

(no-code)

and respond to about self, others, and classroom environment, using expressions

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Elaborations

- sharing information about themselves, such as details of their daily routines, family, friends and things they like to do, for example, ■ark■ söylemeyi severim, Ak■am kitap okurum, Sabah erken kalkar■m, Bazen karde■im ile oyun oynar■m, Hafta sonunda futbol oynar■m. Uyumadan önce di■lerimi f■rçalar■m. Uyand■ktan sonra kahvalt■ yapar■m
- asking and responding to about themselves and others, such as Ad■n ne? Nerelisin? Ailen Avustralya'ya nereden geldi? Ben Türküm ve Avustralyal■y■m. Ailem Avustralya'ya ■zmir'den geldi.
- asking and answering that involve concepts such as time, place or number, including days of the week, months and seasons, for example, Saat kaç? Saat 5. Hangi mevsimdeyiz? K■ mevsimindeyiz. Bugün ay■n kaç■? Bugün ay■n 20'si. Adresin nedir? Adresim...
- expressing and responding to good wishes associated with key events in their community such as, Bayram■n■z kutlu olsun! Sizin de, Mutluluklar dilerim. Te■ekkür ederim. Elinize sa■■k! Afiyet olsun! Çok ya■a! Sen de gör!
- exchanging simple written forms of correspondence, such as invitations, messages for birthdays, Mother's and Father's Days, religious celebrations and national days, for example, Yar■nki do■um günü partime gelir misin? Do■um günün kutlu olsun! Anneler/Babalar günün kutlu olsun! Bayram■n■z mübarek olsun! 23 Nisan Ulusal Egemenlik ve Çocuk Bayram■n■z kutlu olsun!
- following directions while moving in the classroom or in the playground, for example, Sa■a dön. Önüne bak. Geri gel, ■leri git.
- comparing preferences, for example, Futbol yerine tenis oynamak istiyorum. Benim en sevdi■im meyve muzdur. Ben kiraz■ muzdan daha çok severim.
- exchanging positive and encouraging comments on their own and others' learning, for example, Ba■ard■m! Art■k ben de yapabiliyorum. Sen bunu çok iyi yap■yorsun. Bana da gösterir misin? , and seeking advice and help from others, for example, Tekrar edebilir misin, lütfen? Bu ne demek? O ne demektir? Anlam■yorum. Yard■m edebilir misin? Bana yard■m eder misin?

Students learn to:

initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions

(AC9LT4C01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

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Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

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Social management

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Resources

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LT4C01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)

- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4C01

sharing information about themselves, such as details of their daily routines, family, friends and things they like to do, for example, **Mark** söylemeyi severim, **Ak**am kitap okurum, Sabah erken kalkar**m**, Bazen karde**im** ile oyun oynar**m**, Hafta sonunda futbol oynar**m**. Uyumadan önce di**lerimi** fır**çalar****m**. Uyand**ktan** sonra kahvalt**y** yapar**m**

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C01

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4C01

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Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4C01

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AC9LT4C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4C01

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4C01

following directions while moving in the classroom or in the playground, for example, Sağa dön.
Önüne bak. Geri gel, İleri git.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4C01

exchanging positive and encouraging comments on their own and others' learning, for example, **Bağdad! Artık ben de yapabiliyorum. Sen bunu çok iyi yapıyorsun. Bana da gösterir misin?** , and seeking advice and help from others, for example, **Tekrar edebilir misin, lütfen? Bu ne demek? O ne demektir? Anlamıyorum. Yardım edebilir misin? Bana yardım eder misin?**

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Personal and Social capability: Social management: Communication

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Resource – Turkish language resource

Turkish

Language support resource

The Turkish Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Turkish. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Turkish for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download
AC9LT4C02

participate in that involve planning with others, using a range of familiar and structures

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Elaborations

- exchanging opinions when negotiating roles and responsibilities for a class or , for example, Ben söyleyeyim sen yaz olur mu? Ben çizmesem olur mu?
- working collaboratively and sharing decisions about content and vocabulary when designing a poster for a specific event, creating a picture book or wall, for example, 29 Ekim Cumhuriyet bayramı için bir poster hazırlayalım. Nasreddin Hoca ile ilgili resimli, büyük bir kitap yapalım. Öğrendiğimiz yeni kelimeleri panoya asalım.
- participating in a group game, taking turns and using appropriate expressions, for example, Hadi bunu beraber yapalım. Sıra sende. Ben bunu daha iyi yapabilirim.
- participating in group recitals of poems on special occasions such as Mother's Day, national days and cultural celebrations
- participating in group such as role-plays, organising a class birthday party, and designing a treasure hunt, for example, Sen hangi karakter olmak istersin? Senem'e doğum günü pastası alalım. Yumurtaları nereye saklayalım?
- preparing together and displaying a set of class rules, for example, Konuşmak için elini kaldır, Birisi konuşurken dikkatli dinle, Herkese karşı saygılı ol.
- designing a class survey in groups, agreeing on the to ask and presenting the findings in spoken or written form, for example, Haydi anket için konumuzu belirleyelim. Ne soracağız? Sonra sınıfımızda en sevilen meyve muz oldu.
- preparing, rehearsing and presenting a Turkish-themed item at school assembly
- working collaboratively, using digital applications to make games to practise Turkish vocabulary, or expressions

Students learn to:

participate in activities that involve planning with others, using a range of familiar and modelled structures

(AC9LT4C02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Speaking and listening

- Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social management

- Communication

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social management

- Communication
- Collaboration

Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social management

- Communication

- Collaboration

Managing and operating

- Select and operate tools

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Resources

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9LT4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LT4C02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions

- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

AC9LT4C02

exchanging opinions when negotiating roles and responsibilities for a class activity or performance, for example, Ben söyleyeyim sen yaz olur mu? Ben çizmesem olur mu?

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C02

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Continuum extract

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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

AC9LT4C02

working collaboratively and sharing decisions about content and vocabulary when designing a poster for a specific event, creating a picture book or word wall, for example, 29 Ekim Cumhuriyet bayramı için bir poster hazırlayalım. Nasreddin Hoca ile ilgili resimli, büyük bir kitap yapalım.

Öğrendiğimiz yeni kelimeleri panoya asalam.

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT4C02

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Öğrendiğimiz yeni kelimeleri panoya asalam.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

AC9LT4C02

participating in a group game, taking turns and using appropriate expressions, for example, Hadi bunu beraber yapalım. Sıra sende. Ben bunu daha iyi yapabilirim.

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Personal and Social capability: Social management: Collaboration

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AC9LT4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and

collaborative outputs

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9LT4C02

participating in group activities such as role-plays, organising a class birthday party, and designing a treasure hunt, for example, Sen hangi karakter olmak istersin? Senem'e doyum günü pastas alalm. Yumurtalar nereye saklayalm?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C02

participating in group activities such as role-plays, organising a class birthday party, and designing a treasure hunt, for example, Sen hangi karakter olmak istersin? Senem'e doyum günü pastas alalm. Yumurtalar nereye saklayalm?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT4C02

participating in group activities such as role-plays, organising a class birthday party, and designing a treasure hunt, for example, Sen hangi karakter olmak istersin? Senem'e doyum günü pastas alalm. Yumurtalar nereye saklayalm?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9LT4C02

preparing together and displaying a set of class rules, for example, Konumak için elini kaldır, Birisi konuurken dikkatli dinle, Herkese kar saygı ol.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify opinions on familiar topics and intercultural experiences, recognising reasons for

different perspectives

- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C02

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Continuum extract

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- apply verbal and non-verbal communication skills when responding to others
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT4C02

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9LT4C02

designing a class survey in groups, agreeing on the questions to ask and presenting the findings in spoken or written form, for example, Haydi anket için konumuzu belirleyelim. Ne soral■m? S■n■f■m■zda en sevilen meyve muz oldu.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C02

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT4C02

designing a class survey in groups, agreeing on the questions to ask and presenting the findings in spoken or written form, for example, Haydi anket için konumuzu belirleyelim. Ne soralım? Sınıfımızda en sevilen meyve muz oldu.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9LT4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
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- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9LT4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9LT4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

AC9LT4C03

locate and respond to key information related to familiar content obtained from spoken, written and

-
-

Elaborations

- recognising vocabulary, key and when to or viewing simple community such as sports programs or announcements, for example, spor, takım, sporcular, oyunun kuralları; Gösteri saat 7'de başlayacak. Kapılar bir saat sonra açılacak. Kapıda lütfen biletlerinizi gösterin.
- obtaining information from each other and their teacher about likes, dislikes and interests, for example, en sevdiğim hayvanlar, spor, ya da oyun, and presenting findings in formats such as individual/group profiles, charts or graphs
- collating information about aspects of Türkiye or Australia from such as magazines, brochures or maps, for example, Türkiye ve Avustralya'nın dünya haritasındaki konumu, turistik yerleri, yöresel yemekleri
- participating in shared and guided of such as cartoons, poems, fairytales, and fables, responding to about, ideas and events
- learning that First Nations Australian change according to connections and relationships between people, and giving examples of how this occurs in Turkish
- collecting information from such as advertisements of school and community events, canteen and restaurant menus and presenting on school notice board
- responding to of songs through movement and dance, for example, Kırmızı balık gölde..., Ellerim tombik tombik..., Pazara gidelim...
- acting out elements of classic narrated by the teacher, such as İrin Kız ve Üç Ayaklı Kedi, using facial expressions and actions to mirror emotions and emphasise meaning
- responding to traditional songs and folk music such as halay, Erik dalı, Silifke'nin yoruldu, for example, using wooden spoons to mark and creating and narrating their own versions of the dance

Students learn to:

locate and respond to key information related to familiar content obtained from spoken and multimodal texts

(AC9LT4C03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Social management

- Collaboration

Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Resources

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LT4C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LT4C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to simple and elementary texts (see Text complexity)
- recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
- answers literal and simple inferential questions from a text they have listened to
- infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
- experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)

- uses learnt vocabulary and simple adjectives to recount key ideas from heard text
- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)
- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT4C03

recognising vocabulary, key phrases and sentences when listening to or viewing simple community texts such as sports programs or announcements, for example, spor, takım, sporcular, oyunun kuralları; Gösteri saat 7'de başlayacak. Kapılar bir saat sonra açılacak. Kapıda lütfen biletlerinizi gösterin.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT4C03

obtaining information from each other and their teacher about likes, dislikes and interests, for example, en sevdiğim hayvanlar, spor, ya da oyun, and presenting findings in formats such as individual/group profiles, charts or graphs

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant information from a range of sources, including visual information and digital sources
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information and digital sources

- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT4C03

collating information about aspects of Türkiye or Australia from texts such as magazines, brochures or maps, for example, Türkiye ve Avustralya'nın dünya haritasındaki konumu, turistik yerleri, yöresel yemekleri

Continuum extract

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT4C03

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT4C03

Continuum extract

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- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT4C03

responding to words of songs through movement and dance, for example, Kırılmaz balık gölde..., Ellerim tombik tombik..., Pazara gidelim...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant information from a range of sources, including visual information and digital sources
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- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT4C03

acting out elements of classic texts narrated by the teacher, such as Mirin Kız ve Üç Ay, Ki natçı Keçi, using facial expressions and actions to mirror emotions and emphasise meaning

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant information from a range of sources, including visual information and digital sources
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- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LT4C03

responding to traditional songs and folk music such as halay, Erik dal, Silifke'nin yoğurdu, for example, using wooden spoons to mark rhythm and creating and narrating their own versions of the dance

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

information and digital sources

- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

AC9LT4C04

develop strategies to comprehend and Turkish in familiar to cultural meaning

-
-

Elaborations

- the meaning of unknown and expressions by using in such as greeting cards, invitations or public signs
- finding in to expand vocabulary knowledge, for example, üniversite, televizyon, tren, telefon
- matching to describe family members and relatives in Turkish and English, noticing that have no English equivalents, such as dayı/amca/eni/te, hala/yenge/teyze, abla/abey/abla
- matching Turkish and English and used in everyday conversations, for example, ev ile ilgili kelimeler, yiyecekler, nesneler, haftanın günleri, aylar ve mevsimler , and sorting the matched pairs into groups based on equivalence or non-equivalence
- using resources to design banks to talk about areas of personal interest or to compile common Turkish expressions, sayings and that Turkish cultural practice
- learning to use print and digital dictionaries to assist by discovering the meaning of unknown in
- translating and comparing familiar Turkish and English expressions, using and monolingual dictionaries, and identifying those that have no literal , such as Başın sağ olsun. Darısa başına. Güle güle kullan. Gözün aydın. Ho bulduk.Allahısmarladık.
- devising simple that involve alternating or combining repeated or in Turkish and English, for example, using , idiomatic expressions and responses to develop skills in to cultural
- collecting and classifying , and expressions in Turkish that also exist in English, such as televizyon, radyo, pens, prenses , identifying any differences in meaning or usage, for example, kök – kiosk, Osmanlı – Ottoman
- finding ways to express meaning in Turkish of Australian-English terms and expressions, for example, 'bushwalking' and, "Good on you!" to newly arrived migrants

Students learn to:

develop strategies to comprehend and adjust Turkish language in familiar contexts meaning

(AC9LT4C04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Creating and exchanging

- Plan

Navigating intercultural contexts

- Adapt in intercultural exchanges

Creating and exchanging

- Plan

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LT4C04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct

- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

- reads and views elementary texts (see Text complexity)
- locates information or details embedded in the text
- identifies the main idea in an elementary text
- identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
- draws inferences and identifies supporting evidence in the text
- monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
- recognises that texts can present different points of view
- distinguishes between fact and opinion in texts
- compares and contrasts texts on the same topic to identify how authors represent the same ideas

differently

Processes

- integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
- identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
- uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
- navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

- interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
- interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
- describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
- recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
- draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
- recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT4C04

matching words to describe family members and relatives in Turkish and English, noticing words that have no English equivalents, such as dayı/amca/eni/te, hala/yenge/teyze, abey/abla

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT4C04

matching Turkish and English words and phrases used in everyday conversations, for example, ev ile ilgili kelimeler, yiyecekler, nesneler, haftanın günleri, aylar ve mevsimler , and sorting the matched pairs into groups based on equivalence or non-equivalence

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT4C04

Continuum extract

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Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9LT4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use simple digital tools to contribute to a basic plan to complete a task
- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9LT4C04

translating and comparing familiar Turkish and English expressions, using bilingual and monolingual dictionaries, and identifying those that have no literal translation, such as *Başla başla* *başla başla*. *Güle güle kullan. Gözün aydın. Hoş bulduk.* *Allaha şükürler olsun.*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use simple digital tools to contribute to a basic plan to complete a task
- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects

projects

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT4C04

translating and comparing familiar Turkish and English expressions, using bilingual and monolingual dictionaries, and identifying those that have no literal translation, such as *Başın sağ olsun. Dars başına. Güle güle kullan. Gözün aydın. Ho bulduk. Allaha şmarladık.*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT4C04

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The following continuum extract shows the alignment of the continuum with this content.

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT4C04

collecting and classifying words, phrases and expressions in Turkish that also exist in English, such as *televizyon, radyo, prens, prenses*, identifying any differences in meaning or usage, for example, *kiosk – kiosk, Osmanlı – Ottoman*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT4C04

collecting and classifying words, phrases and expressions in Turkish that also exist in English, such as *televizyon, radyo, prens, prenses*, identifying any differences in meaning or usage, for example, *kiosk – kiosk, Osmanlı – Ottoman*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges

influence thinking and behaviour

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

AC9LT4C05

and present informative and imaginative spoken, written and using expressions, simple and textual

-
-

Elaborations

- presenting information via picture stories or displays on aspects of their lives that would interest Turkish-speaking children of their own age in other , for example, Futbol ve Ben, Ailemle Piknik, Bayram Kahvaltısı, Folklor Klubündeki İlk Günüm
- presenting information to other children in the school or to their families about shared in-class projects, for example, Okulumuzdaki sebze bahçemiz, sınıf içinde hazırladığımız zorbalara hayır oyunu
- explaining a favourite computer game, sport or playground game, highlighting key terms and supporting information with pictures, or demonstrations
- creating such as flyers, posters or posts on the school website to advertise special events such as bayram kutlamaları, çokkültürlülük kutlamaları, okul kermesi, nineler ve dedeler günü, Avustralya Temizlik Günü
- creating simple descriptions in Turkish and matching them to appropriate First Nations locations in their local area or elsewhere in Australia
- creating signs, posters, notices and labels in print and digital forms to be displayed in the classroom and around the school
- developing simple directions and clues in print, spoken or visual formats for such as a treasure hunt or mystery tour, for example, sağa dön, sola dön, ileri git, düz git
- creating a class book or digital display about their local environment, making connections with topics they have been studying in other curriculum areas, for example, Çevremizdeki bitkiler, çarşıdaki dükkanlar, parklar...
- a in Turkish for a role-play about aspects of their daily routine and presenting to a Turkish-speaking
- simple dialogues between imagined in challenging or amusing situations, using expressions and that emotion or humour and capture elements that are typical of the or
- using models such as the nursery Komu komu to and present a digital story or scripted play that uses and expressions to build and

Students learn to:

create and present informative and imaginative spoken, written and multimodal text expressions, simple sentences and modelled textual conventions

(AC9LT4C05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Creating texts

Speaking and listening

- Speaking

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Social management

- Communication

Social management

- Communication

Social management

- Communication

Navigating intercultural contexts

- Adapt in intercultural exchanges

Social management

- Communication

Navigating intercultural contexts

- Adapt in intercultural exchanges

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LT4C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")
- explains the purpose and audience of familiar imaginative and informative texts
- creates short texts in different forms such as a simple recount
- combines visuals with written text where appropriate
- reads back own writing word by word
- talks about own text and describes subject matter and images

Text forms and features

- writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)
- writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)
- writes from left to right using spaces between attempted words
- uses basic noun groups/phrases (e.g. "my house") (see Grammar)
- uses some sentence punctuation (e.g. capital letters at the beginning of a text)

Vocabulary

- writes simple familiar words (e.g. "saw", "food", "they")
- includes some learning area vocabulary in own texts (e.g. "season")
- uses taught high-frequency words

Crafting ideas

- creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
- includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
- creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

- writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
- writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
- makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
- uses capital letters correctly to indicate proper nouns (see Punctuation)
- uses capital letters at the start and full stops at the end of sentences (see Punctuation)
- spells some high-frequency words correctly (see Spelling)
- uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

- uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
- uses words in own writing adopted from other writers
- uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LT4C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he

did not agree with")

- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C05

presenting information via picture stories or multimodal displays on aspects of their lives that would interest Turkish-speaking children of their own age in other contexts, for example, Futbol ve Ben, Ailemle Piknik, Bayram Kahvaltısı, Folklor Klubündeki İlk Günüm

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C05

presenting information to other children in the school or to their families about shared in-class projects, for example, Okulumuzdaki sebze bahçemiz, sınıf içinde hazırladığımız zorbalara hayır oyunu

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C05

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- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C05

creating texts such as flyers, posters or posts on the school website to advertise special events such as bayram kutlamaları, çokkültürlülük kutlamaları, okul kermesi, nineler ve dedeler günü, Avustralya Temizlik Günü

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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Personal and Social capability: Social management: Communication

Content description

AC9LT4C05

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Personal and Social capability: Social management: Communication

Content description

AC9LT4C05

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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C05

developing simple directions and clues in print, spoken or visual formats for activities such as a treasure hunt or mystery tour, for example, sağa dön, sola dön, ileri git, düz git

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C05

creating a class book or digital display about their local environment, making connections with topics they have been studying in other curriculum areas, for example, Çevremizdeki bitkiler, çarşıdaki dükkanlar, parklar...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT4C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT4C05

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C05

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- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4C05

using models such as the nursery rhyme Kom■u kom■u to create and present a digital story or scripted play that uses words and expressions to build rhythm and rhyme

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

AC9LT4U01

recognise and use combinations of sounds, and patterns of Turkish to form and

-
-

Elaborations

- learning about back (a, ■, o, u) and front (e, i, ö, ü) in Turkish and applying the harmony rule to high-frequency
- applying the rule of harmony for with and learning about exceptions to the rule in relation to loan and compound and to some Turkish , such as bugün, karde■ and kalem
- developing awareness of the devoicing and doubling of final , as in kitap- kitab■, kanat-kanad■, sokak-soka■a and git-gittim, s■r-s■rr■m
- learning the and spelling of high-frequency with yumu■ak g (soft g) ■, as in ya■mur and a■aç , and understanding that this sound is never used at the beginning of
- noticing how people adapt when with young children, using expressions such as bebi■im, cici , and how young children speak differently to adults and older children, for example, using the ending -cik as in anneci■im ve babac■■■m when talking to parents

Students learn to:

recognise and use modelled combinations of sounds, pronunciation and intonation to form words and phrases

(AC9LT4U01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Speaking and listening

- Speaking

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication

Resources

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9LT4U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe how their cultural identities influence interactions with others

- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LT4U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology

- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

Vocabulary

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U01

applying the rule of vowel harmony for suffixes with root words and learning about exceptions to the rule in relation to loan and compound words and to some Turkish words, such as bugün, karde■ and kalem

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U01

developing awareness of the devoicing and doubling of final consonants, as in kitap- kitab■, kanat- kanad■, sokak-soka■a and git-gittim, s■r-s■rr■m

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U01

learning the pronunciation and spelling of high-frequency words with yumu■ak g (soft g) ■, as in ya■mur and a■aç , and understanding that this sound is never used at the beginning of words

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9LT4U01

noticing how people adapt language when speaking with young children, using expressions such as *bebi*im, *cici* , and how young children speak differently to adults and older children, for example, using the ending *-cik* as in *anneci*im ve *babac*im when talking to parents

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U01

noticing how people adapt language when speaking with young children, using expressions such as *bebi*im, *cici* , and how young children speak differently to adults and older children, for example, using the ending *-cik* as in *anneci*im ve *babac*im when talking to parents

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Resource – Turkish language resource

Turkish

Language support resource

The Turkish Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Turkish. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Turkish for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the

approaches, methodologies and pedagogies that best suit their students' learning.

Download

AC9LT4U02

recognise some , grammatical structures and basic in familiar and

-
-

Elaborations

- understanding spelling patterns, the spacing rule and the application of harmony to endings such as Al■r m■s■n? Al■yor musun?
- understanding the use of an apostrophe for separating proper from their inflectional , as in Tar■k■n and ■stanbul'da, Avustralya'n■n
- describing quantity using cardinal numbers, yüz, iki yüz, üç yüz, bin , and ordinal numbers using the -inci and its variations, birinci, ikinci, üçüncü
- asking and responding to to seek information, such as Olay ne? Nerede geçti? Neler oldu? Neden oldu? Ne zaman oldu? Karakterler kimdi? , and using imperative forms such as Ba■la! Ba■layabilirsin, Kalk! Kalkabilirsin! Çabuk gel!
- using a range of simple to link basic ideas and action, for example, -den önce (ö■leden önce), -den sonra (ö■leden sonra), ile/-(y)le (kalemle, silgiyle), ama, çünkü
- constructing simple and compound such as Eve geldim. Hediyeği gördüm. Eve gelince hediyeği gördüm.
- using comparatives and superlatives such as en and daha plus çok/az to talk about likes, dislikes and interests, for example, En sevdi■im oyun. Daha çok arkada■ istiyorum. Arkada■■mdan daha az param var.
- using a range of , and to describe and elaborate on action, time, places and people, for example, Mavi kö■kte ya■ıyordu. K■sa saçlı biriydi. Çok dikkatli yürü! and Dün sabah geldi.
- understanding and using -(i)r, -(u)r, -(a)r simple present to express habitual actions and facts, for example, Güne■ do■udan do■ar. Bat■dan batır. Di■lerimi f■rçalar■m.Erken yatar■m.Erken kalkar■m.
- recognising and using simple with negation and affirmation to form such as biliyorum/bilmiyorum, okur/okumaz, uyudu/uyumad■, gelece■im/gelmeyece■im, gitmi■/gitmemi■
- using common interrogative such as kim, hangi, ne, neden, kaç , for example, Bu ak■am bize saat kaçta geleceksin? Do■um günü partisine kimler gelecek?
- identifying exclamations and exploring the range of emotions they express and the in which they are used, for example, Ay! Ya! Öf be!
- understanding and using the simple past -d(i/■), for example, Annem çar■■dan ekmek ald■
- indicating direction using , for example, ileride, ortas■nda, üzerinde, kö■esinde, a■a■■da, yukar■da, do■u, bat■, kuzey, güney
- using such as Ya■ar amca, Ay■e teyze

Students learn to:

recognise some language conventions, grammatical structures and basic syntax in contexts

(AC9LT4U02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Communicate responsively

Writing

- Grammar

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Social management

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Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LT4U02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

- uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")
- writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

Group and word level

- uses pronouns to represent participants (e.g. "she", "we", "them")
- uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")
- uses common and proper nouns
- uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")
- uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

Sentence level

- writes coherent simple sentences to express an idea or event

Whole text level

- sequences sentences to reflect a logical flow of ideas
- uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (e.g. "I have a bird. It can talk.")
- uses basic text connectives repetitively (e.g. "and", "then")

Grammatical accuracy

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

Sentence level

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

Whole text level

- writes a few sentences about a related idea
- groups related ideas into paragraphs

Grammatical accuracy

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

Group and word level

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

understanding spelling patterns, the spacing rule and the application of vowel harmony to question endings such as Al■r m■s■n? Al■yor musun?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

understanding the use of an apostrophe for separating proper nouns from their inflectional suffixes, as in Tar■k'■n and ■stanbul'da, Avustralya'n■n

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

describing quantity using cardinal numbers, yüz, iki yüz, üç yüz, bin , and ordinal numbers using the -inci suffix and its variations, birinci, ikinci, üçüncü

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4U02

asking and responding to questions to seek information, such as Olay ne? Nerede geçti? Neler oldu? Neden oldu? Ne zaman oldu? Karakterler kimdi? , and using imperative forms such as Ba■la! Ba■layabilirsin, Kalk! Kalkabilirsin! Çabuk gel!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

asking and responding to questions to seek information, such as Olay ne? Nerede geçti? Neler oldu? Neden oldu? Ne zaman oldu? Karakterler kimdi? , and using imperative forms such as Ba■la!

Ba■layabilirsin, Kalk! Kalkabilirsin! Çabuk gel!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

using a range of simple conjunctions to link basic ideas and action, for example, -den önce (ö■leden önce), -den sonra (ö■leden sonra), ile/-(y)le (kalemle, silgiyle), ama, çünkü

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

constructing simple and compound sentences such as Eve geldim. Hediye■i gördüm. Eve gelince hediye■i gördüm.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4U02

using comparatives and superlatives such as en and daha plus çok/az to talk about likes, dislikes and interests, for example, En sevdi■im oyun. Daha çok arkada■ istiyorum. Arkada■mdan daha az param var.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

using comparatives and superlatives such as en and daha plus çok/az to talk about likes, dislikes and interests, for example, En sevdi■im oyun. Daha çok arkada■ istiyorum. Arkada■mdan daha az param

var.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

using a range of verbs, adjectives and adverbs to describe and elaborate on action, time, places and people, for example, Mavi kökte yaşıyordu. Kıza saçları biriydi. Çok dikkatli yürü! and Dün sabah geldi.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

understanding and using -(i)r, -(u)r, -(a)r simple present tense suffixes to express habitual actions and facts, for example, Güne doğudan doğar. Batıdan batar. Dillerimi fırçalarım. Erken yatarım. Erken kalkarım.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

recognising and using simple verb tenses with negation and affirmation suffixes to form sentences such as biliyorum/bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmi/gitmemi

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

using common interrogative pronouns such as kim, hangi, ne, neden, kaç, for example, Bu akşam bize saat kaçta geleceksin? Doğum günü partisine kimler gelecek?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicating Responsibly

Content description

AC9LT4U02

identifying exclamations and exploring the range of emotions they express and the contexts in which they are used, for example, Ay! Ya! Öf be!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

identifying exclamations and exploring the range of emotions they express and the contexts in which they are used, for example, Ay! Ya! Öf be!

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

understanding and using the simple past tense suffix -d(i/■), for example, Annem çar■dan ekmek ald■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

indicating direction using prepositions, for example, ileride, ortas■nda, üzerinde, kö■esinde, a■a■da, yukar■da, do■u, bat■, kuzey, güney

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT4U02

using honorifics such as Ya■ar amca, Ay■e teyze

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

AC9LT4U03

recognise familiar Turkish and compare with those of English, in known

-
-

Elaborations

- understanding that Turkish is a phonetic and that every letter represents a single sound
- noticing that Turkish uses to assist
- recognising that Turkish and English have the same punctuation rules, for example, using a capital letter at the beginning of and a full stop at the end of a , commas, marks and exclamation marks
- comparing how people speak or refer to other people in Turkish and English, such as to older relatives, classmates or teachers, and recognising that Turkish and English have different ways of showing politeness, for example, abla, a▯▯abey, amca, teyze, ö▯▯retmenim
- comparing familiar in Turkish and English and noticing features they have in common, for example, the start of fairy tales in Turkish Bir varm▯▯, bir yokmu▯, evvel zaman içinde ... compared with 'Once upon a time ...' in English, and analysing , lines and verses in Turkish and English poems
- exploring different types of in Turkish and English and identifying and intended , for example, differences between elektronik yaz▯▯, mesaj-telefon, görü▯▯mesi, yaz▯▯ diyalog, masal-f▯▯kra.
- finding English used in Turkish, such as web sitesi, sosyal medya and ti▯▯ört , considering differences between these and the types of Turkish used in English
- identifying from other , for example, tren, doktor, baklava, çikolata, s▯▯f▯▯r, ▯▯eker, tiyatro, balkon , and discussing why particular kinds of are more likely to be adopted
- recognising the structure in Turkish as subject-object-verb, for example, Burak () ayakkab▯▯s▯▯n▯ (object) temizledi. () , whereas English structure is + +object

Students learn to:

recognise familiar Turkish language features and compare with those of English, in

(AC9LT4U03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT4U03

comparing how people speak or refer to other people in Turkish and English, such as to older relatives, classmates or teachers, and recognising that Turkish and English have different ways of showing politeness, for example, abla, a■abey, amca, teyze, ö■retmenim

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT4U03

comparing familiar texts in Turkish and English and noticing features they have in common, for example, the start of fairy tales in Turkish Bir varm■■■, bir yokmu■, evvel zaman içinde ... compared with 'Once upon a time ...' in English, and analysing rhymes, lines and verses in Turkish and English poems

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT4U03

exploring different types of texts in Turkish and English and identifying purpose and intended audience, for example, differences between elektronik yaz■■■, mesaj-telefon, görü■mesi, yaz■■■

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Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT4U03

finding English words used in Turkish, such as web sitesi, sosyal medya and ti■ört , considering differences between these and the types of Turkish words used in English

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Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT4U03

identifying loan words from other languages, for example, tren, doktor, baklava, çikolata, sifir, meker, tiyatro, balkon , and discussing why particular kinds of words are more likely to be adopted

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT4U03

recognising the sentence structure in Turkish as subject-object-verb, for example, Burak (subject) ayakbasi (object) temizledi. (verb), whereas English sentence structure is subject+verb+object

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AC9LT4U04

Identify connections between Turkish and cultural practices

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Elaborations

- recognising how varies when used to greet, apologise and show with friends, family, elders and less familiar people, for example, the use of first names only in greeting cards to friends compared to the use of to older family members or authority figures, such as teyze, amca
- noticing that carry cultural information, for example, identifying or expressions in Turkish, English or other which only 'work' in that , for example, Güle güle kullan, Afiyet olsun, Helal olsun, Ellerine saim
- finding examples of forms of or expressions associated with cultural events that reflect Turkish and traditions, for example, Dedeciim, iyi bayramlar.Allah kabul etsin
- exploring representations of information used in cultural expressions of First Nations Australians, and making connections with those of Turkish and (s), for example, the different regional used by First Nations groups to identify themselves such as Zenadth Kes,Koori, Koorie, Noongar and Nunga and comparing this with Turkish-speaking cultural groups
- noticing how such as politeness, affection or respect are in Turkish, for example, by comparing in

their family and home community with they observe in non-Turkish families and communities, for example, yavrum, canım, bir tanem, lütfen

- comparing their impressions of aspects of children's lives in different Turkish-speaking regions as represented in video clips, television programs and stories, for example, ways of playing games, preparing and eating food, telling stories or at school, home or in the community
- recognising variations in use among different community or social groups, and identifying how they reflect cultural , hierarchies or relationships, for example, referring to anyone older than you as uncle amca or older brother abay and aunt teyze or older sister abla
- recognising that in each there are general rules about what to say and do, when, where and with whom, and that these rules differ from to
- demonstrating or behaviours that they feel 'belong' with the Turkish and are associated with their sense of , comparing with other or behaviours that they identify with other
- exploring the meaning of ' , and how it involves a range of elements unique to a person's , such as dress, food, where they live, how they celebrate, and the (s) they speak

Students learn to:

identify connections between Turkish language and cultural practices

(AC9LT4U04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

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Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

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Resources

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4U04

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9LT4U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4U04

recognising how language varies when used to greet, apologise and show appreciation with friends, family, elders and less familiar people, for example, the use of first names only in greeting cards to friends compared to the use of honorifics to older family members or authority figures, such as teyze, amca

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LT4U04

noticing that languages carry cultural information, for example, identifying words or expressions in Turkish, English or other languages which only 'work' in that language, for example, Güle güle kullan, Afiyet olsun, Helal olsun, Ellerine sa■■■■k

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Snapshot – Reflect on the relationship between cultures and identities

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

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finding examples of forms of address or expressions associated with cultural events that reflect Turkish values and traditions, for example, Dedeci■■■■im, iyi bayramlar.Allah kabul etsin

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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noticing how values such as politeness, affection or respect are conveyed in Turkish, for example, by comparing interactions in their family and home community with interactions they observe in non-Turkish speaking families and communities, for example, yavrum, can■m, bir tanem, lütfen

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Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

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