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| **Foundation** | **Years 1–2** |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create Greek texts, with support. They identify that Greek and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. | By the end of Year 2, students use Greek language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.Students imitate the sounds and rhythms of spoken Greek. They demonstrate understanding that Greek has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Greek and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

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| **Content descriptions** |
|  | **Strand: Communicating meaning in Greek** |
|  | **Sub-strand: Interacting in Greek** |
| with support, recognise and communicate meaning in GreekAC9LMGF01 | recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9LMG2C01 |
| explore, with support, language features of Greek noticing similarities and differences between Greek and English AC9LMGF02 | participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LMG2C02 |
| explore connections between language and culture AC9LMGF03 |  |
|  | **Sub-strand: Mediating meaning in and between languages** |
|  | locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LMG2C03 |
|  | notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LMG2C04 |
|  | **Sub-strand: Creating text in Greek** |
|  | with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts AC9LMG2C05 |

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|  | **Strand: Understanding language and culture** |
|  | **Sub-strand: Understanding systems of language** |
|  | recognise and imitate the sounds and rhythms of Greek and learn how sounds are produced, and represented in the Greek alphabetAC9LMG2U01 |
|  | recognise that the Modern Greek alphabet and features of language are used to construct meaning in Greek AC9LMG2U02 |
|  | notice that Greek has features that may be similar to or different from English AC9LMG2U03 |
|  | **Sub-strand: Understanding the interrelationship of language and culture** |
|  | notice that people use language in ways that reflect cultural practices AC9LMG2U04 |

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| **Years 3­–4** | **Years 5–6** |
| **Achievement standard** |
| By the end of Year 4, students use Greek language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. 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 syntax to create texts.Students imitate sound combinations and rhythms of spoken Greek. They demonstrate understanding that Greek has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Greek and make comparisons between Greek and English. They understand that the Greek language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). | By the end of Year 6, students initiate and use strategies to maintain interactions in Greek language 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 that involve the language of planning and problem-solving to share information, ideas and preferences. 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. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.Students apply rules of pronunciation and intonation in spoken Greek. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Greek. They compare language structures and features in Greek and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. |

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| **Content descriptions** |
| **Strand: Communicating meaning in Greek** |
| **Sub-strand: Interacting in Greek** |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LMG4C01 | initiate and sustain modelled exchanges in familiar contexts related to students’ personal worlds and school environment AC9LMG6C01 |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9LMG4C02 | participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideasAC9LMG6C02 |
| **Sub-strand: Mediating meaning in and between languages** |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LMG4C03 | locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LMG6C03 |
| develop strategies to comprehend and adjust Greek language in familiar contexts to convey cultural meaning AC9LMG4C04 | apply strategies to interpret and convey meaning in Greek language in familiar non-verbal, spoken and written cultural contexts AC9LMG6C04 |
| **Sub-strand: Creating text in Greek** |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions  AC9LMG4C05 | create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9LMG6C05 |

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| **Strand: Understanding language and culture** |
| **Sub-strand: Understanding systems of language** |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Greek to form words and phrases AC9LMG4U01 | apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LMG6U01 |
| recognise Greek language conventions, simple grammatical structures and basic syntax in familiar texts and contexts AC9LMG4U02 | use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions AC9LMG6U02  |
| recognise familiar Greek language features and compare with those of English, in known contexts AC9LMG4U03 | compare some Greek language structures and features with those of English, using some familiar metalanguage AC9LMG6U03 |
| **Sub-strand: Understanding the interrelationship of language and culture** |
| identify connections between Greek language and cultural practices AC9LMG4U04 | recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communicationAC9LMG6U04 |

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| **Years 7­–8 (F–10)** | **Years 9–10 (F–10)** |
| **Achievement standard** |
| By the end of Year 8, students initiate and maintain interactions in Greek language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Greek to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts. Students apply the conventions of spoken Greek to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Greek text, using 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 Year 10, students contribute to and extend interactions in Greek language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising 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 devices to enhance meaning and cohesion. Students incorporate the features and conventions of spoken Greek to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of 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. |

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| **Content descriptions** |
| **Strand: Communicating meaning in Greek** |
| **Sub-strand: Interacting in Greek** |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others AC9LMG8C01 | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others AC9LMG10C01 |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LMG8C02 | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences AC9LMG10C02 |
| **Sub-strand: Mediating meaning in and between languages** |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LMG8C03 | evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LMG10C03 |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Greek language in familiar and some unfamiliar cultural contexts AC9LMG8C04 | interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsAC9LMG10C04 |
| **Sub-strand: Creating text in Greek** |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9LMG8C05 | create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences AC9LMG10C05 |

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| **Strand: Understanding language and culture** |
| **Sub-strand: Understanding systems of language** |
| apply knowledge of conventions of spoken Greek to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LMG8U01 | apply features and conventions of spoken Greek to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9LMG10U01 |
| apply understanding of grammatical structures and expressions to compose and respond to textsAC9LMG8U02 | apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas AC9LMG10U02 |
| reflect on similarities and differences between Greek and English language structures and features, using metalanguage AC9LMG8U03 | reflect on and evaluate Greek texts, using metalanguage to analyse language structures and features AC9LMG10U03 |
| **Sub-strand: Understanding the interrelationship of language and culture** |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and valuesAC9LMG8U04 | reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicatingAC9LMG10U04 |

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| **Years 7–8 (Year 7 entry)** | **Years 9–10 (Year 7 entry)** |
| **Achievement standard** |
| By the end of Year 8, students use Greek language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Greek or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts. Students approximate pronunciation and intonation in spoken Greek. They demonstrate understanding that Greek has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Greek and English language structures and features, using metalanguage. They demonstrate awareness that the Greek language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. | By the end of Year 10, students initiate and sustain Greek language to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Greek or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Greek to create texts. Students apply features and conventions of spoken Greek to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Greek to discuss how this learning influences their ideas and ways of communicating. |

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| **Content descriptions** |
| **Strand: Communicating meaning in Greek** |
| **Sub-strand: Interacting in Greek** |
| interact with others using modelled language to exchange information in familiar contexts about self and personal worldsAC9LMG8EC01 | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others’ personal worlds AC9LMG10EC01 |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interestsAC9LMG8EC02 | use Greek language in exchanges to question, offer opinions and compare and discuss ideas AC9LMG10EC02 |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LMG8EC03 | use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LMG10EC03 |
| **Sub-strand: Mediating meaning in and between languages** |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LMG8EC04 | interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LMG10EC04 |
| develop and begin to apply strategies to interpret, translate and convey meaning in Greek in familiar contexts AC9LMG8EC05 | apply strategies to interpret and translate non-verbal, spoken and written interactions and texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LMG10EC05 |

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| **Sub-strand: Creating text in Greek** |
| create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventionsAC9LMG8EC06 | create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesAC9LMG10EC06 |

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| **Strand: Understanding language and culture** |
| **Sub-strand: Understanding systems of language** |
| recognise and use features of the Greek sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contextsAC9LMG8EU01 | apply features of the Greek sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LMG10EU01 |
| develop knowledge of, and use structures and features of, the Greek alphabet, grammatical and writing systems to understand and create spoken, written and multimodal textsAC9LMG8EU02 | select and use structures and features of the Greek grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LMG10EU02 |
| compare Greek language structures and features with English, using familiar metalanguage AC9LMG8EU03 | reflect on and evaluate Greek texts, using metalanguage to discuss language structures and features AC9LMG10EU03 |
| **Sub-strand: Understanding the interrelationship of language and culture** |
| recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and valuesAC9LMG8EU04 | reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicatingAC9LMG10EU04 |