(no-code)

and in familiar and some unfamiliar to ideas, opinions and experiences about their own and others' personal worlds

•

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Elaborations

• initiating conversations with peers, family and others, using expressions appropriate to and ,

such as Π■ς τα π■ρασες το Σαββατοκ■ριακο; Π■με για ψ■νια

• sustaining face-to-face or online conversations on topics relating to teenage life, (parties,

jobs, music, friendship, fashion, etc.) through active skills, turn-taking, non-verbal reactions

(shrugging shoulders, head shaking, etc.) and spoken responses such as Γιατ■ δε μιλ■ς με το Γι■ννη; Μαλ■σατε;

• using a range of and strategies to elicit others' responses and express own opinions and

experiences, for example, Τι νομ■ζετε; Πιστε■ω ■τι ..., Μ' αρ■σει περισσ■τερο η ελληνικ■ μουσικ■ α π■ ..., Συμφωνε■ς;

• expressing hopes and ambitions, and giving reasons for plans, for example, Θ■λω να γ■νω μουσικ■ς παραγωγ■ς

• practising how to in unfamiliar , such as what strategies and to use and when, for example,

helping a stranger with directions or discussing unfamiliar topics, using appropriate interjections,

asking for clarification or , asking to elaborate, Πο■ θ■λετε να π■τε; Πηγα■νετε δεξι■ και μετ■ στρ■ψτε αριστερ■.

• experimenting with the use of interjections, exclamations and to maintain flow, fill gaps, and

build and authenticity, for example, Βασικ■ … Δεν μου λες … Κο■τα … Εντ■ξει … Λοι π■ν ...

Students learn to:

initiate and sustain interactions in familiar and some unfamiliar contexts to exchang opinions and experiences about their own and others' personal worlds

(AC9LMG10EC01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LMG10EC01
Learning progression extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC01

initiating conversations with peers, family and others, using expressions appropriate to context and audience, such as Π■ς τα π■ρασες το Σαββατοκ■ριακο; Π■με για ψ■νια

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC01

sustaining face-to-face or online conversations on topics relating to teenage life, (parties, jobs, music, friendship, fashion, etc.) through active listening skills, turn-taking, non-verbal reactions (shrugging shoulders, head shaking, etc.) and spoken responses such as Γιατ■ δε μιλ■ς με το Γι■ννη; Μαλ■σατε;

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC01

using a range of language structures and communication strategies to elicit others' responses and express own opinions and experiences, for example, Τι νομ■ζετε; Πιστε■ω ■τι ..., Μ' αρ■σει περισσ■τερο η ελληνικ■ μουσικ■ απ■ ..., Συμφωνε■ς;

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC01

expressing hopes and ambitions, and giving reasons for plans, for example, Θ■λω να γ■νω μουσικ■ς παραγωγ■ς

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC01

practising how to interact in unfamiliar contexts, such as what strategies and language to use and when, for example, helping a stranger with directions or discussing unfamiliar topics, using appropriate interjections, asking for clarification or repetition, asking to elaborate, Πο■ θ■λετε να π■τε; Πηγα■νετε δεξι■ και μετ■ στρ■ψτε αριστερ■.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC01

experimenting with the use of interjections, exclamations and filler words to maintain flow, fill gaps, and build fluency and authenticity, for example, Βασικ■ … Δεν μου λες … Κο■τα … Εντ■ξει … Λοιπ■ν ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – Modern Greek language resource

Modern Greek

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

• Part 1 – language features and structures

• Part 2 – thematic contexts for language use.

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

AC9LMG10EC02

use Greek in to , offer opinions and compare and discuss ideas

•

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Elaborations

• debating or discussing current affairs and creating campaigns and slogans, for example, μ■σα κοινωνικ■ς δικτ■ωσης, κλιματικ■ αλλαγ■, μεταν■στευση, δι■κριση

• using descriptive and expressive to , elicit opinions and offer solutions/alternatives to problems, for example, Π■ς μ πορο■με να βοηθ■σουμε το περιβ■λλον;

• justifying actions and opinions about topics of interest, for example, the benefits of visiting various places/locations in Greek-speaking communities, Θ■λω να π■ω στο μουσε■ο, ε πειδ■ θ■λω να μ■θω για την ιστορ■α της Ελλ■δας. Δε συμφων■, αυτ■ ε■ναι τ■σο βαρετ■! Προτιμ■ να π■ω στη θ■λασσα.

• in class routines by requesting, advising and apologising, for example, Συγγν■μη δεν κατ■λαβα, Μ■ πως θ■λεις βο■θεια ; and clarifying meaning or instructions Ορ■στε, Συγγν■μη; Κο■τα/Κοιτ■ξτε, Τι ε■ πατε;

• participating in a mock interview for a part-time job or volunteer work, answering and discussing ideas, for example, Θ■λω να γ■νω εθελ■ντρια στην Green Peace. Ε■μαι καλ■ με την τεχνολογ■α.

• using appropriate discussion protocols such as active , showing interest, acknowledging others' opinions, responding to, elaborating and extending ideas, for example, Πιστε■ω ■τι …, Ποι■ ε■ναι η γν■μη σου για …

Students learn to:

use Greek language in exchanges to question, offer opinions and compare and disc

(AC9LMG10EC02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LMG10EC02

Learning progression extract

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

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC02

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC02

debating or discussing current affairs and creating campaigns and slogans, for example, μ■σα κοινωνικ■ς δικτ■ωσης, κλιματικ■ αλλαγ■, μεταν■στευση, δι■κριση

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC02

using descriptive and expressive language to exchange views, elicit opinions and offer solutions/alternatives to problems, for example, Π■ς μπορο■με να βοηθ■σουμε το περιβ■λλον;

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC02

justifying actions and opinions about topics of interest, for example, the benefits of visiting various places/locations in Greek-speaking communities, Θ■λω να π■ω στο μουσε■ο, επειδ■ θ■λω να μ■θω για την ιστορ■α της Ελλ■δας. Δε συμφων■, αυτ■ ε■ναι τ■σο βαρετ■! Προτιμ■ να π■ω στη θ■λασσα.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC02

interacting in class routines by requesting, advising and apologising, for example, Συγγν■μη δεν κατ■λαβα, Μ■πως θ■λεις βο■θεια ; and clarifying meaning or instructions Ορ■στε, Συγγν■μη; Κο■τα/Κοιτ■ξτε, Τι ε■πατε;

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC02

participating in a mock interview for a part-time job or volunteer work, answering questions and discussing ideas, for example, Θ■λω να γ■νω εθελ■ντρια στην Green Peace. Ε■μαι καλ■ με την τεχνολογ■α.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC02

using appropriate discussion protocols such as active listening, showing interest, acknowledging others' opinions, responding to, elaborating and extending ideas, for example, Πιστε■ω ■τι …, Ποι■ ε■ναι η γν■μη σου για …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LMG10EC03

use non-verbal, spoken and written to discuss, plan and reflect on , events and experiences with peers

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Elaborations

• contributing to collaborative such as creating a schedule for a visiting school group, setting up a school display or hosting an event, for example, Το πρ■γραμμ■ μας για σ■μερα ε■ναι ...
• planning a , event or presentation, making decisions collaboratively and delegating roles and responsibilities, for example, a class party, for Harmony/Reconciliation Week
• planning collaboratively for an event by participating in scenarios related to travelling in Greek-speaking communities, such as planning an itinerary, Τη Δευτ■ρα θα π■με στην Ακρ■ πολη, Την Τρ■τη θα ε■μαστε στο Σο■νιο and reflecting on the and what they would do differently, for example, Την ε π■μενη φορ■ πρ■ πει να κλε■σουμε τα εισιτ■ρια πιο νωρ■ς
• participating in real or simulated transactions and negotiations, such as ordering food, shopping, catching public transport, for example, Π■σο κ■νει το παγωτ■; Αυτ■ η μ πλο■ζα ε■ναι πολλ■ ακριβ■. Θ■λω μ■α πιο φθην■. Π■με με το λεωφορε■ο, γιατ■ ε■ναι πιο φθην■ α π■ το ταξ■.
• participating in a discussion or forum to review current school policies/rules relating to use of technology, uniform, start and finish times, waste management, task deadlines, etc., to propose changes or improvements, for example, Ε πιτρ■ πεται να ■χουμε το κινητ■ τηλ■φωνο μ■σα στην τ■ξη; Πο■ πρ■ πει να πετ■■με τα σκου π■δια της ανακ■κλωσης;
• making a complaint, formally or informally, about poor-quality service or an unsatisfactory product, and suggesting a simple solution, for example, Το φαγητ■ μου ε■ναι κρ■ο. Μ πορε■τε να μου φ■ρετε ■να ■λλο πι■το.
• keeping a personal Greek 'progress journal' to reflect on the and experience of learning a , using target vocabulary and structures, and sharing weekly with the teacher for comments, for example, Να μ■θω για … ■ταν δ■σκολο αλλ■ δεν τα παρ■τησα.

Students learn to:

use non-verbal, spoken and written exchanges to discuss, plan and reflect on activi experiences with peers

(AC9LMG10EC03)

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
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• Collaboration
Resources
Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LMG10EC03
Learning progression extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC03
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LMG10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC03

contributing to collaborative interactions such as creating a schedule for a visiting school group, setting up a school display or hosting an event, for example, Το πρ■γραμμ■ μας για σ■μερα ε■ναι ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LMG10EC03

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LMG10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC03

planning collaboratively for an event by participating in scenarios related to travelling in Greek-speaking communities, such as planning an itinerary, Τη Δευτ■ρα θα π■με στην Ακρ■πολη, Την Τρ■τη θα ε■μαστε στο Σο■νιο and reflecting on the process and what they would do differently, for example, Την επ■μενη φορ■ πρ■πει να κλε■σουμε τα εισιτ■ρια πιο νωρ■ς

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LMG10EC03

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC03

participating in real or simulated transactions and negotiations, such as ordering food, shopping, catching public transport, for example, Π■σο κ■νει το παγωτ■; Αυτ■ η μπλο■ζα ε■ναι πολλ■ ακριβ■. Θ■λω μ■α πιο φθην■. Π■με με το λεωφορε■ο, γιατ■ ε■ναι πιο φθην■ απ■ το ταξ■.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LMG10EC03

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC03

participating in a discussion or forum to review current school policies/rules relating to use of technology, uniform, start and finish times, waste management, task deadlines, etc., to propose changes or improvements, for example, Επιτρ■πεται να ■χουμε το κινητ■ τηλ■φωνο μ■σα στην τ■ξη; Πο■ πρ■πει να πετ■με τα σκουπ■δια της ανακ■κλωσης;

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LMG10EC03

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC03

making a complaint, formally or informally, about poor-quality service or an unsatisfactory product, and suggesting a simple solution, for example, Το φαγητ■ μου ε■ναι κρ■ο. Μπορε■τε να μου φ■ρετε ■να ■λλο πι■το.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LMG10EC03

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC03

keeping a personal Greek 'progress journal' to reflect on the process and experience of learning a

language, using target vocabulary and structures, and sharing weekly with the teacher for comments, for example, Να μ■θω για … ■ταν δ■σκολο αλλ■ δεν τα παρ■τησα.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LMG10EC03

keeping a personal Greek 'progress journal' to reflect on the process and experience of learning a language, using target vocabulary and structures, and sharing weekly with the teacher for comments, for example, Να μ■θω για … ■ταν δ■σκολο αλλ■ δεν τα παρ■τησα.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

AC9LMG10EC04

interpret information, ideas and in a wide range of spoken, written and and respond appropriately to cultural , and

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Elaborations

• accessing detailing lifestyles in Greek-speaking communities, identifying features of ways of life that reflect modernity or tradition, and discussing reasons for differences
• recognising cultural expressions, and etiquette in a range of , such as 1st of January and gift giving, first day of month/week, name day celebrations, and incorporating in their own , for example, Και του χρ■νου, Καλ■ εβδομ■δα, Καλ■ μ■να, με γεια τα γυαλι■
• identifying how certain expressions give clues about particular events and celebrations, for example, Καλ■ ταξ■δι, Στο καλ■, Και στα δικ■ σου, Καλ■ αντ■μωση!
• to or First Nations Australians' stories in English, and presenting a profile of them in Greek
• obtaining and compiling and regarding social and cultural issues in their own community, for example, interviewing a local environmental group and presenting information/opinions in graphs, charts or reports, Μ πορο■με να βοηθ■σουμε το περιβ■λλον αν ...
• exploring and gathering information on a range of cultural practices and traditions through a variety of sources, for example, viewing excerpts from a Greek song or video of a festival, annotating, and discussing with peers, aspects that were interesting and surprising
• analysing stories such as Greek folktales/myths or 'Aesop's Fables', Ο βασιλι■ς Μ■δας, ο λαγ■ς και η χελ■να , discussing the /morals portrayed in these, and explaining these to younger students or those unfamiliar with such
• researching a Greek festival/experience, event or tourist site, using guiding and facts from to plan, and a postcard in the of the journeying , for example, Που ε■σαι; Σου αρ■σει; Γιατ■ ■ γιατ■ ■χι; Τι σου ■χει συμβε■ μ■χρι τ■ρα; Τι σου ■κανε εντ■ πωση; Τι ■χετε μ■θει μ■χρι τ■ρα, για τον εαυτ■ σας ■ τους ■λλους; Τι θα κ■νεις; or Ε■μαι στα Γιαννιτσ■ και περν■ω κατα πληκτικ■! Κ■θε μ■ρα τρ■ω μ πουγ■τσα.
• a 'to do list' for a from an imaginative spoken, written or , using information from the , and inferring information and supplying evidence to support inferences, for example, if a 's dream is to win at the Olympics, Προ π■νηση για 2 ■ρες την ημ■ρα., Υγιειν■ διατροφ■
• adapting a for a different , keeping the original information or intent, for example, rewording a formal email from the principal to an informal message for their friend, summarising the key points, ■λοι οι μαθητ■ς πρ■ πει να φορ■νε στολ■ κατ■ τη δι■ρκεια των εξετ■σεων. vs A π■στευτο, αλλ■ φορ■με στολ■ στις εξετ■σεις!

interpret information, ideas and perspectives in a wide range of spoken, written and texts and respond appropriately to cultural context, purpose and audience

(AC9LMG10EC04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LMG10EC04

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society,

adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LMG10EC04

Learning progression extract

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

Comprehension

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

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author's perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)

• interprets symbolism in texts, providing evidence to justify interpretation

• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

• analyses the credibility and validity of primary and secondary sources

• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style

• analyses the cumulative impact of use of language features and vocabulary across texts

• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")

• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts

• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts

• uses lexical cues to interpret unfamiliar vocabulary

• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LMG10EC04

Learning progression extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LMG10EC04

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LMG10EC04

recognising cultural expressions, phrases and etiquette in a range of contexts, such as 1st of January and gift giving, first day of month/week, name day celebrations, and incorporating in their own interactions, for example, Και του χρ■νου, Καλ■ εβδομ■δα, Καλ■ μ■να, με γεια τα γυαλι■

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

Content description

AC9LMG10EC04

recognising cultural expressions, phrases and etiquette in a range of contexts, such as 1st of January and gift giving, first day of month/week, name day celebrations, and incorporating in their own interactions, for example, Και του χρ■νου, Καλ■ εβδομ■δα, Καλ■ μ■να, με γεια τα γυαλι■

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LMG10EC04

identifying how certain expressions give clues about particular events and celebrations, for example, Καλ■ ταξ■δι, Στο καλ■, Και στα δικ■ σου, Καλ■ αντ■μωση!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9LMG10EC04

obtaining and compiling perspectives and attitudes regarding social and cultural issues in their own community, for example, interviewing a local environmental group and presenting information/opinions in graphs, charts or reports, Μπορο■με να βοηθ■σουμε το περιβ■λλον αν ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LMG10EC04

obtaining and compiling perspectives and attitudes regarding social and cultural issues in their own community, for example, interviewing a local environmental group and presenting information/opinions in graphs, charts or reports, Μπορο■με να βοηθ■σουμε το περιβ■λλον αν ...

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9LMG10EC04
Continuum extract

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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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LMG10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9LMG10EC04

analysing stories such as Greek folktales/myths or 'Aesop's Fables', Ο βασιλι■ς Μ■δας, ο λαγ■ς και η χελ■να , discussing the values/morals portrayed in these, and explaining these to younger students or those unfamiliar with such texts

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
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• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9LMG10EC04

researching a Greek festival/experience, event or tourist site, using guiding questions and facts from texts to plan, and writing a postcard in the voice of the journeying character, for example,
Που ε■σαι; Σου αρ■σει; Γιατ■ ■ γιατ■ ■χι; Τι σου ■χει συμβε■ μ■χρι τ■ρα; Τι σου ■κανε εντ■πωση; Τι ■χετε μ■θει μ■χρι τ■ρα, για τον εαυτ■ σας ■ τους ■λλους; Τι θα κ■νεις; or Ε■μαι στα Γιαννιτσ■ και περν■ω καταπληκτικ■! Κ■θε μ■ρα τρ■ω μπουγ■τσα.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9LMG10EC04

writing a 'to do list' for a character from an imaginative spoken, written or multimodal text, using information from the text, and inferring information and supplying evidence to support inferences, for example, if a character's dream is to win at the Olympics, Προπ■νηση για 2 ■ρες την ημ■ρα., Υγειν■ διατροφ■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9LMG10EC04

adapting a text for a different purpose, keeping the original information or intent, for example, rewording a formal email from the principal to create an informal text message for their friend, summarising the key points, ▪λοι οι μαθητ▪ς πρ▪πει να φορ▪νε στολ▪ κατ▪ τη δι▪ρκεια των εξετ▪σεων. vs Απ▪στευτο, αλλ▪ φορ▪με στολ▪ στις εξετ▪σεις!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

AC9LMG10EC05

apply strategies to interpret and non-verbal, spoken and written and to meaning and understanding in familiar and unfamiliar

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Elaborations

• examining and idiomatic expressions such as Π▪ρα βρ▪χει , including expressions that cannot be translated literally, for example, Τα ▪κανα θ▪λασσα
• evaluating information from different sources for relevance, cultural appropriateness and significance, for example, facts from a reliable website versus social media or word-of-mouth
• examining culturally specific terms such as το παλικ▪ρι, η λεβεντι▪, το φιλ▪τιμο, το κ▪φι , developing appropriate explanations for them and discussing possible equivalent terms in English
• discussing colloquial and culturally specific concepts used in Australia, such as 'no worries', 'the bush', 'outback', 'dunny', 'waterhole', and comparing with Greek expressions, for example, γκε γκε, ▪λα, παιδ▪κι μοιυ , and discussing what they say about and
• translating public signs, notices and slogans, comparing each other's versions and considering reasons for any similarities or differences between their , such as use of different methods, or various interpretations, for example, Μην πατ▪τε το πρ▪σινο
• being aware of 'false friends' and how these may lead to confusion or hinder , for example, κ▪σμος sounds like 'cosmos', which in English is outer space, but in Greek this means 'world', λιμ▪νι pronounced 'limáni' sounds like it might mean 'lemon', but actually means 'port'

Students learn to:

apply strategies to interpret and translate non-verbal, spoken and written interaction

convey meaning and intercultural understanding in familiar and unfamiliar contexts

(AC9LMG10EC05)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LMG10EC05

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LMG10EC05

Learning progression extract

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

Comprehension

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

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LMG10EC05

Learning progression extract

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

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

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description

AC9LMG10EC05

examining and interpreting idiomatic expressions such as Π■ρα βρ■χει , including expressions that cannot be translated literally, for example, Τα ■κανα θ■λασσα

Continuum extract

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges
Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu
Content description

AC9LMG10EC05

examining and interpreting idiomatic expressions such as Π■ρα βρ■χει , including expressions that cannot be translated literally, for example, Τα ■κανα θ■λασσα

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description

AC9LMG10EC05

Continuum extract

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description

AC9LMG10EC05

examining culturally specific terms such as το παλικ■ρι, η λεβεντι■, το φιλ■τιμο, το κ■φι , developing appropriate explanations for them and discussing possible equivalent terms in English

Continuum extract

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges
Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu
Content description

AC9LMG10EC05

examining culturally specific terms such as το παλικ■ρι, η λεβεντι■, το φιλ■τιμο, το κ■φι , developing appropriate explanations for them and discussing possible equivalent terms in English

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LMG10EC05

discussing colloquial language and culturally specific concepts used in Australia, such as 'no worries', 'the bush', 'outback', 'dunny', 'waterhole', and comparing with Greek expressions, for example, γκε γκε, ■λα, παιδ■κι μοιυ , and discussing what they say about culture and identity

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LMG10EC05

discussing colloquial language and culturally specific concepts used in Australia, such as 'no worries', 'the bush', 'outback', 'dunny', 'waterhole', and comparing with Greek expressions, for example, γκε γκε, ■λα, παιδ■κι μοιυ , and discussing what they say about culture and identity

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LMG10EC05

translating public signs, notices and slogans, comparing each other's versions and considering reasons for any similarities or differences between their translations, such as use of different methods, or various interpretations, for example, Μην πατ■τε το πρ■σινο

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LMG10EC05

being aware of 'false friends' and how these may lead to confusion or hinder translation, for example, κ■σμος sounds like 'cosmos', which in English is outer space, but in Greek this word means 'world', λιμ■νι pronounced 'limáni' sounds like it might mean 'lemon', but actually means 'port'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

AC9LMG10EC06

spoken, written and , informative and imaginative , selecting vocabulary, expressions, grammatical structures and textual for familiar and some unfamiliar and , to different

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Elaborations

• presenting digital in Greek on topics such as recycling, sustainability and 'zero waste' movement, school life, sports or leisure
• presenting information about cultural events in different formats such as captioned photographs, digital presentation or emails, for example, an Antipodes festival/Glendi, traditional dance and costumes
• explaining a Greek custom or practice to an Australian , for example, Α π■κριες , using appropriate and supporting graphics, materials and
• a journal entry, or contributing to a school newsletter in Greek reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site
• creating persuasive such as promotional brochures, speech , infographics or video clips to encourage people from the wider community to attend an event or to recycle waste containers and materials, for example, Ανακ■κλωσε σ■μερα για να ■χεις α■ριο
• accessing such as songs, films and digital/online , and creating a new version or modifying key aspects, for example, introducing a new or creating alternative endings
• illustrating and captioning imaginative stories or in different formats such as cartoons, photo stories, using descriptive and expressive , for example, Η παρ■α μου, or using other devices such as or similes and metaphors, ■σ προς σαν το χι■νι, κολυμ π■ σαν δελφ■νι, κρ■ος σαν π■γος
• and/or narrating a diary entry for an imaginary or real , such as a person living during the period of the Greek Revolution or a Greek philosopher or mathematician, for example, Σ■μερα π■ραμε π■σω τη Θεσσαλον■κη. Σ■μερα ανακ■λυψα ■τι η γη ε■ναι ε π■ πεδη. Εγ■, ο Πυθαγ■ρας, ■κανα μια ν■α ανακ■λυψη.
• creating a range of to entertain and particular , for example, digital books, songs, cartoons and video clips suitable for young or new learners of Greek
• a recipe and procedure for a fusion dish in Greek with footnotes in English about the ingredients and flavours, for example, ελληνικ■ τ■κος, φ■τα Η πε■ρου με βετζεμαιτ, πατ■τες τηγανητ■ς με φ■κια, λουκουμ■δες με μερ■ντα
• working in pairs to a message or secure social media 'comment' conversation, experimenting with handles, @ and # symbols, for example, Π■ς ε■ναι ο καιρ■ς; #ηλι■λουστος, Σ■σε τον πλαν■τη μας! #ανακ■κλωση
• the first part of a with of their choice and exchanging paper with a peer to continue the , attempting to follow the same style, themes and , or folding their paper so the next person cannot see the previous material and continuing the story, for example, Σε ■ναν γαλαξ■α πολ■ μακρι■ α π■ εδ■ ...

Students learn to:

create spoken, written and multimodal, informative and imaginative texts, selecting expressions, grammatical structures and textual conventions for familiar and some contexts and purposes, to engage different audiences

(AC9LMG10EC06)

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

Futures

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

Social management

• Communication

Social management

• Communication

Country/Place

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - ■λληνες μεταν■στες (Greek migrants)

Snapshot – Create, communicate and collaborate

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

Content description

AC9LMG10EC06

Continuum extract

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

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LMG10EC06

Learning progression extract

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

Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content

• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)

• develops complex ideas or a central theme across a spoken text

• uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)

• rephrases or clarifies to repair or refine meaning

• uses language structures and features appropriate to learning area content

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

Vocabulary

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")

• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")

• uses a range of emotive language appropriate to topic, purpose and audience

• uses rich, evocative, descriptive language

• uses figurative language (e.g. "hungry for success")

Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content

• includes a range of alternative viewpoints in spoken texts, where appropriate

• controls and manipulates a sophisticated range of language features to affect the audience

• uses a range of rhetorical devices and humour to engage an audience

• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")

• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LMG10EC06

Learning progression extract

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

Crafting ideas

• creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)

• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)

• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)

• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)

• uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

• varies sentence structure for effect (see Grammar)

• judiciously uses language, visual and audio features to emotionally or intellectually affect the reader

• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")

• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")

• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")

• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")

• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

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

• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)

• creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)

• uses evidence and references

• creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

• maintains tone appropriate to the audience

• uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LMG10EC06

Learning progression extract

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

Crafting ideas

• creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)

• includes relevant, rich, evocative description

• uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere

• intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)

• generates, selects and crafts ideas to support a theme

• selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

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

• uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)

• includes visual and audio resources to evoke mood or atmosphere of text

• varies sentence structure for effect (see Grammar)

Vocabulary

• uses words that create connotations (e.g. "startled", "dismayed")

• uses language that evokes an emotional response (e.g. "a piercing scream echoed through the

valley")

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC06

explaining a Greek custom or practice to an Australian audience, for example, Απ■κριες , using appropriate language structures and supporting graphics, materials and gestures

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC06

creating persuasive texts such as promotional brochures, speech scripts, infographics or video clips to encourage people from the wider community to attend an event or to recycle waste containers and materials, for example, Ανακ■κλωσε σ■μερα για να ■χεις α■ριο

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC06

illustrating and captioning imaginative stories or characters in different formats such as cartoons, photo stories, using descriptive and expressive language, for example, Η παρ■α μου, or using other devices such as alliteration or similes and metaphors, ■σπρος σαν το χι■νι, κολυμπ■ σαν δελφ■νι, κρ■ος σαν π■γος

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC06

writing and/or narrating a diary entry for an imaginary or real character, such as a person living during the period of the Greek Revolution or a Greek philosopher or mathematician, for example, Σ■μερα π■ραμε π■σω τη Θεσσαλον■κη. Σ■μερα ανακ■λυψα ■τι η γη ε■ναι επ■πεδη. Εγ■, ο Πυθαγ■ρας, ■κανα μια ν■α ανακ■λυψη.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC06

writing a recipe and procedure for a fusion dish in Greek with footnotes in English about the ingredients and flavours, for example, ελληνικ■ τ■κος, φ■τα Ηπε■ρου με βετζεμαιτ, πατ■τες τηγανητ■ς με φ■κια, λουκουμ■δες με μερ■ντα

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

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

Content description

AC9LMG10EC06

working in pairs to write a text message or secure social media 'comment' conversation, experimenting with handles, @ and # symbols, for example, Π■ς ε■ναι ο καιρ■ς; #ηλι■λουστος, Σ■σε τον πλαν■τη μας! #ανακ■κλωση

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC06

working in pairs to write a text message or secure social media 'comment' conversation, experimenting with handles, @ and # symbols, for example, Π■ς ε■ναι ο καιρ■ς; #ηλι■λουστος, Σ■σε τον πλαν■τη μας! #ανακ■κλωση

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EC06

writing the first part of a text with genre of their choice and exchanging paper with a peer to continue writing the text, attempting to follow the same style, themes and conventions, or folding their paper so the next person cannot see the previous material and continuing the story, for example, Σε ■ναν γαλαξ■α πολ■ μακρι■ απ■ εδ■ ...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – WS01 - ■λληνες μεταν■στες (Greek migrants)

By the end of Year 10, students initiate and sustain Greek language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Greek or English, adjusting language to

convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Greek to create texts.

Students apply features of the Greek sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Greek, to discuss how this learning influences their ideas and ways of communicating.

AC9LMG10EC06

create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

AC9LMG10EU01

apply features of the Greek sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts

AC9LMG10EU02

select and use structures and features of the Greek grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts

AC9LMG10EU04

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

AC9LMG10EU01

apply features of the Greek sound system, including , , , and , and show how these are represented in familiar and some unfamiliar

•

•

Elaborations

• identifying differences in sounds such as γγ, γκ, τζ, τσ, μ π, ντ, α■, ■ι, -ασμα and using them appropriately when , for example, φεγγ■ρι, γκ■ζι
• experimenting with rules and collaboratively with peers, for example, αυ, ευ, τσ, τζ, αι, ββ, λλ, ρρ, ττ, ιου, ιο/ι■, ειο/ειου, αυτ■, ε■κολη
• recognising the differences in and between , exclamations and commands, for example, Αλ■θεια; Σοβαρ■, Αμ■σως, Ετοιμ■σου γρ■γορα! Τι λες!
• recognising and reproducing in more , using pauses, , and interjections to signal emphasis, show interest and keep the conversation flowing, for example, ναι ναι, μχμ μχμ, αλ■θεια
• understanding the role of , and in creating effects and relationships in spoken such as songs, stories, poems and conversations, for example, in the song 'Καλημ■ρα, τι κ■νεις■'
• reciting advanced tongue twisters (or making their own) to build vocabulary and improve , and , for example, Π■τα σ πανακ■ πιτα, σ πανακολαδ■ πιτα. Π■τα σ πανακ■ πιτα, σ πανακολαδοφραγκοσυκο πιτα
• using prior knowledge of Greek to transcribe spoken , down and as they hear them, spelling of unfamiliar , for example, μ παο■λο, γυμν■σιο, στρουθοκ■μηλος

Students learn to:

apply features of the Greek sound system, including pitch, rhythm, stress, pronunci intonation, and show how these are represented in familiar and some unfamiliar con

(AC9LMG10EU01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Speaking

Social management

• Communication
Elaborations
Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .
Social management
• Communication
Social management
• Communication
Social management
• Communication
Social management
• Communication
Social management
• Communication
Social management
• Communication
Social management
• Communication
Resources
Work Samples
WS01 - ■λληνες μεταν■στες (Greek migrants)
Snapshot – Speaking
Literacy: Speaking and listening: Speaking
Content description
AC9LMG10EU01
Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
Crafting ideas
• creates spoken texts which explore and interpret concepts drawn from research or learning area content
• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
• develops complex ideas or a central theme across a spoken text
• uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
• rephrases or clarifies to repair or refine meaning
• uses language structures and features appropriate to learning area content
• uses technologies and visual and audio resources to enhance meaning and effect in presentations
Vocabulary
• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
• uses a range of emotive language appropriate to topic, purpose and audience
• uses rich, evocative, descriptive language
• uses figurative language (e.g. "hungry for success")
Crafting ideas
• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
• includes a range of alternative viewpoints in spoken texts, where appropriate
• controls and manipulates a sophisticated range of language features to affect the audience
• uses a range of rhetorical devices and humour to engage an audience
• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD

report")
• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU01

identifying differences in sounds such as γγ, γκ, τζ, τσ, μπ, ντ, α■, ■ι, -ασμα and using them appropriately when writing, for example, φεγγ■ρι, γκ■ζι

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU01

experimenting with pronunciation rules and intonation collaboratively with peers, for example, αυ, ευ, τσ, τζ, αι, ββ, λλ, ρρ, ττ, ιου, ιο/ι■, ειο/ειου, αυτ■, ε■κολη

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU01

recognising the differences in tone and rhythm between questions, exclamations and commands, for example, Αλ■θεια; Σοβαρ■, Αμ■σως, Ετοιμ■σου γρ■γορα! Τι λες!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU01

recognising and reproducing rhythms in more complex sentences, using pauses, intonation, fillers and interjections to signal emphasis, show interest and keep the conversation flowing, for example, ναι ναι, μχμ μχμ, αλ■θεια

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU01

understanding the role of pronunciation, rhythm and pace in creating effects and relationships in spoken texts such as songs, stories, poems and conversations, for example, in the song 'Καλημ■ρα, τι κ■νεις■'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU01

reciting advanced tongue twisters (or making their own) to build vocabulary and improve pronunciation, fluency and pace, for example, Π■τα σπανακ■πιτα, σπανακολαδ■πιτα. Π■τα σπανακ■πιτα, σπανακολαδοφραγκοσυκοπιτα

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU01

using prior knowledge of Greek pronunciation to transcribe spoken text, writing down words and sentences as they hear them, predicting spelling of unfamiliar words, for example, μπαο■λο, γυμν■σιο, στρουθοκ■μηλος

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – Modern Greek language resource

Modern Greek

Language support resource

The Modern Greek Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Modern Greek. It is optional and includes illustrative examples of language and language use.
Introduction
The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.
The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

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

Language features and structures

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

Thematic contexts for language use

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

Download

Resource – WS01 - ■λληνες μεταν■στες (Greek migrants)

By the end of Year 10, students initiate and sustain Greek language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Greek or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Greek to create texts.

Students apply features of the Greek sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Greek, to discuss how this learning influences their ideas and ways of communicating.

AC9LMG10EC06

create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

AC9LMG10EU01

apply features of the Greek sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts

AC9LMG10EU02

select and use structures and features of the Greek grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts

AC9LMG10EU04

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

AC9LMG10EU02

select and use structures and features of the Greek grammatical and systems to enhance meaning and spoken, written and

-
-

Elaborations

• extending understanding and use of present, past and future , for example, ε■μαι, ■μουν, θα ε■μαι, ■χω, ε■χα, θα ■χω, ■ παιζα, ■ παιξα, πα■ζω, θα πα■ξω, θα πα■ζω
• referring to the past, present and future using of time, for example, σ■μερα, α■ριο, χτες, μεθα■ριο, προχτ■ς, πριν λ■γες μ■ρες
• using a wider range of such as ευα■σθητος-η-ο, δυσαρεστημ■νος-η-ο, ευχαριστημ■νος-η-ο
• using cardinal and ordinal numbers, for example, ■νας σκ■λος, δ■ο γ■τες, τρεις καμ■λες and πρ■τος -η-ο, δε■τερος, τρ■τος, τ■ταρτος
• using and directions, for example, δεξι■, αριστερ■, γ■ρω α π■, π■σω α π■, μ προστ■ α π■, ευθε■α
• using possessive μου, σου, του, της, του, μας, σας, τους, δικ■ς, δικ■, δικ■, for example, η καρ■κλα σας, το παντελ■νι της, ο πατ■ρας τους, το δικ■ μου σκυλ■, η δικ■ μου α π■φαση, ο δικ■ς μου δρ■μος
• extending meaning by using of place, time and manner, such as εδ■, εκε■, κ■ που-κ■ που, π■τε-π■τε, εκε■ που
• understanding the use of πολ■ and πολλ■ and applying the correct form in , for example, πολ■ ωρα■α, πολλ■ ■ρα
• using expressions with the κ■νω, κ■νει κρ■ο/ζ■στη, κ■νω δουλει■ς, κ■νω ■νειρα, τι κ■νεις;
• understanding the function of comparative and superlative , for example, πιο μεγ■λος, μεγαλ■τερος, ο πιο μεγ■λος
• using για να, ■τσι ■στε, αν και, ■μως, ■ταν to link and sequence ideas and develop compound
• understanding that personal can be omitted in Greek because it is implied through the ending, for example, Πα■ζουν μ π■λα. Τραγουδ■ει ωρα■α. Διαβ■ζουμε πολλ■ βιβλ■α στις διακο π■ς.
• using prior knowledge of to the meaning and spelling of unfamiliar , for example, auto-, bio-, demo-, -gram, hypo-, -ism, -logue, mono-, morph-, peri-, phil-, -phobia, psych-, -therm-, in such as ξενοφοβ■α, ψυχολ■γος, περιφ■ρεια

Students learn to:

select and use structures and features of the Greek grammatical and writing system meaning and create spoken, written and multimodal texts

(AC9LMG10EU02)

General capabilities and cross-curriculum priorities

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

Writing

• Grammar

Social management

• Communication

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

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Social management

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Social management

• Communication

Social management

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Social management

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Social management

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Social management

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Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Work Samples

WS01 - ■λληνες μεταν■στες (Greek migrants)

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LMG10EU02

Learning progression extract

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

Grammatical accuracy

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

Group and word level

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

Sentence level

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

Whole text level

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

Grammatical accuracy

- writes well-structured texts, rarely making grammatical errors

Group and word level

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

"compared to what?")

• maintains subject-verb agreement in complex sentences

Sentence level

• crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice

• makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

Whole text level

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

extending understanding and use of present, past and future tenses, for example, ε■μαι, ■μουν, θα ε■μαι, ■χω, ε■χα, θα ■χω, ■παιζα, ■παιξα, πα■ζω, θα πα■ξω, θα πα■ζω

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

referring to the past, present and future using adverbs of time, for example, σ■μερα, α■ριο, χτες, μεθα■ριο, προχτ■ς, πριν λ■γες μ■ρες

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

using a wider range of adjectives such as ευα■σθητος-η-ο, δυσαρεστημ■νος-η-ο, ευχαριστημ■νος-η-ο

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

using cardinal and ordinal numbers, for example, ■νας σκ■λος, δ■ο γ■τες, τρεις καμ■λες and πρ■τος -η-ο, δε■τερος, τρ■τος, τ■ταρτος

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

using prepositions and directions, for example, δεξι■, αριστερ■, γ■ρω απ■, π■σω απ■, μπροστ■ απ■, ευθε■α

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

using possessive pronouns μου, σου, του, της, του, μας, σας, τους, δικ■ς, δικ■, δικ■, for example, η καρ■κλα σας, το παντελ■νι της, ο πατ■ρας τους, το δικ■ μου σκυλ■, η δικ■ μου απ■φαση, ο δικ■ς μου δρ■μος

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

extending meaning by using adverbs of place, time and manner, such as εδ■, εκε■, κ■που-κ■που, π■τε-π■τε, εκε■ που

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

understanding the use of πολ■ and πολλ■ and applying the correct form in texts, for example, πολ■ ωρα■α, πολλ■ ■ρα

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

using expressions with the verb κ■νω, κ■νει κρ■ο/ζ■στη, κ■νω δουλει■ς, κ■νω ■νειρα, τι κ■νεις;

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

understanding the function of comparative and superlative adjectives, for example, πιο μεγ■λος, μεγαλ■τερος, ο πιο μεγ■λος

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

using conjunctions για να, ■τσι ■στε, αν και, ■μως, ■ταν to link and sequence ideas and develop compound sentences

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

understanding that personal pronouns can be omitted in Greek because it is implied through the verb ending, for example, Πα■ζουν μπ■λα. Τραγουδ■ει ωρα■α. Διαβ■ζουμε πολλ■ βιβλ■α στις διακοπ■ς.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMG10EU02

using prior knowledge of morphemes to predict the meaning and spelling of unfamiliar words, for example, auto-, bio-, demo-, -gram, hypo-, -ism, -logue, mono-, morph-, peri-, phil-, -phobia, psych-, -therm-, in words such as ξενοφοβ■α, ψυχολ■γος, περιφ■ρεια

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LMG10EU03

reflect on and evaluate Greek , using to discuss and features

•

•

Elaborations

• applying knowledge of the interrelationship between , and to identify type and the meaning of unfamiliar vocabulary and expressions
• identifying how grammatical choices, and images combine in a to achieve particular intentions and effects, for example, the positioning of the reader through the use of personal , imperative forms and negative indicators, and emotive and images
• comparing spoken and written forms of familiar types of in Greek and English and such as spoken and written apologies or oral storytelling and written reports, noticing differences in grammatical, expressive and textual features, for example, Συγγν■μη που σε πλ■γωσα με τις πρ■ξεις μου versus Συγγν■μη.
• comparing Greek and English versions of familiar , commenting on similarities and differences in structure, and cultural elements, for example, the preceding the , ν■στιμο φαγητ■ , and omission of and , Πηγα■νω σχολε■ο
• and explaining textual when using technology and secure social media in Greek
• recognising how Greek letters, and are used globally in existing scientific and mathematical terms, and in the creation of new terms
• developing and linguistic awareness to learn and discuss and features in Greek and/or English, such as conjugation, , ,
• recognising how grammatical and vocabulary choices shade meaning and establish , for example, the use of formal or informal εσ■, εσε■ς , the use of forms of , κ■ριος, κυρ■α, δεσ ποιν■δα and the use of abbreviations such as π.χ, κτλ, Πσκ

Students learn to:

reflect on and evaluate Greek texts, using metalanguage to discuss language struct

(AC9LMG10EU03)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Managing and operating

• Select and operate tools

Inquiring

• Identify, process and evaluate information

Managing and operating

• Select and operate tools

Resources

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9LMG10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comn responsively

Content description

AC9LMG10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comn responsively

Content description

AC9LMG10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comn responsively

Content description

AC9LMG10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comn responsively

Content description

AC9LMG10EU03

comparing spoken and written forms of familiar types of texts in Greek and English and language functions such as spoken and written apologies or oral storytelling and written reports, noticing differences in grammatical, expressive and textual features, for example, Συγγν■μη που σε πλ■γωσα με τις πρ■ξεις μου versus Συγγν■μη.

Continuum extract

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

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

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LMG10EU03

Continuum extract

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

• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks

• troubleshoot common problems and automate repetitive tasks

• select and operate advanced and emerging digital tools confidently

• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Identify, process and evaluate information

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

Content description

AC9LMG10EU03

recognising how grammatical and vocabulary choices shade meaning and establish register, for example, the use of formal or informal pronouns εσ■, εσε■ς , the use of forms of address, κ■ριος, κυρ■α, δεσποιν■δα and the use of abbreviations such as π.χ, κτλ, Πσκ

Continuum extract

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

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

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

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LMG10EU03

recognising how grammatical and vocabulary choices shade meaning and establish register, for example, the use of formal or informal pronouns εσ■, εσε■ς , the use of forms of address, κ■ριος, κυρ■α, δεσποιν■δα and the use of abbreviations such as π.χ, κτλ, Πσκ

Continuum extract

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

• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks

• troubleshoot common problems and automate repetitive tasks

• select and operate advanced and emerging digital tools confidently

• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

AC9LMG10EU04

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

•

•

Elaborations

• with Greek speakers, for example, with students from a sister school, while travelling, with guests, or in secure online platforms, reflecting on how choices might be interpreted by Greek speakers and making adjustments to intended meaning

• examining reactions to different perceptions and expectations around similar and different cultural practices in Greek and Australian , for example, the concept of personal space, greeting with καλ■ μ■να on the first day of the month, accepting and refusing offers, gift giving

• developing an understanding of contemporary life in diverse Greek-speaking communities, for example, viewing excerpts from Greek films, and reflecting on similarities and differences from own lifestyle, practices and traditions

• reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in Greek to a group of Greek-speaking visitors at a school assembly

• examining and explaining variations in use in different Greek-speaking communities, and why the Greek may vary in some aspects of vocabulary, for example, κο π■λι sounds like κο π■λα which means lady, but it actually means το παιδ■, το αγ■ρι in Cretan

• discussing elements of Greek and and how they have become part of Australian lifestyles, for example, celebrations such as το Γλ■ντι, το Πανηγ■ρι , food such as τζατζ■κι, γ■ρος, ντολμ■δες , and sayings such as Achilles' heel αχ■λλειος φτ■ρνα and Midas touch το ■γγιγμα του Μ■δα

• identifying and comparing the function and power of cultural representations such as symbols and stories on formation and contribution to a sense of national pride, for example, flags, Greek myths and legends, historical events

• exploring how the Greek has been influenced by English, for example, the use of non-Greek such as τα μ π■λια instead of οι λογαριασμο■ as an Australian phenomenon

• examining how technology, globalisation, migration and social media have influenced the Greek , for example, the increased use of English , σκαν■ρω, το μ πλογκ, σερφ■ρω, γκουγκλ

• examining Greek cultural that can lead to generalisations and misconceptions, for example, assumptions about typical Greek cuisines or celebrations, such as shouting ■ πα! and smashing plates

• appreciating that many Greek speakers may be , and use other variations and/or , and this may form part of their , and

Students learn to:

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

(AC9LMG10EU04)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Elaborations

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

Creating and exchanging

• Create, communicate and collaborate

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social awareness

• Empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Country/Place

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Navigating intercultural contexts

• Respond to biases, stereotypes, prejudices and discrimination

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Resources

Work Samples

WS01 - ■λληνες μεταν■στες (Greek migrants)

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve
perspectives

Content description

AC9LMG10EU04

Continuum extract

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

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference,
and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural
perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LMG10EU04

Continuum extract

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

• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

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

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LMG10EU04

Continuum extract

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

• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with
their own

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LMG10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content
and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively
communicate and collaborate, inclusive of diverse groups

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve
perspectives

Content description

AC9LMG10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference,
and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural
perspectives

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LMG10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with
their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds,
acknowledging the influence empathy has on developing social awareness

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LMG10EU04

examining reactions to different perceptions and expectations around similar and different cultural
practices in Greek and Australian contexts, for example, the concept of personal space, greeting
with καλ■ μ■να on the first day of the month, accepting and refusing offers, gift giving

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and
identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LMG10EU04

examining reactions to different perceptions and expectations around similar and different cultural
practices in Greek and Australian contexts, for example, the concept of personal space, greeting
with καλ■ μ■να on the first day of the month, accepting and refusing offers, gift giving

Continuum extract

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with
their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds,
acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve
perspectives

Content description

AC9LMG10EU04

examining and explaining variations in language use in different Greek-speaking communities, and why
the Greek language may vary in some aspects of vocabulary, for example, κοπ■λι sounds like κοπ■λα
which means lady, but it actually means το παιδ■, το αγ■ρι in Cretan dialect

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference,
and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural
perspectives

Snapshot – Respond to biases, stereotypes, prejudices and discrimination

Intercultural Understanding: Navigating intercultural contexts: Respond to biases
prejudices and discrimination

Content description

AC9LMG10EU04

examining Greek cultural stereotypes that can lead to generalisations and misconceptions, for
example, assumptions about typical Greek cuisines or celebrations, such as shouting ■πα! and
smashing plates

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the
representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges,
proposing actions to challenge biases, stereotypes, prejudices and discrimination

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LMG10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and
identities, including their own