

## (no-code)

apply features and of spoken Turkish to in responding to and creating in familiar and unfamiliar

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### Elaborations

- understanding the use of lexical in Turkish, and the relationship between and , where usually the left-most is the one that determines the , as in a range of compounds such as atl■kar■nca, kad■nbudu, imambay■ld■, ak■amüstü, güneydo■u, Fenerbahçe, and depremzede
- using in informal , for example, Napcaz? Gelcen mi? Naber?
- experimenting with different , vocal and stylistic effects in creating specific emphases in different types of spoken and written , such as speeches, songs, letters to the editor
- knowing when to pause and what to use for required effects such as emphasis or persuasion
- identifying and applying features such as , pauses, interruptions and , inverted , such as ben de isterim gelmeyi and the use of non-verbal and vocal effects
- using challenging combinations in spoken Turkish tongue twisters, for example, Kartal kalkar dal sarkar, dal sarkar kartal kalkar.
- experimenting with and , improving coherence and increasing expressive range by out loud from unfamiliar , such as newspapers, novels, reports

Students learn to:

**apply features and conventions of spoken Turkish to extend fluency in responding to texts in familiar and unfamiliar contexts**

(AC9LT10U01)

### General capabilities and cross-curriculum priorities

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

#### Speaking and listening

- Speaking

#### Social management

- Communication

### Elaborations

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

#### Social management

- Communication

#### Social management

- Communication

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- Communication

#### Social management

- Communication

#### Social management

- Communication

### Resources

#### Snapshot – Speaking

#### Literacy: Speaking and listening: Speaking

#### Content description

AC9LT10U01

#### Learning progression extract

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

content.

### **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")

### **Crafting ideas**

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LT10U01

#### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LT10U01

understanding the use of lexical stress in Turkish, and the relationship between morphemes and stress, where usually the left-most morpheme is the one that determines the stress, as in a range of compounds such as atl■kar■nca, kad■nbudu, imambay■ld■, ak■amüstü, güneydo■u, Fenerbahçe, and depremzede

#### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LT10U01

using elision in informal interactions, for example, Napcaz? Gelcen mi? Naber?

### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

### **Content description**

AC9LT10U01

### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

### **Content description**

AC9LT10U01

### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

### **Content description**

AC9LT10U01

identifying and applying features such as repetition, pauses, interruptions and contractions, inverted syntax, such as ben de isterim gelmeyi and the use of non-verbal language and vocal effects

### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

### **Content description**

AC9LT10U01

using challenging word combinations in spoken Turkish tongue twisters, for example, Kartal kalkar dal sarkar, dal sarkar kartal kalkar.

### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

### **Content description**

AC9LT10U01

### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## 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

## AC9LT10U02

### apply knowledge of grammatical structures to meaning and compose that contain some complex structures and ideas

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#### Elaborations

- applying knowledge of a range of , and endings, such as -da■, -lik and -c■, -li that can be used to form new , for example, yolda■, kalemlik, simitçi, özenli
- using compound , for example, han■meli, kahvalt■, ba■rol, denizalt■, yapboz
- using nominal compounds, for example, cep telefonu, yolun sonu, okul çantas■, Türkiye Cumhuriyeti
- learning about nominalisation to form complex such as i■ deneyimleri, çocuk geli■imi, test çözme teknikleri in a range of structures
- identifying how / are used for describing people, places and objects, for example, Çama■rlar kar gibi beyaz oldu. Kendimi turp gibi hissediyorum. Çocuk gibi a■lad■. Buz gibi su içtim. Saray gibi bir evde ya■ıyor. Senin kadar temiz kalpli bir insan görmedim.
- analysing how some derived from , and can modify time and manner of action, for example, the arak indicates whether the action expressed by another is taking place at the same time or before the action it denotes, as in ko■arak geldi, gülerek gitti ; and adding the -ce/-ca to the as in dikkatlice and h■zli■ca
- distinguishing between the different uses of de as a and a , noting the impact on meaning if they

are used inaccurately, for example, Araba da ev de senin olsun. Arabada ve evde sigara içmek yasaktır.

- explaining different uses of the ki as a relative in relative , such as Yunus'unkinden, benimki ; as a locative , yanındaki and evdeki ; and as a as in halbuki, mademki, oysaki, görüyorum ki, biliyorum ki, tabii ki
- analysing the use of optative endings –(y)eyim, –(y)elim, –(y)in and –sin in first person, for example, alayım, alalım, alın and alsın in different and in to express a request
- distinguishing between the use of the simple past -di , as in, geldi, gitti and the evidential past mi , as in gelmi, gitmi, uyuyormu
- comparing the use of the progressive form –(i)yor and the simple present –(i)r and past -d(i) of that describe actions, for example, geliyorum, gelirim, geldim
- using a range of complex and complex-compound with different , for example, Ali eýyalarını toplayıp, odasını temizledikten sonra yola çıkmı. Ali yola çıkmadan önce eýyalarını topladı ve odasını temizledi.
- using subordinate , for example, Cumartesi oynanan maçta Atatürk Kupası'nı kazanan Beşiktaş, Galatasaray'ın 89'uncu dakikada 1-0 yenerek kupayı 5'inci kez evine götüren takım oldu.

Students learn to:

## **apply knowledge of grammatical structures to predict meaning and compose texts t complex structures and ideas**

(AC9LT10U02)

### **General capabilities and cross-curriculum priorities**

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

#### **Writing**

- Grammar

#### **Social management**

- Communication

#### **Elaborations**

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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Writing**

- Creating texts

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

##### **Content description**

AC9LT10U02

##### **Learning progression extract**

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

##### **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 – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LT10U02

#### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LT10U02

applying knowledge of a range of noun, verb and adjective endings, such as -da■, -lik and -c■, -li that can be used to form new words, for example, yolda■, kalemlik, simitçi, özenli

#### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LT10U02

using compound words, for example, han■meli, kahvalt■, ba■rol, denizalt■, yapboz

#### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LT10U02

using nominal compounds, for example, cep telefonu, yolun sonu, okul çantas■, Türkiye Cumhuriyeti

#### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LT10U02

learning about nominalisation to form complex words such as i■ deneyimleri, çocuk geli■imi, test çözme teknikleri in a range of sentence structures

#### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LT10U02

identifying how adverbs/determiners are used for describing people, places and objects, for example, Çamaşlıklar kar gibi beyaz oldu. Kendimi turp gibi hissediyorum. Çocuk gibi akladım. Buz gibi su içtim. Saray gibi bir evde yaşıyor. Senin kadar temiz kalpli bir insan görmedim.

### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Creating texts**

## **Literacy: Writing: Creating texts**

### **Content description**

AC9LT10U02

analysing how some adverbs derived from verbs, and adverbial phrases can modify time and manner of action, for example, the adverb arak indicates whether the action expressed by another verb is taking place at the same time or before the action it denotes, as in koşarak geldi, gülerek gitti ; and adding the suffix -ce/-ca to the adjective as in dikkatlice and hızlıca

### **Learning progression extract**

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

- uses informal responses such as vocalising, turning, moving, smiling or touching to indicate a single message with familiar people in familiar environment (e.g. touches a target object in response to a question or directive)
- uses conventional behaviours or concrete symbols to communicate intentionally with familiar people in different contexts (e.g. single words, gestures, pictorial representations)

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LT10U02

distinguishing between the different uses of de as a suffix and a conjunction, noting the impact on meaning if they are used inaccurately, for example, Araba da ev de senin olsun. Arabada ve evde sigara içmek yasaktır.

### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9LT10U02

explaining different uses of the suffix ki as a relative pronoun in relative clauses, such as Yunus'unkinden, benimki ; as a locative suffix, yanındaki and evdeki ; and as a conjunction as in halbuki, mademki, oysaki, görüyorum ki, biliyorum ki, tabii ki

### **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**



## **Content description**

AC9LT10U02

analysing the use of optative endings –(y)eyim, –(y)elim, –(y)in and –sin in first person, for example, alay■m, alal■m, al■n and als■n in different tenses and in sentences to express a request

## **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LT10U02

distinguishing between the use of the simple past tense -di , as in, geldi, gitti and the evidential past tense mi■ , as in gelmi■,gitmi■,uyuyormu■

## **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LT10U02

comparing the use of the progressive form –(i)yor and the simple present –(i)r and past tense -d(i) of verbs that describe actions, for example, geliyorum, gelirim, geldim

## **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LT10U02

using a range of complex and complex-compound sentences with different tenses, for example, Ali e■yalar■n■ toplay■p, odas■n■ temizledikten sonra yola ç■km■■. Ali yola ç■kmdan önce e■yalar■n■ toplad■ ve odas■n■ temizledi.

## **Continuum extract**

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9LT10U02

using subordinate clauses, for example, Cumartesi oynanan maçta Atatürk Kupas■'n■ kazanan Be■ikta■, Galatasaray■ 89'uncu dakikada 1-0 yenerek kupay■ 5'inci kez evine götüren tak■moldu.

## **Continuum extract**

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

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

- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## AC9LT10U03

### reflect on and evaluate Turkish , using to analyse and features

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#### Elaborations

- explaining their selection of vocabulary and grammatical and textual features in terms of their intended and when such as emails, songs, slogans or public signs
- comparing linguistic structures and features in spoken and written such as media, television, advertisements, face-to-face conversations and emails
- identifying and analysing literary devices such as and metaphor, and considering imagery, humour, music and techniques such as camera angles used in contemporary drama, television programs, poetry and film and reflecting on the effect in
- analysing the use of in such as advertisements, editorials or political speeches, identifying culturally specific features and experimenting with similar devices in their own spoken and written
- comparing of Turkish and English versions of a news headline or a school report, noting differences that appear to be culturally significant
- analysing how spoken, written and digital cultural as well as factual information, for example, by identifying priorities and in regional news headlines, local-community announcements, advertisements or notices in public spaces such as Bergama'daki çevre problemi

Students learn to:

### reflect on and evaluate Turkish texts, using metalanguage to analyse language stru features

(AC9LT10U03)

#### 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

##### 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 .

##### Inquiring

- Identify, process and evaluate information

##### Engaging with cultural and linguistic diversity

- Communicate responsively

##### Inquiring

- Identify, process and evaluate information

##### Inquiring

- Identify, process and evaluate information

##### Inquiring

- Identify, process and evaluate information

##### Inquiring

- Identify, process and evaluate information

##### Engaging with cultural and linguistic diversity

- Communicate responsively

##### Inquiring

- Identify, process and evaluate information

##### Engaging with cultural and linguistic diversity

- Communicate responsively

##### Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

## Resources

### Snapshot – Identify, process and evaluate information

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

##### Content description

AC9LT10U03

##### Continuum extract

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### Snapshot – Communicate responsively

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

##### Content description

AC9LT10U03

##### Continuum extract

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### Snapshot – Identify, process and evaluate information

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

##### Content description

AC9LT10U03

##### Continuum extract

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### Snapshot – Communicate responsively

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

##### Content description

AC9LT10U03

##### Continuum extract

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### Snapshot – Identify, process and evaluate information

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

## **Content description**

AC9LT10U03

### **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

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

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

## **Content description**

AC9LT10U03

### **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

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

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

## **Content description**

AC9LT10U03

### **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

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

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

## **Content description**

AC9LT10U03

### **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Communicate responsively**

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

## **Content description**

AC9LT10U03

### **Continuum extract**

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

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

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

##### **Content description**

AC9LT10U03

analysing how spoken, written and digital texts convey cultural as well as factual information, for example, by identifying priorities and perspectives in regional news headlines, local-community announcements, advertisements or notices in public spaces such as Bergama'daki çevre problemi

##### **Continuum extract**

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LT10U03

analysing how spoken, written and digital texts convey cultural as well as factual information, for example, by identifying priorities and perspectives in regional news headlines, local-community announcements, advertisements or notices in public spaces such as Bergama'daki çevre problemi

##### **Continuum extract**

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Examine cultural perspectives and world views**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views**

##### **Content description**

AC9LT10U03

analysing how spoken, written and digital texts convey cultural as well as factual information, for example, by identifying priorities and perspectives in regional news headlines, local-community announcements, advertisements or notices in public spaces such as Bergama'daki çevre problemi

##### **Continuum extract**

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

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **AC9LT10U04**

**reflect on and evaluate how is shaped by (s), (s), , and and how these affect ways of communicating**

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### Elaborations

- discussing whether being or multilingual contributes to a more flexible sense of in ways that involve as well as
- exploring how ways of thinking, communicating and behaving reflect , for example, by noticing when they identify with more than one cultural , and how these shifts vary according to and situation
- identifying protocols associated with the use of , and when using Turkish which are different from those used by people from other backgrounds, for example, waiting until the eldest person starts to eat or waiting until guests sit down before sitting down yourself
- reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations' Australian, to present in Turkish to a group of Turkish-speaking visitors at a school assembly
- tracking variations in use among different community or social groups, identifying how they reflect cultural , hierarchies or relationships, for example, referring to anyone older than you as uncle amca or older brother a■abey and aunt teyze or older sister abla
- exploring how the use of Turkish and the representation of Turkish in different media have changed over time, for example, comparing old Turkish films and commercials in historical and traditional settings with contemporary films or news channels
- identifying differences in patterns, forms of expression and cultural representation that suggest shifts in cultural and practices, for example, nesiller aras■ ili■kiler, ku■ak çat■mas■, kad■n-erkek e■itli■i, s■n■f ayr■m■
- identifying changes to that reflect changes in social relationships and community , for example, the use of the e■, Müdüre Han■m to reflect women's rights, and engelli instead of özür■ü , which reflects changing towards people with disability
- identifying how political leaders and policies can change or promote and , for example, the change of Turkish first to Arabic during the Ottoman period under the leadership of the sultans and then to modern Turkish under the leadership of Atatürk
- analysing cultural concepts reflected in the Turkish , such as sayg■, sevgi, mecburiyet, sorumluluk, görev, dürüstlük , and discussing whether they can be expressed in English
- identifying traditional Turkish and cultural references such as Türk misafirperverli■i in everyday , for example, Rica ederim. Ba■ka bir arzunuz var m■? Ba■m■z■n üstünde yeriniz var. Ne zahmeti can■m! Yine bekleriz!
- identifying terms associated with elements of Turkish and lifestyle, such as aile hayat■, bat■ inan■, yemek kültürü, yayla ve Türk dü■ünü , discussing how they exemplify Turkish , traditions and changes over time, and how they might be understood by non-Turkish speakers
- identifying or reflected in Turkish song lyrics, poems, expressions and , such as K■rk f■r■n ekmek yemen laz■m. Gel kim olursan ol gel. Sa■lar■m■ süpürge ettim. Tanr■ misafiri, misafir odas■ and comparing them with expressed in similar in Australian English

Students learn to:

**reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, values and how these affect ways of communicating**

(AC9LT10U04)

### 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 .

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

### **Self-management**

- Perseverance and adaptability

### **Analysing**

- Interpret concepts and problems

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **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

### **Country/Place**

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

### **Analysing**

- Interpret concepts and problems

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **Analysing**

- Interpret concepts and problems

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **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

### **Analysing**

- Interpret concepts and problems

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **Analysing**

- Interpret concepts and problems

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **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

### **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

### **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

### **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

### **Resources**

#### **Snapshot – Interpret concepts and problems**

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

##### **Content description**

AC9LT10U04

##### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

#### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LT10U04

##### **Continuum extract**

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

#### **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**

AC9LT10U04

##### **Continuum extract**

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

#### **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**

AC9LT10U04

##### **Continuum extract**

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

- 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

- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

#### **Snapshot – Perseverance and adaptability**

### **Personal and Social capability: Self-management: Perseverance and adaptability**

#### **Content description**

AC9LT10U04

#### **Continuum extract**

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

- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

#### **Snapshot – Interpret concepts and problems**

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

#### **Content description**

AC9LT10U04

#### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

#### **Content description**

AC9LT10U04

#### **Continuum extract**

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

#### **Snapshot – Interpret concepts and problems**

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

#### **Content description**

AC9LT10U04

#### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

#### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LT10U04

#### **Continuum extract**

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

- 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

- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **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**

AC9LT10U04

##### **Continuum extract**

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Interpret concepts and problems**

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

##### **Content description**

AC9LT10U04

tracking variations in language use among different community or social groups, identifying how they reflect cultural values, hierarchies or relationships, for example, referring to anyone older than you as uncle amca or older brother a■abey and aunt teyze or older sister abla

##### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **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**

AC9LT10U04

tracking variations in language use among different community or social groups, identifying how they reflect cultural values, hierarchies or relationships, for example, referring to anyone older than you as uncle amca or older brother a■abey and aunt teyze or older sister abla

##### **Continuum extract**

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Interpret concepts and problems**

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

##### **Content description**

AC9LT10U04

##### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

#### **Content description**

AC9LT10U04

#### **Continuum extract**

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

## **Snapshot – Interpret concepts and problems**

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

#### **Content description**

AC9LT10U04

identifying differences in interaction patterns, forms of expression and cultural representation that suggest shifts in cultural values and practices, for example, nesiller aras■ ili■kiler, ku■ak çat■mas■, kad■n-erkek e■itli■i, s■n■f ayr■m■

#### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LT10U04

identifying differences in interaction patterns, forms of expression and cultural representation that suggest shifts in cultural values and practices, for example, nesiller aras■ ili■kiler, ku■ak çat■mas■, kad■n-erkek e■itli■i, s■n■f ayr■m■

#### **Continuum extract**

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

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

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

#### **Content description**

AC9LT10U04

identifying differences in interaction patterns, forms of expression and cultural representation that suggest shifts in cultural values and practices, for example, nesiller aras■ ili■kiler, ku■ak çat■mas■, kad■n-erkek e■itli■i, s■n■f ayr■m■

#### **Continuum extract**

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

identities, including their own

### **Snapshot – Interpret concepts and problems**

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

##### **Content description**

AC9LT10U04

identifying changes to language that reflect changes in social relationships and community attitudes, for example, the use of the word e■, Müdüre Han■m to reflect women's rights, and engelli instead of özürlü , which reflects changing attitudes towards people with disability

##### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

##### **Content description**

AC9LT10U04

identifying changes to language that reflect changes in social relationships and community attitudes, for example, the use of the word e■, Müdüre Han■m to reflect women's rights, and engelli instead of özürlü , which reflects changing attitudes towards people with disability

##### **Continuum extract**

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Interpret concepts and problems**

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

##### **Content description**

AC9LT10U04

##### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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

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

##### **Content description**

AC9LT10U04

##### **Continuum extract**

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Interpret concepts and problems**

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

##### **Content description**

AC9LT10U04

analysing cultural concepts reflected in the Turkish language, such as saygı, sevgi, mecburiyet, sorumluluk, görev, dürüstlük, and discussing whether they can be expressed in English

### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LT10U04

analysing cultural concepts reflected in the Turkish language, such as saygı, sevgi, mecburiyet, sorumluluk, görev, dürüstlük, and discussing whether they can be expressed in English

### **Continuum extract**

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **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**

AC9LT10U04

analysing cultural concepts reflected in the Turkish language, such as saygı, sevgi, mecburiyet, sorumluluk, görev, dürüstlük, and discussing whether they can be expressed in English

### **Continuum extract**

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Interpret concepts and problems**

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

### **Content description**

AC9LT10U04

identifying traditional Turkish values and cultural references such as Türk misafirperverliği in everyday language, for example, Rica ederim. Başka bir arzunuz var mı? Başka mizanın üstünde yeriniz var. Ne zahmeti canım! Yine bekleriz!

### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Communicate responsively**

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

## Content description

AC9LT10U04

identifying traditional Turkish values and cultural references such as Türk misafirperverliği in everyday language, for example, Rica ederim. Başka bir arzunuz var mı? Başımız üstünde yeriniz var. Ne zahmeti canım! Yine bekleriz!

## Continuum extract

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

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

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

## Content description

AC9LT10U04

identifying traditional Turkish values and cultural references such as Türk misafirperverliği in everyday language, for example, Rica ederim. Başka bir arzunuz var mı? Başımız üstünde yeriniz var. Ne zahmeti canım! Yine bekleriz!

## Continuum extract

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

## Snapshot – Interpret concepts and problems

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

## Content description

AC9LT10U04

identifying terms associated with elements of Turkish culture and lifestyle, such as aile hayatı, batı inanç, yemek kültürü, yayla ve Türk düünü, discussing how they exemplify Turkish values, traditions and changes over time, and how they might be understood by non-Turkish speakers

## Continuum extract

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## Snapshot – Communicate responsively

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

## Content description

AC9LT10U04

identifying terms associated with elements of Turkish culture and lifestyle, such as aile hayatı, batı inanç, yemek kültürü, yayla ve Türk düünü, discussing how they exemplify Turkish values, traditions and changes over time, and how they might be understood by non-Turkish speakers

## Continuum extract

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding

how language and culture are interrelated or connected

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

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

### **Content description**

AC9LT10U04

identifying terms associated with elements of Turkish culture and lifestyle, such as aile hayatı, batı inanç, yemek kültürü, yayla ve Türk düğünü, discussing how they exemplify Turkish values, traditions and changes over time, and how they might be understood by non-Turkish speakers

### **Continuum extract**

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Interpret concepts and problems**

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

### **Content description**

AC9LT10U04

identifying perspectives or values reflected in Turkish song lyrics, poems, expressions and idioms, such as Kırk fırın ekmek yemen lazımdır. Gel kim olursan ol gel. Saçlarımı süpürge ettim. Tanrı misafiri, misafir odası and comparing them with values expressed in similar text types in Australian English

### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LT10U04

identifying perspectives or values reflected in Turkish song lyrics, poems, expressions and idioms, such as Kırk fırın ekmek yemen lazımdır. Gel kim olursan ol gel. Saçlarımı süpürge ettim. Tanrı misafiri, misafir odası and comparing them with values expressed in similar text types in Australian English

### **Continuum extract**

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

- 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
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

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

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

### **Content description**

AC9LT10U04

identifying perspectives or values reflected in Turkish song lyrics, poems, expressions and idioms, such as Kırk fırın ekmek yemen lazımdır. Gel kim olursan ol gel. Saçlarımı süpürge ettim. Tanrı

misafiri, misafir odas■ and comparing them with values expressed in similar text types in Australian English

### **Continuum extract**

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own