

## Year 12 Modern Greek Extension – Unit of Work, Term 4

### To be taught in this unit:

- Introduction to the prescribed issues
- Background to the novel
- Chapters 1-3
- Γράφω
- Απ' την αρχή
- Εκείνο το πρωί
- Skills in analysis and creative and critical thinking
- Responding critically and creatively to the prescribed issues

Unit information	Unit outline
<p><b>Indicative time:</b> 8 weeks</p> <p><b>The theme</b> – The individual and contemporary society</p> <p><b>Assessment:</b> Ongoing, formative assessment</p>	<p>Students will explore the prescribed issues through the prescribed texts</p> <p><b>Prescribed issues:</b></p> <ul style="list-style-type: none"> <li>• The resilience of the human spirit</li> <li>• Relationships</li> <li>• The impact of change on society</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Love and being in love, the power of love</li> <li>• Social responsibility, acceptance of difference</li> <li>• Coping with adversity</li> <li>• Globalisation</li> <li>• Use of technology</li> </ul> <p><b>Prescribed texts:</b></p> <ul style="list-style-type: none"> <li>• <i>Αμίλητη αγάπη</i> (Unspoken Love), by Loty Petrovits-Androutsopoulou, 3rd edition, Patakis Publications, Athens, 2019</li> </ul>
Objectives	Targeted outcomes
<p><b>Objective 1:</b> Present and discuss opinions, ideas and points of view in Modern Greek</p> <p><b>Objective 2:</b> Evaluate, analyse and respond to text that is in Modern Greek and that reflects the culture of Greek-speaking communities</p>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• discusses attitudes, opinions and ideas in Modern Greek</li> <li>• formulates and justifies a written or spoken argument in Modern Greek</li> <li>• 2.1 evaluates and responds to text personally, creatively and critically</li> <li>• 2.2 analyses how meaning is conveyed</li> <li>• 2.3 analyses the social, political, cultural and/or literary contexts of text that is in Modern Greek</li> </ul>

Learning intentions	Success criteria	
<p><b>By the end of this unit students will be able to:</b></p> <ul style="list-style-type: none"> <li>develop an understanding of the prescribed issues and some of the sub-issues as they relate to the first three chapters</li> <li>develop an understanding of the background to the novel and the social/historical/political climate in which the story unfolds</li> <li>explore and understand the first three chapters</li> <li>understand and talk about the characters</li> <li>start to develop critical thinking and ways of developing and expressing a point of view</li> <li>respond creatively to the prescribed issues.</li> </ul>	<p><b>Evidence of successful learning will include:</b></p> <ul style="list-style-type: none"> <li>ability to annotate, paraphrase and clearly articulate the significance and relevance of the prescribed issues as they relate to the prescribed text</li> <li>ability to successfully demonstrate a deep understanding of the social, historical and political background of the last 50 years in Greece and the environment against which the story unfolds</li> <li>ability to unpack a chapter by learning to interpret text, subtext and nuances, and ability to clearly identify and analyse the issues and sub-issues of the extract</li> <li>ability to create a profile of the characters, demonstrating an understanding of their personal qualities, attitudes and values</li> <li>ability to think critically and creatively, and support an argument logically and effectively</li> <li>write a creative text in response to stimulus.</li> </ul>	
Language examples	Related texts	Text types
<p>Vocabulary, idiomatic expressions and grammar from the Modern Greek Continuers syllabus (assumed knowledge). In addition to this, the grammar as prescribed in Section 8.5 of the Modern Greek Extension syllabus.</p> <ul style="list-style-type: none"> <li>Consolidate vocabulary in Chapters 1-3</li> <li>Cognates</li> <li>Present tense (active and passive voices)</li> <li>Simple past tense</li> <li>The imperative</li> <li>Appropriate sequencing expressions</li> <li>Expressing point of view</li> </ul>	<p>Songs:</p> <ul style="list-style-type: none"> <li>Μόνο στα όνειρα <a href="https://www.youtube.com/watch?v=CKjOo7TeTbA">https://www.youtube.com/watch?v=CKjOo7TeTbA</a></li> <li>Αν είσαι ένα αστέρι <a href="https://www.youtube.com/watch?v=6Ye0NOn7nrl">https://www.youtube.com/watch?v=6Ye0NOn7nrl</a></li> <li>‘Αστρα μη με μαλώνετε <a href="https://www.youtube.com/watch?v=QN8l8SPBxIk">https://www.youtube.com/watch?v=QN8l8SPBxIk</a></li> </ul> <p>News 24 photo: <a href="https://www.news24.com/news24/southafrica/local/maritzburg-fever/bullying-at-school-is-a-concern-20180124">https://www.news24.com/news24/southafrica/local/maritzburg-fever/bullying-at-school-is-a-concern-20180124</a></p>	<ul style="list-style-type: none"> <li>Diary entry</li> <li>Report</li> <li>Article</li> <li>Letter</li> </ul>

## Resources

- *Αμίλητη αγάπη (Unspoken Love)*, novel by Loty Petrovits-Androutsopoulou, 3<sup>rd</sup> edition, Patakis Publications, Athens 2019
- *Μόνο στα όνειρα* (song – official video clip), lyrics by Thanasis Voutsinos, music by Michalis Hatzigiannis, performed by Michalis Hatzigiannis  
<https://www.youtube.com/watch?v=CKjOo7TeTbA>
- *Αν είσαι ένα αστέρι* (song – official video clip), lyrics by Giorgos Tsopanis, music by Kyriakos Papadopoulos, performed by Nikos Vertis  
<https://www.youtube.com/watch?v=6Ye0NOn7nrl>
- *‘Αστρα μη με μαλώνετε* (song – official video clip), lyrics and music by Lefteris Kampourakis, performed by Manolis Lydakis  
<https://www.youtube.com/watch?v=QN8l8SPBxIk>
- *Το παιδί με την κόκκινη γραμμή (The kid with the red line)* – short film on YouTube  
<https://www.youtube.com/watch?v=wMI9UUtnSKM>
- *Stage 6 Modern Greek Extension – support materials*, NSW Department of Education, 2019
- *AISNSW Extension 2020-24 Resource Writing Project*, AISNSW, 2019
- *Modern Greek Extension syllabus*, NESAs, 2009

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.1 1.2	<p><b>Activity 1</b> Background to the novel</p> <ul style="list-style-type: none"> <li>- Physical location against which the story takes place – Using Google Maps, students locate the places mentioned in Chapter 1 (streets in Athens, Montreal and Boston).</li> <li>- Socio-political events leading up to the financial crisis in Greece (post-war mass migration, the dictatorship of 1967-74, globalisation, the global financial crisis, the emergence of political extremism).</li> </ul>	<p>Students engage in fact-finding: they capture the locations on Google Maps and insert in their personal Google Doc.</p> <p>Students also find representative photos or videos of the inner-city of Athens, public rallies/protests, Polytechnic uprising, migration, fallout from the financial crisis and insert in their personal Google Doc (scrap booking).</p> <p>Teacher monitors students' scrapbook and provides feedback and suggestions.</p>	

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1.1 1.2	<p><b>Activity 2</b> In groups, students contribute to the construction of a plot summary of <b>Chapter 1</b> using Google Docs/Padlet/butchers paper and identify the themes and issues raised.</p>	<p>Each group generates a Google Doc and invites teacher access for feedback. Students develop a plot summary by selecting the key points of the storyline.</p> <p>Students identify the prescribed and sub-issues arising in the chapter.</p> <p>Teacher monitors each group's construction of the plot summary and identification of issues and provides suggestions, as required.</p>	
1.1 1.2 2.1	<p><b>Activity 3</b> Students complete study guide questions:</p> <ol style="list-style-type: none"> <li>1. At the beginning of this chapter, Themis appears to be satisfied but also worried, happy and sad at the same time. Explain why.</li> <li>2. Why do you think Irini's response, "unfortunately no", meant so much to Themis?</li> <li>3. «Άμυδρή αίσθηση αναπηρίας...» Place these words in context.</li> <li>4. How does the narrator manage to convey her feelings to the reader after the departure of Themis?</li> <li>5. How does Irini decide to describe Olga and why does she choose this particular word?</li> <li>6. In your opinion, why would Irini's love be considered "ακατανόητη"?</li> <li>7. How is the issue of relationships developed in this chapter?</li> </ol>	<p>Students respond to the study guide questions.</p> <p>Teacher provides individual feedback and suggestions for improvement.</p>	
1.1 1.2 2.3	<p><b>Activity 4</b> Using Google Docs/Padlet, students discuss and make a list of all the <b>relationships</b> that are introduced in Chapter 1.</p>	<p>Students participate in creating the list of characters and talking about their relationships.</p> <p>Teacher observes the development of the character list and makes comments as required.</p>	

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1.1 1.2 2.3	<p><b>Activity 5</b> Students submit written responses to questions about the relationships of the various characters.</p> <p>a) Describe how Irini views her friendship with Olga. Support your answer with reference to the text.</p> <p>b) Outline the relationship between Themis and his mother as revealed on pages 12-13.</p> <p>c) «Δίπλα σου ό,τι κι αν γίνει!» What are the implications of this statement?</p>	<p>Students demonstrate their understanding of the characters and their relationships by providing detailed and perceptive answers to the questions.</p> <p>Teacher provides feedback on students' written responses.</p>	
2.2	<p><b>Activity 6</b> Suggested vocabulary building activities:</p> <ul style="list-style-type: none"> <li>- Kahoot! quiz</li> <li>- Cloze activities</li> <li>- Cognate recognition activities</li> </ul>	<p>Students receive recognition/score via <i>Kahoot!</i> on their performance.</p> <p>Peer and/or teacher assessment on cloze and other vocabulary exercises.</p>	
2.1	<p><b>Activity 7</b> Students brainstorm to collaboratively develop a questionnaire designed to elicit responses from their grandparents, or other first-generation migrants, illustrating aspects of the migrant experience such as language barrier, effect on maintenance of family relationships, social isolation, sense of belonging.</p> <p>Students collate answers and present their findings to the class in an oral presentation supported by a PowerPoint presentation or other visual medium.</p>	<p>Students' participation in brainstorming and developing the questionnaire is recorded via attribution on the Padlet/Google Doc.</p> <p>Teacher provides guidance and suggestions, as required.</p> <p>Students demonstrate skill in collating and interpreting data, and presenting it orally to an audience.</p> <p>Other students (the audience) participate in active listening and record plus/minus/interesting points of presentations in a PMI chart.</p>	

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1.1 1.2 2.1 2.2	<p><b>Activity 8</b> Composing a diary entry. Brainstorm the following question using Padlet/Google Docs: <i>What are the features of a diary entry?</i></p> <p>Students are presented with the features of this text type via a scaffolded and annotated diary entry and are given a number of useful expressions and relevant vocabulary, such as:</p> <p>νιώθω, αισθάνομαι, στενοχωρήθηκα, ένιωσα άσχημα, θα μου λείψει πολύ/αφάνταστα, μου είναι αδιανόητο ότι, είναι γεγονός ότι...</p> <p>Students compose a diary entry on the topic:</p> <p>«Φαντάσου ότι είσαι ο Θέμης και αναπολείς τη συγκεκριμένη σκηνή μέσα από το αεροπλάνο, ενώ ταξιδεύεις. Γράψε στο ημερολόγιό σου τις σκέψεις και τα ανάμεικτα συνασθήματα που ένιωσες την ώρα του αποχωρισμού».</p>	<p>Students demonstrate their understanding of the features of the text type and their skills in constructing a diary entry using vocabulary and expressions relevant to the topic and the text type. Submitted for teacher feedback.</p> <p>Teacher accesses Google Docs/Padlet to monitor students' contributions and to provide feedback. Teacher provides written feedback on the submitted diary entry.</p>	
1.1	<p><b>Activity 9</b> In groups, students contribute to the construction of a plot summary of <b>Chapter 2</b> using Google Docs/Padlet/butchers paper and identify the issues raised.</p> <p>Students complete study guide questions:</p> <ol style="list-style-type: none"> <li>1. How does Irini find support in her new school?</li> <li>2. What does this chapter reveal about the character of Olga?</li> </ol>	<p>Each group works in their Google Doc and invites teacher access for feedback. Students develop a plot summary by selecting the key points of the storyline. Students identify the prescribed issues and examples arising in the chapter.</p> <p>Teacher monitors each group's construction of the plot summary and identification of issues and provides suggestions, as required.</p> <p>Students receive recognition/score via <i>Kahoot!</i> on their performance.</p> <p>Peer assessment on cloze and other vocabulary exercises.</p>	

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		<p>Students submit written study guide responses for teacher feedback. Submission via Google Docs is preferred for the dynamic possibilities it represents for teacher-student collaboration.</p> <p>Students demonstrate increasing engagement with the novel's concerns and the associated themes and issues. Students respond to teacher feedback.</p>	
1.1	<p><b>Activity 10</b> Students listen to three songs on YouTube and complete the activities below:</p> <ul style="list-style-type: none"> <li>• <i>Μόνο στα όνειρα</i></li> <li>• <i>Αν είσαι ένα αστέρι</i></li> <li>• <i>Αστρα μη με μαλώνετε</i></li> </ul> <p>a) Students work individually on cloze activities to complete the song lyrics. b) Class discussion: <i>How do these songs capture the theme of romantic love?</i> Discuss techniques and use a Venn diagram to record responses. c) Explain how the concerns of these songs express Olga and Irini's respective feelings. d) Discuss the techniques used in the songs to convey meaning.</p>	<p>Students demonstrate their appreciation of and engagement with the songs by making relevant contributions to the discussion.</p> <p>Teacher accesses Google Docs/Padlet to monitor students' contributions and to provide feedback.</p> <p>Students demonstrate increasing engagement with the novel's concerns and the associated themes and issues through their participation in the discussion and their responses to the questions.</p> <p>Teacher facilitates the discussion and asks relevant probing questions to ensure that students grasp the techniques employed in the songs, and provides feedback.</p>	
1.1	<p><b>Activity 11</b> In groups, students contribute to the construction of plot summary of <b>Chapter 3</b> using Google Docs/Padlet/butchers paper and identify the issues raised.</p> <p>Students complete study guide questions:</p> <ol style="list-style-type: none"> <li>1. Explain the situation with Grigoris Rounakis.</li> </ol>	<p>Students actively participate in the development of the plot summary and show they can identify and talk about the issues.</p>	

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	<ol style="list-style-type: none"> <li>2. What was the reaction of the other children in the abovementioned situation?</li> <li>3. «Κι άλλοι που βιάστηκαν να καθίσουν στη θέση τους... και να βολευτούν στην απάθειά τους». To whom and to what do these words refer?</li> <li>4. Who did Irini and Olga approach for help and what was the outcome?</li> <li>5. Why does Irini refer to Themis as “Phaethon with his chariot”?</li> <li>6. Why does Irini refer to the applauding of some children as an outburst?</li> <li>7. What is the main issue of this chapter?</li> </ol>	<p>Teacher encourages participation and accesses Google Docs/Padlet to monitor students' contributions and to provide feedback.</p> <p>Students receive recognition/score via <i>Kahoot!</i> on their performance. Peer assessment on cloze and other vocabulary exercises.</p> <p>Students submit written study guide responses for feedback. Students demonstrate increasing engagement with the novel's concerns and the associated themes and issues.</p> <p>Teacher provides feedback that students respond to for improvement.</p>	
<p>1.1 1.2 2.1 2.2 2.3</p>	<p><b>Activity 12</b> Hot seating (character profiling activity).</p> <p>Students sit in a circle. One student sits in the 'hot seat', assuming the role of one of the characters. The rest of the students take it in turns to ask one question each of the character. One student takes notes and shares via Google Docs/Padlet. Questions are designed to elicit responses relevant to the character.</p> <p>Once everyone in the circle has asked a question, another student goes to the 'hot seat' assuming the role of another character and everyone asks a question, as in the first round. This is repeated until all the characters appearing in the chapter have been 'profiled'.</p>	<p>From information in the notes, all students submit a written character profile (200 words total) in Greek of two characters of their choosing for teacher feedback.</p> <p>All students participate verbally in the activity using questioning, expressions and vocabulary relevant to the characters' profile, and which will elicit relevant information about the characters.</p> <p>Teacher facilitates the activity and provides feedback in Google Docs/Padlet.</p>	



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1.1	<p><b>Activity 13</b> Writing a report.</p> <p>On a collaborative document, students list the events as they occurred in chronological order. Using this chronology of events, students compose a report of the incident in response to the principal's request.</p>	<p>Students are able to sequence events and use features appropriate to the report text type. They are able to create a factual text about a bullying incident at school. Students submit their draft for teacher feedback.</p> <p>Teacher provides written feedback on the draft. Student re-submit their report taking on board teacher feedback.</p>	
1.1 1.2 2.1	<p><b>Activity 14</b> Look at the photo stimulus at <a href="https://www.news24.com/news24/southafrica/local/maritzburg-fever/bullying-at-school-is-a-concern-20180124">https://www.news24.com/news24/southafrica/local/maritzburg-fever/bullying-at-school-is-a-concern-20180124</a></p> <p>Students brainstorm and discuss the issues raised in the image.</p> <p>Teacher facilitates discussion of the features of an article.</p> <p>In pairs, students then construct an article on the following topic:</p> <p><i>Imagine you are a bystander who witnesses this scene in the school corridor. Write an article for the school newsletter, which aims to raise awareness about bullying in schools.</i></p> <p>Article topic: <i>Η ανοχή και η πρόωθηση της κακοποίησης είναι το ίδιο σοβαρές όσο και η ίδια η κακοποίηση.</i></p>	<p>Students participate actively in discussion, responding both to teacher guidance and the contributions of other students.</p> <p>Students engage with the topic and the issues of the task confidently, accurately and convincingly.</p> <p>Submitted for teacher feedback.</p>	

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1.1	<p><b>Activity 15</b> Students view the video, <i>Το παιδί με την κόκκινη γραμμή</i> (The kid with the red line) at <a href="https://www.youtube.com/watch?v=wMI9UUtnSKM">https://www.youtube.com/watch?v=wMI9UUtnSKM</a></p> <p>a) Taking notes and, using the scaffolding tool, <i>Monologue planning proforma</i>, students (in pairs) prepare a two minute monologue on the importance of acceptance of others.</p> <p>b) Imagine you are the bully on the stage when Constanti tried to speak. In a diary entry, reflect on the feelings that led to the change in your attitude towards Constanti. Write 200 words in Greek.</p>	<p>Script of monologue is to be submitted for teacher feedback. Students demonstrate understanding of the issue and the ability to develop a coherent, well-structured and well-argued monologue.</p> <p>In their diary entry, students demonstrate the extent to which they are able to empathise and consider the perspective of another. Teacher provides feedback indicating areas of strength and those that require improvement.</p>	

## Registration

After you have taught the unit of work, record in this section your evaluation of the unit and any variations you implemented or would choose to implement the next time you teach the unit. The evaluation process should include feedback from students and will inform the next steps in student learning.

## Teacher evaluation

## Comments / variations

How did the unit 'rate' in these areas?	😊	😐	☹️	
• Time allocated for topic				
• Student understanding of content				
• Opportunities for student reflection on learning				
• Suitability of resources				
• Appropriate sequence of activities				
• Differentiation strategies used				
• Variety of teaching strategies				
• Variety of assessment for/as learning strategies				
• Integration of Quality Teaching dimensions				
• Integration of information and communication technology				
• Literacy and numeracy strategies used				
• Learning across the curriculum content incorporated				
• Effectiveness of assessment strategies				
<b>Date commenced</b>			<b>Date completed</b>	
<b>Teacher name</b>			<b>Teacher signature</b>	
<b>Curriculum Coordinator signature</b>			<b>Supervisor signature</b>	