**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessment Tasks’ table.   
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** | **Communicating** | | | | | | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Socialising** | | | | | | **Informing** | | | | **Creating** | | | | **Translating** | | | | **Reflecting** | | | |
|  | **Content Description** | Interact with peers and teacher to exchange personal information about everyday routines involving school and home environment  [(VCELC120)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC120) | | Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges, such as cooking or craft activities, creating a display or taking part in a role-play  [(VCELC121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC121) | | Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers  [(VCELC122)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC122) | | Locate key information about everyday contexts and routines from written, spoken, digital and visual texts  [(VCELC123)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC123) | | Convey and present information about self, others, home and school life, using simple statements and support materials such as photos, maps, digital texts and displays or charts  [(VCELC124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC124) | | Participate in shared imaginative activities and respond by acting out events, identifying favourite elements, and making simple statements about characters  [(VCELC125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC125) | | Create and perform short spoken and written imaginative texts such as dialogues or collaborative online stories, using formulaic expressions and modelled language  [(VCELC126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC126) | | Translate and interpret words, phrases and sentences used in familiar environments such as school and home, recognising how they may have similar or different meanings to words in English or other known languages  [(VCELC127)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC127) | | Create simple bilingual resources such as picture dictionaries, action games or labels for the classroom  [(VCELC128)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC128) | | Share own experiences of communicating in Greek, recognising how it involves behaviours as well as words  [(VCELC129)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC129) | | Interact with others, noticing how identity matters, such as use of terms of address, who and what is included and what language is used  [(VCELC130)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC130) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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|  | **Strand** | **Understanding** | | | | | | | | | | | |
|  | **Sub-strand** | **Systems of language** | | | | | | **Language variation and change** | | | | **Role of language and culture** | |
|  | **Content Description** | Experiment with the pronunciation and writing of the alphabet letters, recognising sound–letter relationships, letter clusters and vowel–consonant combinations, using the accent mark to aid pronunciation  [(VCELU131)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU131) | | Recognise and use elements of Greek grammar, such as word order, gender and singular/plural forms, to describe people, objects or events  [(VCELU132)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU132) | | Recognise the linguistic features and structures of different texts used in familiar contexts, such as stories, songs, recipes and conversations  [(VCELU133)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU133) | | Understand that the context and purpose of interactions influence language choices  [(VCELU134)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU134) | | Understand that languages change over time and that they influence each other, recognising words in English that are derived from Greek and words in Greek that are derived from other languages  [(VCELU135)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU135) | | Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions  [(VCELU136)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU136) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Foundation to Level 2 Achievement Standard** | **Levels 3 and 4 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Level 5 and 6 Achievement Standard** |
| By the end of Level 2   * Students interact with teachers and peers through action-related talk and play. * They introduce themselves, (for example, *Καλημέρα, Mε λένε Γιώργο*) and their family and exchange greetings, farewells, (for example, *Γεια σου, Kαληνύχτα*) and express thanks such as *Eυχαριστώ πολύ.* * They use simple, repetitive language when participating in shared activities and simple exchanges, respond to simple instructions such as, *Έλα εδώ*, and imitate frequently used classroom language, for example,*Όλοι μαζί, Mπράβο, Kλείσε την πόρτα*. * When speaking, they reproduce distinctive sounds and letters of the Greek language such as, *γ-γάτα, ρ-νερό, μπ-μπαμπάς, ξ-ξέρω, ψ-ψάρι, ου-μου.* * Students identify specific words, such as names of people (for example, *Ο Γιάννης*), places (for example, *το σχολείο*) or objects (for example*, η γόμα*), in simple spoken and written texts and respond to imaginative experiences through singing and performing. * They present information about themselves (for example, *Το σκυλάκι μου*), their family (for example, *Να η γιαγιά μου*), friends (for example, *οι φίλοι μου*) and possessions such as, *το βιβλίο μου*, using gestures and modelled language. * They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns (for example, *Σ’ αγαπώ μαμά*). * They use vocabulary related to their classroom and family (for example, *Η οικογένειά μου, Η τάξη μου*). * They recognise questions such as, *Τι κάνετε*; and commands such as, *Καθίστε κάτω*, and use short sentences with appropriate word order, verb forms and personal pronouns to communicate about themselves, their family and classroom (for example, *Είμαι έξι, Να η μαμά μου, Να το σχολείο μου*). * They translate frequently used words and simple phrases relating to their immediate environment, using visual cues and identifying similarities and differences. * They give examples of ways the Greek language sounds and looks different from other languages that they bring to the classroom. * Students identify how letters of the Greek alphabet are represented in words and read vowel–consonant combinations (for example, *τα, τε, τη, τι, το, τυ, τω*). * They identify features of familiar texts such as songs, labels and captions. * They provide examples of the different titles and greetings that are used to address people in different situations (for example, *κύριε, κυρία*). * They list different languages that are spoken in Australia and identify words in English that have been borrowed from Greek and vice versa. * They identify similarities and differences between Greek and their own language and culture. | By the end of Level 4   * Students interact with the teacher and peers to share simple information about aspects of their lives, such as school (for example,*Mαθαίνω ελληνικά*), home (for example, *Το σπίτι μου είναι μεγάλο)* and everyday routines (for example,*Παίζω μπάλα*). (1) * They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others (for example,*Μπράβο σου*), asking for help, seeking clarification (for example, *Συγγνώμη, κυρία*), and requesting permission (for example, *Μπορώ να πάω έξω*;). (2) * They use features of Greek pronunciation when asking questions such as, *Πού είναι*; , and making statements and exclamations (for example, *Ελάτε τώρα!*), including use of the accent mark. (3) * Students locate information from spoken and written texts related to everyday contexts and routines such as, *Να το βιβλίο μου, Τη Δευτέρα παίζω τένις*, and use simple statements and support materials to present information about themselves (for example, *Αγαπώ τη μουσική, Είμαι οχτώ χρονών*), others (for example,*Πόσων χρονών είσαι;*), home (for example, *Μένω στο*...) and school (for example, *Να η τάξη μου*). (4) * They respond to imaginative texts by discussing favourite elements, acting out events and making simple statements about characters. (5) * They perform and create short imaginative texts, using formulaic expressions and modelled language (for example, *Πού είναι ο Φρίξος; Είναι …*). (6) * Students use vocabulary related to school, home and everyday routines such as, *η πόρτα, το σπίτι, το σχολείο, τα χόμπυ μου, η οικογένειά μου,* and describe people, objects or events using adjectives and adverbs. (7) * They use appropriate word order, gender, and singular and plural forms in simple spοken and written texts (for example, *Να η γάτα*, *Να ο γάτος, Να οι γάτες*). (8) * They translate and interpret common words and frequently used language relating to familiar environments (for example, *Oρίστε Μαρία, Παρακαλώ*), and create simple bilingual resources for the classroom. (9) * They identify ways that their own language and the Greek language reflect ways of behaving as well as words. (10) * Students write letters of the Greek alphabet, and identify sound–letter relationships, letter clusters, vowel–consonant combinations and the most common digraphs (for example, *ου, αι, οι, ει, μπ, ντ*). (11) * They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations (for example, *Τέλος, Καλημέρα, Τι κάνεις*;). (12) * They give examples of how language use varies according to the context and purpose of the exchange (for example, *Γεια σου / σας*). (13) * They identify ways that languages change over time, and how languages influence each other, providing examples of words in English that are borrowed from Greek and words in Greek that are borrowed from other languages. (14) * They compare Greek and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices, such as special occasions. (15) | By the end of Level 6   * Students use spoken and written Greek to exchange personal information such as, *Οι δάσκαλοί μου είναι ...,* *Έχω πολλούς φίλους, Αγαπώ τη μουσική,* describe feelings and express preferences, for example, *Μου αρέσει να παίζω σκάκι στο κομπιούτερ*. * When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions (for example, *Πώς σε λένε;*), plan collaboratively, and make suggestions and statements such as, *Τώρα* *το βρήκα!* * When interacting, students use key features of pronunciation and intonation, including accents (for example, *η οικογένειά μου, η and ή*). * They obtain and compare information from a variety of texts related to aspects of daily life and events (for example, *Τι καιρό θα κάνει σήμερα*;). * They present information about their personal world in different formats (for example, *Μου αρέσει ο τραγουδιστής* ...). * They respond to the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language such as, *Ο αγαπημένος μου δάσκαλος* ... . * They use verbs (for example, *Έχω, θέλω, είμαι, ήταν, θα είναι*), nouns (for example, *ο άνθρωπος, η μητέρα, το παιδί*), adjectives (for example, *καλός, μεγάλος, ωραία*) and conjunctions to construct and expand sentences and apply basic rules of spelling and punctuation, such as question marks, capital letters, commas, exclamation marks and speech marks. * They translate and interpret simple texts, identifying words that are not easily translated (for example, *το φιλότιμο*) and create bilingual texts for the classroom and school community. * They compare ways of communicating in Greek and English to identify similarities and differences and suggest how culture influences language use. * Students identify and reproduce orally and in writing letter clusters, and the digraphs/diphthongs. * They identify the relationship between language choices, and the audience and purpose of different text types. * They describe the importance of register in different contexts and situations (for example, *Έλα / Ελάτε σπίτι μου, Σε / σας περιμένω*). * They identify the impact of Greek on other languages, especially English (for example, *το κινητό, ο υπολογιστής*), and appreciate the dynamic nature of Greek, identifying changes that have occurred due to new technologies and knowledge. * They describe ways that identity and communication are directly related to language and culture, for example, greeting familiar people by kissing them on both cheeks. |

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| **Assessments** | | |  |  | | |
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