Languages – Modern Greek scope and sequence: F–10 Sequence, Foundation to Level 10

| **Foundation to Level 2** | **Levels 3 and 4** | **Levels 5 and 6** | **Levels 7 and 8** | **Levels 9 and 10** |
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| Achievement standard |
| By the end of Level 2, students identify the different sounds and rhythms of the Greek language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Greek through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Greek sounds are represented by letters of the Greek alphabet, and they can match these with words and images, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Greek. They expand their repertoire of Greek words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Greek using simple metalanguage. They start to develop written competence by copying Greek letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Greek language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.Students explore and recognise the influence of culture on language and identity. They recognise that Greek is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s). | By the end of Level 4, students use Greek to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts.Students imitate the sound combinations and rhythms of spoken Greek. They demonstrate their understanding that Greek has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Greek and make comparisons between Greek and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | By the end of Level 6, students initiate and use strategies to maintain interactions in Greek that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Greek or English, adjusting their response to context, purpose and audience. Students use modelled structures when creating and responding in Greek. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Greek and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity. | By the end of Level 8, students initiate and maintain Greek-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Greek to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.Students apply the conventions of spoken Greek and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Greek text, using some metalanguage. They reflect on how the Greek language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | By the end of Level 10, students contribute to and extend interactions in Greek in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion.Students incorporate the features and conventions of spoken Greek to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse Greek texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Greek to evaluate how this learning influences their ideas and ways of communicating. |
| Content descriptions |
| Strand: Engaging with Greek Language and Culture |
| Sub-strand: Engaging with Greek language |
| *Students learn to:* |
| notice that Greek looks and sounds different to other languagesVC2LMG2E01 |  |  |  |  |
| develop oral language skills through exploring and listening to the sounds and patterns of the languageVC2LMG2E02 |  |  |  |  |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases VC2LMG2E03 |  |  |  |  |
| Sub-strand: Engaging with Greek culture |
| *Students learn to:* |
| explore connections between language and culture through play and/or imaginationVC2LMG2E04 |  |  |  |  |
| Strand: Communicating Meaning in Greek |
| Sub-strand: Interacting in Greek |
| *Students learn to:* |
| communicate using formulaic and modelled language relating to aspects of their personal worldVC2LMG2C01 | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions VC2LMG4C01 | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment VC2LMG6C01 | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others VC2LMG8C01 | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others VC2LMG10C01 |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LMG2C02 | participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structuresVC2LMG4C02 | participate in activities that involve discussion with others, using language that expresses information, preferences and ideas VC2LMG6C02 | use language to negotiate and problem-solve collaboratively to plan projects and events VC2LMG8C02 | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences VC2LMG10C02 |
| Sub-strand: Mediating meaning in and between languages |
| *Students learn to:* |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LMG2C03 | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts VC2LMG4C03 | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose VC2LMG6C03 | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience VC2LMG8C03 | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience VC2LMG10C03 |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in Greek through play, and discover how languages influence each otherVC2LMG2C04 | develop strategies to comprehend and produce Greek, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LMG4C04 | apply strategies to interpret and convey meaning and/or intercultural understanding in Greek in familiar non-verbal, spoken and written contextsVC2LMG6C04 | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts VC2LMG8C04 | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts VC2LMG10C04 |
| Sub-strand: Creating text in Greek |
| *Students learn to:* |
| create spoken and written texts using words, familiar phrases and modelled languageVC2LMG2C05 | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions VC2LMG4C05 | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type VC2LMG6C05 | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and contextVC2LMG8C05 | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences VC2LMG10C05 |
| Strand: Understanding Language and Culture |
| Sub-strand: Understanding systems of language |
| *Students learn to:* |
| imitate the pronunciation and intonation of spoken Greek, and understand how sounds of the Greek alphabet are produced and representedVC2LMG2U01 |  |  |  |  |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases VC2LMG2U02 | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentencesVC2LMG4U01 | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentencesVC2LMG6U01 | apply conventions of spoken Greek to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts VC2LMG8U01 | apply features and conventions of spoken Greek to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts VC2LMG10U01 |
| recognise and explore how the Greek alphabet and features of language are used to construct meaning in GreekVC2LMG2U03 | recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning VC2LMG4U02 | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LMG6U02 | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LMG8U02 | apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LMG10U02 |
| identify that written and spoken Greek has grammatical structures and other language features that may be similar to or different from English and/or other languagesVC2LMG2U04 | recognise and compare familiar Greek language structures and features with those of English and/or other languages, using simple metalanguageVC2LMG4U03 | compare Greek language structures and features with those of English and/or other languages, using familiar metalanguage VC2LMG6U03 | reflect on the structures and features of Greek, and compare them with English and/or other languages, using some metalanguageVC2LMG8U03 | reflect on and evaluate Greek texts, using metalanguage to analyse language structures and featuresVC2LMG10U03 |
| Sub-strand: Understanding the interrelationship of language and culture |
| *Students learn to:* |
| reflect on how language, culture and identity are interconnected and discuss how Greek-speaking communities are similar to or different from othersVC2LMG2U05 | identify connections between personal identity, language and aspects of cultureVC2LMG4U04 | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication VC2LMG6U04 | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values VC2LMG8U04 | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LMG10U04 |
| identify where Greek is used around the world and recognise that there are many different languages spoken in communities throughout AustraliaVC2LMG2U06 |  |  |  |  |