

Patricia A Georgiou- Major Assessment

Topic- Health & Nutrition | Stage 4 | Modern Greek

Summary	Duration
Students will explore healthy food options, the food pyramid, and reflect upon food & cultural differences in the ways people eat and the role of food in Australia and in Greece. Students will learn about the importance of nutrition and balanced healthy lifestyle, and will interact and explore upon similarities, differences. In addition, students will build upon their vocabulary, learn grammar in context, and build upon and practice their speaking & writing skills for different audiences and in a few different formats.	Term 1 5 weeks 3 hours per week. (Week 5 is presentation day/lesson)
Unit Overview	Key Concepts / Understanding
<p>This unit of work provides students with the opportunity to explore a healthier lifestyle build awareness of how and what we eat. This unit will allow students to expand their unit vocabulary and reflect on language features such as Greek expressions and explore connections between language and culture. They will use relevant grammatical structures and sentence patterns to convey information and their own ideas whilst writing an email, dialogue, and promoting their own restaurant & menu in the final task. The students will reflect upon their own connections and compare similarities and differences in the Australian and Mediterranean diets and lifestyle.</p> <p>DIFFERENTIATION activities have been captured throughout the work unit, also with a 'Learning Grid' provided for mostly beginner pathway students (attached to worksheets to the end of this work unit).</p> <p><u>Note: 'one dot' activities refer to beginner pathway students, whilst 'two dot' activities are extra intermediate-extension work, when students may need additional work.</u></p>	<p>Food Pyramid and Food Groups Comparison and variances to the Mediterranean diet Similarities and differences in a different part of the world. Meals and choosing healthy options Importance of a balanced diet and exercise for wellbeing Food and Greek/Australian Culture – Why is food so important to the Greek people?</p>
Learning Intentions (what will students learn?)	Success Criteria
<p><u>Students will learn about:</u></p> <ul style="list-style-type: none">-Develop a deeper understanding of the food groups, food combinations and a healthy balanced lifestyle.-Use a range of language when communicating about food, health, and wellbeing in our daily lives.-Identify key vocabulary and use with confidence.-Understand there are differences in eating habits and lifestyle, and recognise cultural diversity comparing Greece (Mediterranean countries) and Australia.	<p><u>Students are able to:</u></p> <ul style="list-style-type: none">-Successfully use target language when discussing food, health, and nutrition in everyday life.-Demonstrate understanding of a healthy, balanced diet and exercise.-Understand the similarities/differences in Australian & in Greek eating habits and the connections to lifestyle and culture.-Reflect carefully on their own bicultural identity through food and health as Greek Australians.

-Reflect on own cultural identity through food, family, and lifestyle.

Objectives and Outcomes (SYLLABUS)

Modern Greek K-10

- › LMG4-1C uses Modern Greek to interact with others to exchange information, ideas and opinions, and make plans
- › LMG4-4C applies a range of linguistic structures to compose texts in Modern Greek, using a range of formats for different audiences
- › LMG4-7U applies features of Modern Greek grammatical structures and sentence patterns to convey information and ideas
- › LMG4-8U identifies that language use identifies cultural ideas, values & beliefs.

Start and End

Actual start date
05/02/2021
Actual end date
05/03/2021

Suggested Vocabulary

Template is attached (note the template handed to students would normally include ALL target language words for the unit. Students complete the translation and add their own as they progress.

Health	Food pyramid
Nutrition	Food groups – milk products, proteins, fruit & vegetables, seafood, meat, fish, grains & cereals, carbohydrates
Wellbeing	Fresh
Order (a meal)	Frozen
Vegetarian	Homemade
Diet	Frozen
Traditional	Vitamins / Magnesium / Iron / calcium
Mediterranean (Cuisine)	Restaurant / Taverna
Breakfast / lunch / dinner	Overweight
Entrée / main meal	Exercise
Snack / desert	
Calories	
Tasty	Adverbs: Perhaps / Possibly
Salty	
Sour	Verbs: Eat / cook / Sleep / I remember / get dressed / sit / wash / brush my hair / boil / cut / knead / fry / grill / run / walk.
Sweat	
Hot (chilli)	

Sentence & Structures

Simple → Compound sentence structures (beginner pathway)
Compound → Complex sentence structures (intermediate and advanced students)

Revise and build VERB knowledge:

- Present tense and Past simple tense (**Ενεστώτας + Αόριστος**)
- The Imperative form - present tense & past tense (**Προστακτική**)
- Present tense in passive voice (**Παθητική φωνή**)

Revise and build ADVERB knowledge:

Adverbs (**Επιρρήματα**) describing 'time' and 'possibility' extract from reading passage ie when? today, tomorrow, yesterday, never, perhaps & possibly.

Revision - Nouns relevant to topic and used in context – masculine and feminine.

Revision – Nouns: Singular and Plural combinations relevant to topic

Assessment Overview (Rich Task due in Week 5)

Rich Task "Dish of the Day"

Work in pairs (or 3 depending on class numbers). One student will work on the lunch menu and the other on dinner menu ensuring there is cohesion.

Complete BOTH Parts A & B. Max number of slides 6 – 8. Presentation time per group 8-10 minutes.

You are a restaurant/café owner. With reference to your unit of work, create the following. Marking Criteria is attached.

PART A: Complete and design a PowerPoint/Google Slides presentation with your partner advertising your restaurant concept and cuisine (either Greek or a fusion of Greek and Australian). Create a short menu following the guidelines below:

- (1 slide) Cover page, include authentic pictures (mum's food?).
- (2 slides) Lunch Menu: 3 starters, 3 mains, 1 dessert, with descriptions ie special ingredient/s, where dish originated or special health benefits ie homemade feta and spinach pie, Macedonia, Northern Greece.
- (2 slides) Dinner Menu: 3 starters, 3 mains, and 1 desert, with descriptions ie Lamb and potato casserole from mainland Greece. Prawn Saganaki – Mykonos, Greek Islands & Crete.
- Remember to include a variety of food groups and refer to food groups and balanced meal combinations.

Answer ALL questions as part of your presentation (2-3 slides).

1. Pick your Dish of the Day & provide a brief statement WHY? – Choose one lunch menu item and one dinner menu item.
ie specialty dish from the Greek Islands, or everyone's favourite Summer Salad! The famous Greek Salad with Feta! Be creative.
2. How is your restaurant different/authentic compared to other restaurants? (think similarities and differences, cultural & lifestyle aspects but also ingredients and dishes themselves).
3. What healthy options or combinations do you provide, and why is this important for your customer?

PART B: Your Presentation in Week 5.

Extra 1 mark for creativity - add background music, a short 30sec video or something else!

Sequence of Teaching & Learning / adjustments & extensions	Resources
<p>Week 1 (3 hrs)</p> <p>-UOW Introduction.</p> <p>-Introduce Rich Project due in Week 5 and handout Task Notification & Marking Criteria -rubric (Assessment Notification & Peer Marking sheet attached).</p> <p>Allow for questions and students to choose work partner for the Main Project.</p> <p>All lessons, and learning activities leading-up to Week 5 will scaffold requirements and provide base knowledge & skillset required to complete Rich task.</p> <p>-Handout Unit of Work booklets that include work sequence, worksheets, and Unit Vocabulary List (as noted above).</p> <p>Vocabulary words are separated into 4 weeks.</p> <p>-Week 4 is Spelling Quiz Day (formative assessment), and Week 5 presentation day.</p> <p><u>Lesson 1 Learning Intention</u> & skills being practiced: speaking, reading & responding.</p> <p>Ability to recognise the Food Pyramid; introduction of the food groups noting variations; complete a reading comprehension exercise on the important aspects of the Mediterranean diet and capture and discuss similarities and differences – Venn diagram; complete interviews and reflect</p>	<p>Online Dictionary: https://www.wordreference.com/</p>

Sequence of Teaching & Learning / adjustments & extensions	Resources
<p>upon own eating habits; grammar in context with various activities. Introduction to Vocabulary list with worksheets and practice weekly workbank as extracted from food pyramid and reading passage.</p> <p>Differentiation provided with step-down activities for known beginner pathway students, also extension step-up work if required and for students that complete work early.</p> <p>1. Food Pyramids provided – standard and slightly varied model for the Mediterranean diet to compare (Culture). Teacher introduces briefly as these will be discussed in detail over the coming weeks. -Class discussion and brainstorm activity using Google Jamboard app and ask probing questions to gage prior knowledge (needs analysis). <u>Use this information to 'build the field'.</u></p> <p>Question 1 - How important is food to the Greek people and WHY? Question 2 – Name some of the differences and similarities you can see between the two pyramids -recognising these are a guide to eating and staying healthy. Question 3 - Why do you think they are different? ie. weather, lifestyles here and in Greece/Mediterranean countries, culture, food produce etc. Question 4 – Share your ideas on the ingredients for a fit, healthy & happy lifestyle? ie exercise, healthy lifestyle, drink 8 glasses of water, eat healthy, play sport, friends, family, drinking, no drugs etc.</p> <p>2. Vocabulary List & Worksheet activities. Go through Week 1 Vocabulary list, translations, any spelling rules etc Weekly homework – Students re-write their spelling words 3 times along with translation, and complete sentences using the new words for homework weekly. Differentiation. Step-down: shorter list of words and only 2 sentences required. Step-up: Complete compound/complex sentences using more than one word in each sentence.</p> <p>Worksheet 1: Complete Q&A consolidating and referring to the food pyramid. -What foods are healthy? What should you eat daily, weekly etc. -List all the dishes you can remember that belong to the largest group on the Food Pyramid. Greek dishes in one column and Australian dishes in the other column provided. -Are there any foods that you consider a mix of both cultures?</p> <p>Worksheet 2: complete the missing letters in the words below (words from vocabulary list and food pyramid) Students can work in mixed ability groups for differentiation if required.</p> <p>3. Reading Comprehension – the Mediterranean Diet (Culture) Teacher points to underlined unit vocabulary in the comprehension passage. First reading in pairs grouped in mixed ability to help beginner pathway students but also helps increase other student confidence when mentoring the other and consolidate learning when repeating work.</p>	<p>Food Pyramid: https://www.thrania.com/ http://eyzhn.edu.gr/class-material/</p> <p>Grammar: Margarita book 3 https://greekedu.weebly.com/ediamme.html</p> <p>Student devices – ipad, laptop, mobile.</p> <p>Whiteboard/projector or smartboard</p> <p>Dictionaries – online permitted</p> <p>Google Jamboard (part of Google Classrooms)</p> <p>Unit Grammar: 'We Speak Greek' - Τα Λεμε Ελληνικά Authors Antoniou M., Astara B., Detsoydi Z. 2nd Edition, Athens 2018.</p>

Sequence of Teaching & Learning / adjustments & extensions	Resources
<p>-Complete related two worksheet activities:</p> <p>Worksheet 3. True/False referring to the passage.</p> <p>Worksheet 4. Speaking activity with a partner (*mixed ability for differentiation)/ INTERVIEW your partner about your eating & exercise habits, and complete table how many times a week they eat each group and exercise. Compare answers.</p> <p>Compare answers as a class.</p> <p>4. Grammar in context - ADVERBS. Revise and practise using Adverbs describing 'time' ie when, today, yesterday, never, tomorrow, also Adverbs describing 'possibility': <u>perhaps</u> and <u>possibly</u> – these are also part of vocabulary.</p> <p>-Complete the following activities and practice using these adverbs yourself.</p> <p>-Complete cloze activity using the correct adverb of 'time' or 'possibility' based on your own habits.</p> <p>-Find and underline these adverbs in the reading passage – the Mediterranean Diet.</p>	
<p>Week 2 (3 hrs)</p> <p>Learning Intention – Reflect on our main meals of the day – Breakfast, our Main meals and proteins as per the food pyramid; Practice writing an email describing your favourite recipe to a family member or friend in Greece, and complete <u>listening</u> & responding exercises, grammar in context.</p> <p>Check homework and complete spelling test of previous week's words.</p> <p>Vocabulary list - this week is based on breakfast, lunch, dinner and cooking /verbs.</p> <p>Homework to re-write and complete sentences as per week 1 with differentiation as noted week 1.</p> <p>1. Breakfast – passage in Greek and questions in English. Vocab words have been underlined.</p> <p>Discuss answers as a class group. You favourite breakfast? Is it different on the weekend? Which food groups are included?</p> <p>2. Idioms/expressions – find the idioms in the passage, discuss in small groups and find your own. Greek and Australian.</p> <p>Each group to choose their favourite expression and write it on the board.</p> <p>Homework – Ask your parents if they have a favourite expression and what it means?</p> <p>2. Proteins – Worksheet. complete missing words from passage (vocab words)</p> <p>- Listening & Responding 1. Greek audio: a group of friends at a bbq/friends party. Complete responses - true or false. Differentiation - extension question for those that want to complete optional in Greek/English.</p> <p>3. Main Meal – read the 3 passages provided and complete worksheets. True/false, match phrases, and translate them.</p> <p>*differentiation, step-down translate only the first short passage. Use of dictionaries allowed.</p> <p>Cooking Vocab - match the verbs to the picture ie baking, kneading, boiling, frying, cutting, mixing etc.</p> <p>4. Grammar Verbs imperative form – cloze activity</p> <p>* Differentiation. Two worksheets, one with less missing words only, Step-up with more blanks and few missing phrases.</p> <p>5. Write and email to a friend with your favourite recipe. Include the ingredients they must buy and method.</p> <p>*Differentiation – Option to work in small 'same level groups where teacher can quietly assist the group needing more help all together. Option to complete own email and recipes or collaborate in the group and write about the same recipe (beginner pathway).</p> <p>6. Nutrition crossword</p>	<p>http://eyzhn.edu.gr/class-material/</p> <p>Crossword: https://www.liveworksheets.com/vn684864ak</p> <p>Email: own resource- Patricia Expressions/idioms - Patricia</p> <p>Grammar (imperative form VERBS): http://openlanguage.org.au/</p> <p>Listening Audio 1: (at the Restaurant) https://www.greek-language.gr/certification/%CE%9A%CE%9B%CE%99%CE%9A/3.%20%CE%A5%CE%BB%CE%B9%CE%BA%CF%8C%20%CE%B5%CE%BE%CE%AC%CF%83%CE%BA%CE%B7%CF%83%CE%B7%CF%82/%CE%9A%CE%A0%CE%9B_%CE%912/%CE%9A%CE%A0%CE%9B_3_%CE%912.mp3</p> <p>Listening worksheet – Patricia</p>

Sequence of Teaching & Learning / adjustments & extensions	Resources
<p>7. Listening & responding x2. – Dinner at the taverna. Complete the questions after listening to the audio file a few times. Students can make notes – refer worksheet.</p>	
<p>Week 3 (3 hrs)</p> <p>Learning Intention – continue learning about food groups, grains and dairy; learn about snacks, the famous Greek corner shop; healthy options. Build upon unit vocabulary; grammar practice – nouns and verbs and converting from one the other. Practice writing a short dialogue and presenting to class.</p> <p>Go over homework, ask questions, and complete a Kahoot spelling quiz with the previous 2 weeks’ words.</p> <p>1.Grains & Dairy – Read the dialogue provided – The Road Trip. Complete worksheets referring to passage and own experience. -Mix and Match’ activity about our daily eating habits. -Translate sentences from Greek to English (taken from passage).</p> <p>2. Writing exercise – Write your own ending to the story in target language. Min 4 sentences – using vocabulary verbs/nouns. *Differentiation – write your own ending in point form in target language or write a paragraph in English.</p> <p>3. Teacher introduces grammar work and provides worked examples. Wordwall & Liveworksheets apps are used to complete activities online or printouts can be used for students that have forgotten their devices. Grammar worksheet 1– Nouns. Complete the sentences by choosing the correct noun/ gender/tense. liveworksheets app. Grammar Online worksheet 2 - Convert missing nouns to verbs and vice-versa.</p> <p>3. Snacks & Sweets (Culture)</p> <p>The popular corner shop or pop-up ‘KIOSK’ found on every corner in Greece– Στο Περίπτερο. Read the dialogue and watch the short video. Discuss with the class.</p> <p>-What did the lady buy at the Kiosk in the video?</p> <p>Have you been to Greece? If you have, chances are this is one of the first places you stopped to buy something. Some are open 24 hours and you can buy most things from here.</p> <p>Group Activity. Make a list of items sold in this popular shop found in Greece and separate into the correct column - general goods ie milk, drinks, newspaper, magazines, essentials ie phone cards, and seasonal ie, beach umbrellas, toys, snorkels, and other such as ice-cream and chocolates, drinks and snacks, biscuits and gum.</p> <p>Make a list of popular Greek sweets/cakes from different parts of Greece.</p> <p>What part of Greece is your family /your grandparents from?</p> <p>What is your favourite dessert?</p> <p>Do you know the main ingredients?</p> <p>Is it healthy compared to other cakes/desserts if eaten in moderation or on special occasions?</p>	<p>http://eyzhn.edu.gr/class-material/</p> <p>Online Grammar: Wordwall app. https://wordwall.net/resource/2337952/%CE%B7%CF%85%CF%83%CE%B9%CE%B1%CF%83%CF%84%CE%B9%CE%BA%CE%B1%CF%81%CE%B7%CE%BC%CE%B1%CF%84%CE%B1</p> <p>Online Grammar- Masculine Nouns ending in -ης https://www.liveworksheets.com/worksheets/el/%CE%93%CE%BB%CF%8E%CF%83%CF%83%CE%B1/%CE%93%CF%81%CE%B1%CE%BC%CE%BC%CE%B1%CF%84%CE%B9%CE%BA%CE%AE/%CE%9F%CF%85%CF%83%CE%B9%CE%B1%CF%83%CF%84%CE%B9%CE%BA%CE%AC%CF%83%CE%B5-%CE%B7%CF%82-vv466705jr</p> <p>Revision & Food Pyramid: https://www.thrania.com/</p> <p>Greek Kiosk YouTube video: https://www.youtube.com/watch?v=TvnHecWwBdw</p>

Sequence of Teaching & Learning / adjustments & extensions	Resources
<p>4. Dialogue. Create your own dialogue using words from the box (these are vocabulary words). Use the dialogue reading passage provided as a template.</p> <p>Practice in groups and then present and or read it in front of the class.</p> <p>*Differentiation. Step-down -Change only verbs and nouns and practice reading it aloud; or step-up and be creative extending the story with a second problem or third character and memorise if time permits.</p>	
<p>Week 4 (3 hrs)</p> <p>Learning Intention – Students will be completing the Food Groups this week with fruits and vegetables; importance of exercise, drinking water; and general wellbeing.</p> <p>Homework overview, Google Online Spelling Quiz covering previous weeks vocabulary.</p> <p>1. Fruits & Vegetables</p> <p>Teacher goes through the materials and students read short passages on their own.</p> <p>Worksheet – true/false and name the vegetable in each dish, *Differentiation, match the dish to the correct vegetable group.</p> <p>2. Reading and activities – The importance of water, general health and wellbeing.</p> <p>Culture: Reading comprehension – Healthy eating- “Children and obesity in Greece and in Australia”</p> <ul style="list-style-type: none"> -Complete multiple-choice questions (Greek), and extended response in English. - Combine words from the two columns to make sentences – example provided. -Translate these sentences *Differentiation step-up. <p>3. Grammar – Singular and plural form of nouns and use of correct article (reading passage words).</p> <ul style="list-style-type: none"> - Make up some of your own. <p>4. Revision of unit of work.</p> <p>Students to go back and complete any unfinished work.</p> <p>Activity. Complete mix and match sentences to consolidate previous learning.</p> <p>Final hour of the lesson – students work on their presentations due the following week.</p> <p>Week 5 Final week.</p> <p>2 hrs – Student Presentations of their Rich Tasks in front of other HS students and teachers.</p> <p>Both teacher and Peer Marking (attached).</p>	<p>http://eyzhn.edu.gr/class-material/</p> <p>Crossword -Nutrition</p> <p>https://wordwall.net/resource/1754525/%CE%B4%CE%B9%CE%B1%CF%84%CF%81%CE%BF%CF%86%CE%B7</p> <p>Google Classroom online quiz:</p> <p>https://docs.google.com/forms/d/e/1FAIpQLScqicunfDniZx58uTczpzM3a-hksqbFlfsgmeK-imhyZFP0A/viewform</p> <p>http://openlanguage.org.au/greek-topics/greek-food-and-shopping/</p>

Sequence of Teaching & Learning / adjustments & extensions	Resources
<p>Teacher explains marking sheet to the students.</p> <p>Peer marking aides in the consolidation of learning</p> <p>This allows for group questions/ conversation at the end of each presentation.</p>	

Evaluation

Given I haven't taught this UOW as yet, I have noted my questions on how I may evaluate this unit/lessons:

Evaluate success after every lesson, referring back to lesson plan and learning intentions.

Have my student's individual needs been met with lesson content and teaching method?

Have students had sufficient opportunity and time to allow for learning and practicing of new knowledge and skills?

Address differentiated materials if more/less is required.











Was lesson engaging and relevant to my students – both level and interests?








Were the activities balanced and

Do I need a better understanding of student background or to engage with parents to understand and make lessons relevant to my students? ie student interests, places they have been, what they want to learn? Current trends such as technological and teen issues.

STAGE 4 – Differentiated Learning Grid

TOPIC - Health & Nutrition (Created by Patricia A Georgiou)

<p><u>Writing:</u> Write a list of groceries you need in order to prepare a special lunch for your best friend/s - Refer food pyramid.</p>  	<p><u>Grammar</u> Look and Find: Circle all the 'Verbs' in worksheet 2 and write both singular and plural forms.</p> <p>Extension - Convert the verbs to nouns.</p>    	<p><u>Writing:</u> Write 3 sentences describing 3 meals or 3 dishes or snacks you had on the weekend.</p>  	<p><u>Speaking:</u> Practice asking simple questions to a family member or friend about their favourite meal/dish and Why?</p>  
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<p>Reading: Practise reading this week's passage. Re-write unfamiliar words and their translation.</p> 	<p>Writing: Write a short dialogue (school friend), reflecting on your family dinner the night before and describe your favourite Greek dish/es.</p> 	<p>Listening: Listen to a Greek song, a movie, or the news. Write words or phrases you just heard.</p>  <p>Extension – write a short summary of what you just heard.</p>	<p>Exercise your mind: Reflect on why we eat differently in summer and in winter and record 2 dishes you enjoy – one in summer and the other winter-time.</p> 
<p>Culture: Write as many cultural differences you can think about between Greek and Australian, that have to do with food and lifestyle.</p> 	<p>Speaking: Practice your vocabulary by telling a family member or friend what you had for lunch & recess today. Σήμερα.. (today I ...)</p> 	<p>Grammar: Re-write this week's spelling words in both present and simple past tense.</p> 	<p>Reading: Research on the internet about the Ancient Greek Olympics and how people stayed healthy, and make up your own crossword – Greek words /English instruction.</p> 