**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** | Initiate interactions and exchange information with peers, face-to-face or online, describing opinions and preferences, aspects of daily life, school, friends and hobbies [(VCELC137)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC137) | Collaborate in group tasks and shared experiences, online or face-to-face, which involve planning, making suggestions and completing transactions, such as hosting a party, working with another class or group or creating and performing a role-play[(VCELC138)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC138) | Interact in class activities, using questions, statements and responses to enhance, demonstrate and share understanding [(VCELC139)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC139) | Obtain, organise and compare information about aspects of daily life and significant events from written, spoken, or digital texts [(VCELC140)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC140) | Convey and present information about aspects of personal world through prepared texts such as digital presentations, diagrams, dialogues and timelines[(VCELC141)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC141) | Listen to, read and view imaginative spoken, written, digital or multimodal texts and respond by expressing ideas and opinions about the storyline and characters [(VCELC142)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC142) | Create and perform imaginative texts such as stories, skits or rap, using familiar language [(VCELC143)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC143) | Translate simple texts from Greek to English and vice versa, identifying words and expressions that do not always translate literally and may have more than one meaning [(VCELC144)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC144) | Create bilingual texts and learning resources, such as signs, notices, games, displays, websites or word banks, for the school community [(VCELC145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC145) | Engage in intercultural experiences, comparing ways of communicating in Australian and Greek-speaking contexts and identifying ways that culture influences language use [(VCELC146)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC146) | Share experiences of learning and using Greek, in person or online, and reflect on the effect of language learning on own identity [(VCELC147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC147) |
| **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** | Identify and reproduce letter clusters, the digraphs/diphthongs, reproduce key features of intonation and pronunciation, experiment with the spelling of common words and apply basic punctuation rules [(VCELU148)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU148) | Develop knowledge of grammatical elements such as tenses, combining them with an increasing range of verbs, nouns and adjectives, and use conjunctions to construct and expand sentences [(VCELU149)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU149) | Identify and use language features of different types of oral, digital and written texts, such as dialogues, descriptions, short narratives and reports, recognising that linguistic choices depend on audience and purpose [(VCELU150)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU150) | Understand the importance of register in a range of contexts and situations, such as at home, at school or in more formal situations [(VCELU151)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU151) | Explore the influence of Greek on the English language, such as morphemes in medical/scientific fields and in everyday language, such as school subjects and occupations, and how Greek has been influenced by the impact of new technology and knowledge [(VCELU152)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU152) | Explore the relationship between language and culture and how they are reflected in communication styles [(VCELU153)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU153) |
| **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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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Level 7 and 8 Achievement Standard** |
| 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*).
* 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*;).
* 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.
* 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*).
* They respond to imaginative texts by discussing favourite elements, acting out events and making simple statements about characters.
* They perform and create short imaginative texts, using formulaic expressions and modelled language (for example, *Πού είναι ο Φρίξος; Είναι …*).
* 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.
* 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*).
* 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.
* They identify ways that their own language and the Greek language reflect ways of behaving as well as words.
* 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*).
* 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*;).
* They give examples of how language use varies according to the context and purpose of the exchange (for example, *Γεια σου / σας*).
* 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.
* They compare Greek and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices, such as special occasions.
 | 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*. (1)
* 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!*  (2)
* When interacting, students use key features of pronunciation and intonation, including accents (for example, *η οικογένειά μου, η and ή*). (3)
* 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*;). (4)
* They present information about their personal world in different formats (for example, *Μου αρέσει ο τραγουδιστής* ...). (5)
* 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* ... . (6)
* 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. (7)
* 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. (8)
* They compare ways of communicating in Greek and English to identify similarities and differences and suggest how culture influences language use. (9)
* Students identify and reproduce orally and in writing letter clusters, and the digraphs/diphthongs. (10)
* They identify the relationship between language choices, and the audience and purpose of different text types. (11)
* They describe the importance of register in different contexts and situations (for example, *Έλα / Ελάτε σπίτι μου, Σε / σας περιμένω*). (12)
* 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. (13)
* 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. (14)
 | By the end of Level 8* Students use written and spoken Greek to initiate and sustain classroom interactions, (for example, *Πότε θα πάμε σινεμά*;) to carry out transactions (for example, *Πώς πέρασες τις διακοπές σου*;) and to exchange information, ideas, thoughts and feelings about people, (for example, *Ο μπαμπάς μου είναι καλός μάγειρας*), objects, places and events such as, *Τι ώρα θα πάμε στη συναυλία αύριο*.
* They ask and respond to open-ended questions (for example, *Πού θα ήθελες να ταξιδέψεις στο μέλλον*;) and use rehearsed and spontaneous language to engage in discussions, negotiate, make decisions and arrangements, and offer opinions such as, *Θέλω να πάω στην Ελλάδα κάποια μέρα*.
* They apply appropriate pronunciation and rhythm in spoken Greek to a range of sentence types, including the use of the accent mark for both intonation and meaning.
* They locate and interpret information and ideas on topics of interest, such as*, Πώς διασκεδάζουν στην Ελλάδα*; from a range of texts and communicate information, views and ideas using different modes of presentation.
* They share their response to different imaginative texts by expressing thoughts and opinions and describing ways in which ideas, characters, places and events are represented.
* Students create imaginative texts about people, places and experiences to entertain others (for example, *Μία αξέχαστη εκδρομή, Όταν ξέχασα να ...).*
* They use grammatical features, such as regular verbs, irregular verbs, adverbs, adjectives (for example, *έμεινα, έπαιζα, θα μείνω, είπε, να μπορέσω, γρήγορα, πιο γρήγορα, γρηγορότερα, πολύ),*pronouns (for example,*αυτός, κάτι*) and conjunctions (for example, *που, πως, ότι, επειδή, δηλαδή, αλλά, γιατί*) to construct compound and complex sentences and link ideas and sentences.
* They apply rules of punctuation and spelling to their own written constructions.
* They translate and interpret texts, identifying and explaining words with particular cultural significance in Greek, and create bilingual texts for the school and wider community, providing subtitles, captions or commentaries to help meaning.
* They explain why communication with others involves shared responsibility for making meaning, and identify the choices and adjustments they make when participating in intercultural interactions.
* Students identify and reproduce irregularities of some sound–letter relationships and combinations.
* They analyse the structure and linguistic features of different text types to identify their relationship with audience and purpose.
* They analyse language use in different contexts, including formal and informal (for example, *Συγγνώμη, Με συγχωρείτε*), explaining the impact of purpose, audience and social setting.
* They explain the dynamic nature of the Greek language from ancient to modern times, and suggest reasons for change.
* They give examples of ways that language use reflects cultural ideas, assumptions and perspectives such as, *Έχει φιλότιμο, Καλύτερα να σου βγει το μάτι παρά το όνομα,* and how what is considered normal in communication varies across cultures.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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