

Year 12 Modern Greek Extension – Unit of Work, Term 2

To be taught in this unit:

- Chapter 8: Παιχνίδι χωρίς όρια, Chapter 9: Άτομα ή άνθρωποι, Chapter 10: Όνειρα κι εφιάλτες, Chapter 11: Εκείνο που είχε σημασία
- 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 2, Week 5

- Text analysis – 30 marks (30% weighting)
- Writing – 15 marks (10% weighting)

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:

- Αμίλητη 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"> understand and talk about the prescribed issues as they relate to Chapters 8-11 explore and understand Chapters 8-11 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 identify and talk about literary technique. 	<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 recognise and reflect socially responsible attitudes and behaviours and argue in favour of them ability to think critically and creatively, and support an argument logically and effectively ability to create written and spoken text in response to stimulus ability to demonstrate how meaning is conveyed by the use of literary techniques. 	
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 and expressions in Chapters 8-11 Future tense Presenting arguments for and against Presenting third party opinions 	<ul style="list-style-type: none"> Photo of parking in Athens: https://www.ekathimerini.com/225015/article/ekathimerini/business/cryptocurrency-gene-eyes-global-parking-market Photo of parking in Delphi: https://travel-junkies.com/2014/02/07/photo-essay-delphi-greece/ News article: Πρόσβαση των ΑμΕΑ στη θάλασσα https://magnesianews.gr/volos/provasi-ton-amea-sti-thalassa.html Song: Για πού τ'όβαλες καρδιά μου; https://www.youtube.com/watch?v=2r9d9c9GOcg 	<ul style="list-style-type: none"> Report Letter / email Online post / article Script of speech Monologue / vlog Article

Resources

- *Αμίλητη αγάπη (Unspoken Love)*, novel by Loty Petrovits-Androutsopoulou, 3rd edition, Patakis Publications, Athens 2019
- *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
- Student's personal Google Doc
- Collaborative class Google Doc/Padlet

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.1 1.2	Activity 1 Using the parking photos (in Athens and Delphi) as stimulus, brainstorm issues regarding access for people with disabilities. Record ideas on a collaborative Google Doc.	Students' ideas are recorded on the Google Doc for reference in creating their own personal texts.	
1.1 1.2	Activity 2 a) Students read Chapter 8 and contribute to the construction of a plot summary using Google Docs/Padlet/butchers paper and identify the issues raised. b) Vocabulary activities - <i>Kahoot!</i> quiz, flashcards, <i>Quizlet</i> , cloze activities.	Each group contributes to 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. Teacher monitors each group's construction of the plot summary and identification of issues and provides suggestions, as required. Students receive recognition/score via <i>Kahoot!</i> on their performance. Peer assessment on cloze and other vocabulary exercises.	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
2.1 2.2 2.3	<p>Activity 3 Students complete the study guide questions:</p> <ol style="list-style-type: none"> 1. Explain why the two girls remained speechless and Themis teary in this chapter. 2. «Πρώτα πρώτα, θα δυαλιθούν και τα τελευταία ίχνη της αντιπάθειας μεταξύ σας». What does Themis refer to with these words? 3. Discuss one of the techniques used in this chapter and the theme. Comment on the use of technology and its development in this chapter. 	<p>Students respond to the study guide questions.</p> <p>Teacher provides individual feedback and suggestions for improvement.</p>	
2.1	<p>Activity 4 Students read the news article, <i>Πρόσβαση των ΑμΕΑ στη θάλασσα</i>. They then write a letter of congratulations and gratitude to the local council for installing this feature at the local beach. In the letter, students should state how this device will enrich the lives of people with a disability as well as the community as a whole.</p>	<p>Students use relevant ideas brainstormed in Activity 1 to help them structure their letter to local council.</p> <p>Draft of letter is peer assessed for grammatical accuracy, use of appropriate ideas and structure. Students amend their draft accordingly.</p> <p>Teacher provides feedback on final letter.</p>	
2.3	<p>Activity 5 Research the types of programs available to people with special needs in Greece. How many are government funded? What does this reveal about Greece's attitude to people with special needs?</p> <p>In groups, students create a report to be presented to the class. Groups choose the format and medium of delivery (written, visual, TED-Talk, graphic representation, etc).</p>	<p>Students show skills in researching government-funded programs and ability to process information. Students show confidence in using information to address the task.</p> <p>Peer feedback via PMI charts.</p> <p>Teacher feedback.</p>	

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1.1 1.2	<p>Activity 6</p> <p>a) Students read Chapter 9 and contribute to the construction of a 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 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> <p>Students receive recognition/score via <i>Kahoot!</i> on their performance. Peer assessment on cloze and other vocabulary exercises.</p>	
1.1	<p>Activity 7</p> <p>Students complete the study guide questions:</p> <ol style="list-style-type: none"> 1. «Η κι αν είχα ζήσει, δεν είχε καμιά σημασία... τότε» και «Μου έφτανε που ήμουν εκεί... με τη συντροφιά μας». Discuss: <ol style="list-style-type: none"> a) The author's technique. b) Your opinion of Irini. 2. How relevant do you find the title of this chapter? 3. How are the themes of acceptance of difference and socio-political events developed in this chapter? 4. «Όποιος γλυτώνει από ένα δάκρυ έναν άνθρωπο, υψώνει ένα μέτρο το μπόι της ανθρωπότητας» - Γιάννης Ρίτσος Explain how these words are reflected in the attitudes of the main characters of the novel. 	<p>Students respond in depth to the study guide questions showing a deep understanding of the issues and the content of the chapter, as well as the ability to support their response with evidence from the text.</p> <p>Teacher provides individual feedback and suggestions for improvement.</p>	

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2.1	<p>Activity 8 Imagine you are one of the three bullies. Write an email to Grigoris Rounakis in which you apologise for your previous behaviour towards him.</p>	<p>Students demonstrate the ability to express remorse using understanding of the novel, insight into the characters and appropriate use of language.</p> <p>Teacher feedback.</p>	
1.1 1.2 2.1	<p>Activity 9 Using the <i>Monologue planning proforma</i>, students prepare a three minute monologue on the following topic:</p> <p>«Δεν είναι αρκετό να ζούμε στην εποχή των ίσων ευκαιριών και ίσων δικαιωμάτων, πρέπει να τα διεκδικούμε καθημερινά στη ζωή μας». Συμφωνείς;</p>	<p>Students plan a monologue that is well-sequenced and demonstrates depth and breadth. Students manipulate language to justify opinions.</p> <p>Peer feedback.</p>	
1.1 1.2	<p>Activity 10</p> <p>a) Students read Chapter 10 and contribute to the collaborative construction of plot summary on collaborative Google Doc/Padlet/butcher's 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 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. Peer assessment on cloze and other vocabulary exercises.</p>	

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2.1 2.2 2.3	<p>Activity 11 Students complete the study guide questions:</p> <ol style="list-style-type: none"> 1. “Irini’s character is a true reflection of her family environment”. How true is this statement? Support your opinion with evidence from the text. 2. What do you think is the reason for Irini’s nightmares? 3. Discuss the development of the issues of resilience of the human spirit and the impact of change on society in this chapter. 	<p>Students respond in depth to the study guide questions showing a deep understanding of the issues and the content of the chapter, as well as the ability to support their response with evidence from the text.</p> <p>Teacher provides individual feedback and suggestions for improvement.</p>	
12.1	<p>Activity 12 Students listen to the song, <i>Για πού το ‘βαλες καρδιά μου;</i> Students discuss the impact of the loss of a loved one.</p> <p>Imagine you are Irini. Write a diary entry reflecting on how you felt when Themis confided to you how the loss of his father impacted on his life. Write 200 words in Greek.</p>	<p>Students participate confidently in the discussion, demonstrating their understanding of the concerns of the song.</p> <p>Teacher provides feedback on written diary entry submission.</p>	
1.1 1.2 2.1	<p>Activity 13 Monologue – using the <i>Monologue planning proforma</i> to structure their monologue, students prepare a spoken text on the following topic:</p> <p>Αληθινή αγάπη σημαίνει να μπορείς να δίνεις χωρίς να περιμένεις να λάβεις. Συμφωνείς ή όχι;</p>	<p>Students develop a monologue that is well-sequenced and has depth and breadth. Students manipulate language to justify opinions.</p> <p>Teachers provides feedback identifying areas of strength and areas for improvement. Student delivers monologue via vlog for teacher feedback.</p>	

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1.1 1.2	<p>Activity 14</p> <p>Students imagine they are a social worker and are speaking to a group of parents who have a child with a disability. Students are to inform parents about the advancement of technology and its use in the health sector. Write a script of the speech to be delivered to the parents. Write 300 words in Greek.</p>	<p>Students demonstrate the ability to recall and employ information from the discussion and study of related texts, as well as the novel, to use in their script of the speech.</p> <p>Students demonstrate an excellent understanding of the ways that technology can support people with disabilities.</p> <p>Teacher provides feedback to move learners forward.</p>	
1.1 1.2	<p>Activity 15</p> <p>a) Students read Chapter 11 and contribute to the 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 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. Peer assessment on cloze and other vocabulary exercises.</p>	
2.1 2.2 2.3	<p>Activity 16</p> <p>Students complete the study guide questions:</p> <ol style="list-style-type: none"> 1. What makes Irini think that Grigoris "has come up with the idea" that Themis is in love with her? 2. How is Irini and Olga's relationship tested? 3. «Έπειτα δεν είχα χάσει ολότελα τις ελπίδες μου». What does this sentence reveal about Irini's character? 	<p>Students respond in depth to the study guide questions showing a deep understanding of the issues and the content of the chapter, as well as the ability to support their response with evidence from the text.</p> <p>Teacher provides individual feedback and suggestions for improvement.</p>	

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	<p>4. How does Irini use technology to achieve her aim in this chapter?</p> <p>5. How are the issues of personal growth and the power of hope and love developed in this chapter?</p>		
1.2	<p>Activity 17 Monologue – three-minute presentation in Greek. Students use the <i>Monologue planning proforma</i> to scaffold their monologue on the following topic:</p> <p>Με αληθινή αγάπη ο κόσμος μας θα ήταν δίκαιος και όμορφος.</p>	<p>Students develop a coherent diary entry that is well-structured and well-supported. Students manipulate language to justify opinions.</p> <p>Students present their monologue to the class.</p> <p>Peer assessment.</p>	
2.1	<p>Activity 18 Students to write a diary entry (200 words in Greek) in response to the following:</p> <p>Είσαι η Ειρήνη και μετά από το τηλεφώνημα με τον Γρηγόρη γράφεις στο ημερολόγιό σου πώς νιώθεις για όλο αυτό που συζητήθηκε από το τηλέφωνο.</p>	<p>Students develop a coherent diary entry reflecting on issues discussed with Grigoris on the phone. Students demonstrate clear understanding of the significance of the issues discussed and are able to manipulate language to successfully capture their feelings in a diary entry.</p> <p>Teacher feedback is provided to move learners forward.</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	