

## (no-code)

and in familiar and some unfamiliar related to students' experiences, feelings and , their in response to others

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### Elaborations

- with peers, face-to-face or online, describing everyday aspects of their environment, lifestyles and routines, and making comparisons with those of students in different cultural , for example, school holidays in Australia compared with Greece or Cyprus
- initiating and sustaining conversations with others to personal information about (s) spoken, family and friends, life experiences and immediate environment using Μιλ■ ελληνικ■ και ..., Η καταγωγ■ μου ε■ναι α π■ ..., Τα ενδιαφ■ροντ■ μου ε■ναι ... and other such as Ασχολο■μαι με ...
- sharing details about favourite forms of entertainment, celebrities and other significant figures, expressing and justifying preferences, for example, Μου αρ■σει, Λατρε■ω το ποδ■σφαιρο, νομ■ζω, αισθ■νομαι, προτιμ■ γιατ■ ...
- using interjections, common expressions and to assist with , show interest, maintain conversations or fill gaps or pauses, for example, ναι ναι, μ■λιστα, εντ■ξει, αλ■θεια
- in using associated with time, sequence and location, for example, Θα σε δω το Σ■ββατο στις 2 η ■ρα, Μετ■ θα π■με στο χορ■, Το 2022 π■γα στην Ελλ■δα.
- recounting events and describing and personal experiences, for example, Π■γα σινεμ■, Μου αρ■σει η ζωγραφικ■, Ε■δα τον Αντ■νη, Ε■χα τα γεν■θλι■ μου
- asking for, giving and following instructions in a variety of situations, varying to suit formal or informal situations, for example, Τι θα κ■νουμε τ■ρα; Δ■σε μου το βιβλ■ο σου, Ανο■ξτε τα βιβλ■α σας στη σελ■δα ... παρακαλ■, Πρ■ πει να τελει■σετε αυτ■ την ■σκηση στο σ π■τι ...
- asking and responding to , for example, Ποιο μ■θημα σου αρ■σει καλ■τερα και γιατ■■, Μου αρ■σει η ζωγραφικ■ γιατ■ ...
- expressing opinions using such as Πιστε■ω, Η γν■μη μου ε■ναι ■τι , and inviting people to give opinions or suggestions, for example, Τι νομ■ζεις; Τι προτε■νεις;
- making appropriate choices, including non-verbal , with awareness of social situations, for example, using the polite form when to people who are older than themselves or unfamiliar

Students learn to:

**initiate and sustain exchanges in familiar and some unfamiliar contexts related to st experiences, feelings and views, adjusting their language in response to others**

(AC9LMG8C01)

### General capabilities and cross-curriculum priorities

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

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Speaking and listening

- Interacting

#### Elaborations

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

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Resources**

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LMG8C01

##### **Continuum extract**

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

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

### **Snapshot – Interacting**

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

##### **Content description**

AC9LMG8C01

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

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

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8C01

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8C01

initiating and sustaining conversations with others to exchange personal information about language(s) spoken, family and friends, life experiences and immediate environment using Μιλ■ ελληνικ■ και ..., Η καταγωγ■ μου ε■ναι απ■ ..., Τα ενδιαφ■ροντ■ μου ε■ναι ... and other verbs such as Ασχολο■μαι με ...

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8C01

sharing details about favourite forms of entertainment, celebrities and other significant figures, expressing and justifying preferences, for example, Μου αρ■σει, Λατρε■ω το ποδ■σφαιρο, νομ■ζω, αισθ■νομαι, προτιμ■ γιαν■ ...

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8C01

using interjections, common expressions and body language to assist with fluency, show interest, maintain conversations or fill gaps or pauses, for example, ναι ναι, μ■λιστα, εντ■ξει, αλ■θεια

##### **Continuum extract**

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG8C01

interacting in exchanges using language associated with time, sequence and location, for example, Θα σε δω το Σάββατο στις 2 η ώρα, Μετά θα πάμε στο χορό, Το 2022 πάγα στην Ελλάδα.

#### Continuum extract

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG8C01

recounting events and describing activities and personal experiences, for example, Πάγα σινεμά, Μου άρσει η ζωγραφική, Έδω τον Αντώνη, Έχα τα γενέθλιά μου

#### Continuum extract

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG8C01

asking for, giving and following instructions in a variety of situations, varying language to suit formal or informal situations, for example, Τι θα κάνουμε τώρα; Δώσε μου το βιβλίο σου, Ανοίξτε τα βιβλία σας στη σελίδα ... παρακαλώ, Πρέπει να τελειώσετε αυτό την άσκηση στο σπίτι ...

#### Continuum extract

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG8C01

asking and responding to questions, for example, Ποιο μέλημα σου άρσει καλύτερα και γιατί, Μου άρσει η ζωγραφική γιατί ...

#### Continuum extract

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG8C01

expressing opinions using language such as Πιστεύω, Η γνώμη μου είναι , and inviting people to give opinions or suggestions, for example, Τι νομίζεις; Τι προτείνεις;

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG8C01

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LMG8C01

### **Continuum extract**

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

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

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

## **Modern Greek**

### **Language support resource**

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

#### **Introduction**

The resource provides suggestions for sequential development in 2 parts:

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

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

## AC9LMG8C02

**collaborate in that involve the of transaction, negotiation and problem-solving to plan projects and events**

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### Elaborations

- promoting awareness of a particular issue, topic or behaviour as a class, such as recycling, conservation, sustainability, traditional Greek foods, sport and fitness options, by creating posters for the school community, a blog or advertisement
- collaborating in decision-making scenarios, for example, planning to go to a celebration of Apokries or a name day, making arrangements to attend a Greek film festival
- solving, or agreeing or disagreeing with ideas and suggestions, for example, Εγώ θα ντυθώ πειρατής, ■λά στον κινηματογράφο στις εφτά, Τώρα τι θα κίνουμε; Δε συμφωνώ
- participating in the collaborative planning of real or simulated class events such as a trip to the local market to buy ingredients for a cooking lesson or food for a special occasion, or travelling to Greece, for example, Τι υλικά χρειαζόμαστε; Τι να ψωνίσουμε για τη γιορτή, Τι θα πούμε μαζί μας για το ταξίδι στην Ελλάδα; or Πόσο να παίζουμε ποδόσφαιρο; Πόσο για κολύμπι; ■χι, προτιμώ να πούμε σινεμά, γιατί βρήκε
- transacting and negotiating in real or simulated situations, such as comparing similar offers for goods online and discussing choices and prices, for example, Το ξενοδοχείο αυτό προσφέρει ■νετά δωμάτια σε καλύτερες τιμές, Βρήκα μια μεγάλη και ελαφρύ βαλίτσα για το ταξίδι μας
- initiating in a class or group , such as asking for others' opinions, for example, Τι γνώμη ■χετε γι' αυτό το τραγούδι;

Students learn to:

**collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events**

(AC9LMG8C02)

### 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

### 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
- Collaboration

## **Social management**

- Communication

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication

## **Resources**

### **Snapshot – Interacting**

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

##### **Content description**

AC9LMG8C02

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

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

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8C02

##### **Continuum extract**

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

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

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

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG8C02

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8C02

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8C02

collaborating in decision-making scenarios, for example, planning to go to a celebration of Apokries or a name day, making arrangements to attend a Greek film festival

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
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### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG8C02

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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**



AC9LMG8C02

solving, or agreeing or disagreeing with ideas and suggestions, for example, Εγώ θα ντυθώ πειρατικό, αλλά στον κινηματογράφο στις εφτά, Τώρα τι θα κάνουμε; Δε συμφωνώ

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8C02

participating in the collaborative planning of real or simulated class events such as a trip to the local market to buy ingredients for a cooking lesson or food for a special occasion, or travelling to Greece, for example, Τι υλικά χρειάζεστε; Τι να ψωνίσουμε για τη γιορτή; Τι θα πούμε μαζί μας για το ταξίδι στην Ελλάδα; or Πόσο να παίζουμε ποδόσφαιρο; Πόσο για κολύμπι; χι, προτιμώ να πούμε σινεμά, γιατί βρήκα

### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LMG8C02

participating in the collaborative planning of real or simulated class events such as a trip to the local market to buy ingredients for a cooking lesson or food for a special occasion, or travelling to Greece, for example, Τι υλικά χρειάζεστε; Τι να ψωνίσουμε για τη γιορτή; Τι θα πούμε μαζί μας για το ταξίδι στην Ελλάδα; or Πόσο να παίζουμε ποδόσφαιρο; Πόσο για κολύμπι; χι, προτιμώ να πούμε σινεμά, γιατί βρήκα

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8C02

transacting and negotiating in real or simulated situations, such as comparing similar offers for goods online and discussing choices and prices, for example, Το ξενοδοχείο αυτό προσφέρει ένα δωμάτιο σε καλύτερες τιμές, Βρήκα μια μεγάλη και ελαφριά βαλίτσα για το ταξίδι μας

### **Continuum extract**

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

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

## Snapshot – Collaboration

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

#### Content description

AC9LMG8C02

transacting and negotiating in real or simulated situations, such as comparing similar offers for goods online and discussing choices and prices, for example, Το ξενοδοχείο αυτό προσφέρει νετά δωμάτια σε καλύτερες τιμές, Βρήκα μια μεγάλη και ελαφριά βαλίτσα για το ταξίδι μας

#### Continuum extract

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

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

## Snapshot – Communication

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

#### Content description

AC9LMG8C02

initiating interactions in a class or group activity, such as asking for others' opinions, for example, Τι γνώμη έχετε γι' αυτό το τραγούδι;

#### Continuum extract

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

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

## AC9LMG8C03

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

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#### Elaborations

- to songs, interviews, reports, or about issues that may be of concern for young people, such as ερμηνεία στον κόσμο, προστασία του περιβάλλοντος, and sharing opinions and feelings
- collecting information from a range of print and digital such as advertisements, signs, announcements, maps and recipes, identifying , and , and using print and secure online resources such as dictionaries and references to support understanding
- comparing information from different such as a diary entry, song or invitation about special occasions, evaluating information and discussing culture-specific terms and representations, for example, Να ζήσεις! Χρόνια πολλά
- to, or viewing First Nations Australian stories in English and responding to them in spoken or written Greek
- accessing such as invitations, cards and messages, summarising main ideas and key information, and responding to them, for example, Ευχαριστώ για το μνυμά, Θα είμαι εκεί στις 8πμ
- responding to on a variety of topics for a range of , for example, a report on a holiday destination, comparing travel brochures and itineraries, identifying transport and accommodation options, costs, and places of interest, for example, Πήγα στη Γαλλία και είδα τη Μονα Λιζα, Πόσο μακριά είναι η Ακρόπολη από το Λυκαβηττό; Το ξενοδοχείο κοστίζει 200€
- summarising and presenting findings from interviews with peers in own class or in Greek-speaking classes and settings, using formats such as profile posters, charts and timelines, for example, Ποια είναι η οικογένειά σου; Ποιες γλώσσες μιλάει; μαθαίνουν τα παιδιά στην Αυστραλία;
- summarising and the main points of , deducing the meaning of some unknown and , and identifying known cultural references, images and other content that contributes to the overall meaning such as

images of the Acropolis with the symbol of the owl, or the olive branch/wreath symbolising peace and victory, for example at the Olympic Games

- responding to imaginative , stating personal preferences, or comparing ways in which people, places and experiences are represented, for example, the goddess Athena, the sea god Poseidon, Pandora's box, 'Aesop's Fables' such as 'The Fox and the Grapes', Η Πανδώρα ■νοιξε το κουτί. Ευτυχώς που ■μεινε η Ελπίδα, Η αλγε ποταμών πονηρή, Η θεά Αθηνά είναι η πιο έξυπνη, Η Ελπίδα είναι καλή

Students learn to:

**interpret information, ideas and opinions in a range of spoken, written and multimodal texts**

**respond appropriately to cultural context, purpose and audience**

(AC9LMG8C03)

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

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

#### **Elaborations**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **People**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Resources**

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

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

#### **Content description**

AC9LMG8C03

#### **Continuum extract**

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

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

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

## **Snapshot – Understanding texts**

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

#### **Content description**

AC9LMG8C03

#### **Learning progression extract**

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

#### **Comprehension**

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

#### **Processes**

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

#### **Vocabulary**

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

#### **Comprehension**

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

## **Processes**

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

## **Vocabulary**

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

## **Comprehension**

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

## **Processes**

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

## **Vocabulary**

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

## **Snapshot – Listening**

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

#### **Content description**

AC9LMG8C03

#### **Learning progression extract**

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

- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts

- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

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

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

##### **Content description**

AC9LMG8C03

listening to songs, interviews, reports, or reading about issues that may be of concern for young people, such as ειρηνή στον κόσμο, προστασία του περιβάλλοντος, and sharing opinions and feelings

##### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

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

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

##### **Content description**

AC9LMG8C03

##### **Continuum extract**

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

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

AC9LMG8C03

comparing information from different texts such as a diary entry, song or invitation about special occasions, evaluating information and discussing culture-specific terms and representations, for example, Να ζήσεις! Χρνια πολλά

##### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

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

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

### Content description

AC9LMG8C03

accessing texts such as invitations, cards and messages, summarising main ideas and key information, and responding to them, for example, Ευχαριστ■ για το μ■νυμα, Θα ε■μαι εκε■ στις εφε■

### Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### Snapshot – Identify, process and evaluate information

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

### Content description

AC9LMG8C03

responding to questions on a variety of topics for a range of purposes, for example, a report on a holiday destination, comparing travel brochures and itineraries, identifying transport and accommodation options, costs, and places of interest, for example, Π■γα στη Γαλλ■ και ε■δα τη Μ■να Λ■ζα, Π■σο μακρι■ ε■ναι η Ακρ■πολη απ■ το Λυκαβητ■; Το ξενοδοχε■ο κοστ■ζει 200€

### Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### Snapshot – Identify, process and evaluate information

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

### Content description

AC9LMG8C03

summarising and presenting findings from interviews with peers in own class or in Greek-speaking classes and settings, using formats such as profile posters, charts and timelines, for example, Π■σα μ■λη ■χει η οικογ■νει■ σου; Π■σες γλ■σσες μιλο■ν ■ μαθα■νουν τα παιδι■ στην Αυστραλ■α;

### Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### Snapshot – Identify, process and evaluate information

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

### Content description

AC9LMG8C03

#### Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### Snapshot – Identify, process and evaluate information

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

### Content description

AC9LMG8C03

responding to imaginative texts, stating personal preferences, or comparing ways in which people, places and experiences are represented, for example, the goddess Athena, the sea god Poseidon, Pandora's box, 'Aesop's Fables' such as 'The Fox and the Grapes', Η Πανδώρα ■νοιξε το κουτί. Ευτυχώς που ■μεινε η Ελπιδά, Η αλεπο■ ■ταν πονηρή, Η θεά Αθηνά ■ναι η πιο ■ξυπνη, Η Ελπίδα ■ναι καλή

#### Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### AC9LMG8C04

### interpret and non-verbal, spoken and written to meaning in Greek in familiar and some unfamiliar cultural

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#### Elaborations

- expressions, paying attention to used in routine in familiar and unfamiliar cultural , and making comparisons with similar in English
- comparing and interpretations of spoken and written with peers, discussing the reason for possible variations and adjustments, and developing a whole-class to meaning
- using traditional and/or online dictionaries or translators, exploring ways of avoiding literal that do not reflect intended meaning, taking into consideration the effectiveness of each tool, and the as necessary
- working individually and collaboratively to resources for home and school environments, such as glossaries, signage, recipes and menus, for example, Το μενο της ημερας
- creating English subtitles, footnotes, captions or commentaries for such as brochures, video clips or advertisements, which inform the school community about aspects of Greek , for example, attending a festival, Ελτε με την οικογονει σας , or dining at a Greek restaurant, μεζδες, ορεκτικ, γλυκ, ε πιδρ πια, Καλ ■ρεξη
- collating in Greek, English and other known , for example, problem, προβλημα, problema , mythology, μυθολογια, mitologia , noting the etymology of the



- creating glossaries, tourist brochures or itineraries for English-speaking travellers to a Greek-speaking community, including and explaining key and , for example, Πρ■γραμμα εκδρομ■, δ■κλινά/τρ■κλινά δωμ■τια, and the meaning of πρωιν■, μεσημεριαν■ φαγητ■, βραδιν■ φαγητ■
- creating a bank of commonly used and features of different for future reference, for example, for a recipe, συνταγ■, συστατικ■, εκτ■λεση, ανακατε■ουμε, προσθ■τουμε, κ■βουμε, χτυ π■με
- analysing the meaning and use of proverbs, and sayings, for example, Δε■ξε μου τον φ■λο σου να σου πω ποιος ε■σαι , discussing how they reflect and traditions
- levels of formality depending on the relationship between speakers and the , such as thanking a friend/older person for a gift, Σ'ευχαριστ■ vs Σας ευχαριστ■ πολ■ , apologising to a host/friend for lateness, Σας παρακαλ■ συγχωρε■στε με που ■ργησα. vs Συγγν■μη που ■ργησα.

Students learn to:

**interpret and adjust non-verbal, spoken and written language to convey meaning in familiar and some unfamiliar cultural contexts**

(AC9LMG8C04)

### **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 .

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Resources**

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

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

#### **Content description**

AC9LMG8C04

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LMG8C04

## Learning progression extract

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

### Comprehension

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

### Processes

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

### Vocabulary

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

### Comprehension

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

### Processes

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

### Vocabulary

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g.

"frustrated", "discouraged", "baffled")

- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

## **Snapshot – Listening**

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

#### **Content description**

AC9LMG8C04

#### **Learning progression extract**

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

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

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

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

#### **Content description**

AC9LMG8C04

#### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LMG8C04

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LMG8C04

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LMG8C04

analysing the meaning and use of proverbs, idioms and sayings, for example, Δε■ξε μου τον φ■λο σου να σου πω ποιος ε■σαι , discussing how they reflect culture and traditions

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LMG8C04

adjusting levels of formality depending on the relationship between speakers and the context, such as thanking a friend/older person for a gift, Σ'ευχαριστ■ vs Σας ευχαριστ■ πολ■ , apologising to a host/friend for lateness, Σας παρακαλ■ συγχωρε■στε με που ■ργησα. vs Συγγν■μη που ■ργησα.

##### **Continuum extract**

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

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

## AC9LMG8C05

**and present spoken, written and , informative and imaginative for specific , selecting vocabulary, expressions, grammatical structures, features and appropriate to type and**

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### Elaborations

- designing a digital poster or brochure to advertise a social event in the local community related to lifestyles, social and cultural events or environmental issues
- using some and to a slideshow with audio about a planned 7-day trip to a Greek-speaking community, including famous places to visit, cultural events to attend and foods to eat, such as Ακρ■ πολη, Λευκωσ■α, Βεργ■να, Μετ■ωρα, πανηγ■ρι, ονομαστικ■ γιορτ■, παστ■τσιο, κοτ■σου πα, χαλο■μι, φλαο■νες
- organising and presenting information for a Greek-speaking , for example, a webpage describing and explaining the leisure of young people in Australia, such as a barbecue, football match or fishing
- creating a print or digital poster in Greek to promote travel to a significant cultural location on a First Nations , including what to see and do
- reporting in either a journal/diary entry or for a school magazine on own and others' experiences of events such as a concert, school camp, excursion, or about a new digital tool or application
- creating , selecting grammatical structures, features and appropriate to type and , to entertain younger , for example, cartoons, photo stories, plays or big books based on traditional and other familiar stories
- creating the next scene, new or an alternative ending for imaginative Greek such as a story or drama
- and illustrating imaginative stories in visual forms, such as cartoons or captioned photo stories

Students learn to:

**create and present spoken, written and multimodal, informative and imaginative text for specific purposes, selecting vocabulary, expressions, grammatical structures, features and appropriate to text type and context**

(AC9LMG8C05)

### 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.

## **Creating and exchanging**

- Create, communicate and collaborate

## **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.

## **Creating and exchanging**

- Create, communicate and collaborate

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

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

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

##### **Content description**

AC9LMG8C05

##### **Continuum extract**

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

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

### **Snapshot – Speaking**

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

##### **Content description**

AC9LMG8C05

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

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

##### **Crafting ideas**

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

##### **Vocabulary**

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

##### **Crafting ideas**

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

### **Vocabulary**

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

### **Crafting ideas**

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

## **Snapshot – Creating texts**

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

#### **Content description**

AC9LMG8C05

#### **Learning progression extract**

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

#### **Crafting ideas**

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

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

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

#### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

## **Snapshot – Creating texts**

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

#### **Content description**

AC9LMG8C05

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)



- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

### **Text forms and features**

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

### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8C05

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LMG8C05

using some modelled language and digital tools to create a slideshow with audio about a planned 7-day trip to a Greek-speaking community, including famous places to visit, cultural events to attend and foods to eat, such as Ακρ■πολη, Λευκωσ■α, Βεργ■να, Μετ■ωρα, πανηγ■ρι, ονομαστικ■ γιορτ■, παστ■τσιο, κοτ■σουπα, χαλο■μι, φλαο■νες

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LMG8C05

using some modelled language and digital tools to create a slideshow with audio about a planned 7-day trip to a Greek-speaking community, including famous places to visit, cultural events to attend and foods to eat, such as Ακρ■πολη, Λευκωσ■α, Βεργ■να, Μετ■ωρα, πανηγ■ρι, ονομαστικ■ γιορτ■, παστ■τσιο, κοτ■σουπα, χαλο■μι, φλαο■νες

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LMG8C05

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LMG8C05

### **Continuum extract**

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

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

### Snapshot – Communication

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

##### Content description

AC9LMG8C05

##### Continuum extract

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

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

### Snapshot – Communication

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

##### Content description

AC9LMG8C05

##### Continuum extract

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

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

### AC9LMG8U01

**apply knowledge of of spoken Greek to enhance , and to respond to and in familiar and some unfamiliar**

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#### Elaborations

- applying knowledge of / , and combinations, and double , in increasingly challenging , to enhance and , for example, Ευρ■ πη, ευτυχ■α, υρδανλικ■ς, Αυστραλ■α, ειρ■νη, υφα■στειο, εισητ■ριο, αγκαλι■, στρογγυλ■, συγγραφ■ας
- reinforcing the sounds represented by, for example, δ, θ, β, ξ, ψ, χ , and comparing similarities and differences between the Greek and
- examining and applying the rules of accentuation when and Greek, including διαλυτικ■, for example, κορο■δε■ω, λα■κ■ς, Αδελα■δα, τσ■ι, νερ■ιδα, κομ πολ■ι
- identifying differences in and between statements, , exclamations and commands, for example, ορ■στε/ορ■στε; παρακαλ■/ παρακαλ■; Ε■σαι μια χαρ■, Ε■σαι μια χαρ■; Ε■σαι μια χαρ■! , identifying and using irregularities/ in the , such as κι/και, μ■α/μια, δ■ο/δυο, πεντ'■ξι, π■ρ'το, σ'αγα π■, μ'αρ■σει
- applying prior knowledge of Greek when unfamiliar in
- reciting or making their own Greek tongue twisters and them aloud to develop , speed and , for example, Φ■λε, φ■ρε φ■λους, φ■τε, φ■γετε

Students learn to:

**apply knowledge of conventions of spoken Greek to enhance fluency, and to respond to texts in familiar and some unfamiliar contexts**

(AC9LMG8U01)

#### 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

## **Resources**

## **Snapshot – Speaking**

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

#### **Content description**

AC9LMG8U01

#### **Learning progression extract**

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

#### **Crafting ideas**

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

#### **Vocabulary**

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

#### **Crafting ideas**

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

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

### **Vocabulary**

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

### **Crafting ideas**

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8U01

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8U01

applying knowledge of digraphs/diphthongs, consonant and vowel combinations, and double consonants, in increasingly challenging words, to enhance fluency and pronunciation, for example, Ευρημα, ευτυχία, υρδανλικός, Αυστραλία, ειρήνη, υφάστειο, εισητήριο, αγκαλιά, στρογγύλο, συγγραφείς

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8U01

reinforcing the sounds represented by, for example, δ, θ, β, ξ, ψ, χ, and comparing similarities and differences between the Greek and Roman alphabets

#### **Continuum extract**

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

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

## **Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LMG8U01

examining and applying the rules of accentuation when reading and writing Greek, including διαλυτικ■, for example, κορο■δε■ω, λα■κ■ς, Αδελα■δα, τσ■ι, νερ■ιδα, κομπολ■ι

### Continuum extract

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

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

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LMG8U01

identifying differences in intonation and rhythm between statements, questions, exclamations and commands, for example, ορ■στε/ορ■στε; παρακαλ■/παρακαλ■; Ε■σαι μια χαρ■, Ε■σαι μια χαρ■; Ε■σαι μια χαρ■! , identifying and using irregularities/contractions in the language, such as κι/και, μ■α/μια, δ■ο/δυο, πεντ'■ξι, π■ρ'το, σ'αγαπ■, μ'αρ■σει

### Continuum extract

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

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

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LMG8U01

### Continuum extract

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

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

### Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LMG8U01

reciting or making their own Greek tongue twisters and reading them aloud to develop pronunciation, speed and accuracy, for example, Φ■λε, φ■ρε φ■λους, φ■τε, φ■γετε

### Continuum extract

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

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

### Resource – Modern Greek language resource

## Modern Greek

### Language support resource

The Modern Greek Language support resource was developed to support teachers as they plan teaching

and learning programs to implement the Australian Curriculum: Modern Greek. It is optional and includes illustrative examples of language and language use.

#### Introduction

The resource provides suggestions for sequential development in 2 parts:

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

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

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

#### Language features and structures

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

#### Thematic contexts for language use

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

Download

## AC9LMG8U02

### apply understanding of grammatical structures and expressions to compose and respond to

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- 

#### Elaborations

- applying punctuation such as brackets, quotation marks, commas and colons, spelling and textual to own work
- using a range of to describe routines and actions, βλ■ πω, ε■δα, θα δω, ε■χα δει
- using common in active and passive , for example, ζωγραφ■ζω, κοιμ■μαι, ζεστ■θηκα
- using a range of regular and irregular to develop structures, for example, Χτες ε■δα το Γι■ννη και μου ε■πε τα ν■α
- using to describe and compare people and aspects of the immediate environment, for example, Ο Γι■ννης ε■ναι ψηλ■ς αλλ■ η Μαρ■α ε■ναι πιο ψηλ■/ψηλ■τερη , and using simple order ( + +object), for example, Η ■ννα τρ■ει καρ πο■ζι
- using some to modify and intensify the meaning of and , for example, αρκετ■, πολ■, λ■γο
- using in , for example, to describe position, location or time, κ■τω α π■ το θραν■ο, με τη μαμ■, προς τον κινηματογρ■φο, κατ■ το μεσημ■ρι, ως χ■λια μ■τρα, μετ■ το φαγητ■
- using possessive , μου, σου, του, της, του, μας, σας, τους, δικ■ς, δικ■, δικ■, αυτ■ς, κ■τι, κ■ ποιος, καν■νας, for example, το δικ■ μου σ π■τι, το σ π■τι μου, ο κ■πος μας, ο δικ■ς μας κ■πος, κ■ ποια μ■ρα, αυτο■ πα■ζουν
- recognising that some Greek do not always reflect their grammatical gender, for example, in η γιατρ■ς
- using to vary and intensify the meaning of , and , for example, to diminutives/augmentatives such as μικρο■λι, γατο■λα, σ πιτ■κι, Γιανν■κης, ομαδ■ρα, σ πιταρ■να
- creating by using , for example, Δε θα π■ω στο σχολε■ο την Τετ■ρτη, γιατ■ θα π■ω στη Μελβο■ρνη με την οικογ■νει■ μου, ■ταν ■μουν π■ντε, ε■χα σκ■λο

Students learn to:

### apply understanding of grammatical structures and expressions to compose and re

(AC9LMG8U02)

#### General capabilities and cross-curriculum priorities

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

### **Writing**

- Grammar

### **Social management**

- Communication

### **Elaborations**

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

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Resources**

### **Snapshot – Grammar**

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

#### **Content description**

AC9LMG8U02

#### **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**

AC9LMG8U02

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8U02

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## **Snapshot – Communication**

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

#### **Content description**

AC9LMG8U02

using a range of tenses to describe routines and actions, βλέπω, είδα, θα δω, έχω δει

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8U02

using common verbs in active and passive voice, for example, ζωγραφίζω, κοιμώμαι, ζεσταθώ

### **Continuum extract**

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8U02

using a range of regular and irregular verbs to develop sentence structures, for example, Χτες είδα το Γιάννη και μου έπετα ντά

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8U02

using adjectives to describe and compare people and aspects of the immediate environment, for example, Ο Γιάννης είναι ψηλός αλλά η Μαρία είναι πιο ψηλή/ψηλότερη, and using simple word order (subject+verb+object), for example, Η νάα τρέει καρποζί

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

### **Snapshot – Communication**

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

#### **Content description**

AC9LMG8U02

using some adverbs to modify and intensify the meaning of verbs and adjectives, for example, αρκετά, πολύ, λίγο

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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**

AC9LMG8U02

using prepositions in sentences, for example, to describe position, location or time, κάτω απ' το θρανίο, με τη μαμά, προς τον κινηματογράφο, κατά το μεσημέρι, ως χίλια μέτρα, μετά το φαγητό

##### **Continuum extract**

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### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8U02

using possessive pronouns, μου, σου, του, της, του, μας, σας, τους, δικές, δική, δική, αυτές, κάτι, κάποιος, κανένας, for example, το δικό μου σπίτι, το σπίτι μου, ο κύριός μας, ο δικός μας κύριος, κάποια μέρα, αυτό παίζουν

##### **Continuum extract**

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

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### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8U02

recognising that some Greek nouns do not always reflect their grammatical gender, for example, in η γιατρός

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### **Snapshot – Communication**

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

##### **Content description**

AC9LMG8U02

using suffixes to vary and intensify the meaning of nouns, adjectives and adverbs, for example, to create diminutives/augmentatives such as μικρόλι, γατολάα, σπιτάκι, Γιαννίκης, ομαδόρα, σπιταρνάα

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### **Snapshot – Communication**

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

## Content description

AC9LMG8U02

creating complex sentences by using conjunctions, for example, Δε θα πω στο σχολείο την Τετάρτη, γιατί θα πω στη Μελβόρνη με την οικογένειά μου, όταν μουν πντε, έχω σκίλο

### Continuum extract

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

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

## AC9LMG8U03

**reflect on similarities and differences between Greek and English and features, using**

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- 

### Elaborations

- analysing features of that are constructed for a variety of such as to request, instruct, invite or describe, for example, an invitation to a party or a greeting card, σας προσκαλούμε στη γιορτή του σχολείου μας
- identifying and comparing and features used in Greek and English , such as the degree of formality, headings, and lexical and grammatical choices that distinguish textual and , for example, different greetings and levels of formality expressed in conversations, speeches, emails and messages
- reflecting on similarities and differences between Greek and English and style in a range of , for example, in songs, artistic graffiti and event invitations
- using to refer to parts of speech, and punctuation in Greek and/or English, for example, ουσιαστικό, ενικό, πληθυντικό, αρσενικό, θηλυκό, ουδέτερο, επύθετο
- comparing in Greek and English , to help with spelling and to aid , such as auto-, demo-, -gram, hypo-, -ism, -logue, mono-, morph-, peri-, phil-, -phobia, psych-, -therm-, for example, δημοκρατία, γράφω, μονόλογος
- identifying Greek letters, and encountered in other learning areas such as Mathematics, Science and Technologies, for example, π, Τριγωνομετρία, Πυθαγόρας, γεωμετρία, βιολογία, χλωρίς, βακτηρίον, τεχνολογία
- reflecting on the use of colloquial or abbreviated in technology, for example, by email or phone, and the use of borrowed from other , for example, στίκκι (memory stick), σερφίρω (surfing the internet)

Students learn to:

**reflect on similarities and differences between Greek and English language structure using metalanguage**

(AC9LMG8U03)

### General capabilities and cross-curriculum priorities

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

#### Analysing

- Interpret concepts and problems

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Elaborations

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

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Engaging with cultural and linguistic diversity

- Communicate responsively

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

### **Resources**

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

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

##### **Content description**

AC9LMG8U03

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LMG8U03

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LMG8U03

analysing features of texts that are constructed for a variety of purposes such as to request, instruct, invite or describe, for example, an invitation to a party or a greeting card, σας

προσκαλο■με στη γιορτ■ του σχολε■ου μας

##### **Continuum extract**

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

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

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

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

### **Content description**

AC9LMG8U03

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

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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG8U03

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

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

### **Content description**

AC9LMG8U03

comparing morphemes in Greek and English words, to help with spelling and to aid comprehension, such as auto-, demo-, -gram, hypo-, -ism, -logue, mono-, morph-, peri-, phil-, -phobia, psych-, -therm-, for example, δημοκρατία, γραφή, μονόλογος

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LMG8U03

### **Continuum extract**

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

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

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

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

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

#### **Content description**

AC9LMG8U03

reflecting on the use of colloquial or abbreviated language in technology, for example, by email or phone, and the use of borrowed words from other languages, for example, *στικ■κι* (memory stick), *σερφ■ρω* (surfing the internet)

#### **Continuum extract**

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

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

## **AC9LMG8U04**

**reflect on and explain how is shaped by (s), (s), , and**

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#### **Elaborations**

- describing , face-to-face or in a secure online environment, with members of Greek-speaking communities, reflecting on the most appropriate ways of with Greek speakers such as an older person, someone of similar age or a special guest
- reflecting on how own cultural etiquette and behaviour may be interpreted when with Greek speakers, noticing own and modifying such as tilting head backward to indicate ‘no’
- reflecting on the experience of learning and using Greek and the impact on own , for example, becoming more aware of levels of formality and politeness with those older than themselves
- examining, in Greek or English, how First Nations Australians’ have strong connections to locations, and how these can be compared with variations across Greek-speaking countries and regions
- discussing how learning Greek may have impacted own understanding of the world, such as increasing awareness of representations of Greek-speaking communities in the media, local area, travel programs, etc.
- understanding that there are different forms of written Greek used in different dating from the ancient world to today, for example, Ancient Greek letters on pots and stone slabs, , coins and old books, and observing how the Ancient Greek alphabet has evolved into Modern Greek
- recognising that meanings of particular Greek and expressions in use today often originate from historical times and/or traditional concepts, for example, *φιλοξεν■α*, *δημοκρατ■α*
- discussing ways of communicating across , the significance of cultural concepts and how social are reflected in use, for example, *Γεια μας! Να■σαι καλ■, Σιδερ■νιος, Να ζ■σετε, Π■ντα ■ξιος*
- recognising the importance of learning and using different to access the cultural practices, and of others, and identifying assumptions and

Students learn to:

**reflect on and explain how identity is shaped by language(s), culture(s), attitudes, b values**

(AC9LMG8U04)

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

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

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

## **Elaborations**

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

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

- Communicate responsively

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

- Communicate responsively

### **Analysing**

- Interpret concepts and problems

### **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.

### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

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

- Communicate responsively

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Respond to biases, stereotypes, prejudices and discrimination

## **Resources**

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

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

##### **Content description**

AC9LMG8U04

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LMG8U04

##### **Continuum extract**

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

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



how language and culture are interrelated or connected

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG8U04

### **Continuum extract**

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG8U04

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LMG8U04

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LMG8U04

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

context

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG8U04

### **Continuum extract**

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LMG8U04

### **Continuum extract**

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

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

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

### **Content description**

AC9LMG8U04

recognising that meanings of particular Greek words and expressions in use today often originate from historical times and/or traditional concepts, for example, φιλοξενία, δημοκρατία

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LMG8U04

discussing ways of communicating across cultures, the significance of cultural concepts and how social conventions are reflected in language use, for example, Γεια μας! Νασαι καλ■, Σιδερ■νιος, Να ζ■σετε, Π■ντα ■ξιος

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LMG8U04

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

### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

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

### **Content description**

AC9LMG8U04

### **Continuum extract**

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

- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- 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