

Year 12 Modern Greek Extension – Unit of Work, Term 1

To be taught in this unit:

- Chapter 4 - Ο γιος του ήλιου, Chapter 5 - Να 'χα το σύννεφο άλογο, Chapter 6 – Απειλές, Chapter 7 - Το κατόρθωμα
- Skills in analysis and critical thinking
- Responding critically and creatively to the prescribed issues

Unit information

Indicative time: 10 weeks

The theme – The individual and contemporary society

Assessment:

Term 1, Week 8

Speaking - 10 marks (Weighting 10%)

Unit outline

Students will explore the prescribed issues through the prescribed texts

Prescribed issues:

- The resilience of the human spirit
- Relationships
- The impact of change on society

Examples:

- Coping with adversity, personal growth, expression through the creative arts
- Social responsibility, acceptance of difference, the power of hope and love
- Globalisation, socio-political events, use of technology

Prescribed texts:

- *Αμύλητη αγάπη* (Unspoken Love), by Loty Petrovits-Androutsopoulou, 3rd edition, Patakis Publications, Athens, 2019

Objectives

Objective 1:

Present and discuss opinions, ideas and points of view in Modern Greek

Objective 2:

Evaluate, analyse and respond to text that is in Modern Greek and that reflects the culture of Greek-speaking communities

Targeted outcomes

The student:

- 1.1 discusses attitudes, opinions and ideas in Modern Greek
- 1.2 formulates and justifies a written or spoken argument in Modern Greek
- 2.1 evaluates and responds to text personally, creatively and critically
- 2.2 analyses how meaning is conveyed
- 2.3 analyses the social, political, cultural and/or literary contexts of text that is in Modern Greek

Learning intentions	Success criteria	
<p>By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> develop an understanding of the prescribed issues and some of the sub-issues as they relate to Chapters 4-7 explore and understand Chapters 4-7 demonstrate a deep understanding and knowledge of social responsibility develop critical thinking and ways of developing and expressing a point of view respond creatively to the prescribed issues orally and in writing. 	<p>Evidence of successful learning will include:</p> <ul style="list-style-type: none"> ability to annotate, paraphrase and clearly articulate the significance and relevance of the prescribed issues as they relate to the prescribed text 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 demonstrable understanding of the historical benefactors of Greece and how this tradition is continued in Australia ability to think critically and creatively, and support an argument logically and effectively ability to create written and spoken text in response to stimulus. 	
Language examples	Related texts	Text types
<p>Vocabulary, idiomatic expressions and grammar from the Modern Greek Continuers syllabus (assumed knowledge).</p> <p>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"> Consolidate vocabulary in Chapters 4-7 Conjunctions Present tense (active and passive voices) - more verb categories Simple past tense (more verb categories) Appropriate sequencing expressions Expressing opinion Expressions to present arguments for and against 	<ul style="list-style-type: none"> Short film, <i>Ο αδερφός μου</i> (My brother) https://www.youtube.com/watch?v=Y03P3l-eLBE <i>Αυτή είναι η καθημερινότητα για άτομα με αναπηρία</i> - news story on Kriti TV https://www.youtube.com/watch?v=E0QyXx7zp5Y&t=139s Advertisement for Greek invention https://www.youtube.com/watch?v=TXFFjAgeSU8 Song, <i>Αν μ'αγαπάς κι είν' όνειρο</i>, traditional - music by Manos Hadjidakis https://www.youtube.com/watch?v=8nOy-KV2PbY News story: <i>Photo of Car Blocking Disabled Greek Teen Goes Viral</i> https://greece.greekreporter.com/2019/01/03/photo-of-car-blocking-disabled-greek-teen-goes-viral/ 	<ul style="list-style-type: none"> Script of speech Diary entry Formal letter TED-type talk Review Essay

Resources

- *Αμίλητη αγάπη (Unspoken Love)*, novel by Loty Petrovits-Androutsopoulou, 3rd edition, Patakis Publications, Athens 2019
- Short film, *Ο αδερφός μου (My brother)*
<https://www.youtube.com/watch?v=Y03P3l-eLBE>
- *Αυτή είναι η καθημερινότητα για άτομα με αναπηρία* - news story on Kriti TV
<https://www.youtube.com/watch?v=E0QyXx7zp5Y&t=139s>
- Advertisement for Greek invention, *Laddroller*
<https://www.youtube.com/watch?v=TXFFjAgeSU8>
- Song, *Αν μ'αγαπάς κι είν' όνειρο*, traditional - music by Manos Hadjidakis
<https://www.youtube.com/watch?v=8nQy-KV2PbY>
- News story: *Photo of Car Blocking Disabled Greek Teen Goes Viral*
<https://greece.greekreporter.com/2019/01/03/photo-of-car-blocking-disabled-greek-teen-goes-viral/>
- *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*, NESA, 2009

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.1 1.2	<p>Activity 1</p> <p>a) Students read Chapter 4 and contribute to the collaborative construction of plot summary using Google Docs/Padlet/butchers paper and identify the issues raised.</p> <p>b) Vocabulary activities - <i>Kahoot!</i> quiz, flashcards, <i>Quizlet</i>, cloze activities</p>	<p>Each group contributes to the 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 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>	

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		<p>Students receive recognition/score via <i>Kahoot!</i> on their performance.</p> <p>Peer assessment on cloze and other vocabulary exercises.</p>	
2.1 2.2 2.3	<p>Activity 2 Students complete the study guide questions:</p> <ol style="list-style-type: none"> 1. What language techniques does Irini use in her diary entry/this chapter to convey to the reader her feelings for Themis? 2. Explain the difference between the Greek words <i>έρωτας</i> and <i>αγάπη</i>. 3. What is your opinion of Themis as he emerges in this chapter? 4. “Μείναμε μαζί του ώσπου σκοτείνιασε. Έξω. Γιατί μέσα μου ένιωθα ένα αλλιώτικο φως”. Comment on these words. 5. “Amongst other virtues, Themis appears to have a very strong social conscience”. Justify this statement with reference to this chapter. 6. In this chapter, there is reference to the house in Boston where Irini’s grandparents lived. What issues of social responsibility are raised in this extract? 7. What kind of adversities would Themis have faced with the loss of his father? 8. Discuss the title and the ending of this chapter. 9. Discuss the issue of resilience of the human spirit as it develops in this chapter. 	<p>Students respond to the study guide questions.</p> <p>Teacher provides individual feedback and suggestions for improvement.</p>	
1.1 1.2 2.1 2.3	<p>Activity 3 a) Students view the photo and read the article, <i>Photo of Car Blocking Disabled Greek Teen Goes Viral</i>, and then view the short film, <i>Ο αδερφός μου</i> (My brother).</p>	<p>Student engagement with the materials.</p> <p>Ability to identify and discuss the issues raised and assume the perspectives of both the subject of the text</p>	

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	<p>b) In pairs, students discuss the issues raised from the perspective of the subject of the text and from the perspective of their family member/s, using a mind map to organise ideas and show how the issues relate to this chapter and to each other.</p> <p>c) Students write a letter to the editor of local newspaper highlighting the issues faced by people in wheelchairs. Write 200 words in Greek.</p>	<p>and their family members, and to show how the issues relate to this chapter and to each other.</p> <p>Teacher discusses students' ideas and asks questions that will ensure students have considered all key points required to complete the task successfully. Students add any new information to their mind map.</p> <p>Students are able to use the ideas from the mind map to advocate for improvements.</p> <p>Students submit draft and present final copy after implementing teacher feedback on the draft.</p>	
<p>1.1. 1.2 2.3</p>	<p>Activity 4 Students prepare the script of a speech on the topic:</p> <p><i>Μια πολιτισμένη και δίκαιη κοινωνία είναι αυτή που φροντίζει να εξασφαλίζει μια καλή ζωή ακόμη και για άτομα με ειδικές ανάγκες.</i></p>	<p>Students demonstrate the ability to structure a coherent argument using appropriate language and the features of a speech.</p> <p>Students submit the script using the monologue planning form via a Google Docs for teacher feedback.</p> <p>Students then finalise their script of the speech taking on board teacher feedback and suggestions for improvement.</p>	
<p>2.3</p>	<p>Activity 5 Teacher provides a list of 10 national benefactors of Greece. Each student is allocated one or more of the benefactors (depending on size of class) to research. Students are to research the lives of Greece's national benefactors and their role and contributions towards shaping the modern Greek state. With which prescribed and related issues do they identify?</p>	<p>Each student presents their research findings in a TED-type talk to the class. Peer feedback.</p>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.1	<p>Activity 6</p> <p>a) Students read Chapter 5 and contribute to the collaborative construction of plot summary using Google Docs/Padlet/butchers paper and identify the issues raised.</p> <p>b) Vocabulary activities - <i>Kahoot!</i> quiz, flashcards, <i>Quizlet</i>, cloze activities</p>	<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.</p> <p>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>	
2.1 2.2 2.3	<p>Activity 7</p> <p>Students complete the study guide questions for Chapter 5:</p> <ol style="list-style-type: none"> 1. What information do we find in this chapter about horse-riding? Give details. 2. In this chapter, we learn that Themis will be going to Canada for surgery when he turns 18. Discuss how globalisation and, in particular, the interaction between medical institutions worldwide, positively impacts people's lives. 3. In this chapter, Irini wishes she could decide for Themis and prevent him from risking his life by having the surgery. She states that Themis' life has become indispensable to her. Discuss the power of this statement. 4. Listen to the song, <i>Αν μ' αγαπάς κι είν' όνειρο</i>, and study the lyrics. The young man and the young woman are likened to different things throughout the song. Find these similes in the lyrics of the song. 5. How is the feeling of 'love' described in the last verse of the song? Discuss its importance in relation to the chapter. 	<p>Students respond to the study guide questions demonstrating depth of understanding of the chapter and the associated issues.</p> <p>Teacher provides individual feedback and suggestions for improvement.</p>	

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	<p>6. Compare the two characters, Olga and Irini, as seen in this chapter.</p> <p>7. Discuss two issues evident in this chapter and their development.</p>		
<p>1.2 2.1</p>	<p>Activity 8 Using a Lotus Diagram, students prepare the text of a speech on the following topic:</p> <p><i>Όλοι οι άνθρωποι έχουν κρυμμένη μέσα τους μια δύναμη που συνήθως ανακαλύπτουν όταν αντιμετωπίζουν αντιξοότητες.</i></p>	<p>Students engage in a conversation with the teacher about their plan for the speech.</p> <p>Students use feedback from the conversation to construct their text of the speech.</p> <p>Final copy submitted for teacher feedback.</p>	
<p>1.1 2.1</p>	<p>Activity 9 Class views the TV news story, <i>Αυτή είναι η καθημερινότητα για άτομα με αναπηρία</i>, from Kriti TV.</p> <p>Using Google Maps and Google Earth, students select a central square in Heraklion, Crete. They design a plan with suggested improved conditions for people with disabilities. Students then write a formal letter to the municipal council of Heraklion and attach their suggested plan for improvement.</p>	<p>Student engagement. Ability to use IT to identify physical issues with regard to accessibility of public spaces and to assume perspective of disabled people to make effective proposals.</p> <p>Students are able to express their suggestions for improvement of accessibility of public spaces in a formal letter to council, and the ability to develop a suggested plan.</p> <p>Teacher observes students' development of plan and provides written feedback on the letter.</p>	
<p>1.1 2.1</p>	<p>Activity 10 Students view the advertisement for the Greek invention, <i>Laddroller</i>, and participate in a brainstorming activity using an affinity diagram on the following topic:</p> <p><i>Technology can improve the life of the whole person.</i></p> <p>Write a review of this product and how it reflects the stated topic. Write 200 words in Greek.</p>	<p>Students actively participate in the brainstorming activity, encouraged by teacher.</p> <p>Students submit their review for teacher feedback.</p>	

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1.1 2.1	<p>Activity 11</p> <p>a) Students read Chapter 6 and contribute to the collaborative construction of a plot summary on Google Docs/Padlet/butchers paper and identify the issues raised.</p> <p>b) Vocabulary activities - <i>Kahoot!</i> quiz, flashcards, <i>Quizlet</i>, cloze activities</p>	<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>	
2.1 2.2 2.3	<p>Activity 12</p> <p>Students complete the study guide questions:</p> <ol style="list-style-type: none"> 1. “Μόνο οι ανόητοι δε ζητάνε βοήθεια όταν την έχουν ανάγκη. Θαρρείς και φοβούνται μην και τους θεωρήσουν οι άλλοι κατώτερους, διαφορετικούς, ανάξιους ή δεν ξέρω τι άλλο”. (p. 55) What is the message Themis conveys? 2. Describe the development of Grigoris' personality in this chapter. 3. What is the allegorical meaning of the teacher's words to Themis when he was in primary school? 4. What is the reason that Themis does not want any escorts/guards for protection? 5. How are the issues of Relationships and Impact of Change in Society developed in this chapter? 	<p>Students respond to the study guide questions demonstrating depth of understanding of the chapter and the associated issues.</p> <p>Teacher provides individual feedback and suggestions for improved understanding.</p>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.1	<p>Activity 13</p> <p>a) Brainstorming activity On p. 54, we learn that Grigoris has become the victim of online bullying. Students make a list of the different types of bullying and investigate, through discussion, how cyberbullying can be manifested.</p> <p>b) Students write a diary entry on the following topic:</p> <p><i>“Όσο άσχημα κι αν σου φέρονται οι άλλοι, την αξία σου δεν μπορούν να σου τη λιγοστέψουν”.</i></p> <p>Reflect on a personal experience that may have caused you to feel worthless. Talk about how you coped with it or could have coped with it.</p>	<p>Students participate actively in discussion and research and contribute to the list of types of online bullying.</p> <p>Students recall/reflect on a personal experience and use appropriate vocabulary and expressions to engage in an impromptu speech.</p> <p>Peer assessment.</p>	
2.2	<p>Activity 14</p> <p>On p. 57, Irini suspects that Themis has feelings for Olga by the way he looks at Olga. Make a list of adjectives in Greek that can be used to describe how someone may look at another in a tender and loving way. Use the phrase from the novel, <i>‘τρυφερό βλέμμα’</i>, as a starting point.</p>	<p>Students record in their vocabulary/new expressions list on their Google Doc for reference. This collaborative activity helps students recognise the power of language to convey meaning.</p> <p>Teacher facilitates the activity asking questions and providing commentary about how language is used to convey meaning.</p>	
2.2	<p>Activity 15</p> <p>a) Students read Chapter 7 and contribute to the construction of a plot summary on Google Docs/Padlet/butchers paper and identify the issues raised.</p> <p>b) Vocabulary activities - <i>Kahoot!</i> quiz, flashcards, <i>Quizlet</i>, cloze activities</p>	<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 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>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
		<p>Students receive recognition/score via <i>Kahoot!</i> on their performance.</p> <p>Peer assessment on cloze and other vocabulary exercises.</p>	
2.1 2.2 2.3	<p>Activity 16 Students complete the study guide questions:</p> <ol style="list-style-type: none"> 1. Do you agree with the title of this chapter? Explain in detail. 2. Discuss the solution to the bullying incidents given by Mr Veris and Themis. 3. Select one of the issues/themes of this chapter and explain its development. 	<p>Students respond to the study guide questions, demonstrating depth of understanding of the chapter and the associated issues.</p> <p>Teacher provides individual feedback and suggestions for improved understanding.</p>	
1.1 1.2	<p>Activity 17 Brainstorm activity - using a mind map, the class brainstorms ideas for an essay on the following topic:</p> <p>Η συγχωρητικότητα και η αγάπη ανοίγουν δρόμο εκεί που η τιμωρία πολλές φορές τον κλείνει.</p>	<p>Using ideas gathered, students write their own response.</p> <p>Teacher shares sample responses with the class which are deconstructed to come up with a skeleton structure common to all good responses.</p> <p>Students jointly construct a response to the same question by fleshing out their argument using the sample structure. Working in pairs, students take an aspect of the structure and write a paragraph on it. The individual components are put together. Students develop skills to produce individual essays.</p> <p>Using ideas gathered, students submit individual construction for teacher feedback.</p>	
1.1	<p>Activity 18 Diary entry. Students write 200 words in Greek in response to the topic: Είσαι η Ειρήνη. Γράφεις στο ημερολόγιό σου αντανακλώντας τα συναισθήματά σου σχετικά με την δράση του Θέμη σ' αυτό το κεφάλαιο.</p>	<p>Students are able to assume the perspective of a character and reflect on another character's actions, showing deep understanding and engagement with the chapter.</p> <p>Teacher provides written feedback.</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				
Date commenced			Date completed	
Teacher name			Teacher signature	
Curriculum Coordinator signature			Supervisor signature	