**(no-code)**

**and in familiar related to students' personal worlds and school environment**

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•

**Elaborations**

• exchanging information about significant people, such as family members, friends and teachers, their relationship, physical appearance and characteristics/qualities, for example, Babam■n azmine hayran■m. Berna'n■n kahverengi saçlar■ vard■r. O, çok çal■■kand■r.

• agreeing, or disagreeing politely with each other's opinions or negotiating changes when working together and discussing topics related to the school environment and their personal worlds, for example, Bence de. Hakl■s■n ayn■ fikirdeyim. Bence öyle de■il. Ben sana kat■lm■yorum. Ne tercih edersiniz? ■öyle yaparsak… daha iyi olur.

• sharing information about social , special community celebrations or events, for example, 29 Ekim Cumhuriyet Bayram■nda ben ■iir okudum. Ramazan bayram■nda dedem bana harçl■k verdi.

• participating in online such as secure video blogs with sister schools in Türkiye or other Turkish-speaking , comparing interests, routines and social

• exchanging written or digital such as cards, emails or letters to invite, congratulate or thank someone, for example, Lütfen buyurun! Davetlisiniz. Gözün ayd■n! Güle güle oturun! Hay■rl■ ve u■urlu olsun! Tebrikler! Te■ekkür ederim

• sustaining with others by asking , using active skills and providing feedback, for example, Siz ne dü■ünüyorsunuz? Evet! Tabii ki. ■lginç! Sen ne dersin?

• during group learning experiences by asking each other , for example, Ben ne yapabilirim? Sen not al■r m■s■n? Bu sayfay■ m■ okuyacakt■k? Ne dersiniz?

• conducting a simulated interview with someone they consider a role model such as, a sports figure, a musician, artist, teacher, family or friend, for example, Kendinizi k■saca tan■t■r m■s■n■z? …a ilginiz ne zaman ba■lad■

• providing each other with feedback about their learning experiences, giving advice or reminders, for example, Süper! Harika! Mükemmel! Unutma! Çok zor!

Students learn to:

# initiate and sustain modelled exchanges in familiar contexts related to students' per and school environment

(AC9LT6C01)

## 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**

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**Social management**

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**Engaging with cultural and linguistic diversity**

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• Communication

**Engaging with cultural and linguistic diversity**

• Communicate responsively

**Social management**

• Communication

**Resources**

**Snapshot – Communicate responsively**

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

### Content description

AC9LT6C01

### Continuum extract

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

• 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

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

**Snapshot – Interacting**

## Literacy: Speaking and listening: Interacting

### Content description

AC9LT6C01

### Learning progression extract

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

• 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
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

### Content description

AC9LT6C01

exchanging information about significant people, such as family members, friends and teachers, their relationship, physical appearance and characteristics/qualities, for example, Babam■n azmine hayran■m. Berna'n■n kahverengi saçlar■ vard■r. O, çok çal■■kand■r.

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6C01

exchanging information about significant people, such as family members, friends and teachers, their relationship, physical appearance and characteristics/qualities, for example, Babam■n azmine hayran■m. Berna'n■n kahverengi saçlar■ vard■r. O, çok çal■■kand■r.

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

### Content description

AC9LT6C01

agreeing, or disagreeing politely with each other's opinions or negotiating changes when working

together and discussing topics related to the school environment and their personal worlds, for example, Bence de. Hakl■s■n ayn■ fikirdeyim. Bence öyle de■il. Ben sana kat■lm■yorum. Ne tercih edersiniz? ■öyle yaparsak… daha iyi olur.

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## Snapshot – Communication

# Personal and Social capability: Social management: Communication

### Content description

AC9LT6C01

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## Snapshot – Communicate responsively

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comi responsively

### Content description

AC9LT6C01

sharing information about social activities, special community celebrations or events, for example, 29 Ekim Cumhuriyet Bayram■nda ben ■iir okudum. Ramazan bayram■nda dedem bana harçl■k verdi.

### Continuum extract

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## Snapshot – Communication

# Personal and Social capability: Social management: Communication

### Content description

AC9LT6C01

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barriers to, effective verbal and non-verbal communication

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

### Content description

AC9LT6C01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6C01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

### Content description

AC9LT6C01

exchanging written or digital texts such as cards, emails or letters to invite, congratulate or thank someone, for example, Lütfen buyurun! Davetlisiniz. Gözün ayd■n! Güle güle oturun! Hay■rl■ ve u■urlu olsun! Tebrikler! Te■ekkür ederim

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**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

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### Snapshot – Communicate responsively

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comi responsively

### Content description

AC9LT6C01

sustaining interactions with others by asking questions, using active listening skills and providing feedback, for example, Siz ne dü■ünüyorsunuz? Evet! Tabii ki. ■lginç! Sen ne dersin?

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### Snapshot – Communication

## Personal and Social capability: Social management: Communication

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AC9LT6C01

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### Snapshot – Communicate responsively

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comi responsively

### Content description

AC9LT6C01

interacting during group learning experiences by asking each other questions, for example, Ben ne yapabilirim? Sen not al■r m■s■n? Bu sayfay■ m■ okuyacakt■k? Ne dersiniz?

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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### Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6C01

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barriers to, effective verbal and non-verbal communication

**Snapshot – Communicate responsively**

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

## Content description

AC9LT6C01

conducting a simulated interview with someone they consider a role model such as, a sports figure, a musician, artist, teacher, family or friend, for example, Kendinizi k■saca tan■t■r m■s■n■z? …a ilginiz ne zaman ba■lad■

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## Content description

AC9LT6C01

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barriers to, effective verbal and non-verbal communication

**Snapshot – Communicate responsively**

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

## Content description

AC9LT6C01

providing each other with feedback about their learning experiences, giving advice or reminders, for example, Süper! Harika! Mükemmel! Unutma! Çok zor!

## 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

AC9LT6C01

providing each other with feedback about their learning experiences, giving advice or reminders, for example, Süper! Harika! Mükemmel! Unutma! Çok zor!

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• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective 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

# AC9LT6C02

**participate in that involve planning and negotiating with others, using that expresses information, preferences and ideas**

•

•

### Elaborations

• exchanging information to organise a meeting with friends, discussing where and when it will take place, for example, Yar■n kaçta bulu■al■m? Toplant■ için hangi tarih ve yer sizin için uygundur? Kimler kat■lacak?

• planning and creating displays or resources such as timelines, schedules, posters or school and community events

• making print or digital invitations and arrangements for a shared event or experience such as a class party, special Turkish-speaking visitors or a film afternoon
• planning a real or imagined trip to Türkiye, agreeing on itinerary and packing list, for example, Bu yaz Türkiye'ye gidip Bodrum'da tatil yapaca■■m. Yan■na mutlaka güne■ kremi almal■s■n.
• participating in and adapting scenarios related to purchasing goods and services such as bargaining scenarios, buying souvenirs or ordering food, for example, Aa bu çok pahal■ym■■! En son kaça olur? ■ki ayran iki de döner dürüm alabilir miyiz?
• planning a campaign, for example, to introduce Turkish cuisine at the school's multicultural event(s), raise awareness about pollution or to promote harmony and positive relationships, and creating posters, pamphlets and flyers or making presentations to the class, parents and school community members
• planning for a Turkish-speaking guest interview by developing a list of such as Kendinizi tan■t■r m■s■n■z? ■lgi alanlar■n■z nelerdir?
• preparing such as Hac■vat ve Karagöz oyunlar■, skeçler, piyesler, mar■lar, and Ramazan manileri , to present to younger students at a community event or school assembly

Students learn to:

# participate in activities that involve planning and negotiating with others, using lang expresses information, preferences and ideas

(AC9LT6C02)

## General capabilities and cross-curriculum priorities

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

**Speaking and listening**

• Interacting

**Social management**

• Communication

• Collaboration

## 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

• Collaboration

**Social management**

• Communication

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**Social management**

• Communication

• Collaboration

**Social management**

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• Collaboration

**Social management**

• Communication

• Collaboration

**Social management**

• Communication

• Collaboration

**Social management**

• Communication

• Collaboration

**Social management**

• Communication

• Collaboration

## Resources

**Snapshot – Interacting**

# Literacy: Speaking and listening: Interacting

## Content description

AC9LT6C02

## Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• 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
• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## Content description

AC9LT6C02

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

**Snapshot – Collaboration**

# Personal and Social capability: Social management: Collaboration

## Content description

AC9LT6C02

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

**Content description**

AC9LT6C02

exchanging information to organise a meeting with friends, discussing where and when it will take place, for example, Yar■n kaçta bulu■al■m? Toplant■ için hangi tarih ve yer sizin için uygundur? Kimler kat■lacak?

**Continuum extract**

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

AC9LT6C02

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**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## Content description

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**Snapshot – Collaboration**

# Personal and Social capability: Social management: Collaboration

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**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

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AC9LT6C02

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**Snapshot – Collaboration**

## Personal and Social capability: Social management: Collaboration

### Content description

AC9LT6C02

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The following continuum extract shows the alignment of the continuum with this content.
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- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6C02

planning a real or imagined trip to Türkiye, agreeing on itinerary and packing list, for example, Bu yaz Türkiye'ye gidip Bodrum'da tatil yapaca■■m. Yan■na mutlaka güne■ kremi almal■s■n.

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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**Snapshot – Collaboration**

## Personal and Social capability: Social management: Collaboration

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AC9LT6C02

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**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6C02

participating in and adapting scenarios related to purchasing goods and services such as bargaining scenarios, buying souvenirs or ordering food, for example, Aa bu çok pahal■ym■■! En son kaça olur? ■ki ayran iki de döner dürüm alabilir miyiz?

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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**Snapshot – Collaboration**

# Personal and Social capability: Social management: Collaboration

## Content description

AC9LT6C02

participating in and adapting scenarios related to purchasing goods and services such as bargaining scenarios, buying souvenirs or ordering food, for example, Aa bu çok pahal■ym■■! En son kaça olur? ■ki ayran iki de döner dürüm alabilir miyiz?

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## Content description

AC9LT6C02

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

**Snapshot – Collaboration**

# Personal and Social capability: Social management: Collaboration

## Content description

AC9LT6C02

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## Content description

AC9LT6C02

planning for a Turkish-speaking guest interview by developing a list of questions such as Kendinizi tan■t■r m■s■n■z? ■lgi alanlar■n■z nelerdir?

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

**Snapshot – Collaboration**

# Personal and Social capability: Social management: Collaboration

## Content description

AC9LT6C02

planning for a Turkish-speaking guest interview by developing a list of questions such as Kendinizi tan■t■r m■s■n■z? ■lgi alanlar■n■z nelerdir?

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## Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6C02

preparing performance texts such as Hac■vat ve Karagöz oyunlar■, skeçler, piyesler, mar■lar, and Ramazan manileri , to present to younger students at a community event or school assembly

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## Snapshot – Collaboration

## Personal and Social capability: Social management: Collaboration

### Content description

AC9LT6C02

preparing performance texts such as Hac■vat ve Karagöz oyunlar■, skeçler, piyesler, mar■lar, and Ramazan manileri , to present to younger students at a community event or school assembly

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

# AC9LT6C03

**locate and information and ideas in a range of spoken, written and , and respond in different ways to suit**

•
•

### Elaborations

• gathering and comparing information from different sources on topics such as family life, cultural trends, changing social behaviours, community or schooling in Turkish and Australian
• collecting and presenting information from a range of print and digital resources about features of their local environment, for example, water, bush care, ecosystem, wildlife
• consulting online catalogues and websites, comparing prices and , discussing intended purchases and budgeting for hypothetical shopping expeditions, for example, ■ndirimli sat■■lar varm■■. Bu çok pahal■!  Bu hem daha ucuz ve kaliteli.
• to, or viewing First Nations Australian stories in English and responding to them using , expressions and in Turkish
• locating information about children's social in different Turkish-speaking regions of the world, drawing comparisons with typically Australian and things they do in their own local community
• to, or viewing traditional folktales, contemporary stories and cartoons, responding by retelling or re-enacting the story in their own or by creating a timeline to track a sequence of events
• presenting a critical review of a song, story or television program, using such as Ben … çok be■endim çünkü …, … hiç sevmedim. Çok üzücüydü
• describing their reactions to imaginative that evoke responses such as sadness, fear or

excitement, relating them to their own experiences by using stem statements such as Bir defa benim de ba■■ma gelmi■ti … Ben de benzer bir olay ya■ad■m …

• conducting interviews with family members or friends to collect stories of migration to Australia, and then identifying and expressions that reflect important and feelings, such as gurbet, s■la, özlem, heyecan, güvenlik, dostluk, kom■uluk

Students learn to:

# locate and process information and ideas in a range of spoken, written and multimo respond in different ways to suit purpose

(AC9LT6C03)

## 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

**Investigating**

• Acquire and collate data

**Systems**

• All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

**Inquiring**

• Identify, process and evaluate information

**People**

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

**Inquiring**

• Identify, process and evaluate information

**Inquiring**

• Identify, process and evaluate information

**Inquiring**

• Identify, process and evaluate information

**Inquiring**

• Identify, process and evaluate information

**Inquiring**

• Identify, process and evaluate information

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

## Resources

## Snapshot – Identify, process and evaluate information

### Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

#### Content description

AC9LT6C03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

**Snapshot – Understanding texts**
# Literacy: Reading and viewing: Understanding texts
## Content description
AC9LT6C03
## Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
### 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")
### Comprehension
• reads and views some moderately complex texts (see Text complexity)
• accurately retells a text including most relevant details
• identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
• evaluates the accuracy within and across texts on the same topic
• explains how authors use evidence and supporting detail to build and verify ideas

• draws inferences and verifies using textual evidence

## Processes

• monitors reading for meaning using grammatical and contextual knowledge (see Fluency)

• explains how textual features support the text's purpose

• identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)

• predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)

• uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")

• uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)

• uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)

• identifies language features used to present opinions or points of view

• skims and scans texts for key words to track the development of ideas

• uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

## Vocabulary

• uses knowledge of prefixes and suffixes to read and interpret unfamiliar words

• identifies how technical and discipline-specific words develop meaning in texts

• analyses the effect of antonyms, synonyms and idiomatic language

• understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

## Comprehension

• reads and views complex texts (see Text complexity)

• identifies the main themes or concepts in complex texts by synthesising key ideas or information

• summarises the text, identifying key details only

• draws inferences, synthesising clues and evidence across a text

• builds meaning by actively linking ideas from a number of texts or a range of digital sources

• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)

• identifies different interpretations of the text citing evidence from a text

• evaluates language features for relevance to purpose and audience

• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose

• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)

• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

## Processes

• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning

• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)

• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)

• judiciously selects texts for learning area tasks and purposes

## Vocabulary

• identifies language used to create tone or atmosphere

• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)

• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words

• uses a range of context and grammatical cues to understand unfamiliar words

• interprets complex figurative language (e.g. euphemisms, hyperbole)

**Snapshot – Listening**

## Literacy: Speaking and listening: Listening

### Content description

AC9LT6C03

### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• 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
• responds to complex texts (see Text complexity)
• identifies and analyses how spoken language is used for different effects
• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
• explains how vocabulary is used for impact on the target audience

**Snapshot – Identify, process and evaluate information**

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

### Content description

AC9LT6C03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

**Snapshot – Identify, process and evaluate information**

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

### Content description

AC9LT6C03

### Continuum extract

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

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

**Snapshot – Acquire and collate data**

## Digital Literacy: Investigating: Acquire and collate data

### Content description

AC9LT6C03

### Continuum extract

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

• collect data by counting, measuring and observing with familiar digital tools

• collect and access data using a range of digital tools and methods in response to a defined question

• collect and access data using a range of digital tools and methods in response to a defined question or problem

**Snapshot – Identify, process and evaluate information**

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

### Content description

AC9LT6C03

consulting online catalogues and websites, comparing prices and values, discussing intended purchases and budgeting for hypothetical shopping expeditions, for example, ■ndirimli sat■■lar varm■■. Bu çok pahal■!  Bu hem daha ucuz ve kaliteli.

### Continuum extract

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

• 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

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

**Snapshot – Identify, process and evaluate information**

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

### Content description

AC9LT6C03

### Continuum extract

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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

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• 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

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

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**Snapshot – Identify, process and evaluate information**

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

## Content description

AC9LT6C03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Identify, process and evaluate information

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

### Content description

AC9LT6C03

presenting a critical review of a song, story or television program, using evaluative language such as Ben … çok be■endim çünkü …, … hiç sevmedim. Çok üzücüydü

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Identify, process and evaluate information

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

### Content description

AC9LT6C03

describing their reactions to imaginative texts that evoke responses such as sadness, fear or excitement, relating them to their own experiences by using stem statements such as Bir defa benim de ba■■ma gelmi■ti … Ben de benzer bir olay ya■ad■m …

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Identify, process and evaluate information

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

### Content description

AC9LT6C03

conducting interviews with family members or friends to collect stories of migration to Australia, and then identifying words and expressions that reflect important values and feelings, such as

gurbet, s■la, özlem, heyecan, güvenlik, dostluk, kom■uluk

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Reflect on the relationship between cultures and identities

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

### Content description

AC9LT6C03
conducting interviews with family members or friends to collect stories of migration to Australia,
and then identifying words and expressions that reflect important values and feelings, such as
gurbet, s■la, özlem, heyecan, güvenlik, dostluk, kom■uluk

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

# AC9LT6C04

**apply strategies to interpret and meaning in Turkish in familiar non-verbal, spoken and written cultural**

•

•

### Elaborations

• gathering information from a range of print and digital resources about social and cultural in
their community, making a list of terms, expressions such as Bayram■n■z kutlu olsun! Geçmi■ olsun!
Kolay gelsin!Tebrik ederim! , or behaviours such as welcoming the guests by standing up and waiting
for those older than themselves to start eating
• identifying that are similar in Turkish and English, comparing their spelling, , and , for
example, a■ustos, alfabe, ansiklopedi, çikolata, doktor, elektrik, foto■raf, laboratuvar, para■üt,
tren, veteriner, yogurt
• identifying and used in domains, such as food, music or social media and discussing how the
Turkish and associated behaviours reflect contemporary and global influences, for example, the use
of ■nternet sitesi, rap yapmak, fast food, part-time, miting
• finding expressions used in advertisements, shop signs or folktales in English that similar
meanings to Turkish such as ate■ pahas■, dar■s■ ba■■na, kulaklar■ ç■nlamak, pabucu dama at■lmak,
demli çay
• explaining in English the meaning of Turkish expressions that do not literally, comparing with
expressions in English for which there are no easy Turkish such as gözüne girmek, dikkat kesilmek,
dolap çevirmek
• learning to use print and digital dictionaries, identifying issues such as multiple meanings for
and the fact that meaning is not always literal
• considering English and expressions used in other curriculum areas, such as drought, bushfires,
famine, flood, snowstorm, and earthquakes, and applying strategies to the meaning in Turkish, for
example, kurakl■k, orman yang■nlar■, açl■k, k■tl■k, sel, kar f■rt■nas■, depremler

• understanding how is adapted to reflect levels of politeness and formality, and to reflect relationship, age and intention, for example, comparisons such as: using the siz and the second indicator -iz to indicate greater politeness in requests such as Gelir misiniz lütfen? rather than Gelsene ; using titles such as Han■m/Bey/ Say■n instead of sevgili, can■m , and using first names to family and friends in informal letters
• using movement, facial expressions and actions to interpret meaning in such as Karagöz ve Hacivat or Nasrettin Hoca, identifying key messages and amusing moments
• collecting examples of proverbs used in their families and discussing how to explain their meaning to non-Turkish friends, for example, Damlaya damlaya göl olur.  A■aç ya■ iken e■ilir. Güne■ giren eve doktor girmez... Denize dü■en y■lana sar■l■r.
• reflecting on instances when their use of Turkish, English or other has been misinterpreted and discussing possible reasons for this, for example, offering cologne to guests to refresh themselves may be misinterpreted by non-Turkish visitors

Students learn to:

# apply strategies to interpret and convey meaning in Turkish language in familiar nor and written cultural contexts

(AC9LT6C04)

## 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

### 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

### Navigating intercultural contexts

• Adapt in intercultural exchanges

### Analysing

• Interpret concepts and problems

### Engaging with cultural and linguistic diversity

• Develop multiple perspectives

### Analysing

• Interpret concepts and problems

### Analysing

• Interpret concepts and problems

### Analysing

• Interpret concepts and problems

### Investigating

• Interpret data

### Analysing

• Interpret concepts and problems

### 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
**Reflecting on culture and cultural diversity**
• Reflect on the relationship between cultures and identities
**Navigating intercultural contexts**
• Adapt in intercultural exchanges
**Reflecting on culture and cultural diversity**
• Explore the influence of cultures on interactions
**Navigating intercultural contexts**
• Adapt in intercultural exchanges
**Resources**
**Snapshot – Adapt in intercultural exchanges**

## Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

### Content description

AC9LT6C04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

**Snapshot – Understanding texts**

## Literacy: Reading and viewing: Understanding texts

### Content description

AC9LT6C04

### Learning progression extract

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

**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")

**Comprehension**
• reads and views some moderately complex texts (see Text complexity)
• accurately retells a text including most relevant details
• identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)
• evaluates the accuracy within and across texts on the same topic
• explains how authors use evidence and supporting detail to build and verify ideas
• draws inferences and verifies using textual evidence

**Processes**
• monitors reading for meaning using grammatical and contextual knowledge (see Fluency)
• explains how textual features support the text's purpose
• identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)
• predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)
• uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")
• uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)
• uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)
• identifies language features used to present opinions or points of view
• skims and scans texts for key words to track the development of ideas
• uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

**Vocabulary**
• uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
• identifies how technical and discipline-specific words develop meaning in texts
• analyses the effect of antonyms, synonyms and idiomatic language
• understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

**Comprehension**
• reads and views complex texts (see Text complexity)
• identifies the main themes or concepts in complex texts by synthesising key ideas or information
• summarises the text, identifying key details only
• draws inferences, synthesising clues and evidence across a text
• builds meaning by actively linking ideas from a number of texts or a range of digital sources
• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
• identifies different interpretations of the text citing evidence from a text
• evaluates language features for relevance to purpose and audience
• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

**Processes**
• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant

elements of the text to build or repair meaning
• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
• judiciously selects texts for learning area tasks and purposes

**Vocabulary**

• identifies language used to create tone or atmosphere
• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
• uses a range of context and grammatical cues to understand unfamiliar words
• interprets complex figurative language (e.g. euphemisms, hyperbole)

## Snapshot – Listening

# Literacy: Speaking and listening: Listening

## Content description

AC9LT6C04

## Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• 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
• responds to complex texts (see Text complexity)
• identifies and analyses how spoken language is used for different effects
• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
• explains how vocabulary is used for impact on the target audience

## Snapshot – Identify, process and evaluate information

# Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

## Content description

AC9LT6C04
gathering information from a range of print and digital resources about social and cultural activities in their community, making a list of terms, expressions such as Bayram■n■z kutlu olsun! Geçmi■ olsun! Kolay gelsin!Tebrik ederim! , or behaviours such as welcoming the guests by standing up and waiting for those older than themselves to start eating

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

## Snapshot – Adapt in intercultural exchanges

### Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

#### Content description

AC9LT6C04

gathering information from a range of print and digital resources about social and cultural activities in their community, making a list of terms, expressions such as Bayram■n■z kutlu olsun! Geçmi■ olsun! Kolay gelsin!Tebrik ederim! , or behaviours such as welcoming the guests by standing up and waiting for those older than themselves to start eating

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

## Snapshot – Interpret concepts and problems

### Critical and Creative Thinking: Analysing: Interpret concepts and problems

#### Content description

AC9LT6C04

identifying words that are similar in Turkish and English, comparing their spelling, pronunciation, intonation and stress, for example, a■ustos, alfabe, ansiklopedi, çikolata, doktor, elektrik, foto■raf, laboratuvar, para■üt, tren, veteriner, yogurt

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Develop multiple perspectives

### Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

#### Content description

AC9LT6C04

identifying loan words and phrases used in domains, such as food, music or social media and discussing how the Turkish language and associated behaviours reflect contemporary and global influences, for example, the use of ■nternet sitesi, rap yapmak, fast food, part-time, miting

#### Continuum extract

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

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference,
and describe how perspectives may be influenced by cultural beliefs and practices

**Snapshot – Interpret concepts and problems**

# Critical and Creative Thinking: Analysing: Interpret concepts and problems

## Content description

AC9LT6C04

finding expressions used in advertisements, shop signs or folktales in English that convey similar
meanings to Turkish phrases such as ate■ pahas■, dar■s■ ba■■na, kulaklar■ ç■nlamak, pabucu dama
at■lmak, demli çay

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Interpret concepts and problems**

# Critical and Creative Thinking: Analysing: Interpret concepts and problems

## Content description

AC9LT6C04

explaining in English the meaning of Turkish expressions that do not translate literally, comparing
with expressions in English for which there are no easy Turkish translations such as gözüne girmek,
dikkat kesilmek, dolap çevirmek

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Interpret concepts and problems**

# Critical and Creative Thinking: Analysing: Interpret concepts and problems

## Content description

AC9LT6C04

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Interpret data**

# Digital Literacy: Investigating: Interpret data

## Content description

AC9LT6C04

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• organise, summarise and visualise data using a range of digital tools to identify patterns and
answer questions
• analyse and visualise data using a range of digital tools to identify patterns and make
predictions
• analyse and visualise data by selecting and using a range of digital tools to infer relationships
and make predictions

**Snapshot – Interpret concepts and problems**

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LT6C04

considering English words and expressions used in other curriculum areas, such as drought, bushfires, famine, flood, snowstorm, and earthquakes, and applying strategies to convey the meaning in Turkish, for example, kurakl■k, orman yang■nlar■, açl■k, k■tl■k, sel, kar f■rt■nas■, depremler

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Adapt in intercultural exchanges**

## Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

### Content description

AC9LT6C04

considering English words and expressions used in other curriculum areas, such as drought, bushfires, famine, flood, snowstorm, and earthquakes, and applying strategies to convey the meaning in Turkish, for example, kurakl■k, orman yang■nlar■, açl■k, k■tl■k, sel, kar f■rt■nas■, depremler

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

**Snapshot – Adapt in intercultural exchanges**

## Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

### Content description

AC9LT6C04

understanding how language is adapted to reflect levels of politeness and formality, and to reflect relationship, age and intention, for example, comparisons such as: using the pronoun siz and the second plural indicator -iz to indicate greater politeness in requests such as Gelir misiniz lütfen? rather than Gelsene ; using titles such as Han■m/Bey/ Say■n instead of sevgili, can■m , and using first names to address family and friends in informal letters

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

**Snapshot – Interpret concepts and problems**

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LT6C04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Adapt in intercultural exchanges

### Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

#### Content description

AC9LT6C04

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding

## Snapshot – Reflect on the relationship between cultures and identities

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

#### Content description

AC9LT6C04
collecting examples of proverbs used in their families and discussing how to explain their meaning
to non-Turkish speaking friends, for example, Damlaya damlaya göl olur.  A■aç ya■ iken e■ilir. Güne■
giren eve doktor girmez... Denize dü■en y■lana sar■l■r.

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

## Snapshot – Adapt in intercultural exchanges

### Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

#### Content description

AC9LT6C04
collecting examples of proverbs used in their families and discussing how to explain their meaning
to non-Turkish speaking friends, for example, Damlaya damlaya göl olur.  A■aç ya■ iken e■ilir. Güne■
giren eve doktor girmez... Denize dü■en y■lana sar■l■r.

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding

## Snapshot – Explore the influence of cultures on interactions

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

#### Content description

AC9LT6C04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

## Snapshot – Adapt in intercultural exchanges

### Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

### Content description

AC9LT6C04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

# AC9LT6C05

**and present a range of informative and imaginative spoken, written and using a variety of structures to sequence information and ideas, and appropriate to type**

•
•

### Elaborations

• presenting information related to elements of Turkish lifestyles and to students in the school who are not learning Turkish, for example, k■rsal ve kentsel ya■am, Türk hamam■, Türk kahvesi, geleneksel el sanatlar■, halk danslar■
• designing a menu for a Turkish meal which includes footnotes in English to explain characteristics and ingredients of unfamiliar dishes such as imambay■ld■, Alinazik, mücver, hünkarbe■endi
• creating a profile of their local community for newly arriving migrants from Turkish-speaking regions of the world highlighting aspects such as local facilities and places of interest
• creating a class print or digital poster, locating and describing, in Turkish, a specific First Nations location in a local or regional , or elsewhere in Australia
• creating a poster for young people to promote upcoming events in their community, for example, mezuniyet balosu, e■lence gecesi, 19 May■s ve Gençlik ve Spor Bayram■
• assembling an information pack to support new students arriving at their school, including a glossary of key terms that may need explaining, for example, s■n■f, müdür odas■, ö■retmenler odas■, nöbetçi ö■retmen, revir, kantin, ofis, lavabo, kütüphane, spor salonu, konferans salonu
• creating an interactive presentation for younger children, friends or members of their extended families to showcase their /multilingual experience and identify the advantages of being able to in more than one
• creating their own lyrics on a traditional Turkish song such as Tren Gelir Ho■ Gelir and Tin Tin Tini Mini Han■m
• creating and sequencing captions in English for images in Turkish storybooks such as Karagöz ve Hac■vat, Nasrettin Hoca and Kelo■lan
• creating digital profiles of they enjoy in different stories, plays or poems, providing descriptions of physical appearance and traits, and examples of the ways they speak and behave
• a personal response or commentary, such as a letter or journal entry, to a message by a in a folktale, legend or fable relating to a concept such as truthfulness, courage or honesty, for example, A■ustos Böce■i ile Kar■nca, Kaplumba■a ile Tav■an, Karga ile Tilki
• using puppet from traditional such as Karagöz ve Hac■vat to and enact representations of relationships and experiences from their own worlds
• creating and performing to entertain others, incorporating elements such as dance, mime, singing and narration, and referencing and traditions associated with Turkish communities

Students learn to:

**create and present a range of informative and imaginative spoken, written and multi a variety of modelled sentence structures to sequence information and ideas, and c appropriate to text type**

(AC9LT6C05)

## General capabilities and cross-curriculum priorities

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

**Creating and exchanging**

• Create, communicate and collaborate

**Speaking and listening**

• Speaking

**Writing**

• Creating texts

• Creating 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 .

**Creating and exchanging**

• Create, communicate and collaborate

**Social management**

• Communication

**Social management**

• Communication

**Creating and exchanging**

• Create, communicate and collaborate

**Social management**

• Communication

**Creating and exchanging**

• Create, communicate and collaborate

**People**

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

**Social management**

• Communication

**Social management**

• Communication

**Creating and exchanging**

• Create, communicate and collaborate

**Social management**

• Communication

• Collaboration

**Social management**

• Communication

**Social management**

• Communication

**Creating and exchanging**

• Create, communicate and collaborate

**Social management**

• Communication

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Social management**

• Communication
**Reflecting on culture and cultural diversity**
• Reflect on the relationship between cultures and identities
**Social management**
• Communication
**Social management**
• Communication
• Collaboration
**Resources**
**Snapshot – Create, communicate and collaborate**

## Digital Literacy: Creating and exchanging: Create, communicate and collaborate

### Content description

AC9LT6C05
### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

**Snapshot – Speaking**

## Literacy: Speaking and listening: Speaking

### Content description

AC9LT6C05
### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
**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?")
**Crafting ideas**
• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
• organises more complex ideas or concepts logically, selecting details to accentuate key points
• speaks audibly and coherently to a less familiar audience for a sustained period
• shows increasing awareness of audience by moderating length, content and delivery of spoken texts
• adjusts register according to purpose and audience
• does research to prepare spoken texts
• uses a range of technology, and audio and visual resources to engage audience and enhance content

### Vocabulary

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
• uses language creatively (e.g. "the moon shines bravely")
• uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
• uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
• consistently uses a range of synonyms to add variety and precision to spoken text
• uses abstractions (e.g. "freedom", "fairness")

### Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content
• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
• develops complex ideas or a central theme across a spoken text
• uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
• rephrases or clarifies to repair or refine meaning
• uses language structures and features appropriate to learning area content
• uses technologies and visual and audio resources to enhance meaning and effect in presentations

### Vocabulary

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
• uses a range of emotive language appropriate to topic, purpose and audience
• uses rich, evocative, descriptive language
• uses figurative language (e.g. "hungry for success")

## Snapshot – Creating texts

# Literacy: Writing: Creating texts

## Content description

AC9LT6C05

## Learning progression extract

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

### Crafting ideas

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
• includes learnt ideas on a range of topics from learning areas
• stages text using typical or familiar features such as an introduction and body paragraphs
• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

### Text forms and features

• writes a range of compound and complex sentences (see Grammar)
• uses pronouns correctly to link to an object or person across the text (see Grammar)
• uses images to reinforce ideas in written text
• maintains consistent tense within and between sentences (see Grammar)
• groups sentences on related ideas into simple paragraphs
• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
• applies learnt spelling generalisations
• accurately spells high-frequency words (see Spelling)

• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

**Vocabulary**

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")

• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)

• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")

• uses a range of learning area topic words (e.g. "environment", "equipment")

**Crafting ideas**

• creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)

• includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs

• includes ideas which are relevant to the topic and purpose of the text

• organises information into paragraphs to support the reader

• includes a relevant graphic to support the reader (e.g. diagram or photo)

**Text forms and features**

• uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")

• uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)

• selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)

• uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

**Vocabulary**

• uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

**Crafting ideas**

• creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)

• selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)

• orients the reader to the topic or concept using a definition or classification

• develops ideas with details and examples

• uses ideas derived from research

• uses written and visual supporting evidence

**Text forms and features**

• uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)

• uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")

• includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)

• uses language to compare (e.g. "alternatively", "whereas")

• uses formatting appropriately to reference and label graphics

**Vocabulary**

• uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")

• uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

**Snapshot – Creating texts**

# Literacy: Writing: Creating texts

## Content description

AC9LT6C05

## Learning progression extract

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

**Crafting ideas**

• creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions

• includes learnt ideas on a range of topics from learning areas

• stages text using typical or familiar features such as an introduction and body paragraphs

• supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)

• uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

## Text forms and features

• writes a range of compound and complex sentences (see Grammar)

• uses pronouns correctly to link to an object or person across the text (see Grammar)

• uses images to reinforce ideas in written text

• maintains consistent tense within and between sentences (see Grammar)

• groups sentences on related ideas into simple paragraphs

• uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")

• correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)

• applies learnt spelling generalisations

• accurately spells high-frequency words (see Spelling)

• consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

## Vocabulary

• uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")

• uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)

• uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")

• uses a range of learning area topic words (e.g. "environment", "equipment")

## Crafting ideas

• creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event)

• includes structural features appropriate to the type of text such as orientation, complication and resolution

• includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil)

• organises events into a sequence with a predictable ending

## Text forms and features

• uses cohesive devices to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms)

• uses pronouns to track multiple characters (e.g. "Peter and Leanne … he … they … she … them")

• maintains a point of view (e.g. writes predominantly in first person)

• uses complex noun groups/phrases  to create more accurate description (e.g. "that tangy, lemon-scented aroma")

• selects visual and audio features to expand ideas in written texts (e.g. matches images to points in a text)

• uses simple figurative devices (e.g. simile)

## Vocabulary

• uses a range of learnt topic words and words from other authors

## Crafting ideas

• creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)

• selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)

• uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)

• uses actions and events to develop the character

• orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the

conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

**Text forms and features**

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

**Vocabulary**

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

## Snapshot – Create, communicate and collaborate

# Digital Literacy: Creating and exchanging: Create, communicate and collaborate

### Content description

AC9LT6C05

presenting information related to elements of Turkish lifestyles and culture to students in the school who are not learning Turkish, for example, k■rsal ve kentsel ya■am, Türk hamam■, Türk kahvesi, geleneksel el sanatlar■, halk danslar■

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

## Snapshot – Communication

# Personal and Social capability: Social management: Communication

### Content description

AC9LT6C05

presenting information related to elements of Turkish lifestyles and culture to students in the school who are not learning Turkish, for example, k■rsal ve kentsel ya■am, Türk hamam■, Türk kahvesi, geleneksel el sanatlar■, halk danslar■

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## Snapshot – Communication

# Personal and Social capability: Social management: Communication

### Content description

AC9LT6C05

designing a menu for a Turkish meal which includes footnotes in English to explain characteristics and ingredients of unfamiliar dishes such as imambay■ld■, Alinazik, mücver, hünkarbe■endi

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

**Snapshot – Create, communicate and collaborate**

## Digital Literacy: Creating and exchanging: Create, communicate and collaborate

### Content description

AC9LT6C05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6C05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
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**Snapshot – Create, communicate and collaborate**

## Digital Literacy: Creating and exchanging: Create, communicate and collaborate

### Content description

AC9LT6C05

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• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6C05

creating a poster for young people to promote upcoming events in their community, for example, mezuniyet balosu, e■lence gecesi, 19 May■s ve Gençlik ve Spor Bayram■

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
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**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6C05

assembling an information pack to support new students arriving at their school, including a glossary of key terms that may need explaining, for example, s■n■f, müdür odas■, ö■retmenler odas■, nöbetçi ö■retmen, revir, kantin, ofis, lavabo, kütüphane, spor salonu, konferans salonu

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

## Snapshot – Create, communicate and collaborate

## Digital Literacy: Creating and exchanging: Create, communicate and collaborate

### Content description

AC9LT6C05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6C05

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## Snapshot – Collaboration

## Personal and Social capability: Social management: Collaboration

### Content description

AC9LT6C05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6C05

creating their own lyrics modelled on a traditional Turkish song such as Tren Gelir Ho■ Gelir and Tin Tin Tini Mini Han■m

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6C05

creating and sequencing captions in English for images in Turkish storybooks such as Karagöz ve Hac■vat, Nasrettin Hoca and Kelo■lan

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

**Snapshot – Create, communicate and collaborate**

## Digital Literacy: Creating and exchanging: Create, communicate and collaborate

### Content description

AC9LT6C05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

**Snapshot – Communication**

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### Content description

AC9LT6C05

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The following continuum extract shows the alignment of the continuum with this content.
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**Snapshot – Reflect on the relationship between cultures and identities**

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

### Content description

AC9LT6C05

composing a personal response or commentary, such as a letter or journal entry, to a message conveyed by a character in a folktale, legend or fable relating to a concept such as truthfulness, courage or honesty, for example, A■ustos Böce■i ile Kar■nca, Kaplumba■a ile Tav■an, Karga ile Tilki

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## Content description

AC9LT6C05

composing a personal response or commentary, such as a letter or journal entry, to a message conveyed by a character in a folktale, legend or fable relating to a concept such as truthfulness, courage or honesty, for example, A■ustos Böce■i ile Kar■nca, Kaplumba■a ile Tav■an, Karga ile Tilki

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

**Snapshot – Reflect on the relationship between cultures and identities**

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

## Content description

AC9LT6C05

using puppet characters from traditional texts such as Karagöz ve Hac■vat to create and enact representations of relationships and experiences from their own worlds

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## Content description

AC9LT6C05

using puppet characters from traditional texts such as Karagöz ve Hac■vat to create and enact representations of relationships and experiences from their own worlds

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## Content description

AC9LT6C05

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

**Snapshot – Collaboration**

# Personal and Social capability: Social management: Collaboration

## Content description

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

# AC9LT6U01

**apply knowledge of combinations of sounds, , and patterns to develop and to known and**

•

•

## Elaborations

• recognising differences in the of long and short with and without
• understanding that the length of a and can change meaning, as in hala-hâlâ , and can the previous , as in kar-kâr
• understanding sound assimilation, for example, how in ending in k, the k softens to become yumu■ak g (soft g), ■ before starting with a , for example, kulak – kula■■ma, küçük-küçü■üm
• understanding how to use emphasis to enhance meaning, for example, using high-pitch and primary at the end of , as in gel'dim ya!
• understanding how is usually placed on the last in Turkish, except in the of some , compounds and placenames, such as Ankara, Türkiye, Bulgaristan, Gürcis'tan, hangi, niçin
• applying the principles of harmony and sound assimilation of and grammatical knowledge to the spelling and of unfamiliar , for example, such as -c■ arabac■, -ci tamirci, -cu basketbolcu, -cü yüzücü, -ç■, a■ç■, -çi çiftçi, -çu topçu, -çü çöpçü, -da tabakta, -ta kitapta, -ta a■açta, -te sepette
• understanding the of , including and , for example, plaj, spor, tren, tra■, kravat
• recognising the effect of non-verbal and in reinforcing meaning in spoken Turkish, for example, when expressing Buyurun! Vay be! Bittim ya! ■nanm■yorum! Git yaa! Eeee, ba■ka? Hadi be! Öf ya!
• recognising how variations in use reflect different feelings, or , for example, the respectful of devotional compared with the liveliness, humour and colour of Nasrettin Hoca f■kralar■, Temel f■kralar■, Çizgi filmler, fabllar
• adapting examples of tongue twisters such as Al ■u Taka Tukalar■ Taka Tukac■ya Götür to experiment with a range of letter combinations and sounds

Students learn to:

# apply knowledge of combinations of sounds, syllables, pronunciation and intonatio develop fluency and rhythm to known words and phrases

(AC9LT6U01)
## 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
• 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 .
### 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

**Social management**

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**Engaging with cultural and linguistic diversity**

• Communicate responsively

**Engaging with cultural and linguistic diversity**

• Communicate responsively

**Social management**

• Communication

**Resources**

**Snapshot – Communicate responsively**

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

### Content description

AC9LT6U01

### Continuum extract

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

• 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

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

**Snapshot – Speaking**

## Literacy: Speaking and listening: Speaking

### Content description

AC9LT6U01

### Learning progression extract

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

**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?")

**Crafting ideas**

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas

• organises more complex ideas or concepts logically, selecting details to accentuate key points

• speaks audibly and coherently to a less familiar audience for a sustained period

• shows increasing awareness of audience by moderating length, content and delivery of spoken texts

• adjusts register according to purpose and audience

• does research to prepare spoken texts

• uses a range of technology, and audio and visual resources to engage audience and enhance content

**Vocabulary**

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)

• uses language creatively (e.g. "the moon shines bravely")

• uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")

• uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")

• consistently uses a range of synonyms to add variety and precision to spoken text

• uses abstractions (e.g. "freedom", "fairness")

**Crafting ideas**

• creates spoken texts which explore and interpret concepts drawn from research or learning area content

• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)

• develops complex ideas or a central theme across a spoken text

• uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)

• rephrases or clarifies to repair or refine meaning

• uses language structures and features appropriate to learning area content

• uses technologies and visual and audio resources to enhance meaning and effect in presentations

**Vocabulary**

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")

• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")

• uses a range of emotive language appropriate to topic, purpose and audience

• uses rich, evocative, descriptive language

• uses figurative language (e.g. "hungry for success")

**Snapshot – Communicate responsively**

**Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively**

**Content description**

AC9LT6U01

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6U01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply verbal and non-verbal communication skills when responding to others
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**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

### Content description

AC9LT6U01

understanding that the length of a vowel and accent can change meaning, as in hala-hâlâ , and can palatalise the previous consonant, as in kar-kâr

### Continuum extract

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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: Comr responsively

**Content description**

AC9LT6U01

understanding sound assimilation, for example, how in words ending in k, the k softens to become yumu■ak g (soft g), ■ before suffixes starting with a vowel, for example, kulak – kula■■ma, küçük-küçü■üm

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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: Com responsively

## Content description

AC9LT6U01

understanding how to use emphasis to enhance meaning, for example, using high-pitch tone and primary stress at the end of words, as in gel′dim ya!

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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: Comr responsively

### Content description

AC9LT6U01

understanding how stress is usually placed on the last syllable in Turkish, except in the case of some question words, compounds and placenames, such as Ankara, Türkiye, Bulgaristan, Gürcis'tan, hangi, niçin

### Continuum extract

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

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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: Comr responsively

### Content description

AC9LT6U01

applying the principles of vowel harmony and sound assimilation of consonants and grammatical knowledge to the spelling and writing of unfamiliar words, for example, suffixes such as -c■ arabac■, -ci tamirci, -cu basketbolcu, -cü yüzücü, -ç■, a■ç■, -çi çiftçi, -çu topçu, -çü çöpçü, -da tabakta, -ta kitapta, -ta a■açta, -te sepette

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

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**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

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• apply skills to address factors that influence verbal and non-verbal communication
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## Snapshot – Communicate responsively

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

### Content description

AC9LT6U01

understanding the pronunciation of loan words, including vowels and consonant clusters, for example, plaj, spor, tren, tra■, kravat

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

## Snapshot – Communicate responsively

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

### Content description

AC9LT6U01

recognising the effect of non-verbal language and tone in reinforcing meaning in spoken Turkish, for example, when expressing Buyurun! Vay be! Bittim ya! ■nanm■yorum! Git yaa! Eeee, ba■ka? Hadi be! Öf ya!

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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## Snapshot – Communication

# Personal and Social capability: Social management: Communication

### Content description

AC9LT6U01

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### Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

### Content description

AC9LT6U01

recognising how variations in language use reflect different feelings, moods or attitudes, for example, the respectful tone of devotional texts compared with the liveliness, humour and colour of Nasrettin Hoca f■kralar■, Temel f■kralar■, Çizgi filmler, fabllar

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

### Content description

AC9LT6U01

adapting modelled examples of tongue twisters such as Al ■u Taka Tukalar■ Taka Tukac■ya Götür to experiment with a range of letter combinations and sounds

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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**Snapshot – Communication**

## 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

# AC9LT6U02

**use knowledge of grammatical structures and expressions to compose and respond to using appropriate punctuation and textual**

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### Elaborations

• recognising and using conjugations, for example, 'oku-mak' in simple present : oku-r-um, oku-r-sun, oku-r, oku-r-uz, oku-r-sunuz, oku-r-lar and in present continuous : oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar
• recognising and using nominal conjugations through - and noun-making such as -l■, -li, -lu, -lü as in kar-l■, kir-li, toz-lu…; -lik, -l■k, -luk, -lük as in yaz-l■k, göz-lük…; -c■, -ci, -cu, -cü/-ç■, -çi, -çu, -çü as in gemi-ci, kira-c■, su-cu, ekmek-çi..; -g■, -gi, -gu, -gü as in sar-g■, sil-gi,..; -s■z, -siz, -suz, -süz as in ev-siz, tuz-suz
• applying the rule of major harmony when adding nominal endings -(e), -(i), -d(e), -d(e)n to different , such as ev-e, ev-i, ev-de, ev-den, ev-in
• learning the correct written form of , for example, instead of using spoken/colloquial predicates such as gelcem or alcan , using the written form, gelece■im and alacaks■n ; instead of using geliyom , using the correct spelling geliyorum
• using interrogative endings in different depending on personal , for example, Geliyor musun? Gelecek misiniz?
• using the negative marker -m(a), as in Bayramda tüm okullar tatile girmeyecek . and the for negation, de■il , to negate any without a , and using appropriate , de■il-im, de■il-sin , as in Bayramda tüm okullar tatile girmeyecek de■il mi?
• using and comparatives to evaluate and express opinion, for example, -a göre, sence, hiç/çok uzun de■il
• using appropriate endings for + agreements in simple and compound , for example, Herkes onu çok seviyor, hiçkimse ona k■zam■yor.
• using the conditional marker ( ) -s(e) and/or the e■er in compound , for example, (E■er) ya■mur

ya■arsa geziye gitmeyece■iz.

• recognising and using compound and some , for example, Ak■am erken yatmama ra■men sabah uyuyakald■m. S■navdan dü■ük not ald■m çünkü hiç çal■■mad■m.

• recognising different types of formal and informal forms such as Say■n, Bey/Han■m, amca, teyze

Students learn to:

**use knowledge of modelled grammatical structures and formulaic expressions to co texts using appropriate punctuation and textual conventions**

(AC9LT6U02)

## 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

• Punctuation

## 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**

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**Engaging with cultural and linguistic diversity**

• Communicate responsively

**Social management**

• Communication

**Resources**

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

### Content description

AC9LT6U02

### Continuum extract

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

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• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

**Snapshot – Grammar**

## Literacy: Writing: Grammar

### Content description

AC9LT6U02

### Learning progression extract

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

**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

**Grammatical accuracy**

• makes few grammatical errors, such as inappropriate tense selections or lack of agreement between

subject and verb

**Group and word level**

• uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")

• adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")

• creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")

• uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")

• uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

**Sentence level**

• selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect

• uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

**Whole text level**

• uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

**Grammatical accuracy**

• writes well-structured texts, rarely making grammatical errors

**Group and word level**

• presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")

• selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description

• uses nominalisations to create concise noun groups/phrases

• intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")

• maintains subject-verb agreement in complex sentences

**Sentence level**

• crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice

• makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

**Whole text level**

• uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part–whole, class–subclass, compare–contrast, cause and effect)

**Snapshot – Punctuation**

# Literacy: Writing: Punctuation

## Content description

AC9LT6U02

## Learning progression extract

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

• uses quotation marks for simple dialogue (e.g. "'I can't see it,' he said.")

• uses apostrophes for plural possessives (e.g. "planes' wings")

• follows conventions of use of capitals in headings

• writes commas to separate clauses where appropriate

• punctuates more complex dialogue correctly (e.g. "'The team have made some interesting

recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.'")
- uses complex punctuation conventions (e.g. colons, semicolons, brackets)
- uses punctuation conventions for quotations and referencing

## Snapshot – Communicate responsively

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

### Content description

AC9LT6U02

recognising and using verb conjugations, for example, 'oku-mak' in simple present tense: oku-r-um, oku-r-sun, oku-r, oku-r-uz, oku-r-sunuz, oku-r-lar and in present continuous tense: oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

## Snapshot – Communication

# Personal and Social capability: Social management: Communication

### Content description

AC9LT6U02

recognising and using verb conjugations, for example, 'oku-mak' in simple present tense: oku-r-um, oku-r-sun, oku-r, oku-r-uz, oku-r-sunuz, oku-r-lar and in present continuous tense: oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar

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## Snapshot – Communicate responsively

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

### Content description

AC9LT6U02

recognising and using nominal conjugations through adjective- and noun-making suffixes such as -l■, -li, -lu, -lü as in kar-l■, kir-li, toz-lu…; -lik, -l■k, -luk, -lük as in yaz-l■k, göz-lük…; -c■, -ci, -cu, -cü/-ç■, -çi, -çu, -çü as in gemi-ci, kira-c■, su-cu, ekmek-çi..; -g■, -gi, -gu, -gü as in sar-g■, sil-gi,..; -s■z, -siz, -suz, -süz as in ev-siz, tuz-suz

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-ci, -cu, -cü/-ç■, -çi, -çu, -çü as in gemi-ci, kira-c■, su-cu, ekmek-çi..; -g■, -gi, -gu, -gü as in
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**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comn responsively

### Content description

AC9LT6U02

applying the rule of major vowel harmony when adding nominal case endings -(e), -(i), -d(e), -d(e)n
to different nouns, such as ev-e, ev-i, ev-de, ev-den, ev-in

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**Snapshot – Communication**

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**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comn responsively

### Content description

AC9LT6U02

learning the correct written form of suffixes, for example, instead of using spoken/colloquial
predicates such as gelcem or alcan , using the written form, gelece■im and alacaks■n ; instead of
using geliyom , using the correct spelling geliyorum

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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: Com responsively

### Content description

AC9LT6U02

using interrogative word endings in different tenses depending on personal pronouns, for example, Geliyor musun? Gelecek misiniz?

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**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

### Content description

AC9LT6U02

using the negative marker -m(a), as in Bayramda tüm okullar tatile girmeyecek . and the adverb for negation, de■il , to negate any sentences without a verb, and using appropriate suffixes, de■il-im, de■il-sin , as in Bayramda tüm okullar tatile girmeyecek de■il mi?

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**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

### Content description

AC9LT6U02

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**Snapshot – Communicate responsively**

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comi responsively

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**Snapshot – Communicate responsively**

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comi responsively

### Content description

AC9LT6U02

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**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

### Content description

AC9LT6U02

recognising and using compound and some complex sentences, for example, Ak■am erken yatmama ra■men sabah uyuyakald■m. S■navdan dü■ük not ald■m çünkü hiç çal■■mad■m.

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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
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

### Content description

AC9LT6U02

recognising different types of formal and informal honorific forms such as Say■n, Bey/Han■m, amca, teyze

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LT6U02

recognising different types of formal and informal honorific forms such as Say■n, Bey/Han■m, amca, teyze

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

# AC9LT6U03

**compare some Turkish and features with those of English, using some familiar**

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- 

## Elaborations

- comparing used in , for example, descriptive in recounts or , humorous in comics and verse, persuasive in advertisements, instructional in recipes and manuals, expository in news reports
- analysing characteristic features of , for example, the use of abbreviations and emoticons in texting, in advertisements, numerical terms in recipes and receipts, emotive and rhyming in song lyrics, headings in secure blogs and on websites
- discussing the use of imagery in different kinds of creative , identifying how this helps to meaning and /entertain the in Turkish and English
- discussing how poems or song lyrics, such as Bir ba■kad■r benim memleketim and Çanakkale Türküsü such as özlem ve ac■ma and tap into particular emotions by using techniques such as , and direct forms of and compare with techniques used in English poems and song lyrics
- building to talk about , using terms such as ba■laçlar, özne ile yüklem uyumu, -de/-da ekler, ilgi zamiri -ki, edatlar
- learning basic metaphors, similes such as çantan■n gözü, aslan gibi, and common idiomatic expressions and proverbs, for example, Damlaya damlaya göl olur. Ate■ pahas■! Nazar de■mesin! ; and comparing these figures of speech with usage in English

Students learn to:

# compare some Turkish language structures and features with those of English, usir metalanguage

(AC9LT6U03)
## 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
### 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

**Engaging with cultural and linguistic diversity**

• Communicate responsively

**Resources**

**Snapshot – Interpret concepts and problems**

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LT6U03

### Continuum extract

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

• 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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

### Content description

AC9LT6U03

### Continuum extract

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

• 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

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

**Snapshot – Interpret concepts and problems**

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LT6U03

### Continuum extract

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

• identify and prioritise significant elements and relationships within a concept or problem

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• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Com responsively

**Content description**

AC9LT6U03

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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**Snapshot – Interpret concepts and problems**

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LT6U03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

### Content description

AC9LT6U03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond
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**Snapshot – Interpret concepts and problems**

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LT6U03

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• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

### Content description

AC9LT6U03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

## Snapshot – Interpret concepts and problems
## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LT6U03

discussing how poems or song lyrics, such as Bir ba■kad■r benim memleketim and Çanakkale Türküsü create moods such as özlem ve ac■ma and tap into particular emotions by using techniques such as repetition, rhyme and direct forms of address and compare with techniques used in English poems and song lyrics

### Continuum extract

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• 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
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

## Snapshot – Communicate responsively
## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

### Content description

AC9LT6U03

discussing how poems or song lyrics, such as Bir ba■kad■r benim memleketim and Çanakkale Türküsü create moods such as özlem ve ac■ma and tap into particular emotions by using techniques such as repetition, rhyme and direct forms of address and compare with techniques used in English poems and song lyrics

### Continuum extract

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• 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
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

## Snapshot – Interpret concepts and problems
## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LT6U03

building metalanguage to talk about grammar, using terms such as ba■laçlar, özne ile yüklem uyumu, -de/-da ekler, ilgi zamiri -ki, edatlar

### Continuum extract

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Com
responsively

### Content description

AC9LT6U03

building metalanguage to talk about grammar, using terms such as ba■laçlar, özne ile yüklem uyumu,
-de/-da ekler, ilgi zamiri -ki, edatlar

### Continuum extract

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• 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
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups

**Snapshot – Interpret concepts and problems**

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LT6U03

learning basic metaphors, similes such as çantan■n gözü, aslan gibi, and common idiomatic
expressions and proverbs, for example, Damlaya damlaya göl olur. Ate■ pahas■! Nazar de■mesin! ; and
comparing these figures of speech with usage in English

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and prioritise significant elements and relationships within a concept or problem
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approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Com
responsively

### Content description

AC9LT6U03

learning basic metaphors, similes such as çantan■n gözü, aslan gibi, and common idiomatic
expressions and proverbs, for example, Damlaya damlaya göl olur. Ate■ pahas■! Nazar de■mesin! ; and
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### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and
linguistic groups respond
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their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups

# AC9LT6U04

**recognise that reflects cultural practices, and , and that this impacts on non-verbal, spoken and
written**

•

•
**Elaborations**

• understanding that the use of such as Ali a■abey (Abi), Fatma abla, Mehmet amca, Mustafa day■, Ahmet bey, Nazmiye han■m can be varied when to an older person who is less familiar, depending on their age and degree of closeness

• identifying adjustments, they make when moving between Turkish and English at school and at home, such as using different forms of to show respect or affection, for example, in Turkish classrooms, teachers are addressed as ö■retmenim/hocam whereas in English classrooms, teachers are called by their title and last names, and discussing why these adjustments are necessary

• reflecting on how in Turkish feels different from in English and identifying elements that feel culturally specific

• exploring, in Turkish or English, how and are expressed through First Nations Australians' song, dance or artworks, considering similarities and differences within an aspect of the cultural expressions of Turkish-speaking people or communities

• understanding that people interpret and respond to experiences in different ways depending on their own cultural , recognising the validity of different and questioning notions of 'right' or 'wrong' ideas or behaviours

• noticing ways in which the Turkish reflects and traditions of Turkish communities, for example, Nazar de■mesin! Güle güle kullan■n!

• comparing superstitions across , for example, Yerde uzanan çocuklar■n üzerinden atlama. Geceleyin t■rnak kesilmez. tahtaya vurmak, y■ld■z kayarken dilek tutmak compared with 'breaking a mirror will bring you 7 years of bad luck', researching their origins and considering their relevance today

• considering how Turkish such as mealtimes reflect cultural practices and associated with family life, food and social relationships, for example, greetings, mealtimes, table manners

• identifying examples of and traditions that may not be familiar to members of other communities, for example, ways of addressing people, behaviour and around mealtimes

• understanding the cultural significance of features of types of such as anonymous or Anatolian stories in the lyrics of türkü, the use of oaths in And■m■z, characterisation in Turkish Nasrettin Hoca ve di■er f■kralar, Karagöz ve Hac■vat gölge/kukla oyunu and masallar, the use of deyimler ve atasözleri in destanlar

• exploring the meaning of ' , how it involves visible elements, such as ways of dressing, eating and dancing, and less visible elements, such as ways of thinking and valuing

Students learn to:

## recognise that language reflects cultural practices, values and identity, and that this non-verbal, spoken and written communication

(AC9LT6U04)
### 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

**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

**Engaging with cultural and linguistic diversity**

• Communicate responsively

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Engaging with cultural and linguistic diversity**

• Communicate responsively

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**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**

• Develop multiple perspectives

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities
• Explore the influence of cultures on interactions

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Resources**

**Snapshot – Interpret concepts and problems**

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LT6U04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

### Content description

AC9LT6U04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select and use strategies for open, flexible and focused communication, including understanding

how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups

**Snapshot – Reflect on the relationship between cultures and identities**

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

### Content description

AC9LT6U04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comi
## responsively

### Content description

AC9LT6U04

understanding that the use of honorifics such as Ali a■abey (Abi), Fatma abla, Mehmet amca, Mustafa
day■, Ahmet bey, Nazmiye han■m can be varied when speaking to an older person who is less familiar,
depending on their age and degree of closeness

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• initiate verbal and non-verbal communication, comparing how members of familiar cultural and
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how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups

**Snapshot – Reflect on the relationship between cultures and identities**

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

### Content description

AC9LT6U04

understanding that the use of honorifics such as Ali a■abey (Abi), Fatma abla, Mehmet amca, Mustafa
day■, Ahmet bey, Nazmiye han■m can be varied when speaking to an older person who is less familiar,
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The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

**Snapshot – Communicate responsively**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comi
## responsively

### Content description

AC9LT6U04

identifying adjustments, they make when moving between Turkish and English at school and at home, such as using different forms of address to show respect or affection, for example, in Turkish classrooms, teachers are addressed as ö■retmenim/hocam whereas in English classrooms, teachers are called by their title and last names, and discussing why these adjustments are necessary

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

## Snapshot – Reflect on the relationship between cultures and identities

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

### Content description

AC9LT6U04

identifying adjustments, they make when moving between Turkish and English at school and at home, such as using different forms of address to show respect or affection, for example, in Turkish classrooms, teachers are addressed as ö■retmenim/hocam whereas in English classrooms, teachers are called by their title and last names, and discussing why these adjustments are necessary

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

## Snapshot – Communicate responsively

# Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

### Content description

AC9LT6U04

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

## Snapshot – Reflect on the relationship between cultures and identities

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

### Content description

AC9LT6U04

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

**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

AC9LT6U04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

**Snapshot – Develop multiple perspectives**

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

### Content description

AC9LT6U04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference,
and describe how perspectives may be influenced by cultural beliefs and practices

**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

AC9LT6U04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

**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

AC9LT6U04

noticing ways in which the Turkish language reflects values and traditions of Turkish communities,
for example, Nazar de■mesin! Güle güle kullan■n!

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

## Snapshot – Reflect on the relationship between cultures and identities

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

### Content description

AC9LT6U04

comparing superstitions across cultures, for example, Yerde uzanan çocuklar■n üzerinden atlama.
Geceleyin t■rnak kesilmez. tahtaya vurmak, y■ld■z kayarken dilek tutmak compared with 'breaking a
mirror will bring you 7 years of bad luck', researching their origins and considering their
relevance today

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

## Snapshot – Reflect on the relationship between cultures and identities

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

### Content description

AC9LT6U04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the similarities and differences in beliefs, values and cultural practices in the
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that have remained the same, drawing on examples from within, between and across cultural groups

## Snapshot – Reflect on the relationship between cultures and identities

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

### Content description

AC9LT6U04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups

## Snapshot – Explore the influence of cultures on interactions

## Intercultural Understanding: Reflecting on culture and cultural diversity: Explore

**cultures on interactions**

### Content description

AC9LT6U04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying
opportunities to show respect for cultural traditions

**Snapshot – Reflect on the relationship between cultures and identities**

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

### Content description

AC9LT6U04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
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that have remained the same, drawing on examples from within, between and across cultural groups

**Snapshot – Reflect on the relationship between cultures and identities**

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

### Content description

AC9LT6U04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups