

## Year 12 Modern Greek Extension – Unit of Work, Term 3

### To be taught in this unit:

- Chapter 12: Το άγγιγμα, Chapter 13: Δέκα μέρες στον παράδεισο, Chapter 14: Η επάνοδος
- Skills in analysis and critical thinking
- Responding critically and creatively to the prescribed issues
- Refining exam techniques

Unit information	Unit outline
<p><b>Indicative time:</b> 10 weeks</p> <p><b>The theme</b> – The individual and contemporary society</p> <p><b>Assessment:</b> HSC Trial Examination, Term 3 Weeks 2-3</p> <ul style="list-style-type: none"> <li>• Speaking – 10 marks (10% weighting)</li> <li>• Text analysis – (10% weighting for A + B) <ul style="list-style-type: none"> <li>○ Part A – 15 marks</li> <li>○ Part B – 10 marks</li> </ul> </li> <li>• Writing – 15 marks (10% weighting)</li> </ul>	<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>• Coping with adversity, personal growth, expression through the creative arts</li> <li>• Social responsibility, acceptance of difference, the power of hope and love</li> <li>• Globalisation, socio-political events, use of technology</li> </ul> <p><b>Prescribed texts:</b></p> <ul style="list-style-type: none"> <li>• Αμίλητη αγάπη (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>• 1.1 discusses attitudes, opinions and ideas in Modern Greek</li> <li>• 1.2 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>understand and talk about the prescribed issues and the sub-issues as they relate to Chapters 12-14</li> <li>explore and understand Chapters 12-14</li> <li>develop critical thinking and ways of developing and expressing a point of view</li> <li>respond creatively to the prescribed issues orally and in writing</li> <li>consolidate knowledge and understanding of literary technique</li> <li>demonstrate refinement of exam technique.</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 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 think critically and creatively, and support an argument logically and effectively</li> <li>ability to create written and spoken text in response to stimulus</li> <li>demonstrated ability to talk about literary technique and how it is used to convey meaning</li> <li>demonstrated improved outcomes in practice exams.</li> </ul>	
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"> <li>Consolidate vocabulary and expressions in Chapters 12-14</li> <li>Imperfect tense Drawing a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Brain drain <a href="https://www.youtube.com/watch?v=v42YJpLEI-4">https://www.youtube.com/watch?v=v42YJpLEI-4</a></li> <li>Brain drain : Το προφίλ των Ελλήνων που έφυγαν <a href="https://www.in.gr/2019/12/30/economy/brain-drain-profil-ton-ellinon-pou-efygan/">https://www.in.gr/2019/12/30/economy/brain-drain-profil-ton-ellinon-pou-efygan/</a></li> </ul>	<ul style="list-style-type: none"> <li>Formal letter</li> <li>Monologue</li> <li>Narrative account</li> <li>Article</li> <li>Short essay</li> </ul>

## Resources

- *Αμίλητη αγάπη (Unspoken Love)*, novel by Loty Petrovits-Androutsopoulou, 3<sup>rd</sup> edition, Patakis Publications, Athens 2019
- *Brain drain – a Skai radio program*  
<https://www.youtube.com/watch?v=v42YJpLEI-4>
- *Brain drain : Το προφίλ των Ελλήνων που έφυγαν – online article*  
<https://www.in.gr/2019/12/30/economy/brain-drain-profil-ton-ellinon-pou-efygan/>
- *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></p> <p>a) Students read <b>Chapter 12</b> 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 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>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
2.1 2.2 2.3	<p><b>Activity 2</b> Students complete the study guide questions:</p> <ol style="list-style-type: none"> <li>1. «Καλό απόγευμα και καλά μυαλά!» Place this quote in context.</li> <li>2. Go back to p. 36 and find the adverb Irini uses to describe the first time she and Themis touched. After reading Chapter 12, refer to the extract on p. 122 where this moment of 'touch' is discussed by the characters. Why is it so significant?</li> <li>3. Discuss the writing technique employed by the author in this chapter.</li> <li>4. How is the issue of <b>resilience of the human spirit</b> explored in this chapter?</li> <li>5. What do we learn in this chapter about <b>acceptance of difference?</b></li> <li>6. How did Themis set up the scene with poetry and literature scattered around and music playing in the background, in preparation for Irini's visit?</li> <li>7. What is the mood at the beginning of the chapter and how does it change throughout?</li> </ol>	<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>	
2.1 2.2	<p><b>Activity 3</b> Students read the following webpages about the mythological character of Νηρέας.</p> <ul style="list-style-type: none"> <li>• <a href="http://users.sch.gr/ipap/mixogeni/34.htm">http://users.sch.gr/ipap/mixogeni/34.htm</a></li> <li>• <a href="https://www.ancientgrecereloaded.com/files/ancient_greece_reloaded_website/gods_and_goddesses/nereus.php">https://www.ancientgrecereloaded.com/files/ancient_greece_reloaded_website/gods_and_goddesses/nereus.php</a></li> </ul> <p>As a group, discuss why Mr Noyger compares Themis to him. What is achieved by this?</p>	<p>Student engagement. Ability to make contributions to discussion with clarity and confidence, and support contribution with reasoned arguments.</p> <p>Teacher provides oral feedback and encouragement.</p>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.1 1.2 2.1	<p><b>Activity 4</b> Speaking activity. Using the <i>Monologue planning proforma</i>, students prepare a three minute monologue on the following topic:</p> <p>«Όταν αντιμετωπίζουμε δυσκολίες στη ζωή, πρέπει να αναζητούμε τη δύναμη για να τις ξεπεράσουμε πρώτα στον εαυτό μας.»</p>	<p>Students demonstrate ability to well-sequenced monologue that has depth and breadth.</p> <p>Teacher provides individual feedback.</p>	
1.1 1.2	<p><b>Activity 5</b> In groups, students create a Venn diagram of Themis' feelings 'before' and 'after' he learns that Irini is in love with him. Students use the diagram as a vehicle to write their diary entry on the following topic:</p> <p><i>Είσαι ο Θέμης. Γράφεις στο ημερολόγιό σου καθρεφτίζοντας τα συναισθηματά σου πριν και μετά μάθεις από τον Γρηγόρη ότι η Ειρήνη σ'αγαπά.</i></p> <p>Imagine you are Themis. Write a diary entry reflecting on your feelings prior to and after learning from Grigoris that Irini also loves you. Write 200 words in Greek.</p>	<p>Students develop a coherent diary entry using Google Docs reflecting clearly 'before' and 'after' feelings.</p> <p>Teacher adds comments to the document. Students follow up on comments improving word choice, expressions adopting suggestions made by teacher.</p>	
1.2	<p><b>Activity 6</b> a) Students read <b>Chapter 13</b> 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 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> <p>Students receive recognition/score via <i>Kahoot!</i> on their performance. Peer assessment on cloze and other vocabulary exercises.</p>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
2.1 2.2 2.3	<p><b>Activity 7</b> Students complete the study guide questions:</p> <ol style="list-style-type: none"> <li>1. How does Irini describe their last 10 days together? Explain in detail.</li> <li>2. Why was Themis receiving Irini each day with a new love note?</li> <li>3. What did the note with the quotation from “Report to Greco” reveal about Themis?</li> <li>4. Έχεις τα πινέλα, έχεις τις μπογές, ζωγράφισε τον παράδεισο και μπες μέσα.» What does Irini try to emphasise to Themis with these words?</li> <li>5. How do you think Olga might feel on learning of their love?</li> <li>6. In this chapter, it is Irini who comes across as stronger and more optimistic. Justify this statement with references to the text.</li> <li>7. Choose three themes we see in this chapter and discuss their development.</li> </ol>	<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>	
1.2	<p><b>Activity 8</b> Students engage in a debate on the topic:</p> <p><i>Teenage love does not last.</i></p>	<p>Students organise their teams and brainstorm the topic, using their choice of brainstorming tool. Participation in the debate.</p> <p>Teacher provides feedback via his/her role of adjudicator.</p>	
1.2 2.1	<p><b>Activity 9</b> Students prepare an impromptu speech on the topic:</p> <p>Σίγουρα ως άτομα μπορούμε να κάνουμε κάποια πράγματα, αλλά ενωμένοι μπορούμε να κάνουμε πολύ περισσότερα. Συμφωνείς ή διαφωνείς;</p> <p><i>Certainly, as individuals, we can do some things but united we can do much more. Do you agree or disagree?</i></p> <p>Students have 10 minutes to prepare their speech, using the scaffolding strategies they have learnt via the <i>Monologue planning proforma</i>, and present to the class.</p>	<p>Students' engagement in individual preparation of well-sequenced speech.</p> <p>Peer feedback via PMI.</p>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.2	<p><b>Activity 10</b> Discussion to elicit ideas for an article. Students to write article for the class/school blog (300 words in Greek.):</p> <p><i>We must accept others with their individual particularities.</i></p> <p>«Πρέπει να αποδεχόμαστε τους άλλους με τις ιδιαιτερότητές τους».</p>	<p>Students collaborate to brainstorm the topic and develop ideas to include in the article. Students able to effectively express their point of view.</p> <p>Teacher feedback.</p>	
1.1 1.2	<p><b>Activity 11</b> a) Students read <b>Chapter 14</b> 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</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 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> <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><b>Activity 12</b> Students complete the study guide questions:</p> <ol style="list-style-type: none"> <li>1. How did Irini realise that Olga had recovered from her obsession with Apellis?</li> <li>2. What was the reaction of Irini's family to the revelation of her feelings for Themis?</li> <li>3. «Σε κάθε έρωτα ξαναζεί η εμπειρία της γεύσης του παραδείσου και της απώλειας του παραδείσου».</li> </ol>	<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>	

Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
	<p>What does Themis mean with these words?</p> <ol style="list-style-type: none"> <li>4. One page in this chapter contains one of the most important messages of this novel. Identify the message and discuss.</li> <li>5. What does the neighbour's assumption reveal about society's attitude towards people with disability?</li> <li>6. Why do you think the author has not been explicit about the outcome of Themis' operation?</li> <li>7. What do you think was the outcome of Themis' operation? Support your answer with references from the text.</li> <li>8. Even though the author is concerned with certain issues in this novel, the current economic situation of Greece is not ignored. Explain with references from this chapter.</li> <li>9. «... για όποιον έλκεται ή σχετίζεται με ανάπηρο άνθρωπο, οι άλλοι αμέσως υποψιάζονται ότι παρεκκλίνει, δεν μπορεί να είναι ισορροπημένος». What message is the author conveying through these words?</li> </ol>		
<p>1.1 1.2 2.3</p>	<p><b>Activity 13</b> Group work. The class is divided into groups. Each group works on one or more of the following topics:</p> <ol style="list-style-type: none"> <li>a) Describe how each of the main characters has grown throughout the novel.</li> <li>b) How are the 25-year-old Irini and Olga different from their 16 year old selves?</li> <li>c) How does Themis view his disability and his unique set of circumstances?</li> <li>d) Research the impact of the global financial crisis on the young, the elderly, minority groups and families in Greece.</li> <li>e) Discuss the role played by Themis' benefactor.</li> <li>f) Explore the tradition of benefaction in Greece.</li> </ol>	<p>Students collaborate to develop answers to the questions and present their answers to the group.</p> <p>Teacher provides ongoing feedback as the students are preparing their responses.</p>	



Outcomes	Suggested teaching and learning activities/ learning experiences	Evidence of learning and feedback to students	Registration date
1.1 2.1 2.3	<p><b>Activity 14</b> Students listen to the Skai radio program, <i>Brain Drain</i> then summarise the issues raised in the program. <a href="https://www.youtube.com/watch?v=v42YJpLEI-4">https://www.youtube.com/watch?v=v42YJpLEI-4</a></p> <p>Soapbox activity: Students choose one issue and write a narrative account of the issues raised in the radio program.</p>	<p>Students work collaboratively to summarise the issues. Students use the collective ideas to create their narrative account.</p> <p>Teacher provides written feedback identifying areas of strength and how improvement can be made.</p>	
2.3	<p><b>Activity 15</b> Students read the article, <i>Brain drain: Το προφίλ των Ελλήνων που έφυγαν</i>. <a href="https://www.in.gr/2019/12/30/economy/brain-drain-profil-ton-ellinon-pou-efygan/">https://www.in.gr/2019/12/30/economy/brain-drain-profil-ton-ellinon-pou-efygan/</a></p> <p>Students respond to the following questions:</p> <ol style="list-style-type: none"> <li>1. How has the 'brain drain' impacted on Greece?</li> <li>2. What incentives have been proposed to reverse this trend?</li> <li>3. To what extent are the main characters of the novel part of the 'brain drain'?</li> </ol>	<p>Students respond in depth to the questions showing a deep understanding of the issues, as well as the ability to support their response with evidence from the related and prescribed text.</p> <p>Teacher provides individual feedback and suggestions for improvement.</p>	
1.1 1.2	<p><b>Activity 16</b> «Η απόσταση κάνει τις καρδιές να χτυπούν πιο δυνατά». Συμφωνείς; <i>Absence makes the heart grow fonder. Do you agree?</i></p> <p>Students write a 300-word article in Greek for the class blog.</p>	<p>Students create a plan for their article.</p> <p>Teacher provides feedback and suggestions on the plan.</p> <p>Students adopt and embed teacher feedback on final draft.</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>	