Victorian Curriculum
Foundation–10

Modern Greek: Foundation – Level 6
F – 10 Sequence

VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

Foundation – Level 2	Levels 3 and 4	Levels 5 and 6
Communicating		
Socialising		
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
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 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
Informing		
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
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
Creating		
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
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
Translating		
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
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
Reflecting		
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
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
Understanding		
Systems of language		
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 ou 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
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	Recognise and use elements of Greek grammar, such as word order, gender and singular/plural forms, to describe people, objects or events	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
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
Language variation and change		
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
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
Role of language and culture		
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

VICTORIA
State Government

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, Με λένε Γιώργο*) and their family and exchange greetings, farewells, (for example, *Γεια σου, Καληνύχτα*) and express thanks such as*Ευχαριστώ 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, Μπράβο, Κλείσε 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,*Μαθαίνω 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 οικογένεια μου*, and describe people, objects or events using adjectives and adverbs. They use appropriate word order, gender, and singular and plural forms in simple spoken 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, *Ορίστε 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.* 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.