

AC9LMGF01

with support, recognise and meaning in Greek

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Elaborations

- using common greetings and relevant to the time of day, καλημέρα, καλησπέρα, καληνύχτα
- participating in everyday routines such as saying the day, weather and how they are, responding to the class roll call, and instructions, or expressing thanks, for example, Σήμερα είναι Δευτέρα, κινεί κρυσό, εμείς καλώς, δεν εμείς καλώς, Ελάτε μες, Κλέψε την πύρρα, Κότσε κίτω, Σκω πίνω
- using non-verbal ways of communicating and showing understanding in such as , and facial expressions, for example, a nod of their head, hand , eye contact or thumbs up
- using simple, to introduce themselves, such as Γεια σας, Με λένε ..., Εμείς ... χρονών.
- naming family members, friends and pets using props such as photographs, pictures, puppets or soft toys, for example, Η μάμ μου, ο μπαμπάς μου, η γάτα μου
- using to express simple likes using keywords, props, pictures and , for example, Μου αρέσει το κίτρινο.
- participating in group songs, and chants with actions and movement, such as number, animal or alphabet songs, for example, ένα - δέκα, Κεφίλι, μωι, γέννατα, πύδια, Η γιαγιά μου η καλή, Να το, να το, το αστρούκι, Πίντε πα πύκια
- participating with others in play-based, imaginative experiences such as playing shops, dress-ups, open-ended play scenarios and sensory play, and experimenting with appropriate , for example, Μία μ πανέννα παρακαλώ, εμείς λένος, έλα μάμ
- demonstrating early literacy skills by labelling, matching, tracing, copying and drawing, for example, labelling items in the classroom, drawing a picture or line to match a , to a and choosing a matching image
- reacting to imaginative using comments, illustrations or movement, for example, πω πω!

Students learn to:

with support, recognise and communicate meaning in Greek

(AC9LMGF01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Speaking

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

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Resources

Work Samples

WS02 - Λ■μψε, Λ■μψε, Αστερ■κι (Twinkle twinkle little star)

WS03 - Αντωνυμ■ες (Pronouns)

Snapshot – Communicate responsively

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

Content description

AC9LMGF01

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LMGF01

Learning progression extract

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

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Snapshot – Communicate responsively

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

Content description

AC9LMGF01

using common greetings and gestures relevant to the time of day, καλημέρα, καλησπέρα, καληνύχτα

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMGF01

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Continuum extract

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9LMGF01

participating in everyday routines such as saying the day, weather and how they are, responding to the class roll call, and instructions, or expressing thanks, for example, Σήμερα είναι Δευτέρα, κλείνει κρύο, εμείς καλώς, δεν εμείς καλώς, Ελπίτε μέση, Κλείσε την πόρτα, Κλείσε κλίμα, Σήμερα πίνω

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

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Content description

AC9LMGF01

using simple, modelled language to introduce themselves, such as Γεια σας, Με λένε ..., Είμαι ... χρονών.

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Personal and Social capability: Social management: Communication

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

Content description

AC9LMGF01

naming family members, friends and pets using props such as photographs, pictures, puppets or soft toys, for example, Η μάμ μου, ο μπαμπάς μου, η γάτα μου

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

Content description

AC9LMGF01

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LMGF01

participating in group songs, rhymes and chants with actions and movement, such as number, animal or alphabet songs, for example, ■να - δ■κα, Κεφ■λι, ■μοι, γ■νατα, π■δια, Η γιαγι■ μου η καλ■, Να το, να το, το αστρ■κι, Π■ντε παπ■κία

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LMGF01

participating with others in play-based, imaginative experiences such as playing shops, dress-ups, open-ended play scenarios and sensory play, and experimenting with appropriate language, for example, Μ■α μπαν■να παρακαλ■, ε■μαι λ■κος, ■λα μαμ■

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LMGF01

reacting to imaginative texts using comments, illustrations or movement, for example, πω πω!

Continuum extract

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- notice the use of different languages they, their family or community members use to communicate
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LMGF01

reacting to imaginative texts using comments, illustrations or movement, for example, *πω πω!*

Continuum extract

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
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Resource – Modern Greek language resource

Modern Greek

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

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

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

Resource – WS02 - Λευκή, Λευκή, Αστέρι (Twinkle twinkle little star)

By the end of the Foundation year, students use play and imagination to interact and create Greek texts, with support. They identify that Greek and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

AC9LMGF01

with support, recognise and communicate meaning in Greek

Resource – WS03 - Αντωνυμίες (Pronouns)

By the end of the Foundation year, students use play and imagination to interact and create Greek texts, with support. They identify that Greek and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture

contribute to their own and others' cultural identity.

AC9LMGF01

with support, recognise and communicate meaning in Greek

AC9LMGF02

explore, with support, of Greek noticing similarities and differences between Greek and English

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Elaborations

- exploring the Modern Greek alphabet through play-based learning experiences such as alphabet block or flashcard games, circle chants to a beat or , and songs with movement and actions
- mimicking the sounds and of Greek and noticing differences/similarities to own (s)
- tracing, copying or making letters of the Modern Greek alphabet, noticing connections with English, for example, using whiteboards, laminated templates, secure digital applications, chalk on the ground or with tactile materials
- noticing that sounds can be represented in more than one way, for example Oo and Ωω
- to and repeating , for example, using the sounds γαβ (woof), κο κο κο (cluck cluck cluck), μιου (miaow), μου (moo), and comparing these sounds with animal sounds in English and other represented in the class
- observing the position of the tongue and shape of mouth when pronouncing Greek sounds, for example, the trilled r and the 4 single sounds, α, ε, ι, ο , and comparing them with English
- talking about Greek they may use or have heard, such as kalamata, tzatziki, feta or haloumi , and English with Greek origin such as octopus, dinosaur, zoo
- participating in Greek versions of children's songs and , identifying some similarities and differences compared with English versions, for example, key or a tune such as Το δαχτυλίδι, νά, δό, τρακουνελκία, Πντε πα πκία, Η μικρ αρχη
- their names in Greek, English or other known and making comparisons regarding number of letters, shape of letters and similar sounds, using some basic terms such as letters, , capital letters
- noticing that have similar in Greek and English, for example, μ παννα, μαμ, καφ, βζο
- identifying target letters in , through games and , for example, locating all the β in a particular or , calling out Το βρκά or Βρκά δό when they locate them

Students learn to:

explore, with support, language features of Greek noticing similarities and differences between Greek and English

(AC9LMGF02)

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

Reading and viewing

- Phonic knowledge and word recognition

Elaborations

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

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Inquiring

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Resources

Work Samples

WS01 - Ναί και Όχι (Yes and no)

Snapshot – Develop multiple perspectives

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

Content description

AC9LMGF02

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LMGF02

Learning progression extract

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

Phonic knowledge

- says the most common phoneme for taught single-letter graphemes (e.g. "Tt", "Mm", "Ss")
- identifies and names letters for taught single-letter graphemes
- blends phonemes for taught single-letter graphemes to decode vowel-consonant (VC) words (e.g. "at") and consonant-vowel-consonant (CVC) words (e.g. "hop")
- identifies first phoneme in words
- orally segments CVC words (e.g. "c-a-t", "h-a-t")
- recognises taught graphemes when represented in various fonts, capitals and lower-case (e.g. "Aa", "Rr", "Dd")

Word recognition

- reads taught high-frequency words in a text and in the environment (e.g. "the", "to", "I", "no", "said")

Phonic knowledge

- says the most common phoneme for all single-letter graphemes
- identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g. "Bb", "Gg")
- writes/selects corresponding graphemes for all common phonemes
- blends phonemes for all common, single-letter graphemes to read VC words (e.g. "in") and CVC words (e.g. "pan") and applies this knowledge when reading decodable texts
- segments and writes VC and CVC words with letters in correct order and reads them aloud
- reads single syllable words with common double consonants and applies this when reading decodable texts (e.g. 'ss' - "fuss", "ll" - "will", "ff" - "puff")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and own writing (e.g. "was", "you", "one", "said", "have", "were")

Phonic knowledge

- gives examples of phonemes that can be represented by more than one consonant (e.g. "ck", "ph")
- blends phonemes for all common, single-letter graphemes to read consonant-consonant-vowel-consonant (CCVC) words (e.g. "blot") and consonant-vowel-consonant-consonant (CVCC) words (e.g. "list") and applies this knowledge when reading decodable texts
- reads words with split digraphs (e.g. "cake", "blame")
- reads single-syllable words with taught consonant digraphs and applies this knowledge when reading decodable texts (e.g. "sh", "ch" and "ck" – "ship", "rich", "lock")
- reads words with taught common vowel graphemes (e.g. "ee", "ea", "ie", "-e" and including "-y") and applies this knowledge when reading decodable texts
- reads one-and two-syllable words with common suffixes (e.g. "-ed", "-ing", "-s/es") and applies this knowledge when reading decodable texts (e.g. "jumping", "boxes")
- segments and represents CCVC and CVCC words containing consonant digraphs and/or clusters of consonants (e.g. "ch-o-p", "w-i-sh", "b-e-s-t")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and different contexts (e.g. own writing, shared reading)

Snapshot – Develop multiple perspectives

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

Content description

AC9LMGF02

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Identify, process and evaluate information

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

Content description

AC9LMGF02

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Develop multiple perspectives

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

Content description

AC9LMGF02

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- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Identify, process and evaluate information

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

Content description

AC9LMGF02

noticing that vowel sounds can be represented in more than one way, for example Oo and Ωω

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LMGF02

listening to and repeating onomatopoeia, for example, using the sounds γαβ (woof), κο κο κο (cluck cluck cluck), μιου (miaow), μου (moo), and comparing these sounds with animal sounds in English and other languages represented in the class

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

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Snapshot – Develop multiple perspectives

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

Content description

AC9LMGF02

observing the position of the tongue and shape of mouth when pronouncing Greek sounds, for example,

the trilled r and the 4 single vowel sounds, α, ε, ι, ο, and comparing them with English

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Identify, process and evaluate information

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

Content description

AC9LMGF02

talking about Greek words they may use or have heard, such as kalamata, tzatziki, feta or haloumi, and English words with Greek origin such as octopus, dinosaur, zoo

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Develop multiple perspectives

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

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AC9LMGF02

participating in Greek versions of children's songs and rhymes, identifying some similarities and differences compared with English versions, for example, key words or a tune such as Το δαχτυλίδι, η νάνα, δούλο, τραγουδάει κουνέλικια, Πέντε παπουνάκια, Η μικρή αρχίνη

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noticing words that have similar pronunciation in Greek and English, for example, μπαν■να, μαμ■, καφ■, β■ζο

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

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identifying target letters in words, through games and activities, for example, locating all the β in a particular word or phrase, calling out Το β■κα or Βρ■κα δ■ο when they locate them

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Resource – WS01 - Ναι και ■χι■ (Yes and no)

By the end of the Foundation year, students use play and imagination to interact and create Greek texts, with support. They identify that Greek and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

AC9LMGF02

explore, with support, language features of Greek noticing similarities and differences between Greek and English

AC9LMGF03

explore connections between and

-
-

Elaborations

- exploring different and of class members and identifying similar or different ways of expressing common terms such as yes/no, hello/goodbye
- exploring through play-based experiences such as drawing, games, dress-ups and crafts, highlighting what is important to them and personal practices, customs or (s) used at home
- locating, with support, Greek-speaking countries on a world map, and understanding that there are Greek-speaking communities around the world, including Australia
- using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the of Australia to notice the (s) of First Nations Australians in their local area and/or across Australia
- noticing how local names of streets, places and landmarks can have their origins in (s) of First Nations Australians
- participating in a class or school event celebrating Greek , and trying some traditional food, games, to a guest speaker or dancing to traditional music, and reflecting on what they learnt and enjoyed
- using Greek versions of spontaneous exclamations to express reactions, for example, Ωχ! μ'αρ■σει, μ πρ■βο, ■πα
- observing, through the use of video clips, cartoons and photos, the ways that members of Greek-speaking communities may do some things, for example, during mealtimes, when greeting others, or when celebrating

Students learn to:

explore connections between language and culture

(AC9LMGF03)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Engaging with cultural and linguistic diversity

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Reflecting on culture and cultural diversity

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Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

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.

Country/Place

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

Engaging with cultural and linguistic diversity

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Resources

Snapshot – Identify, process and evaluate information

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Snapshot – Communicate responsively

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

Content description

AC9LMGF03

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LMGF03

Continuum extract

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others

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