

(no-code)

apply the phonological and orthographic systems of Classical Greek in a range of

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Elaborations

- applying knowledge of sound and spelling changes, for example, when stops β/ π/φ, τ/δ/θ/ζ, κ/γ/χ are followed by sigma, as in σ πεδω/σ πευσα, πμ πω/ πεμψα, δικω/δωξα
- noting that iota subscript is given in the upper when Classical Greek inscriptions
- recognising the component parts of compound that involve the transfer of aspirates, for example, κατ + στήμι = καθστήμι
- applying knowledge of non-Attic versions of common , for example, θλάσσα (θλαττα), πονω (πον), ζ (εζ), μτηρ (μτηρ)
- applying knowledge of diacritical marks for accentuation, to distinguish between with the same spelling, for example, interrogative and indefinite , such as τις and τς , or such as πονε and πνει
- understanding the function of and when aloud, for example, κγαθο = κα γαθο, τλλα = τ λλα
- reciting or presenting extracts from Classical Greek , using expression to meaning, and emphasis, for example, excerpts from 'The Iliad' by Homer, 'The odes of Pindar', 'Antigone' by Sophocles or 'Medea' by Euripides

Students learn to:

apply the phonological and orthographic systems of Classical Greek in a range of c

(ACL9LCG10U01)

General capabilities and cross-curriculum priorities

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

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 .

Navigating intercultural contexts

- Adapt in intercultural exchanges

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Navigating intercultural contexts

- Adapt in intercultural exchanges

Social management

- Communication

Resources

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

ACL9LCG10U01

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

ACL9LCG10U01

applying knowledge of sound and spelling changes, for example, when stops β/π/φ, τ/δ/θ/ζ, κ/γ/χ are followed by sigma, as in σπερδω/σπευσσα, πμπω/πεμψα, δικω/δωξα

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

ACL9LCG10U01

applying knowledge of sound and spelling changes, for example, when stops β/π/φ, τ/δ/θ/ζ, κ/γ/χ are followed by sigma, as in σπερδω/σπευσσα, πμπω/πεμψα, δικω/δωξα

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

ACL9LCG10U01

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

ACL9LCG10U01

recognising the component parts of compound words that involve the transfer of aspirates, for example, κατ + στημι = καθστημι

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

ACL9LCG10U01

applying knowledge of non-Attic versions of common words, for example, θλασσα (θλαττα), πονω

(πον■), ■ς (ε■ς), μ■τηρ (μ■τηρ)

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

ACL9LCG10U01

applying knowledge of diacritical marks for accentuation, to distinguish between words with the same spelling, for example, interrogative and indefinite adverbs, pronouns such as τις and τ■ς, or verbs such as πονε■ and π■νει

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

ACL9LCG10U01

understanding the function of crasis and elision when reading aloud, for example, κ■γαθο■ = κα■
■γαθο■, τ■λλα = τ■ ■λλα

Continuum extract

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

ACL9LCG10U01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

ACL9LCG10U01

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- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Resource – Classical Greek language resource

We can't find this page. Sorry for the inconvenience.

Please use search to find another page or browse from the home page .

ACL9LCG10U02

select and use vocabulary, grammatical structures and linguistic features of Classical Greek to interpret, , and respond to

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Elaborations

- applying expanded knowledge of vocabulary, and problem-solving skills to compound and with by completing information gap in extracts
- applying knowledge of -ω , contract and -μι in all , active and middle, indicative, imperative and forms
- applying knowledge of common irregular , for example, οἶδα, οἶκα
- demonstrating a broader understanding of by developing charts and mind maps, including the subjunctive and optative, as appropriate
- applying knowledge of the use of participles with the genitive absolute and the accusative absolute by completing a quiz, for example, ἔμμελλας γενομένης, ἔδοξεν ταῖς κούραις πρὸς τὴν κρήνην βαίνειν and δὲ οὖν τὴν πᾶλιν ἔμμενεσθαι, οἱ ἄνδρες τῶν πλάφερων
- applying knowledge of the passive in all applicable , including first and second aorist and future
- developing a broader understanding of , including fearing, conditional and indefinite
- understanding the structure and use of indirect statements with ἵτι, the or the participle
- distinguishing between the simple and recognising the use of the articular , for example, ἡγαθὸς ἐστὶ λῆγειν τε καὶ πρᾶττειν
- identifying that take supplementary participles by completing tables, for example, τυχὸν παροῦσαι ἀγυνάκες/οἱ θηναῖοι φάνοντο οἱ βουλόμενοι γορεῖν
- applying knowledge of the comparative and superlative degrees of common irregular , for example, ἡγαθὸς/μένων/ρίστος, ἡγαθὸς/βελτῶν/βλτιστος, ἡγαθὸς/κρεττων/κρτιστος
- applying knowledge of a wider range of indefinite and
- identifying the verbal in -τος , for example, οἱ λεκτοὶ ἐσὺν οἱ λῆγοι

Students learn to:

select and use vocabulary, grammatical structures and linguistic features of Classical Greek to interpret, translate, and respond to texts

(ACL9LCG10U02)

General capabilities and cross-curriculum priorities

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

Reflecting

- Transfer knowledge

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

Analysing

- Interpret concepts and problems

Reflecting

- Transfer knowledge

Social management

- Communication

Reflecting

- Transfer knowledge

Social management

- Communication

Social management

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Social management

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Social management

- Communication

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Social management

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Social management

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Resources

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

ACL9LCG10U02

Continuum extract

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

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

ACL9LCG10U02

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

ACL9LCG10U02

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

ACL9LCG10U02

applying knowledge of -ω , contract and -μι verbs in all tenses, active and middle, indicative, imperative and infinitive forms

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

ACL9LCG10U02

applying knowledge of common irregular verbs, for example, ο■δα, ■οικα

Continuum extract

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- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

ACL9LCG10U02

Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

ACL9LCG10U02

Continuum extract

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

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

ACL9LCG10U02

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Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

ACL9LCG10U02

applying knowledge of the use of participles with the genitive absolute and the accusative absolute by completing a quiz, for example, ■μ■ρας γενομ■νης, ■δοξεν τα■ς κ■ραις πρ■ς τ■ν κρ■νην βα■νειν and δ■ον τ■ν π■λιν ■μ■νεσθαι, ο■ ■νδρες τ■ ■πλα ■φερων

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Personal and Social capability: Social management: Communication

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Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

ACL9LCG10U02

distinguishing between the simple infinitive and recognising the use of the articular infinitive, for example, ■γαθ■ς ε■ς τ■ λ■γειν τε κα■ πρ■ττειν

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

ACL9LCG10U02

identifying verbs that take supplementary participles by completing tables, for example, ■τυχον παρο■σαι α■ γυνα■κες/ο■ ■θηνα■οι ■φα■νοντο ο■ βουλ■μενοι ■γορε■ειν

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

ACL9LCG10U02

applying knowledge of the comparative and superlative degrees of common irregular adjectives, for example, ■γαθ■ς/■με■νων/■ριστος, ■γαθ■ς/βελτ■ων/β■λτιστος, ■γαθ■ς/κρε■ττων/κρ■τιστος

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

ACL9LCG10U02

identifying the verbal adjective in -τ■ος, for example, ο■ λεκτ■οι ε■σ■ν ο■ λ■γοι

Continuum extract

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- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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ACL9LCG10U03

explain how Classical Greek vocabulary, structures and features understanding of English, using

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Elaborations

- investigating and explaining the effect of order in Classical Greek and English in producing emphasis and , for example, indignation, anger and suspense
- reflecting on the particular use of in Classical Greek and making comparisons with English, such as use of aspect, vivid use of the present in indirect speech
- identifying Classical Greek in English scientific, technical, legal and academic terminology, for example, pathogen, symmetry, geology, metropolis, gigabyte, nanotechnology
- applying knowledge of Classical Greek to understand the formation of English , for example, criterion/criteria, macro-economics
- recognising terms in English that are hybrids of Classical Greek and Latin, for example, , quantum physics, teleconference
- recognising the influence of literary such as epic, tragedy, comedy, epigram, ode, history and myth, in order to understand different in English
- analysing in Classical Greek and English used to influence the intended , such as imagery and

Students learn to:

explain how Classical Greek vocabulary, structures and features extend understanding using metalanguage

(ACL9LCG10U03)

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

Reflecting

- Transfer knowledge

Reading and viewing

- Understanding texts

Elaborations

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

Analysing

- Interpret concepts and problems

Reflecting

- Transfer knowledge

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Reflecting

- Transfer knowledge

Inquiring

- Identify, process and evaluate information

Reflecting

- Transfer knowledge

Analysing

- Interpret concepts and problems

Reflecting

- Transfer knowledge

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting

- Transfer knowledge

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Reflecting

- Transfer knowledge

Analysing

- Interpret concepts and problems

Resources

Snapshot – Identify, process and evaluate information

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

Content description

ACL9LCG10U03

Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

ACL9LCG10U03

Continuum extract

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

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

ACL9LCG10U03

Learning progression extract

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

Comprehension

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

Processes

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

- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

ACL9LCG10U03

Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

ACL9LCG10U03

Continuum extract

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

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Communicate responsively

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

Content description

ACL9LCG10U03

Continuum extract

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

- select and use strategies for open, flexible and focused communication, including understanding

how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

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Snapshot – Identify, process and evaluate information

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

Content description

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Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

ACL9LCG10U03

Continuum extract

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

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

ACL9LCG10U03

Continuum extract

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

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Communicate responsively

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

Content description

ACL9LCG10U03

Continuum extract

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

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

ACL9LCG10U03

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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

ACL9LCG10U03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

ACL9LCG10U03

Continuum extract

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

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements

necessary for understanding by using approaches and strategies suitable for the context

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

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

ACL9LCG10U03

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

- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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

ACL9LCG10U04

reflect on and explain how , and provide understanding of and

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Elaborations

- discussing the spread of Greek influence across the Mediterranean and Black Sea, including the use of Greek as the common for government, trade, commerce, education and law
- explaining why Classical Greek was the form of the used by significant of Ancient Greece, such as Thucydides, Sophocles, Plato and Lysias, in in which they expressed the , and of the time
- understanding how and cultural practices are interconnected, for example, by explaining religious or political connotations associated with such as **■ρ■ον**, **μυστ■ρια**, **βουλη**, **δημαγωγος**
- investigating First Nations Australians material such as instruments, jewellery, music, art, painting and dance, discussing how they provide an understanding of , cultural practices and social , and making connections with those of Ancient Greece
- discussing ancient Greek that are embedded in terms such as **ξεν■α** and considering their significance in the modern world
- discussing how the , and practices of people living in Ancient Greek society reflect their and whether they are similar to or different from their own
- investigating how the study of ancient , and can help to examine and interpret their own world, and analysing their own and others' assumptions about family and civic responsibilities, traditions, and , and how these can shape their own sense of
- exploring the and loyalty of people of Ancient Greece as members of separate city-states and relating this to their own as a member of a local community or a state/territory/nation
- considering how cultural has continued to be an integral feature of society since ancient times
- discussing the enduring use of Classical Greek in religious in the contemporary world, for example, **κ■ριε ■λ■ησον**, **Χριστ■ς**, **■κκλησ■α**, **κλ■ρος**, **■γγελος**, **■μνος**, **ε■αγγ■λιον**
- investigating the use of to denote differences in ethnicity and social status in Ancient Greece, for example, Aristophanes' use of Doric to ridicule a Spartan

Students learn to:

reflect on and explain how language, texts and artefacts provide understanding of c identity

(ACL9LCG10U04)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Elaborations

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities
- Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Culture

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities
- Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

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Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Resources

Snapshot – Develop multiple perspectives

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

Content description

ACL9LCG10U04

Continuum extract

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

ACL9LCG10U04

Continuum extract

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

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore the influence of cultures on interactions

Content description

ACL9LCG10U04

Continuum extract

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

- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Develop multiple perspectives

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

Content description

ACL9LCG10U04

understanding how language and cultural practices are interconnected, for example, by explaining

religious or political connotations associated with words such as ῥήιον, μυστήρια, βουλη, δημαγωγος

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

ACL9LCG10U04

discussing ancient Greek values that are embedded in terms such as ξενία and considering their significance in the modern world

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

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Snapshot – Explore the influence of cultures on interactions

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

Content description

ACL9LCG10U04

discussing the enduring use of Classical Greek in religious contexts in the contemporary world, for example, κ^{ρι}ε ^λησον, Χριστ^ς, ^κκλησ^α, κλ^{ρος}, ^γγελος, ^μνος, ε^αγγ^{λι}ον

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