, process and evaluate information

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

#### Content description

AC9LMG6C03

locating and processing information from a range of digital and print sources about sustainability, such as food packaging, and answering questions about specific facts, for example, suitability to recycle, reducing waste, or the use of different bins, σκουπίδια, ανακύκλωση, γυαλίνο, χρυσίνο, πλαστικό

#### 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
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources



- compare information and opinion that can be verified against claims based on personal preference
- 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

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

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

### **Content description**

AC9LMG6C03

### **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
- condense and combine selected information related to the topic of study
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- 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

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

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

### **Content description**

AC9LMG6C03

viewing simple multimedia advertisements to develop a shared set of vocabulary and expressions, such as Κοστίζει 20€, Είναι καλό για την υγεία, to use in their own advertisement for a food item such as olive oil or mastiha gum

### **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
- condense and combine selected information related to the topic of study
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- 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

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

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

### **Content description**

AC9LMG6C03

reading or viewing a text about a real event, festival or celebration, and reorganising and sequencing the main ideas when creating an invitation or a message regarding the event for friends and family, for example, θα κινεί ζήτη, θα βρχει, φρε ομπρέλα

### **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
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

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

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

#### **Content description**

AC9LMG6C03

surveying and interviewing others on familiar topics, and organising and displaying the collected data in graphic organisers such as diagrams, charts, timelines, graphs or a Venn diagram, for example, Τρία παιδιά ■ έχουν τα γεν■θλι■ τους τον Οκτ■βρη, Δ■κα παιδιά ■ έχουν σκυλι■

#### **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
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- 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

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

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

#### **Content description**

AC9LMG6C03

responding to stories, myths, fables and films, using language to describe settings, themes, characters and actions, for example, Ε■ναι σε β■ρκα, Ε■ναι σε σπηλι■, Ε■ναι τ■ρας, Τελε■ωσε ο π■λεμος, Να ο Ηρακλ■ς, Ο ■ρωας κ■ρδισε

#### **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
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

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

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

#### **Content description**

AC9LMG6C03

producing storyboards to represent the sequence of key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings, for example, Φοβ■μαι, Ε■ναι φοβερ■ς, Ε■ναι δυνατ■

#### **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
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

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

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

### **Content description**

AC9LMG6C03

introducing favourite characters from texts using puppets and props, and associated key words or expressions, for example, Είμαι ο Οδυσσεύς, Είμαι γενναίος, Ο Οδυσσεύς είναι γενναίος, Η Κρηκή είναι μίσησσα, Είναι φοβερό τρέας

### **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
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- 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

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

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

### **Content description**

AC9LMG6C03

reflecting on their understanding of concepts and messages expressed in stories, myths or lyrics, for example, the teachings of 'Aesop's Fables' – Το Λιοντάρι και το Ποντίκι – 'No act of kindness is ever wasted', the adventures of Odysseus and the concept of life's odyssey/journey, or migration stories

### **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
- condense and combine selected information related to the topic of study
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- 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

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

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

### **Content description**

AC9LMG6C03

commenting on elements of humour and drama, and the use of sound effects and facial expressions relating to the characters depicted in imaginative texts, for example, Πω πω, Είναι αστείο, χέιβερα

### **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
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

information and digital sources

- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## AC9LMG6C04

**apply strategies to interpret and meaning in Greek in familiar non-verbal, spoken and written cultural**

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### Elaborations

- comparing of written from Greek into English and from English into Greek, such as advertisements, websites, food packaging and menus, and considering how meanings may be interpreted from different cultural
- translating simple , noticing that there is not always for equivalence when moving between Greek and English or vice versa, because of order or multiple meanings, for example, Κρυ■νω, Ζεστα■νομαι, Κ■νω μ π■νιο, Βρ■χει, Ο μ παμ π■ς μου δεν ε■ναι ψηλ■ς , and brainstorming ways to ensure accurate transfer of meaning
- recognising that some Greek expressions and concepts cannot be translated into English without losing the cultural nuance or intent, or cannot be captured using a single , for example, το φιλ■τιμο
- identifying and in Greek that do not make sense when translated for , for example, Χρ■νια Πολλ■, Και του χρ■νου, Τα μ■τια σου δεκατ■σσερα, Καλ■ χειμ■να!
- recognising that some have many different meanings, for example, the multiple meanings of γεια σου – hello, goodbye, cheers, bless you; ε■ναι – he is, she is, it is, they are, is, are
- creating simple print or digital for specific , for example, creating resources such as school signs for Greek visitors, invitations to parents for class or school events, posters for the school community to advertise an upcoming event, online story books including and images for a younger , or a game of Snap using only
- creating a bank or wall mind map that includes , , common cultural expressions, or patterns/structures, such as a classroom resource to assist learning and , for example, σ π■τι, π■ρτα, παρ■θυρο, Γιορτ■, χρ■νια πολλ■, και του χρ■νου
- recognising some ‘false friends’ in Greek, for example, ναι means ‘yes’ in Greek but sounds like ‘no’ in English, learning to use a range of tools effectively and realising the limitations of each and the risk of using incorrect that may not suit the , or
- highlighting unknown or structures and using problem-solving techniques such as looking at what comes before and after, and using this knowledge to obtain the gist/idea of a
- and such as facial expressions and hand to aid , and applying this knowledge to their own
- co-constructing an anchor chart that includes definitions of in Greek and examples of commonly used and structures from familiar , for example, in fairytales or folktales, Μια φορ■ κι ■ναν καιρ■ ... , ... and Ζ■σανε αυτο■ καλ■ και εμε■ς καλ■τερα

Students learn to:

**apply strategies to interpret and convey meaning in Greek language in familiar non-verbal and written cultural contexts**

(AC9LMG6C04)

### General capabilities and cross-curriculum priorities

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

#### Analysing

- Interpret concepts and problems

#### Reading and viewing

- Understanding texts

#### Speaking and listening

- Listening

### Elaborations

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

#### Analysing

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

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- Interpret concepts and problems

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## **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Resources**

## **Work Samples**

### **WS01 - Κ■ποιος ξεχωριστ■ς για μ■να (Someone special to me)**

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

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

#### **Content description**

AC9LMG6C04

#### **Continuum extract**

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

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

#### **Snapshot – Understanding texts**

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

#### **Content description**

AC9LMG6C04

#### **Learning progression extract**

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

#### **Comprehension**

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

#### **Processes**

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read

elementary texts (see Phonic knowledge and word recognition and Fluency)

- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

### **Vocabulary**

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

### **Comprehension**

- reads and views some moderately complex texts (see Text complexity)
- accurately retells a text including most relevant details
- identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
- evaluates the accuracy within and across texts on the same topic
- explains how authors use evidence and supporting detail to build and verify ideas
- draws inferences and verifies using textual evidence

### **Processes**

- monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
- explains how textual features support the text's purpose
- identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
- predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
- uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
- uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
- uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
- identifies language features used to present opinions or points of view
- skims and scans texts for key words to track the development of ideas
- uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

### **Vocabulary**

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

### **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)

## **Snapshot – Listening**

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

#### **Content description**

AC9LMG6C04

#### **Learning progression extract**

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

- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- 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

## Snapshot – Interpret concepts and problems

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

#### Content description

AC9LMG6C04

#### Continuum extract

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

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

## Snapshot – Interpret concepts and problems

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

#### Content description

AC9LMG6C04

translating simple sentences, noticing that there is not always word for word equivalence when moving between Greek and English or vice versa, because of word order or multiple meanings, for example, Κρυ■νω, Ζεστα■νομαι, Κ■νω μπ■νιο, Βρ■χει, Ο μπαμπ■ς μου δεν ε■ναι ψηλ■ς, and brainstorming ways to ensure accurate transfer of meaning

#### Continuum extract

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

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

## Snapshot – Interpret concepts and problems

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

#### Content description

AC9LMG6C04

recognising that some Greek expressions and concepts cannot be translated into English without losing the cultural nuance or intent, or cannot be captured using a single word, for example, το φιλ■τιμο

#### Continuum extract

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

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

## Snapshot – Interpret concepts and problems

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

#### Content description

AC9LMG6C04

identifying phrases and idioms in Greek that do not make sense when translated word for word, for example, Χρ■νια Πολλ■, Και του χρ■νου, Τα μ■τια σου δεκατ■σσερα, Καλ■ χειμ■να!

#### Continuum extract

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

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



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

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

#### **Content description**

AC9LMG6C04

recognising that some words have many different meanings, for example, the multiple meanings of γεια σου – hello, goodbye, cheers, bless you; ε■ναι – he is, she is, it is, they are, is, are

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LMG6C04

creating a word bank or wall mind map that includes cognates, phrases, common cultural expressions, or patterns/structures, such as a classroom resource to assist learning and comprehension, for example, σπ■τι, π■ρτα, παρ■θυρο, Γιορτ■, χρ■νια πολλ■, και του χρ■νου

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LMG6C04

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LMG6C04

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LMG6C04

co-constructing an anchor chart that includes definitions of language features in Greek texts and examples of commonly used language and structures from familiar texts, for example, in fairytales or folktales, Μια φορ■ κι ■ναν καιρ■ ... , ... and Ζ■σανε αυτο■ καλ■ και εμε■ς καλ■τερα

### Continuum extract

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

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

## AC9LMG6C05

**and present a range of informative and imaginative spoken, written and using a variety of structures to sequence information and ideas, and appropriate to type**

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### Elaborations

- constructing a profile of the local community for tourists or new residents, collecting information from public and community such as flyers, newsletters, advertisements and brochures, for example, opening times of facilities, attractions, local history, food outlets, Η βιβλιοθ■κη ανο■γει στις 9.
- preparing and giving presentations about their personal worlds, for example, a timeline of growth and change, or milestones, for example, Εδ■ ε■μαι δ■ο χρον■ν, Εδ■ ε■μαι π■ντε χρον■ν, Π■ω στο σχολε■ο , or family celebrations of birthdays/name days and other special occasions, for example, Στην γιορτ■ του μ πα πμ■ ..., Τα Χριστο■γεννα ..., Στα γεν■θλια μου ...
- creating informative spoken or written procedures for a range of , such as a recipe or set of instructions or directions, for example, στρ■ψε δεξι■, τ■ρα π■γαينه ευθε■α
- producing a class print or digital poster, locating and describing, in Greek, a specific First Nations location in a local or regional , or elsewhere in Australia
- preparing a dialogue or role-play with a partner, using appropriate to type and formality, for example, ■χεις αδ■ρφια; Ναι, ■χω, εσ■;
- co-producing short, scripted plays with teacher support, to perform to a class, younger students or the school community, incorporating Greek expressions, and interjections that reflect cultural elements, for example, Πω πω! Χα■ρω πολ■, Τα λ■με, Π■με, Να'στε καλ■
- creating and performing simple songs, and raps to recall information and/or to teach vocabulary and patterns to younger students, switching from Greek to English or using both within to reinforce meaning
- using key vocabulary from one type and applying it to an alternative type, for example, using a shopping list to a dialogue for a shopping transaction involving and negotiation
- using stimulus , such as Greek Mythology – Το ■γγιγμα του Μ■δα , 'Aesop's Fables' – Ο Λαγ■ς και η Χελ■να , or a fairytale – Η Κοκκινόσκουφ■τσα , creating their own with an alternative ending, different or re-sequencing the events in different formats
- a diary entry or keeping a journal about personal experiences, using first person and past , and informal , to record events and thoughts and feelings, for example, Π■γα στη θ■λασσα. Μου ■ρεσε.

Students learn to:

**create and present a range of informative and imaginative spoken, written and multi-media using a variety of modelled sentence structures to sequence information and ideas, and appropriate to text type**

(AC9LMG6C05)

### 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

## **People**

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

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

## **WS01 - Κ■ποιος ξεχωριστ■ς για μ■να (Someone special to me)**

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

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

#### **Content description**

AC9LMG6C05

#### **Continuum extract**

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

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

### **Snapshot – Speaking**

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

#### **Content description**

AC9LMG6C05

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas

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

### **Vocabulary**

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

### **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")

## **Snapshot – Creating texts**

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

#### **Content description**

AC9LMG6C05

#### **Learning progression extract**

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

### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

### **Text forms and features**

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

### **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

### **Crafting ideas**

- creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)
- includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs
- includes ideas which are relevant to the topic and purpose of the text
- organises information into paragraphs to support the reader
- includes a relevant graphic to support the reader (e.g. diagram or photo)

### **Text forms and features**

- uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")
- uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)
- selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)
- uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

### **Vocabulary**

- uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

### **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")

## **Snapshot – Creating texts**

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

#### **Content description**

AC9LMG6C05

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

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

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

#### **Vocabulary**

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

#### **Crafting ideas**

- creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)
- includes structural features appropriate to the type of text such as orientation, complication and resolution

- includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)
- organises events into a sequence with a predictable ending

### **Text forms and features**

- uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)
- uses pronouns to track multiple characters (e.g. "Peter and Leanne ... he ... they ... she ... them")
- maintains a point of view (e.g. writes predominantly in first person)
- uses complex noun groups/phrases to create more accurate description (e.g. "that tangy, lemon-scented aroma")
- selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)
- uses simple figurative devices (e.g. simile)

### **Vocabulary**

- uses a range of learnt topic words and words from other authors

### **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)

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG6C05

constructing a multimodal profile of the local community for tourists or new residents, collecting information from public and community texts such as flyers, newsletters, advertisements and brochures, for example, opening times of facilities, attractions, local history, food outlets, Η βιβλιοθήκη ανοίγει στις 9.

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

## Content description

AC9LMG6C05

preparing and giving presentations about their personal worlds, for example, a timeline of growth and change, or milestones, for example, Εδ■ ε■μαι δ■ο χρον■ν, Εδ■ ε■μαι π■ντε χρον■ν, Π■ω στο σχολε■ο , or family celebrations of birthdays/name days and other special occasions, for example, Στην γιορτ■ του μπαμπ■ ..., Τα Χριστο■γεννα ..., Στα γεν■θλια μου ...

## Continuum extract

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

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

## Snapshot – Communication

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

## Content description

AC9LMG6C05

creating informative spoken or written procedures for a range of audiences, such as a recipe or set of instructions or directions, for example, στρ■ψε δεξι■, τ■ρα π■γαينه ευθε■α

## Continuum extract

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

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

## Snapshot – Communication

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

## Content description

AC9LMG6C05

preparing a dialogue or role-play with a partner, using language appropriate to text type and formality, for example, ■χεις αδ■ρφια; Ναι, ■χω, εσ■;

## Continuum extract

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

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

## Snapshot – Communication

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

## Content description

AC9LMG6C05

co-producing short, scripted plays with teacher support, to perform to a class, younger students or the school community, incorporating Greek expressions, gestures and interjections that reflect cultural elements, for example, Πω πω! Χα■ρω πολ■, Τα λ■με, Π■με, Να'στε καλ■

## Continuum extract

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

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

## Snapshot – Communication

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

## Content description

AC9LMG6C05



## Continuum extract

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

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

## Snapshot – Communication

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

### Content description

AC9LMG6C05

## Continuum extract

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

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

## Snapshot – Communication

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

### Content description

AC9LMG6C05

using stimulus texts, such as Greek Mythology – Το ■γγιγμα του Μ■δα , ‘Aesop’s Fables’ – Ο Λαγ■ς και η Χελ■να , or a fairytale – Η Κοκκινοσκουφ■τσα , creating their own text with an alternative ending, different characters or re-sequencing the events in different formats

## Continuum extract

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

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

## Snapshot – Communication

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

### Content description

AC9LMG6C05

writing a modelled diary entry or keeping a journal about personal experiences, using first person and past tense, and informal language, to record events and convey thoughts and feelings, for example, Π■γα στη θ■λασσα. Μου ■ρεσε.

## Continuum extract

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

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

## AC9LMG6U01

**apply knowledge of combinations of sounds, , and patterns to develop and to known and**

- 
- 

### Elaborations

- using their prior knowledge of Greek and sound combinations to how to pronounce unfamiliar , for example, when encountering the το in a new Greek , applying Greek instead of an anglicised version of the sounds
- varying for statements, , interjections, exclamations and commands, for example, Ε■ναι εδ■, Τι κ■νεις; Πω πω! Σταμ■τα! ■ντε! Κρ■μα! Μη μιλ■ς, Μη μιλ■τε, Πρ■πει να ...
- aloud and recognising and reproducing , , trigraphs and , for example, οι, ει, οϊκογ■νεια, αι,

εναι, αυ, αριο, αυτ, ευ, Εα, ευχαριστ, ου, πα π πος, μ π, μ παμ πς, ντ, ντομτα, αντο, γγ, φεγγρι, γκ, γκρι, τσ, πα π ποτσι, τζ, τζκι, ντζ, Καλλικντζαρος, ντρ, ντρας, μ πτ, Πμ πτη, κτρ, ηλεκτρονικ, ρθρ, ρθρο

- recognising and beginning to use high-frequency and when and , for example, εσαι, χει, εγ, εσ, αυς, τρω, διαβζω, παζει, στο σχολεο, τη Δευτρα
- experimenting with , and to enhance , for example, in such as readers' theatre
- applying and using on all which have more than one and on a few monosyllabic , for example, πο; πς; , and recognising that the position of the mark can change the meaning, as in λλα, αλλ, μτια, ματι, γρος, γερς, πορτοκλι, πορτοκαλ
- reciting tongue twisters to develop and , for example, Πμ πτη πφτει ο πεκος κτω

Students learn to:

**apply knowledge of combinations of sounds, syllables, pronunciation and intonation**

**develop fluency and rhythm to known words and phrases**

(AC9LMG6U01)

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

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

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

- Communicate responsively

#### **Speaking and listening**

- Speaking

#### **Elaborations**

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

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

- Communicate responsively

#### **Social management**

- Communication

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

- Communicate responsively

#### **Social management**

- Communication

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

- Communicate responsively

#### **Social management**

- Communication

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

- Communicate responsively

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

- Communicate responsively

#### **Social management**

- Communication

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

- Communicate responsively

#### **Social management**

- Communication

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

- Communicate responsively

#### **Social management**

- Communication

#### **Resources**

#### **Work Samples**

**WS01 - Κποιος ξεχωριστς για μνα (Someone special to me)**

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG6U01

#### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

## **Snapshot – Speaking**

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

#### **Content description**

AC9LMG6U01

#### **Learning progression extract**

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

#### **Crafting ideas**

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

#### **Vocabulary**

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

#### **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")

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG6U01

using their prior knowledge of Greek pronunciation and sound combinations to predict how to pronounce unfamiliar words, for example, when encountering the syllable *to* in a new Greek word, applying Greek pronunciation instead of an anglicised version of the sounds

#### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG6U01

using their prior knowledge of Greek pronunciation and sound combinations to predict how to pronounce unfamiliar words, for example, when encountering the syllable *to* in a new Greek word, applying Greek pronunciation instead of an anglicised version of the sounds

#### **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

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

## Content description

AC9LMG6U01

varying intonation for statements, questions, interjections, exclamations and commands, for example, Ε■ναι εδ■, Τι κ■νεις; Πω πω! Σταμ■τα! ■ντε! Κρ■μα! Μη μιλ■ς, Μη μιλ■τε, Πρ■πει να ...

## Continuum extract

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

## Snapshot – Communication

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

## Content description

AC9LMG6U01

varying intonation for statements, questions, interjections, exclamations and commands, for example, Ε■ναι εδ■, Τι κ■νεις; Πω πω! Σταμ■τα! ■ντε! Κρ■μα! Μη μιλ■ς, Μη μιλ■τε, Πρ■πει να ...

## Continuum extract

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

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

## Snapshot – Communicate responsively

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

## Content description

AC9LMG6U01

reading texts aloud and recognising and reproducing digraphs, diphthongs, trigraphs and syllables, for example, οι, ει, οικογ■νεια, αι, ε■ναι, αυ, α■ριο, αυτ■, ευ, Ε■α, ευχαριστ■, ου, παππο■ς, μπ, μπαμπ■ς, ντ, ντομ■τα, αντ■ο, γγ, φεγγ■ρι, γκ, γκρι, τσ, παππο■τσι, τζ, τζ■κι, ντζ, Καλλικ■ντζαρος, ντρ, ■ντρας, μπτ, Π■μπτη, κτρ, ηλεκτρονικ■, ρθρ, ■ρθρο

## Continuum extract

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

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## Snapshot – Communication

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

## Content description

AC9LMG6U01

reading texts aloud and recognising and reproducing digraphs, diphthongs, trigraphs and syllables, for example, οι, ει, οικογ■νεια, αι, ε■ναι, αυ, α■ριο, αυτ■, ευ, Ε■α, ευχαριστ■, ου, παππο■ς, μπ, μπαμπ■ς, ντ, ντομ■τα, αντ■ο, γγ, φεγγ■ρι, γκ, γκρι, τσ, παππο■τσι, τζ, τζ■κι, ντζ, Καλλικ■ντζαρος, ντρ, ■ντρας, μπτ, Π■μπτη, κτρ, ηλεκτρονικ■, ρθρ, ■ρθρο

## Continuum extract

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG6U01

recognising and beginning to use high-frequency words and phrases when speaking and reading, for example, ε■σαι, ■χει, εγ■, εσ■, αυτ■ς, τρ■χω, διαβ■ζω, πα■ζει, στο σχολε■ο, τη Δευτ■ρα

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG6U01

### **Continuum extract**

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

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- 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

### **Snapshot – Communication**

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

### **Content description**

AC9LMG6U01

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG6U01

applying and using accent marks on all words which have more than one syllable and on a few monosyllabic words, for example, πο■; π■ς; ■, and recognising that the position of the accent mark can change the meaning, as in ■λλα, αλλ■, μ■τια, ματι■, γ■ρος, γερ■ς, πορτοκ■λι, πορτοκαλ■

## Continuum extract

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

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## Snapshot – Communication

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

#### Content description

AC9LMG6U01

applying and using accent marks on all words which have more than one syllable and on a few monosyllabic words, for example, πο■; π■; ■, and recognising that the position of the accent mark can change the meaning, as in ■λλα, αλλ■, μ■τια, ματι■, γ■ρος, γερ■ς, πορτοκ■λι, πορτοκαλ■

#### Continuum extract

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

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- 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

## Snapshot – Communicate responsively

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

#### Content description

AC9LMG6U01

reciting tongue twisters to develop pronunciation and fluency, for example, Π■μπτη π■φτει ο πε■κος κ■τω

#### Continuum extract

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

## Snapshot – Communication

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

#### Content description

AC9LMG6U01

reciting tongue twisters to develop pronunciation and fluency, for example, Π■μπτη π■φτει ο πε■κος κ■τω

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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 - Κ■πιος ξεχωρισ■ς για μ■να (Someone special to me)

By the end of Year 6, students initiate and use strategies to maintain interactions in Greek language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Greek or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Greek. They compare language structures and features in Greek and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

## AC9LMG6C01

initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment

## AC9LMG6C03

locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose

## AC9LMG6C04

apply strategies to interpret and convey meaning in Greek language in familiar non-verbal, spoken and written cultural contexts

## AC9LMG6C05



create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

## AC9LMG6U01

apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases

## AC9LMG6U02

use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions

## AC9LMG6U02

**use knowledge of grammatical structures and expressions to compose and respond to , using appropriate punctuation and textual**

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- 

### Elaborations

- applying prior phonic and grammatical knowledge to experiment with and the spelling and of , for example, using -ω at the end of new or unfamiliar
- developing understanding of specific , for example, the spelling of in the first person ending in ω , in the third person ending in ει , the most common and endings including ος, ας, ης, οι, η, α, ες, ι, ο, α , οι, τα , for example, γρ■φω, γρ■φει, ο ■ντρας, οι ■ντρες, η ντουλ■ πα, οι ντουλ■ πες, το λουλο■δι, τα λουλο■δια, κοντ■ς, κοντ■, κοντ■
- understanding and applying punctuation in , or adhering to punctuation in , for example, the mark, full stop, comma, exclamation mark, brackets, apostrophe, speech marks and mark
- describing present, past and future actions, situations and events using familiar , for example, Πα■ζω στο σχολε■ο, Θα διαβ■σω α■ριο, Κ■νει ζ■στη σ■μερα, Χθες ■ταν Τρ■τη, Α■ριο θα ε■ναι Σ■ββατο
- expressing and justifying preferences using the appropriate and structure, for example, Μου αρ■σει πολ■, Δε μου αρ■σει ε παιδ■ ...
- using appropriate order, for example, Θ■λεις το βιβλ■ο; Τη λ■νε Μαρ■α, Ο Ν■κος τρ■χει, Η ■ννα ε■ναι ■ξυ πνη
- using simple cardinal and ordinal numbers in different such as telling the time, stating dates, ordering/shopping, or in simple descriptions such as Ε■ναι π■ντε η ■ρα, Τα γεν■θλι■ μου ε■ναι στις 8 Α πριλ■ου, Π■ντε κιλ■ πατ■τες παρακαλ■, Ε■μαι στην Α' τ■ξη.
- recognising and applying the agreement between , and gender, for example, Μ■α μεγ■λη τσ■ντα, δ■ο μικρ■ς τσ■ντες, η κ■κκινη π■ρτα, ο ■σ προς γ■τος
- using such as και, αλλ■, ■, γιατ■, ε παιδ■ to link ideas in , for example, Πα■ζω πι■νο, αλλ■ μου αρ■σει και η κιθ■ρα., Δε θα το βρεις πουθεν■ αλλο■.
- using and in , for example, το βιβλ■ο ε■ναι δ■ πλα στην τσ■ντα μου
- negating a or using the δε/δεν , for example, η γ■τα δεν π■νει το γ■λα, δεν μ πορ■, δεν ε■ναι ωρα■ο, δε βρ■χει
- using in simple across a variety of , for example, πα■ζω μ π■σκει, το λιοντ■ρι τρ■ει, η ■ννα πα■ζει, μου αρ■σουν οι φρ■ουλες, ευχαριστο■με κυρ■α
- recognising and using command , for example, ■λα, ελ■τε, κλε■σε, ■νοιξε, κ■θισε, καθ■στε, σ■κω, σηκωθε■τε, γ■ρισε, γρ■ψε, δι■βασε, ■κουσε, κ■ψε
- constructing affirmative and negative statements, and using interrogatives, for example, ναι, ■χι, πο■; τι, π■ς; π■τε; ποιος; ποια; γιατ■;
- using knowledge of familiar patterns and structures to decode and interpret meaning, for example, the Greek ' α- ' in can make the opposite meaning, as in ψητ■ and ■ψητο , and this concept has been carried over into English , for example, symmetrical and asymmetrical

Students learn to:

**use knowledge of modelled grammatical structures and formulaic expressions to co texts, using appropriate punctuation and textual conventions**

(AC9LMG6U02)

### General capabilities and cross-curriculum priorities

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

priorities.

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

- Communicate responsively

### **Writing**

- Grammar
- Punctuation

### **Elaborations**

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

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

- Communicate responsively

### **Social management**

- Communication

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

- Communicate responsively

### **Social management**

- Communication

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

- Communicate responsively

### **Social management**

- Communication

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

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- Communication

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### **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - Κ■ποιος ξεχωρισ■ς για μ■να (Someone special to me)**

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

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

##### **Content description**

AC9LMG6U02

##### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

#### **Snapshot – Grammar**

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

##### **Content description**

AC9LMG6U02

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

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

##### **Grammatical accuracy**

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

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

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

##### **Sentence level**

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

##### **Whole text level**

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")

- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

### **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 – Punctuation**

### **Literacy: Writing: Punctuation**

#### **Content description**

AC9LMG6U02

#### **Learning progression extract**

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

- uses quotation marks for simple dialogue (e.g. "I can't see it," he said.")

- uses apostrophes for plural possessives (e.g. "planes' wings")
- follows conventions of use of capitals in headings
- writes commas to separate clauses where appropriate
- punctuates more complex dialogue correctly (e.g. "'The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")
- uses complex punctuation conventions (e.g. colons, semicolons, brackets)
- uses punctuation conventions for quotations and referencing

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG6U02

applying prior phonic and grammatical knowledge to experiment with and predict the spelling and writing of words, for example, using -ω at the end of new or unfamiliar verbs

### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

### **Snapshot – Communication**

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

### **Content description**

AC9LMG6U02

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### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG6U02

developing understanding of specific language conventions, for example, the spelling of verbs in the first person ending in ω , verbs in the third person ending in ει , the most common noun and adjective endings including ος, ας, ης, οι, η, α, ες, ι, ο, α , plural articles οι, τα , for example, γρ■φω, γρ■φει, ο ■ντρας, οι ■ντρες, η ντουλ■πα, οι ντουλ■πες, το λουλο■δι, τα λουλο■δια, κοντ■ς, κοντ■, κοντ■

### **Continuum extract**

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- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG6U02

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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG6U02

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## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG6U02

describing present, past and future actions, situations and events using familiar verbs, for example, Πα■ζω στο σχολε■ο, Θα διαβ■σω α■ριο, Κ■νει ζ■στη σ■μερα, Χθες ■ταν Τρ■τη, Α■ριο θα ε■ναι Σ■ββατο

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AC9LMG6U02

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### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LMG6U02

expressing and justifying preferences using the appropriate syntax and language structure, for

example, Μου αρ■σει πολ■, Δε μου αρ■σει επειδ■ ...

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### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LMG6U02

using appropriate word order, for example, Θ■λεις το βιβλ■ο; Τη λ■νε Μαρ■α, Ο Ν■κος τρ■χει, Η ■ννα ε■ναι ■ξυπνη

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### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LMG6U02

recognising and applying the agreement between nouns, adjectives and gender, for example, Μ■α μεγ■λη τσ■ντα, δ■ο μικρ■ς τσ■ντες, η κ■κκινη π■ρτα, ο ■σπρος γ■τος

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### **Snapshot – Communicate responsively**

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



## responsively

### Content description

AC9LMG6U02

using conjunctions such as και, αλλ, , γιατ, επειδ to link ideas in sentences, for example, Παζω πινο, αλλ μου αρσει και η κιθρα., Δε θα το βρεις πουθεν αλλο.

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### Snapshot – Communicate responsively

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

### Content description

AC9LMG6U02

using adverbs and prepositions in sentences, for example, το βιβλο ειναι δπλα στην τσντα μου

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### Snapshot – Communicate responsively

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

### **Content description**

AC9LMG6U02

negating a phrase or sentence using the word δε/δεν , for example, η γάτα δεν πίνει το γάλα, δεν μπορώ, δεν είναι ωραίο, δε βράχει

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG6U02

using verbs in simple sentences across a variety of text types, for example, παζω μπσκετ, το λιοντρί τρέι, η ννα παζει, μου αρσουν οι φρουλες, ευχαριστομε κυρνα

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

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG6U02

recognising and using command verbs, for example, ■λα, ελ■τε, κλε■σε, ■νοιξε, κ■θισε, καθ■στε, σ■κω, σηκωθε■τε, γ■ρισε, γρ■ψε, δι■βασε, ■κουσε, κ■ψε

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### **Snapshot – Communication**

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

### **Content description**

AC9LMG6U02

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG6U02

constructing affirmative and negative statements, and using interrogatives, for example, ναι, ■χι, πο■; τι, π■ς; π■τε; ποιος; ποια; γιατ■;

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### **Snapshot – Communication**

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AC9LMG6U02

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### Snapshot – Communicate responsively

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

### Content description

AC9LMG6U02

using knowledge of familiar patterns and structures to decode and interpret meaning, for example, the Greek prefix ‘ α- ’ in words can make the opposite meaning, as in ψητ■ and ■ψητο , and this concept has been carried over into English words, for example, symmetrical and asymmetrical

### Continuum extract

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
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### Snapshot – Communication

## Personal and Social capability: Social management: Communication

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AC9LMG6U02

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### AC9LMG6U03

compare some Greek and features with those of English, using some familiar

- 
- 

### Elaborations

- comparing familiar in Greek and English, and noticing similarities and differences between and features, such as opening , Once upon a time, Μία φορά και ■ναν καιρ■
- recognising Greek – , and – in English, to help work out meanings of unknown , for example, anti-, astro-, deca-, geo-, -graph-, hyper-, -ic, -itis, kilo-, macro-, mega-, -meter, micro-, neo-, octo-, -ology, pent-, photo-, -poly-, -scope, tech-, tele-, tri-
- understanding that some derived from Ancient Greek are still being used today to new (neologisms) such as names of new technological/scientific discoveries, for example, disc, giga-, mega-, metro
- identifying familiar in Greek and recognising their English equivalents, for example, το τηλ■φωνο, η φωτογραφ■α, ο παιδ■ατρος, το δρ■μα, το θ■ατρο
- recognising that some English are used in Greek, but that Greek equivalents to these terms often also exist, for example, το κομ πιο■τερ – ο υ πολογιστ■ς, μ πλε – γαλ■ζιο, το μ π■σκει – η καλαθ■σφαίρα

- expanding their understanding and use of to discuss parts of speech, and punctuation in Greek and/or English, for example, τέλεα, ορθογραφία, ρήμα , , , + +object

Students learn to:

## **compare some Greek language structures and features with those of English, using metalanguage**

(AC9LMG6U03)

### **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

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

- Communicate responsively

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

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

#### **Resources**

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

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

##### **Content description**

AC9LMG6U03

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LMG6U03

##### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG6U03

comparing familiar texts in Greek and English, and noticing similarities and differences between language structures and features, such as opening sentences, Once upon a time, Μια φορά και έναν καιρό

### **Continuum extract**

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### **Snapshot – Communicate responsively**

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

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AC9LMG6U03

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- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- 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

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

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

### **Content description**

AC9LMG6U03

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG6U03

identifying familiar words in Greek and recognising their English equivalents, for example, τηλέφωνο, η φωτογραφία, ο παιδάτος, το δρόμο, το θάλασσα

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- 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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG6U03

recognising that some English words are used in Greek, but that Greek equivalents to these terms often also exist, for example, το κομπιο■τερ – ο υπολογιστ■ς, μπλε – γαλ■ζιο, το μπ■σकेτ – η καλαθ■σφαिरα

### **Continuum extract**

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

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

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

### **Content description**

AC9LMG6U03

expanding their understanding and use of metalanguage to discuss parts of speech, syntax and punctuation in Greek and/or English, for example, τελε■α, ορθογραφ■α, ρ■μα, adverbs, syntax, cognates, subject+verb+object

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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

### **AC9LMG6U04**

**recognise that reflects cultural practices, and , and that this impacts on non-verbal and spoken**

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### **Elaborations**

- comparing use and cultural in similar social situations in Greek and English, for example, comparing the used when giving or receiving a gift or offering congratulations at a significant life event
- exploring how children from Greek-speaking communities may use different and expressions, and considering why such variations exist, for example, in Australia the following which are not Greek are sometimes used – κ■πο instead of αυτοκ■νητο, ρο■φι instead of σκε π■, or φλ■ρι instead of π■τωμα, compared with which are official Greek – μ πασκετμ πολ■στας, τεν■στας
- discussing aspects of their own use that reflect different cultural, belonging and experiences, for example, using colloquialisms and such as 'Aussie', 'arvo', 'g'day', 'no worries', 'mucking around', 'mozzie', and expressions of Greek origin, for example, Achilles' heel, the Midas touch

- exploring, in Greek or English, how and are expressed through First Nations Australians' song, dance or artworks, considering similarities and differences in an aspect of the cultural expressions of Greek-speaking people or communities
  - reflecting on situations where in Greek have felt unfamiliar, awkward or difficult, for example, when hosts sometimes insist that guests try food that is offered to them, and trying to understand the reason for it (because of the connection with φιλοξενία, a Greek tradition dating back to ancient times)
  - considering what linguistic or cultural information they need to know when visiting a school in a Greek-speaking country, and discussing adjustments they may need to make in use and behaviour, and strategies they may use to make and meaning
  - recognising that use can have deep connections to historical cultural practices such as celebrating birthdays, name days, baptisms, weddings, 25η Μαρτίου, and Πάσχα, in Greek-speaking communities
  - reflecting on the experience of learning Greek and, and identifying situations that have provided awareness of own cultural practices, and
  - examining the embedded cultural meanings of well wishes such as Να σας ζήσει, Καλὸ στὸ φάνη, Χρὴνιὰ Πολλὰ, Να τὰ εκατοστῆς, and the concepts of φιλτιμο and φιλοξενία and their origins
  - exploring the connection between and, in discussions or, and how their own, and impact their formation and expression, for example, the they speak and the communities they belong to
- Students learn to:

**recognise that language reflects cultural practices, values and identity, and that this non-verbal and spoken communication**

(AC9LMG6U04)

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

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

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

#### **Elaborations**

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

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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

- Reflect on the relationship between cultures and identities

#### **Analysing**

- Interpret concepts and problems

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

- Reflect on the relationship between cultures and identities

#### **Culture**

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

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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



- Communicate responsively

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

- Reflect on the relationship between cultures and identities

### **Analysing**

- Interpret concepts and problems

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

### **Analysing**

- Interpret concepts and problems

### **Resources**

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

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

##### **Content description**

AC9LMG6U04

##### **Continuum extract**

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

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

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

##### **Content description**

AC9LMG6U04

##### **Continuum extract**

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

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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#### **Snapshot – Reflect on the relationship between cultures and identities**

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

##### **Content description**

AC9LMG6U04

##### **Continuum extract**

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

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- 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

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LMG6U04

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

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

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AC9LMG6U04

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

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

#### **Content description**

AC9LMG6U04

exploring how children from Greek-speaking communities may use different words and expressions, and considering why such variations exist, for example, in Australia the following words which are not Greek words are sometimes used – κ■ρο instead of αυτοκ■νητο, ρο■φι instead of σκεπ■, or φλ■ρι instead of π■τωμα, compared with words which are official Greek words – μπασκετμπολ■στας, τεν■στας

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

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

#### **Content description**

AC9LMG6U04

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

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

### **Content description**

AC9LMG6U04

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG6U04

reflecting on situations where interactions in Greek have felt unfamiliar, awkward or difficult, for example, when hosts sometimes insist that guests try food that is offered to them, and trying to understand the reason for it (because of the connection with φιλοξενία, a Greek tradition dating back to ancient times)

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

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

### **Content description**

AC9LMG6U04

reflecting on situations where interactions in Greek have felt unfamiliar, awkward or difficult, for example, when hosts sometimes insist that guests try food that is offered to them, and trying to understand the reason for it (because of the connection with φιλοξενία, a Greek tradition dating back to ancient times)

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### **Snapshot – Communicate responsively**

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

## **responsively**

### **Content description**

AC9LMG6U04

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

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

#### **Content description**

AC9LMG6U04

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

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

#### **Content description**

AC9LMG6U04

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

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

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AC9LMG6U04

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

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

## Content description

AC9LMG6U04

examining the embedded cultural meanings of well wishes such as Να σας ζήσει, Καλὰ στὰ φανὰ, Χρὴνιὰ Πολλὰ, Να τὰ εκατοστάρεις, and the concepts of φιλιμο and φιλοξενία and their origins

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

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

## Content description

AC9LMG6U04

examining the embedded cultural meanings of well wishes such as Να σας ζήσει, Καλὰ στὰ φανὰ, Χρὴνιὰ Πολλὰ, Να τὰ εκατοστάρεις, and the concepts of φιλιμο and φιλοξενία and their origins

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## Snapshot – Interpret concepts and problems

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

## Content description

AC9LMG6U04

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