Languages-Modern Greek-Foundation to Year 10 Scope and Sequence

Communicating Strand						
Using language for communicative purposes in interpreting, creating and exchanging meaning						
Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	*Socialising and interacting*	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	Interact with peers and teacher to exchange personal information about everyday routines involving school and home environment	Initiate interactions and exchange information with peers, face-to-face or online, describing opinions and preferences, aspects of daily life, school, friends and hobbies	Initiate and sustain interactions, face-to-face or online, to share information, ideas, thoughts and opinions about people, objects, places and events	Initiate, sustain and extend interactions by exchanging experiences, seeking and giving advice, and discussing aspirations and relationships
		Taking action and transacting	Participate in guided activities and simple exchanges, such as songs, rhymes, and games, using simple repetitive language	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	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	Participate in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions	Take action, and contribute ideas and opinions in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions
		Building language for classroom interaction	Participate with teacher and peers in class routines and activities, such as following instructions and taking turns	Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers	Interact in class activities, using questions, statements and responses to enhance, demonstrate and share understanding	Participate in classroom interactions and exchanges through asking and responding to open-ended questions and offering opinions	Participate in and sustain classroom interactions by elaborating on opinions and ideas and discussing the opinions and views of others

Communicating Strand

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	*Obtaining and using information*	Identify key words and information with guidance, in simple written, spoken, digital and visual texts	Locate key information about everyday contexts and routines from written, spoken, digital and visual texts	Obtain, organise and compare information about aspects of daily life and significant events from written, spoken, or digital texts	Obtain and interpret information from a range of spoken, written, print or digital texts related to topics of interest such as leisure, food and diet, entertainment and special occasions	Obtain, analyse and evaluate information and ideas from multiple spoken, written, print or digital sources on a range of issues
		Conveying and presenting information	Share and present information about self, family, friends and possessions, using gestures, labels, pictures and modelled language	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	Convey and present information about aspects of personal world through prepared texts such as digital presentations, diagrams, dialogues and timelines	Convey and present information and ideas on a range of topics in different types of texts and modes	Adapt and present information, ideas and opinions on a range of issues in a variety of text types and modes selected to suit audience and purpose
Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music	*Participating in and responding to imaginative experience*	Participate in shared imaginative activities and respond in a variety of ways such as through predicting, singing, chanting, play-acting and movement	Participate in shared imaginative activities and respond by acting out events, identifying favourite elements, and making simple statements about characters	Listen to, read and view imaginative spoken, written, digital or multimodal texts and respond by expressing ideas and opinions about the storyline and characters	Engage with and respond to imaginative texts, describing and expressing thoughts and opinions about key ideas, characters, places and events	Interpret and discuss different imaginative texts, expressing and justifying opinions on aspects such as themes, mood, emotions and language choices
		Creating and expressing imaginative experience	Create and participate in shared performances and imaginative activities using familiar words, phrases, captions and language patterns	Create and perform short spoken and written imaginative texts such as dialogues or collaborative online stories, using formulaic expressions and modelled language	Create and perform imaginative texts such as stories, skits or rap, using familiar language	Create and perform own and shared texts about imaginary people, places and experiences, to entertain others	Create and perform a variety of imaginative texts for different audiences, manipulating language and experimenting with different techniques such

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	**Communicating Strand** — **Using language for communicative purposes in interpreting, creating and exchanging meaning**						
							as imagery or sound effects
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	*Translating and explaining*	Translate familiar words or phrases using visual cues or word lists, explaining the meaning of particular words, gestures or expressions	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	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	Translate texts from Greek to English and vice versa, interpreting meaning and identifying words or expressions of specific cultural significance in Greek	Translate and analyse a range of texts from Greek to English and vice versa, comparing interpretations and explaining differences in meaning
		Creating and using bilingual resources	Create simple print or digital texts in Greek and English, such as captions and labels, for the immediate learning environment	Create simple bilingual resources such as picture dictionaries, action games or labels for the classroom	Create bilingual texts and learning resources, such as signs, notices, games, displays, websites or word banks, for the school community	Create bilingual texts in Greek and English, such as menus, posters or brochures on the same theme or event	Create a range of bilingual texts for a variety of purposes and audiences, reflecting on how meaning can be conveyed effectively
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	*Reflecting on the experience of intercultural communication*	Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in Greek	Share own experiences of communicating in Greek, recognising how it involves behaviours as well as words	Engage in intercultural experiences, comparing ways of communicating in Australian and Greek-speaking contexts and identifying ways that culture influences language use	Participate in intercultural interactions, reflecting on choices and adjustments made to language and behaviour when communicating in Greek and demonstrating awareness of the importance of shared understanding	Reflect on issues related to intercultural experiences, questioning preconceptions and generalisations, and taking responsibility for modifying language and behaviours

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Using language for communicative purposes in interpreting, creating and exchanging meaning						
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		Reflecting on identity and intercultural communication	Describe aspects of self, such as family, school/class and language/s, recognising how these are part of one's identity	Interact with others, noticing how identity matters, such as use of terms of address, who and what is included and what language is used	Share experiences of learning and using Greek, in person or online, and reflect on the effect of language learning on own identity	Reflect on how own biography, including personal experiences, family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences	Engage in intercultural experience, reflecting on own cultural identity and how this shapes personal ways of communicating and thinking

Understanding Strand						
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.						
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	*Sounds and letter knowledge*	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 ου and μπ	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	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	Identify and reproduce irregularities of some sound–letter relationships and combinations, such as σμ, αυ, ευ, μία/μια, όι, άι, οϊ, αϊ, κι εγώ, build on pronunciation, using the accent mark for both intonation and meaning, spell frequently used words and apply accurate punctuation to writing	Use pronunciation rules and apply features of spoken Greek such as intonation, stress and rhythm to polysyllabic words, and extend to more advanced spelling and punctuation rules
		Grammatical elements and vocabulary	Understand elements of grammar such as word order, verb forms and	Recognise and use elements of Greek grammar, such as word	Develop knowledge of grammatical elements such as tenses,	Apply knowledge of grammatical features, such as tense, voice,	Understand and apply grammatical structures, such as passive and

					Understanding Strand		
				Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.			
Sub Strand	**Description**	**Thread**	**Foundation to Year 2**	**Years 3 and 4**	**Years 5 and 6**	**Years 7 and 8**	**Years 9 and 10**
		knowledge	personal pronouns related to questions, commands and short sentences, and develop vocabulary to describe self, friends and family	order, gender and singular/plural forms, to describe people, objects or events	combining them with an increasing range of verbs, nouns and adjectives, and use conjunctions to construct and expand sentences	regular and irregular verbs, adverbs, pronouns and adjectives, and use conjunctions to construct compound and complex sentences	active voice, negation, word order and time clauses, recognising that they serve particular functions and that grammatical choices shape meaning
		Text structure and organisation	Recognise features of familiar spoken, written and visual texts, such as songs, labels and captions	Recognise the linguistic features and structures of different texts used in familiar contexts, such as stories, songs, recipes and conversations	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	Examine the structure and linguistic choices of a range of personal, informative and imaginative texts, such as digital/online diary entries, news reports, cartoons and stories, and consider how these choices were influenced by audience and purpose	Discuss the interrelationship between linguistic elements, context, purpose, audience and structure of a wide range of text types, such as poetry, biographies, blogs, emails and advertisements, and identify how cultural elements are incorporated
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	*The variation of language in use*	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	Understand that the context and purpose of interactions influence language choices	Understand the importance of register in a range of contexts and situations, such as at home, at school or in more formal situations	Understand how language use varies according to context, purpose, audience and mode of delivery, and how language choices, such as shifting from a formal to an informal style, may signal changes in social settings	Analyse culturally specific ways of interacting in Greek and how and why language use varies according to cultural contexts, considering why these differ from interactions in English or in other languages

Understanding Strand **Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.**							
Sub Strand	**Description**	**Thread**	**Foundation to Year 2**	**Years 3 and 4**	**Years 5 and 6**	**Years 7 and 8**	**Years 9 and 10**
		Language change	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	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	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	Recognise that Modern Greek has evolved from Ancient Greek and that changes to the Greek alphabet, number system and style of writing have occurred through the ages; considering factors that have influenced this change	Reflect on the dynamic and ecological nature of language, recognising that Modern Greek still uses some words and phrases from earlier Greek versions of its language, and that all languages influence each other
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning	*Language, culture and communication*	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	Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions	Explore the relationship between language and culture and how they are reflected in communication styles	Understand how language use reflects cultural ideas, assumptions and perspectives, and reflect on how what is considered acceptable in communication varies across cultures	Understand that language, culture and communication are interrelated and shaped by each other, and recognise how this impacts on attitudes and beliefs

Languages Modern Greek – year 7-10 (Year 7 Entry) Scope and Sequence

Communicating Strand				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	**Description**	**Thread**	**Years 7 and 8**	**Years 9 and 10**
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	*Socialising and interacting*	Interact with peers and teacher to exchange information and opinions about self, family, friends and interests, and express feelings, likes and dislikes	Initiate and sustain interactions by sharing personal opinions and experiences, face-to-face or online, with peers, and comparing aspects of young people's lives, such as relationships, events and aspirations
		Taking action and transacting	Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements	Participate in collaborative planning and decision-making for events and shared experiences, and engage in different transactions
		Building language for classroom interactions	Interact in class routines and exchanges by asking and responding to questions, following instructions and seeking help and permission	Participate in structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	*Obtaining and using information*	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	Obtain, analyse and use information from a range of spoken, written, digital and visual texts, identifying and comparing perspectives on social and cultural issues
		Conveying and presenting information	Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest	Adapt and present information and ideas on a variety of topics using presentation modes selected to suit different audiences and to achieve specific purposes
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and	*Participating in and responding to imaginative experience*	Access imaginative texts such as cartoons, songs, stories or digital texts, and respond by describing aspects such as characters, events and ideas	Respond to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices
		Creating and expressing imaginative experience	Create or represent and perform own imagined scenarios, characters and events, using stimulus	Experiment with different techniques to create and present imaginative texts designed to engage different

			Communicating Strand	
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Sub Strand	**Description**	**Thread**	**Years 7 and 8**	**Years 9 and 10**
	music		materials and modelled language	audiences
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	*Translating and explaining*	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	Translate and interpret a range of community and social media texts such as posters, advertisements and blogs, identifying and explaining words or expressions of specific cultural significance
		Creating and using bilingual resources	Create bilingual texts and resources to support their own learning, such as glossaries and personal dictionaries, digital resources and charts	Create bilingual texts that draw on Greek and English for different purposes, such as menus or product instructions designed for both language contexts
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	*Reflecting on the experience of intercultural communication*	Engage with speakers of Greek recognising that interaction involves the expression of cultural experience and values as well as language	Interact with Greek speakers and resources, recognising that intercultural communication involves shared responsibility for communication
		Reflecting on identity and intercultural communication	Recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity	Consider how cultural identity influences interactions in culturally and linguistically diverse contexts such as Australia

Understanding Strand

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	*Sounds and letter knowledge*	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	Recognise and reproduce Greek sound–letter relationships and combinations in spoken and written forms and key features of pronunciation, rhythm and stress, including some irregularities
		Grammatical elements and vocabulary knowledge	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	Develop knowledge of vocabulary and sentence structures to elaborate meaning, for example, by using a range of verbs and tenses, personal pronouns, adverbs, adjectives and time indicators to describe, situate and link people, objects and events
		Text structure and organisation	Recognise and understand characteristic features of common types of text, comparing them with equivalent texts in English	Compare and contrast the structure and linguistic features of different types of text, developing understanding of the relationship between context, purpose and audience, and identifying culturally specific elements
Language variation and change	Understanding how languages vary in use (for example, register, style, standard and non-standard varieties) and change over time and from place to place	*The variation of language in use*	Understand that Greek, like all languages, varies according to participants, roles and relationships, context and culture	Examine how Greek language and culture is variously expressed in different linguistic and cultural settings, identifying and explaining variations
		Language change	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	Understand how the Greek language has evolved, and how it continues to change over time due to processes such as globalisation, migration, and the influence of technology and popular culture
Role of Language and Change	Analysing and understanding the role of language and culture in the exchange of meaning	*Language, culture and communication*	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	Explain how meanings may vary according to cultural assumptions and perspectives that people bring to interactions and experiences, recognising that such variations impact on intercultural communication