**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)

|  |  |  |
| --- | --- | --- |
|  | **Strand** | **Communicating** |
|  | **Sub-strand** | **Socialising** | **Informing** | **Creating** | **Translating** | **Reflecting** |
|  | **Content Description** | Interact with peers and teacher to exchange information and opinions about self, family, friends and interests, and express feelings, likes and dislikes[(VCELC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC001) | Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements [(VCELC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC002) | Interact in class routines and exchanges by asking and responding to questions, following instructions and seeking help and permission [(VCELC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC003) | Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written, visual, digital or multimodal texts [(VCELC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC004) | Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest [(VCELC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC005) | Access imaginative texts such as cartoons, songs, stories or digital texts, and respond by describing aspects such as characters, events and ideas[(VCELC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC006) | Create or represent and perform own imagined scenarios, characters and events, using stimulus materials and modelled language [(VCELC007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC007) | Translate and interpret texts such as emails, signs and notices from Greek to English and English to Greek, using contextual cues and familiar textual features and recognising aspects that are similar and different in the two language versions[(VCELC008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC008) | Create bilingual texts and resources to support their own learning, such as glossaries and personal dictionaries, digital resources and charts[(VCELC009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC009) | Engage with speakers of Greek recognising that interaction involves the expression of cultural experience and values as well as language[(VCELC010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC010) | Recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity [(VCELC011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC011) |
| **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 # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | **Strand** | **Understanding** |
|  | **Sub-strand** | **Systems of language** | **Language variation and change** | **Role of language and culture** |
|  | **Content Description** | Identify similarities and differences between the phonological and orthographic systems of English and Greek, including accentuation and intonation in oral language, and decode and use the Greek script[(VCELU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU012) | Recognise and use vocabulary and grammatical elements such as articles, pronouns and gender forms, and a limited range of common verbs in the present tense to create simple sentences and phrases [(VCELU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU013) | Recognise and understand characteristic features of common types of text, comparing them with equivalent texts in English [(VCELU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU014) | Understand that Greek, like all languages, varies according to participants, roles and relationships, context and culture [(VCELU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU015) | Understand that Greek is a language that has influenced many global languages and continues to influence and change through interaction with other languages and cultures [(VCELU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU016) | Identify connections between language, culture and communication, recognising how communication styles and practices vary across cultures and how intercultural exchange involves the exchange of meaning as well as words [(VCELU017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU017) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |

*See next page for Achievement Standards and Assessments section*

|  |  |
| --- | --- |
| **Levels 7 and 8 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Level 9 and 10 Achievement Standard**  |
| By the end of Level 8* Students use Greek to describe feelings (for example, *Αγαπώ* *τη* *μουσική*), express likes and dislikes (for example, *Δε* *μου* *αρέσει η σοκολάτα*) and exchange information about their personal worlds, including information about themselves (for example, *Mε* *λένε* *Γιώργο, Mένω* *στηνΑυστραλία*), their family (for example, *O πατέρας* *μουείναι* *ψηλός*), friends (for example, Ο *Γιάννης* *είναιφίλος* *μου*) and interests such as, *Μου* *αρέσει η μπάλα*. (1)
* They interact with others in collaborative and classroom activities, using modelled language to carry out transactions (for example, *Τι* *ώρα* *θα* *πάμε* *κυρία; Πόσο* *κάνουν* *οι* *καφέδες*;), ask and respond to familiar questions such as, *Το* *τρένο* *φεύγει* *στις* *δέκα*; follow instructions, and seek help or permission (for example, *Μπορώ* *να* *πάω* *σινεμά; Η τράπεζα* *είναι* *στοδεύτερο* *δρόμο* *δεξιά, Συγγνώμη* *κύριε* *αλλά* *δενκαταλαβαίνω*). (2)
* When interacting, students pronounce Greek sounds, and use intonation and accentuation such as, *Το* *σχολείο, ο φίλος, οι* *φίλοι*, *Η Ελένηαγόρασε* *καινούρια* *μπλούζα*. (3)
* They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. (4)
* Students describe characters, events and ideas in imaginative texts using high-frequency vocabulary and create short informative and imaginative texts using modelled sentence structures and formulaic expressions (for example, *Γεια* *σουμαμά / Καλημέρα* *κυρία* *Σοφία, Πώς* *είστε; χαιρετισμούς, Με* *αγάπη*). (5)
* They use the present tense (for example, *Μένω* *στην* *Αυστραλία*), common verbs (for example, *γράφω, διαβάζω, θέλω, είμαι, έχω*) and other grammatical structures such as verb endings (for example, ω, *εις, ει, ουμε, ετε, ουν*) and singular and plural forms (for example, *ο, οι, η, οι, το, τα*) to create simple sentences and phrases such as, *Τί* *κάνειςσήμερα*; (6)
* They translate and interpret texts using contextual clues and textual features and create simple bilingual texts for classroom use. (7)
* When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange (for example, *Το* *Πάσχα* *βάφουμε* *κόκκινααυγά*). (8)
* Students identify the similarities and differences between the sound systems of Greek and English (for example, *γγ, μπρ, τσ, γκ, ντρ, ντ, γ, ζ, υ, ξ, ψ, χ, μυθολογία, ιστορία, οξυγόνο, χιλιόμετρο*). (9)
* They describe the key features of common types of texts, comparing them with equivalent text types in English. (10)
* They give examples of how language varies according to participants, roles and relationships, and context and culture (for example, *η μαμά, η μητέρα*). (11)
* They identify ways that Greek language and culture have influenced and continue to influence many global languages. (12)
* They analyse words and expressions to identify and explain connections between language and culture such as, *Στην* *υγείασου/σας, Με* *γεια, Γεια* *στα* *χέρια* *σου/σας.* (13)
 | By the end of Level 10* Students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life (for example, *Πού* *θα* *πας* *διακοπές;* *Θέλω* *να* *γίνωπιλότος* *γιατί ...*).
* They interact with others to make decisions and plan events.
* They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions (for example, *Πάμε* *στο* *σινεμά* *αύριο; Συμφωνείς; Θέλω/Δεθέλω*).
* When interacting, they use appropriate pronunciation, rhythm and stress (for example, *σ’ αυτόν, κοντά* *στην* *πόλη, Πάω* *στο* *ταχυδρομείο, Πάμεστη* *λαϊκή* *αύριο*;).
* Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose (for example, *Μου* *αρέσει* *αυτό* *το* *έργο* *γιατί ..., είναι* *ωραίο, πιστεύω, νομίζω, διαφωνώ*).
* They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices (for example, *Η μόδα* *είναι* *μονότονη,* *Αγόρασα* *καινούριο* *κινητό*).
* They use different techniques to produce imaginative texts for different audiences.
* They use a range of grammatical structures and elements to describe, situate and link people, objects and events, and apply their knowledge of vocabulary and grammatical structures such as *Είναι* *καλό, πολύ* *καλό, πάρα* *πολύκαλό,* to extend meaning.
* They translate, interpret and create texts in Greek and English for the wider community (for example, *Απαγορεύεται, Περαστικά*).
* When interacting, students share responsibility for making meaning. They give examples on how their identity influences their intercultural exchanges.
* Students identify and reproduce regularities and irregularities of sound–letter relationships and combinations such as, *αυ, ευ, ββ, λλ, ρρ, ττ, ιου, ιο/ιό*(for example, *τετράδιο-χωριό*), *ειο/ειου, αϊ, άι, -ασμα,*(for example, *διάβασμα*).
* They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally specific features.
* They compare Greek language and culture in various linguistic and cultural settings in Australia and overseas, and give reasons for variations that exist.
* They identify ways that Greek language has changed over time and propose reasons why it continues to change.
* They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding to effective communication.
 |

|  |  |  |
| --- | --- | --- |
| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |