**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 using simple language and gestures for exchanges such as greetings and farewells, thanks, introductions and sharing information about self and family[(VCELC103)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC103) | Participate in guided activities and simple exchanges, such as songs, rhymes, and games, using simple repetitive language [(VCELC104)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC104) | Participate with teacher and peers in class routines and activities, such as following instructions and taking turns [(VCELC105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC105) | Identify key words and information with guidance, in simple written, spoken, digital and visual texts[(VCELC106)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC106) | Share and present information about self, family, friends and possessions, using gestures, labels, pictures and modelled language [(VCELC107)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC107) | Participate in shared imaginative activities and respond in a variety of ways such as through predicting, singing, chanting, play-acting and movement [(VCELC108)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC108) | Create and participate in shared performances and imaginative activities using familiar words, phrases, captions and language patterns [(VCELC109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC109) | Translate familiar words or phrases using visual cues or word lists, explaining the meaning of particular words, gestures or expressions [(VCELC110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC110) | Create simple print or digital texts in Greek and English, such as captions and labels, for the immediate learning environment [(VCELC111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC111) | Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in Greek [(VCELC112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC112) | Describe aspects of self, such as family, school/class and language/s, recognising how these are part of one’s identity [(VCELC113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC113) |
| **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** | Recognise and reproduce the sounds and letters of the Greek alphabet, identifying how they are represented in words, and read vowel–consonant combinations, including the most common digraphs/diphthongs such as oυ and μπ [(VCELU114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU114) | Understand elements of grammar such as word order, verb forms and personal pronouns related to questions, commands and short sentences, and develop vocabulary to describe self, friends and family [(VCELU115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU115) | Recognise features of familiar spoken, written and visual texts, such as songs, labels and captions[(VCELU116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU116) | Recognise that in Greek, greetings and forms of address vary according to such things as the time of day, age, gender and relationship of participants[(VCELU117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU117) | Recognise that Australia has speakers of many different languages, including Greek, and that languages borrow words from each other and sometimes use the same alphabet symbols and vocabulary [(VCELU118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU118) | Recognise that the languages people use reflect their culture, such as who they are, where and how they live, and find examples of similarities and differences between Greek and their own ways of communicating[(VCELU119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU119) |
| **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**Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2* Students interact with teachers and peers through action-related talk and play. (1)
* 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.* (2)
* 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*. (3)
* 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.*(4)
* 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. (5)
* 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. (6)
* They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns (for example, *Σ’ αγαπώ μαμά*). (7)
* They use vocabulary related to their classroom and family (for example, *Η οικογένειά μου, Η τάξη μου*). (8)
* 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*). (9)
* They translate frequently used words and simple phrases relating to their immediate environment, using visual cues and identifying similarities and differences. (10)
* They give examples of ways the Greek language sounds and looks different from other languages that they bring to the classroom. (11)
* 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*). (12)
* They identify features of familiar texts such as songs, labels and captions. (13)
* They provide examples of the different titles and greetings that are used to address people in different situations (for example, *κύριε, κυρία*). (14)
* They list different languages that are spoken in Australia and identify words in English that have been borrowed from Greek and vice versa. (15)
* They identify similarities and differences between Greek and their own language and culture. (16)
 | 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.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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