

## (no-code)

and in familiar and some unfamiliar to ideas, opinions and experiences about their own and others' personal worlds

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### Elaborations

- using strategies to , to excuse and apologise, clarify and make requests, for example, Affedersiniz. Özür dilerim. Lütfen tekrar eder misiniz? Bakar mısın? Aa öyle mi? Onu hiç düşünmemi.
- asking and responding to , expressing opinions and clarifying statements in structured discussions or debates, for example, örnek verir misin? bana göre ..., öyle ki, seninle aynı fikirde değilim
- using to strengths in others' arguments or challenge in a courteous manner, for example, inanıyorum ki ..., Haklısın ama bence ..., Seninle tamamen aynı fikirdeyim, hemfikiriz, katılıyorum
- sharing with peers aspects of own and personal worlds, for example, describing significant events, role models and pastimes, for example, doğum günün ne zaman? Tatilde ne yaptın? Basketbol oynamaktan hoşlanırmısın? Okuldan sonra yüzmeye giderim. En sevdiğin sanatçı/kahraman kimdir?
- communicating through secure digital spaces such as messages, using informal abbreviations, for example, görüşürüz: grsrz. Selam: slm. Kendine iyi bak: kib.
- discussing issues that are relevant to this stage of their lives, such as school, peer pressure, the use and impact of social media or the nature of parental expectations, and identifying points of agreement or disagreement, for example, Okula alıyorum çünkü arkadaşlar edindim. Türkçe'yi sevmeye başladım çünkü gerçek hayattan konuşuyoruz. Türkçe öğrenmeye seneye devam edebilirim. Gece dışarı çıkmak tehlikeli olabilir, Sosyal media yanlış yönlendirebilir. Ailelerin bizden beklentileri var.
- participating in discussions on local issues that they see impacting on their current or future lives such as environmental change, by focusing on such as Çevremizi korumak için neler yapmalıyız? Arkadaşlarla sosyal medyayı nasıl kullanıyorsun?
- engaging in online discussions with Turkish-speaking students in different and expressing preferences in shared-interest-topics, such as music, sports, fashion and travel, for example, Ben futbol oynamaktan hoşlanıyorum ama müzik dinlemekten hoşlanmıyorum. Antalya'ya gitmek isterim ama önce İstanbul'u gezmek isterim.
- comparing their aspirations in terms of personal and professional opportunities, for example, Liseyi bitirince Türkiye'de üniversiteye gitmek istiyorum. Sen nerede okumak istersin? Okulu bitirdikten sonra seyahat etmek istiyorum. Mühendis olmak istiyorum.

Students learn to:

**initiate and sustain interactions in familiar and some unfamiliar contexts to exchange opinions and experiences about their own and others' personal worlds**

(AC9LT10EC01)

### 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

#### 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

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

### **Social management**

- Communication

### **Creating and exchanging**

- Create, communicate and collaborate

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Systems**

- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

### **World views**

- World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

### **Social management**

- Communication

### **Social management**

- Communication

### **Resources**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9LT10EC01

#### **Learning progression extract**

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

- 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")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

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

#### **Content description**

AC9LT10EC01

#### **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**

AC9LT10EC01

using strategies to sustain interactions, to excuse and apologise, clarify and make requests, for example, Affedersiniz. Özür dilerim. Lütfen tekrar eder misiniz? Bakar mısınız? Aa öyle mi? Onu hiç düşünmemiştir.

### **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**

AC9LT10EC01

asking and responding to questions, expressing opinions and clarifying statements in structured discussions or debates, for example, örnek verir misin? bana göre ..., böyle ki, seninle aynı fikirde değilim

### **Continuum extract**

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- 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**

AC9LT10EC01

using evaluative language to acknowledge strengths in others' arguments or challenge views in a courteous manner, for example, inançyorum ki ..., Haklısın ama bence ..., Seninle tamamen aynı fikirdeyim, hemfikiriz, katılmıyorum

### **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 – 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**

AC9LT10EC01

sharing with peers aspects of own identity and personal worlds, for example, describing significant events, role models and pastimes, for example, doğum günün ne zaman? Tatilde ne yaptın? Basketbol oynamaktan hoşlanıyor musun? Okuldan sonra yüzmeye giderim. En sevdiğin sanatçı/kahraman kimdir?

### **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 – Communication**

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

### **Content description**

AC9LT10EC01

sharing with peers aspects of own identity and personal worlds, for example, describing significant events, role models and pastimes, for example, doğum günün ne zaman? Tatilde ne yaptın? Basketbol oynamaktan hoşlanıyor musun? Okuldan sonra yüzmeye giderim. En sevdiğin sanatçı/kahraman kimdir?

### **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 – Create, communicate and collaborate**

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

### **Content description**

AC9LT10EC01

communicating through secure digital spaces such as text messages, using informal abbreviations, for example, görüşürüz: grsrz. Selam: slm. Kendine iyi bak: kib.

### **Continuum extract**

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

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Communication**

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

### **Content description**

AC9LT10EC01

communicating through secure digital spaces such as text messages, using informal abbreviations, for example, görüşürüz: grsrz. Selam: slm. Kendine iyi bak: kib.

### **Continuum extract**

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

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- 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**

AC9LT10EC01

discussing issues that are relevant to this stage of their lives, such as school, peer pressure, the use and impact of social media or the nature of parental expectations, and identifying points of agreement or disagreement, for example, Okula alıyorum çünkü arkadaşlar edindim. Türkçe'yi sevmeye başladım çünkü gerçek hayattan konuşuyoruz. Türkçe öğrenmeye seneye devam edebilirim. Gece dışarı çıkmak tehlikeli olabilir, Sosyal media yanlış yönlendirebilir. Ailelerin bizden beklentileri var.

### **Continuum extract**

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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
- 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**

AC9LT10EC01

participating in discussions on local issues that they see impacting on their current or future lives such as environmental change, by focusing on questions such as Çevremizi korumak için neler

yapmal■y■z? Arkada■lar■nla sosyal medyay■ nas■l kullan■yorsun?

### **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**

AC9LT10EC01

engaging in online discussions with Turkish-speaking students in different contexts and expressing preferences in shared-interest-topics, such as music, sports, fashion and travel, for example, Ben futbol oynamaktan ho■lan■yorum ama müzik dinlemekten ho■lanm■yorum. Antalya'ya gitmek isterim ama önce İstanbul'u gezmek isterim.

### **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**

AC9LT10EC01

comparing their aspirations in terms of personal and professional opportunities, for example, Liseyi bitirince Türkiye'de üniversiteye gitmek istiyorum. Sen nerede okumak istersin? Okulu bitirdikten sonra seyahat etmek istiyorum. Mühendis olmak istiyorum.

### **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
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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

## AC9LT10EC02

**use Turkish in to , offer opinions and compare and discuss ideas**

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### Elaborations

- participating in discussions and responding to about their opinions, for example, Sana katılıyorum. Evet, ama
- with peers to share experiences and opinions about teenage life, such as responsibilities, relationships and aspirations, for example, Her sabah odamı toplarım. En iyi ablamla anlaşıyorum. Gelecekte başarılı bir insan olmak istiyorum.
- expressing opinions and comparisons about school rules and offering suggestions for changes, for example, Okul kuralları değişmeli, Bence ders programı değişmeli. Salı günü Matematik değil Türkçe olmalı. Beyaz çorap yerine siyah çorap olmalı. Neden peki? Çünkü ...
- discussing their responsibilities at home and at school, comparing with those of young people living in Türkiye or other Turkish-speaking communities around the world, noting the relative importance of concepts such as küçük kardeşlere bakmak, derslerde başarılı olmak, Türkçe öğrenmek büyük sorumluluk, iki kültür arasında yaşamak, aile şirketine çalışmak
- comparing their reflections on the experience of learning Turkish in school, identifying personal learning strategies and preferred learning modes, and using statements such as Ben çok sık tekrar yapıyorum, Yeni kelimeleri defterime yazarım. Şimdi daha rahat Türkçe konuşabiliyorum. Türkçe televizyon programları daha rahat anlayabiliyorum. Yazmaktansa dinlemeyi tercih ederim.
- exchanging opinions about significant Turkish events such as Kurtulus Savaşı'nın Türkiye için önemi, 18 Mart Çanakkale Zaferinin Avustralya ve Türkiye için ortak önemi, TBMM'nin Açılımı'nın demokrasiye etkisi.
- developing skills to debate on local and global issues such as pollution, mental health, drug and alcohol use in the media, and social media, using descriptive and expressive to persuade the , for example, bana göre ..., buradan bakarsak ..., bir açıdan böyle öteki açıdan böyle, bence doğru, çevre kirliliği ve etkisi, akıllı telefon için günlük rutinin önemi, uyuşturucu ve alkol içeren yayınların yararları/zararları
- preparing and presenting an oral or presentation on different viewpoints about topics such as leisure, shopping, celebrations

Students learn to:

**use Turkish language in exchanges to question, offer opinions and compare and discuss**

(AC9LT10EC02)

### 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

#### 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

## **Social management**

- Communication

## **Social management**

- Communication

## **World views**

- World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

## **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

## **Social management**

- Communication

## **Resources**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9LT10EC02

#### **Learning progression extract**

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

- 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")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

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

#### **Content description**

AC9LT10EC02

#### **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**

AC9LT10EC02

participating in discussions and responding to questions about their opinions, for example, Sana katılıyorum. Evet, ama

### **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**

AC9LT10EC02

interacting with peers to share experiences and opinions about teenage life, such as responsibilities, relationships and aspirations, for example, Her sabah odamı toplarım. En iyi ablamla anlaşıyorum. Gelecekte barmen bir insan olmak istiyorum.

### **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**

AC9LT10EC02

expressing opinions and comparisons about school rules and offering suggestions for changes, for example, Okul kuralları değişmeli, Bence ders programı değişmeli. Salı günü Matematik değil Türkçe olmalı. Beyaz çorap yerine siyah çorap olmalı. Neden peki? Çünkü ...

### **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**

AC9LT10EC02

discussing their responsibilities at home and at school, comparing with those of young people living in Türkiye or other Turkish-speaking communities around the world, noting the relative importance of concepts such as küçük kardeşlere bakmak, derslerde barmen olmak, Türkçe öğrenmek büyük sorumluluk, iki kültür arasında yaşamak, aile ortamında çalışmak

### **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**

AC9LT10EC02

comparing their reflections on the experience of learning Turkish in school, identifying personal learning strategies and preferred learning modes, and using statements such as Ben çok sık tekrar yapıyorum, Yeni kelimeleri defterime yazarım. Şimdi daha rahat Türkçe konuşabiliyorum. Türkçe televizyon programlarındaki daha rahat anlayabiliyorum. Yazmaktansa dinlemeyi tercih ederim.



## 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

AC9LT10EC02

exchanging opinions about significant Turkish events such as Kurtulus Savaşı'nın Türkiye için önemi, 18 Mart Çanakkale Zaferinin Avustralya ve Türkiye için ortak önemi, TBMM'nin Açılımı'nın demokrasiye etkisi.

#### 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

AC9LT10EC02

developing skills to debate views on local and global issues such as pollution, mental health, drug and alcohol use in the media, and social media, using descriptive and expressive language to persuade the audience, for example, bana göre ..., buradan bakarsak ..., bir açıdan böyle öteki açıdan böyle, bence do ru, çevre kirlili i ve etkisi, akıllı sa ğ l ı k için günlük rutinin önemi, uyu turucu ve alkol içeren yay ın lar ın yararlar ı /zararlar ı

#### 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 – Develop multiple perspectives

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

#### Content description

AC9LT10EC02

#### Continuum extract

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

## Snapshot – Communication

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

#### Content description

AC9LT10EC02

#### 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

## AC9LT10EC03

**use non-verbal, spoken and written to discuss, plan and reflect on , events and experiences with peers**

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### **Elaborations**

- reaching negotiated decisions by making suggestions, discussing ideas, justifying opinions and reaching agreement, for example, Nas■ bir yöntem/yol izleyelim? Bence bu yöntemi/yolu izlersek daha uygun. Sen nas■ uygun görürsen. Daha iyi olur. Beraber karar verdik.
- participating in role-play scenarios related to life in Türkiye or Turkish-speaking communities, such as living with a host family, seeking medical treatment, planning a day out with Turkish friends, and using appropriate facial and hand , for example, raising thumb to say, “Okay, successful, very good”, shaking head up and down to show approval and acknowledgment, kissing fingertips to indicate that the meal is delicious.
- discussing how to promote community action on a social or environmental issue by contributing to simple web posts, information leaflets or segments for a local radio station, creating a spoken or written for a short documentary that presents aspects of shared cultural experiences, for example, family migration stories, shopping at Turkish markets, or participating in a henna ceremony with such as Bugün size ... ile ilgili bir belgesel göstereceğim. Burada ... görüyorsunuz, sonra ... oluyor, daha sonra ... olur. Belgeselimiz burada sona erdi. Bana bir sorunuz var mı? Dinledi■iniz/kat■ld■■■■n■z için te■ekkürler.
- contributing to a school-created secure blog to information about themselves with other Turkish learners in different for example, En sevdi■im yemek karn■yar■k ve pilav. Senin en sevdi■in yemek ne? Ben baklava sevmiyorum.
- participating in transactions that involve negotiation, for example, bidding in a class auction or deciding on learning resources using associated with and evaluation, such as Var mı artt■ran? Sat■yorum, sat■yorum satt■m! Biraz indirim yapar m■s■n■z? Bence bu kadar etmez.
- sharing responsibility for a report or presentation about excursions to local displays, festivals or shows in Turkish-speaking communities or virtual excursions to famous cultural places such as Gelibolu, An■tkabir, Topkap■ Saray■ in Türkiye

Students learn to:

**use non-verbal, spoken and written exchanges to discuss, plan and reflect on active experiences with peers**

(AC9LT10EC03)

### **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
- Collaboration

#### **Social management**

- Communication
- Collaboration

### **Futures**

- Sustainable futures are achieved through informed individual, community, business and political

action that values local, national and global equity and fairness across generations into the future.

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Social management**

- Communication
- Collaboration

### **Social management**

- Communication
- Collaboration

### **Social management**

- Communication
- Collaboration

### **Resources**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9LT10EC03

#### **Learning progression extract**

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

- 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")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

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

#### **Content description**

AC9LT10EC03

#### **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 – Collaboration**

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

#### **Content description**

AC9LT10EC03

#### **Continuum extract**

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

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

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

##### **Content description**

AC9LT10EC03

reaching negotiated decisions by making suggestions, discussing ideas, justifying opinions and reaching agreement, for example, Nas■ bir yöntem/yol izleyelim? Bence bu yöntemi/yolu izlersek daha uygun. Sen nas■ uygun görürsen. Daha iyi olur. Beraber karar verdik.

##### **Continuum extract**

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### **Snapshot – Collaboration**

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

##### **Content description**

AC9LT10EC03

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### **Snapshot – Communication**

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

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AC9LT10EC03

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

##### **Content description**

AC9LT10EC03

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### **Snapshot – Communication**

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

##### **Content description**

AC9LT10EC03

discussing how to promote community action on a social or environmental issue by contributing to simple web posts, information leaflets or segments for a local radio station, creating a spoken or

written text for a short documentary that presents aspects of shared cultural experiences, for example, family migration stories, shopping at Turkish markets, or participating in a henna ceremony with language structures such as Bugün size ... ile ilgili bir belgesel göstereceğim. Burada ... görüyorsunuz, sonra ... oluyor, daha sonra ... olur. Belgeselimiz burada sona erdi. Bana bir sorunuz var mı? Dinlediğiniz/katıldığınız için teşekkürler.

### **Continuum extract**

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

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### **Snapshot – Collaboration**

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AC9LT10EC03

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### **Continuum extract**

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

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- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9LT10EC03

contributing to a school-created secure blog to exchange information about themselves with other Turkish learners in different contexts for example, En sevdiğim yemek karnıyarık ve pilav. Senin en sevdiğin yemek ne? Ben baklava sevmiyorum.

### **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 – Communication**

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

##### **Content description**

AC9LT10EC03

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### **Continuum extract**

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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

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

### **Snapshot – Collaboration**

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

##### **Content description**

AC9LT10EC03

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### **Snapshot – Communication**

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

##### **Content description**

AC9LT10EC03

participating in transactions that involve negotiation, for example, bidding in a class auction or deciding on learning resources using language associated with exchange and evaluation, such as Var mı arttırır? Satıyorum, satıyorum sattım! Biraz indirim yapar mısınız? Bence bu kadar etmez.

##### **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
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### **Snapshot – Collaboration**

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

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AC9LT10EC03

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

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AC9LT10EC03

##### **Continuum extract**

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

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## AC9LT10EC04

**interpret information, ideas and in a wide range of spoken, written and and respond appropriately to cultural , and**

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### Elaborations

- to and viewing such as travel brochures or documentaries which depict aspects of Turkish , art, history or geography, and selecting information to share with others, for example, preparing a digital display or photo montage with recorded commentary
- to, and viewing short informative such as documentaries or news reports, listing key and expressions to be reused in their own newflash, and considering how emphasis or can reflect and
- researching aspects of young people's lifestyles across Turkish-speaking and , and identifying the influence of factors such as geography, systems, climate, and social and community environments on lifestyles and practices, and presenting a comparison in their chosen presentation mode, for example, Coğrafya ve sosyal çevre insanların davranış ve inançları etkiler. Karadeniz bölgesindeki insanlar yazın yaylaya çıkarlar. Türkiye'de kışın kaymamak için bot giyilir.
- to or First Nations Australian stories in English, and creating an profile in Turkish
- accessing information in media such as advertisements, promotional websites or documentaries, which involve different representations of Turkish and experience, and presenting findings in spoken or written modes
- collecting examples of good news/success stories related to their school, homes or local communities, for example, sporting achievements or successful fundraising, and sharing their findings in formats such as digital displays or newsletter contributions
- identifying how cultural traditions and are communicated through visual and creative arts, including traditions of oral storytelling, and discussing how these are manifested in represented in the class
- conducting surveys or structured interviews with classmates or online Turkish-speaking contacts, comparing opinions and on community or personal issues, and identifying social or cultural variations and reporting findings back to class
- to, or viewing excerpts from interviews with public figures such as activists, politicians, sports stars, musicians or actors, noting how vocabulary, or are used to emphasise or clarify key points of information, and collating new and expressions
- to popular Turkish songs or viewing music videos and summarising key ideas or messages and comparing these with songs and music videos that appeal to young people in Australia
- to and weather reports and selecting appropriate clothing, for example, Bugün yağmurlu; Rüzgarlı; Sıcak / soğuk; Yağmurlu; Yağmurluk giyerim. Soğuk oldu. Ceket giyerim. Kampagim için bavuluza ne koyarsın?
- to, or viewing to identify key ideas across a range of familiar matter presented in different formats, such as to interviews about what teenagers do at school and after school, for example, sınıfta sınıv, sorular, olgunluk, lise, okula giderken ne giyerim? evim, mahallem, şehrim, seyahatlerim, ev işleri, spor ve etkinlikler
- examining a variety of resources to prepare presentations on aspects of Turkish lifestyles and cultural practices, and comparing with their own experiences, such as fashion, regional food and music
- viewing documentaries that reflect lifestyles of Turkish-speaking communities in different regions of the world such as Kuzey Kıbrıs Türk Cumhuriyeti, Türkmenistan , and recording key facts and unfamiliar vocabulary or expressions

Students learn to:

**interpret information, ideas and perspectives in a wide range of spoken, written and texts and respond appropriately to cultural context, purpose and audience**

(AC9LT10EC04)

## **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

### **Inquiring**

- Identify, process and evaluate information

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Inquiring**

- Identify, process and evaluate information

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

- Examine cultural perspectives and world views

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **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

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Inquiring**

- Identify, process and evaluate information

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Inquiring**

- Identify, process and evaluate information

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

- Reflect on the relationship between cultures and identities

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Inquiring**

- Identify, process and evaluate information

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Inquiring**

- Identify, process and evaluate information

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Inquiring**

- Identify, process and evaluate information



## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Social management**

- Communication

## **Inquiring**

- Identify, process and evaluate information

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Inquiring**

- Identify, process and evaluate information

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Inquiring**

- Identify, process and evaluate information

## **Resources**

## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LT10EC04

#### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9LT10EC04

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

#### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

#### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g.

"frustrated", "discouraged", "baffled")

- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9LT10EC04

#### **Learning progression extract**

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

- 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
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

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

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

#### **Content description**

AC9LT10EC04

#### **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 – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LT10EC04

#### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

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

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

#### **Content description**

AC9LT10EC04

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## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LT10EC04

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

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

#### **Content description**

AC9LT10EC04

researching aspects of young people's lifestyles across Turkish-speaking cultures and contexts, and identifying the influence of factors such as geography, belief systems, climate, and social and community environments on lifestyles and practices, and presenting a comparison in their chosen presentation mode, for example, Coğrafya ve sosyal çevre insanların davranışları ve inançları üzerindeki etkiler. Karadeniz bölgesindeki insanlar yazın yaylaya çıkarlar. Türkiye'de kışın kaymamak için bot giyilir.

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

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

## Content description

AC9LT10EC04

researching aspects of young people's lifestyles across Turkish-speaking cultures and contexts, and identifying the influence of factors such as geography, belief systems, climate, and social and community environments on lifestyles and practices, and presenting a comparison in their chosen presentation mode, for example, Coğrafya ve sosyal çevre insanların davranış ve inançları etkiler. Karadeniz bölgesindeki insanlar yazın yaylaya çıkarlar. Türkiye'de kışın kaymamak için bot giyilir.

## 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

## Snapshot – Adapt in intercultural exchanges

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

## Content description

AC9LT10EC04

researching aspects of young people's lifestyles across Turkish-speaking cultures and contexts, and identifying the influence of factors such as geography, belief systems, climate, and social and community environments on lifestyles and practices, and presenting a comparison in their chosen presentation mode, for example, Coğrafya ve sosyal çevre insanların davranış ve inançları etkiler. Karadeniz bölgesindeki insanlar yazın yaylaya çıkarlar. Türkiye'de kışın kaymamak için bot giyilir.

## Continuum extract

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9LT10EC04

## 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 – Adapt in intercultural exchanges

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

## Content description

AC9LT10EC04

## Continuum extract

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## Snapshot – Identify, process and evaluate information

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

## Content description

AC9LT10EC04

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### **Snapshot – Adapt in intercultural exchanges**

**Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LT10EC04

### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

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

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

### **Content description**

AC9LT10EC04

### **Continuum extract**

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

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- 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 – 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**

AC9LT10EC04

### **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 – Adapt in intercultural exchanges**

**Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LT10EC04

### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

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

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

#### **Content description**

AC9LT10EC04

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- 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 – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LT10EC04

#### **Continuum extract**

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

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- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

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

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

#### **Content description**

AC9LT10EC04

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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
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## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LT10EC04

#### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
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## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9LT10EC04

#### **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 – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LT10EC04

### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Communication**

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

### **Content description**

AC9LT10EC04

listening to and reading weather reports and selecting appropriate clothing, for example, Bugün yağmurluk ya da şemsiye; Rüzgarlı; Sıcak / soğuk; Yağmurluk giyerim. Soğuk olduğunda ceket giyerim. Kampagitmek için bavuluza ne koyarsınız?

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

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

### **Content description**

AC9LT10EC04

listening to, reading or viewing to identify key ideas across a range of familiar subject matter presented in different formats, such as listening to interviews about what teenagers do at school and after school, for example, sınıfta sınıv, sorular, olgunluk, lise, okula giderken ne giyerim? evim, mahallem, şehir, seyahatlerim, ev işleri, spor ve etkinlikler

### **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 – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LT10EC04

listening to, reading or viewing to identify key ideas across a range of familiar subject matter presented in different formats, such as listening to interviews about what teenagers do at school and after school, for example, sınıfta sınıv, sorular, olgunluk, lise, okula giderken ne giyerim? evim, mahallem, şehir, seyahatlerim, ev işleri, spor ve etkinlikler

### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that

develop mutual understanding

- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

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

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

#### **Content description**

AC9LT10EC04

#### **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 – Adapt in intercultural exchanges**

**Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LT10EC04

#### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

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

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

#### **Content description**

AC9LT10EC04

viewing documentaries that reflect lifestyles of Turkish-speaking communities in different regions of the world such as Kuzey Kıbrıs Türk Cumhuriyeti, Türkmenistan, and recording key facts and unfamiliar vocabulary or expressions

#### **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

### **AC9LT10EC05**

**apply strategies to interpret and non-verbal, spoken and written and to meaning and understanding in familiar and unfamiliar**

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#### **Elaborations**

- recording, transcribing and translating short conversations between friends or family members from English into Turkish, and vice versa
- translating or, symbols or expressions commonly used in emails and messages, such as slm (Selam), mrb (merhaba), kib (kendine iyi bak), in (inallah)
- comparing their translated versions of news headlines or popular advertisements, discussing perceived differences in focus or emphasis between Turkish and English
- the significance of Turkish terms or used on formal occasions, such as weddings, school speech



days or religious occasions, for example, Saygıdeğer misafirler ve sevgili çocuklar, Allah bir yastıkta kocatsın, darılsın başına, Allah kabul etsin , and explaining cultural connotations that are unfamiliar when translated directly into English

- considering why one may use more than another to a particular meaning
- comparing wordings of such as public signs or community announcements which reflect cultural expectations or priorities, for example, Çimlere basmayınız! Veresiyemiz yoktur! Tuvalet ücreti .... TL. Buraya çöp atmak yasaktır. Bu fırsat kaçmaz!
- explaining the significance of single Turkish that reflect complex cultural concepts that are difficult to , such as örf ve adetler, mecburiyet, sorumluluk, görev , comparing with expressions in Australian English that are similarly difficult to , such as mateship or 'the bush'
- analysing the use of appropriate in different and situations, for example, using rica ederim. Başka bir arzunuz var mı? at a shop or restaurant as opposed to başımızın üstünde yeriniz var, ne zahmeti canım!
- using prior knowledge to mediate meaning of unfamiliar content, for example, recognising terms associated with time or place in airport announcements, or ' images as well as written in advertisements
- providing examples of that 'work' better in Turkish than in English, and discussing why this might be the , for example, talking to their grandparents, participating in cultural events, joking between themselves

Students learn to:

**apply strategies to interpret and translate non-verbal, spoken and written interaction  
convey meaning and intercultural understanding in familiar and unfamiliar contexts**

(AC9LT10EC05)

### **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 .

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

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- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Resources**

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LT10EC05

#### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9LT10EC05

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

#### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

#### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9LT10EC05

#### **Learning progression extract**

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

- 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
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

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

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

#### **Content description**

AC9LT10EC05

#### **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 – Adapt in intercultural exchanges**

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

### **Content description**

AC9LT10EC05

### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

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

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

### **Content description**

AC9LT10EC05

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

### **Content description**

AC9LT10EC05

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

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

### **Content description**

AC9LT10EC05

interpreting the significance of Turkish terms or phrases used on formal occasions, such as weddings, school speech days or religious occasions, for example, Saygıdeğer misafirler ve sevgili çocuklar, Allah bir yastıkta kocatsın, darılsın başına, Allah kabul etsin , and explaining cultural connotations that are unfamiliar when translated directly into English

### **Continuum extract**

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

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

### **Content description**

AC9LT10EC05

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

##### **Content description**

AC9LT10EC05

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### **Snapshot – Adapt in intercultural exchanges**

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

##### **Content description**

AC9LT10EC05

##### **Continuum extract**

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

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

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

##### **Content description**

AC9LT10EC05

comparing wordings of texts such as public signs or community announcements which reflect cultural expectations or priorities, for example, Çimlere basmay■n■z! Veresiyemiz yoktur! Tuvalet ücreti .... TL. Buraya çöp atmak yasakt■r. Bu f■rsat kaçmaz!

##### **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 – Adapt in intercultural exchanges**

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

##### **Content description**

AC9LT10EC05

comparing wordings of texts such as public signs or community announcements which reflect cultural expectations or priorities, for example, Çimlere basmay■n■z! Veresiyemiz yoktur! Tuvalet ücreti .... TL. Buraya çöp atmak yasakt■r. Bu f■rsat kaçmaz!

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

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

## **Content description**

AC9LT10EC05

explaining the significance of single Turkish words that reflect complex cultural concepts that are difficult to translate, such as *örf ve adetler*, *mecburiyet*, *sorumluluk*, *görev* , comparing with expressions in Australian English that are similarly difficult to translate, such as *mateship* or 'the bush'

## **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 – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

## **Content description**

AC9LT10EC05

explaining the significance of single Turkish words that reflect complex cultural concepts that are difficult to translate, such as *örf ve adetler*, *mecburiyet*, *sorumluluk*, *görev* , comparing with expressions in Australian English that are similarly difficult to translate, such as *mateship* or 'the bush'

## **Continuum extract**

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

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

## **Content description**

AC9LT10EC05

analysing the use of appropriate language in different contexts and situations, for example, using *rica ederim*. *Ba■ka bir arzunuz var m■?* at a shop or restaurant as opposed to *ba■m■z■n üstünde yeriniz var, ne zahmeti can■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 – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

## **Content description**

AC9LT10EC05

analysing the use of appropriate language in different contexts and situations, for example, using *rica ederim*. *Ba■ka bir arzunuz var m■?* at a shop or restaurant as opposed to *ba■m■z■n üstünde yeriniz var, ne zahmeti can■m!*

## **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

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

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

### **Content description**

AC9LT10EC05

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

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

### **Content description**

AC9LT10EC05

#### **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 – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9LT10EC05

#### **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **AC9LT10EC06**

**spoken, written and , informative and imaginative , selecting vocabulary, expressions, grammatical structures and textual for familiar and some unfamiliar and , to different**

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#### **Elaborations**

- designing a travel guide for young Turkish visitors planning a trip to Australia including information about which cities to visit, where to stay, ideal time of the year to travel, etc.
- creating to inform or promote events or community action, for example, a poster or web post to advertise a multicultural evening or a letter to a community newspaper to highlight a school fundraiser
- creating an interactive presentation for younger students, friends or members of extended families to reflect their personal learning experience
- a journal entry, or contributing to a school newsletter in Turkish reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site
- explaining a procedure to a specified such as older or younger people, using supporting images, actions and to highlight key elements and explain key terms, for example, cooking instructions, giving directions of places
- creating such as community information leaflets, menus, timetables or instructions which cater to the needs of members of both Turkish and English speakers of the community
- creating for specific , for example, songs or games for younger learners of Turkish, a schedule for a multicultural event or recording directions for a virtual tour of the school campus, noticing how information and representation is differently shaped in Turkish and English

- and presenting a cultural exhibition or for members of the school community, providing English-language support in the form of captions or recorded or live commentaries
- accounts of significant people, events, influences or milestones in their lives, for example, Türkiye'ye ilk ziyaret, Avustralya'ya geli■, sünnet dü■ünü, ilk i■ görü■mesi, Türk konserine gitmek
- creating stories about fantasy or , using appropriate descriptive and expressive to younger learners
- creating and performing skits that respond to stimulus themes and involve characterisation, and dramatic tension, for example, ku■ak çat■■mas■ aile problemleri, al■■veri■, arkada■■k
- using digital resources to entertaining cartoon associated with school or home
- spoken and written versions of a particular type such as an instruction or a dialogue, to demonstrate how mode determines selection of and
- performing scenarios that involve challenging situations or encounters, using , expression and props to build and explore relationships and emotions
- creating such as photo stories, plays, cartoons, comic strips, animations or video clips with voice-overs or subtitles, and experimenting with elements such as humour, pathos or suspense

Students learn to:

**create spoken, written and multimodal, informative and imaginative texts, selecting expressions, grammatical structures and textual conventions for familiar and some contexts and purposes, to engage different audiences**

(AC9LT10EC06)

### **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 .

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Country/Place**

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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**



- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

- Collaboration

## **Creating and exchanging**

- Create, communicate and collaborate

## **Social management**

- Communication

## **Social management**

- Communication

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Social management**

- Communication

- Collaboration

## **Creating and exchanging**

- Create, communicate and collaborate

## **Social management**

- Communication

## **Resources**

### **Snapshot – Create, communicate and collaborate**

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

##### **Content description**

AC9LT10EC06

##### **Continuum extract**

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

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Speaking**

#### **Literacy: Speaking and listening: Speaking**

##### **Content description**

AC9LT10EC06

##### **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 – Creating texts**

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

#### **Content description**

AC9LT10EC06

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

#### **Text forms and features**

- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

#### **Vocabulary**

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
- uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

#### **Crafting ideas**

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a

historical event from the perspective of a secondary source)

- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

### **Text forms and features**

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

### **Vocabulary**

- uses complex abstractions (e.g. "economic", "sociocultural")

## **Snapshot – Creating texts**

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

#### **Content description**

AC9LT10EC06

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)
- includes relevant, rich, evocative description
- uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere
- intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
- generates, selects and crafts ideas to support a theme
- selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

#### **Text forms and features**

- uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
- uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)
- includes visual and audio resources to evoke mood or atmosphere of text
- varies sentence structure for effect (see Grammar)

#### **Vocabulary**

- uses words that create connotations (e.g. "startled", "dismayed")
- uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

#### **Crafting ideas**

- creates sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

#### **Text forms and features**

- uses stylistic features for effect (e.g. narrates from an omniscient point of view)
- uses recurring imagery for cohesion
- uses language to create humour (e.g. irony, satire)
- uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

#### **Vocabulary**

- uses vocabulary for precision (e.g. "shrouded" for "covered")
- uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

## **Snapshot – Communication**

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

#### **Content description**

AC9LT10EC06

## **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 – Create, communicate and collaborate**

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

#### **Content description**

AC9LT10EC06

#### **Continuum extract**

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

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

## **Snapshot – Communication**

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

#### **Content description**

AC9LT10EC06

#### **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 – Create, communicate and collaborate**

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

#### **Content description**

AC9LT10EC06

#### **Continuum extract**

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

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

## **Snapshot – Communication**

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

#### **Content description**

AC9LT10EC06

#### **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
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## **Snapshot – Communication**

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

#### **Content description**

AC9LT10EC06

#### **Continuum extract**

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## **Snapshot – Communication**

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

#### **Content description**

AC9LT10EC06

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## **Snapshot – Communication**

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

#### **Content description**

AC9LT10EC06

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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**

AC9LT10EC06

writing accounts of significant people, events, influences or milestones in their lives, for example, Türkiye'ye ilk ziyaret, Avustralya'ya geli■, sünnet dü■ünü, ilk i■ görüş■mesi, Türk konserine gitmek

#### **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**

AC9LT10EC06

#### **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**

AC9LT10EC06

creating and performing skits that respond to stimulus themes and involve characterisation, context and dramatic tension, for example, kuşak çatışması aile problemleri, alışverişi, arkadaşlık

### **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 – Collaboration**

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

##### **Content description**

AC9LT10EC06

creating and performing skits that respond to stimulus themes and involve characterisation, context and dramatic tension, for example, kuşak çatışması aile problemleri, alışverişi, arkadaşlık

### **Continuum extract**

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

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Create, communicate and collaborate**

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

##### **Content description**

AC9LT10EC06

### **Continuum extract**

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

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Communication**

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

##### **Content description**

AC9LT10EC06

### **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**

AC9LT10EC06

### **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 – Adapt in intercultural exchanges**

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

##### **Content description**

AC9LT10EC06

## **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## **Snapshot – Communication**

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

#### **Content description**

AC9LT10EC06

#### **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 – Collaboration**

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

#### **Content description**

AC9LT10EC06

#### **Continuum extract**

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

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

## **Snapshot – Create, communicate and collaborate**

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

#### **Content description**

AC9LT10EC06

#### **Continuum extract**

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

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

## **Snapshot – Communication**

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

#### **Content description**

AC9LT10EC06

#### **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

## **AC9LT10EU01**

**apply features of the Turkish sound system, including , , , and , and show how these are represented in familiar and some unfamiliar**

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## **Elaborations**

- understanding and applying the principles of when pronouncing unfamiliar and , for example, stressing the first of each in the Atatürk, cumhuriyeti kurdu

- applying the of **ğ** (silent g) letter in
- recognising and applying the rule to of multisyllabic , understanding how this is related to the spelling and of , for example, o**ğ**ul-o**ğ**lu, burun-burnu, beyin-beyni, gö**ğ**üs- gö**ğ**sü and kar**ğ**n-karn**ğ**
- using such as gül, yüz, dolu, yaz, k**ğ**r, ekmek, Pazar, ben, aç and çay in spoken and written , and learning how these affect meaning in and in familiar , for example, Gü**ğ**lü seven dikenine katlan**ğ**r, Gü**ğ**le gü**ğ**le gidin and Gü**ğ**lmekten k**ğ**r**ğ**l**ğ**yordum
- varying the use of for emphasis during extended and to contribute to the of longer spoken
- building and in relation to , and

Students learn to:

**apply features of the Turkish sound system, including tone, rhythm, stress, pronunciation, intonation, and show how these are represented in familiar and some unfamiliar contexts**

(AC9LT10EU01)

## **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

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Resources**

### **Snapshot – Speaking**

#### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9LT10EU01

#### **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**

AC9LT10EU01

#### **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**

AC9LT10EU01

understanding and applying the principles of word stress when pronouncing unfamiliar words and phrases, for example, stressing the first syllable of each word in the sentence Atatürk, cumhuriyeti kurdu

#### **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**

AC9LT10EU01

#### **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**

AC9LT10EU01

recognising and applying the vowel elision rule to suffixes of multisyllabic words, understanding how this is related to the spelling and pronunciation of words, for example, o■ul-o■lu, burun-burnu, beyin-beyni, gö■üs- gö■sü and kar■n-karn■

## 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

AC9LT10EU01

using homophones such as gül, yüz, dolu, yaz, k■r, ekmek, Pazar, ben, aç and çay in spoken and written texts, and learning how these affect meaning in sentences and in familiar idioms, for example, Gülü seven dikenine katlan■r, Güle güle gidin and Gülmekten k■r■l■yordum

### 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

AC9LT10EU01

### 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

AC9LT10EU01

### 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

## AC9LT10EU02

**select and use structures and features of the Turkish grammatical and systems to enhance meaning and spoken, written and**

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### Elaborations

- learning how to use for modality, for example, -mal/-meli as in Neler yapmal/y? Türkçe öğrenmeliyim, Büyüklerimizi saymal/y ve sevmeliyiz.
  - learning to use particles such as kar, gibi, beri, dek, kadar, üzere and complex such as hem ...hem de, ne ...ne, -k(i), ancak, yoksa, oysa, hatta, rağmen, yani
  - learning how to use different formed by adding the etmek, kılmak and olmak to , for example, yardım etmek, mecbur kılmak, ayıp olmak and attaching them to single-syllable , for example, reddetmek, affetmek, kaybolmak
  - understanding , such as imperative, potential -(e) bilmek , reciprocal, causative and passive, and relevant used to each , yazabilmek, koabilmek (potential), okuyabilirim, Tayla giyindi ve süslendi (reflexive), Babas ile araba için tartı (reciprocal), Dün kuaförde saçın boyattı (causative), Pirinç ayıklandı ve pilav pişirildi (passive)
  - understanding and using more complex , compound and structures and parts of speech to describe, recount, reflect, inform and express opinions, for example, Annesinin upuzun sar saçlar vardı. Sabah 8'de kalkıp okula gittim. Amcam o gün bana harçlık vermişti. Seninle tamamen ayn fikirdeyim.
  - developing understanding of how a range of , and endings such as -lık, -lik and -c can be used to form new , for example, Avustralyalı, gençlik, bilgisayar
  - understanding how a range of , and endings such as -da, -lik and -c can be used to form new , for example, yazık, yolda, demlik
  - understanding and using the conditional marker -s(e) and/or the e in compound and to make suggestions, for example, Bence bu yöntemi izlersek daha uygun, Sen nasl uygun görürsen öyle yapalım, Çevremizi kirlletmeye devam edersek e gelecekte dünyamız yok olacak
  - understanding and using the three types of reduplication for emphasis, for example, emphatic reduplication, kapkara, upuzun; -m reduplication, çirkin mirkin, Selma'y Melma'y görmedim ; and doubling, as in yava yava, iki iki, koa koa, alaya alaya
  - understanding and using different types of formal and informal forms, such as Bey/Hanım, Amca/Teyze, Efendi, Aa/Hanma, Sayın, Aabey(Abi)/Abla, Hoca/Öretmen, Bay/Bayan , in a range of
- Students learn to:

**select and use structures and features of the Turkish grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts**

(AC9LT10EU02)

### 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

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

## **Snapshot – Grammar**

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

#### **Content description**

AC9LT10EU02

#### **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**

AC9LT10EU02

#### **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**

AC9LT10EU02

learning how to use suffixes for modality, for example, -mal/-meli as in Neler yapmal■y■z? Türkçe öğrenmeliyim, Büyüklerimizi saymal■y■z ve sevmeliyiz.

#### **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**

AC9LT10EU02

learning to use particles such as kar■■, gibi, beri, dek, kadar, üzere and complex conjunctions such as hem ...hem de, ne ...ne, -k(i), ancak, yoksa, oysa, hatta, ra■men, yani

#### **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**

AC9LT10EU02

learning how to use different auxiliary verbs formed by adding the verbs etmek, k■l■mak and olmak to nouns, for example, yard■m etmek, mecbur k■l■mak, ay■p olmak and attaching them to single-syllable words, for example, reddetmek, affetmek, kaybolmak

#### **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**

AC9LT10EU02

understanding verb moods, such as imperative, potential -(e) bilmek , reciprocal, causative and passive, and relevant suffixes used to create each mood, yazabilmek, ko■abilmek (potential), okuyabilirim, Tayla giyindi ve s■slendi (reflexive), Babas■ ile araba i■in tart■t■ (reciprocal), D■n kuaf■rde sa■n■ boyatt■ (causative), Piri■ ay■kland■ ve pilav pi■irildi (passive)

#### **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**

AC9LT10EU02

understanding and using more complex verb tenses, compound and complex sentence structures and parts of speech to describe, recount, reflect, inform and express opinions, for example, Annesinin upuzun sar■ sa■lar■ vard■. Sabah 8’de kalk■p okula gittim. Amcam o g■n bana har■l■k vermi■ti. Seninle tamamen ayn■ fikirdeyim.

#### **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**

AC9LT10EU02

developing understanding of how a range of noun, verb and adjective endings such as -l■-l■, -lik and -c■ can be used to form new words, for example, Avustralyal■, gen■lik, bilgisayar■

#### **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

AC9LT10EU02

understanding how a range of noun, verb and adjective endings such as -da■, -lik and -c■ can be used to form new words, for example, yaz■c■, yolda■, demlik

## 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

AC9LT10EU02

understanding and using the conditional marker -s(e) and/or the word e■er in compound and complex sentences to make suggestions, for example, Bence bu yöntemi izlersek daha uygun, Sen nas■l uygun görürsen öyle yapal■m, Çevremizi kirletmeye devam edersek e■er gelecekte dünyam■z yok olacak

## 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

AC9LT10EU02

understanding and using the three types of reduplication for emphasis, for example, emphatic reduplication, kapkara, upuzun; -m reduplication, çirkin mirkin, Selma'y■ Melma'y■ görmedim ; and doubling, as in yava■ yava■, iki■er iki■er, ko■a ko■a, a■laya a■laya

## 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

AC9LT10EU02

understanding and using different types of formal and informal honorific forms, such as Bey/Han■m, Amca/Teyze, Efendi, A■a/Han■ma■a, Say■n, A■abey(Abi)/Abla, Hoca/Ö■retmen, Bay/Bayan , in a range of contexts

## 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

## AC9LT10EU03

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

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## Elaborations

- using , in Turkish or English, to identify grammatical differences between , for example, orders, forms,
- understanding and developing for talking about forms and functions of , for example, identifying

and explaining different types of structures relating to grammatical functions such as predicates, and objects

- identifying ways that Turkish and English achieve , for example, explaining the effects of paragraphing or cohesive devices used to sequence and link ideas, and maintain the flow of expression, for example, konu cümlesi, giri■, geli■me ve sonuç paragraflar■, ‘■lk olarak, Bununla beraber, Bu nedenle’ gibi ba■laçlar
- identifying the intended and of by analysing and , such as colourful and persuasive in advertisements compared with economical, factual in product labelling or signage, and applying their understanding to the composition of their own
- analysing the use of and emotive to the intended in such as slogans or speeches

Students learn to:

## **reflect on and evaluate Turkish texts, using metalanguage to discuss language structure features**

(AC9LT10EU03)

### **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

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **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

#### **Inquiring**

- Identify, process and evaluate information

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Resources**

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

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

#### **Content description**

AC9LT10EU03

#### **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**

AC9LT10EU03

### **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**

AC9LT10EU03

### **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**

AC9LT10EU03

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

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

### **Content description**

AC9LT10EU03

### **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**

AC9LT10EU03

identifying ways that Turkish and English texts achieve cohesion, for example, explaining the effects of paragraphing or cohesive devices used to sequence and link ideas, and maintain the flow of expression, for example, konu cümlesi, giri■, geli■me ve sonuç paragraflar■, '■lk olarak, Bununla beraber, Bu nedenle' gibi ba■laçlar

## **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**

AC9LT10EU03

identifying ways that Turkish and English texts achieve cohesion, for example, explaining the effects of paragraphing or cohesive devices used to sequence and link ideas, and maintain the flow of expression, for example, konu cümlesi, giri■, geli■me ve sonuç paragraflar■, '■lk olarak, Bununla beraber, Bu nedenle' gibi ba■laçlar

## **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**

AC9LT10EU03

## **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**

AC9LT10EU03

## **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**

AC9LT10EU03

#### **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**

AC9LT10EU03

#### **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

## **AC9LT10EU04**

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

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#### **Elaborations**

- keeping a journal of memorable experiences associated with learning and using Turkish in and out of school, noting personal reactions and reflections over time and insights gained into themselves as users, for example, how they choose to use either Turkish or English in different and situations
- identifying elements of their personal worlds that contribute to their sense of community and , including their use of different and involvement in different cultural practices, for example, aile ya■am■, dü■ünler, futbol maçlar■
- identifying how change reflects social, political and historical influences and events, for example, the change of Turkish from Arabic during the Ottoman period under the leadership of the sultans, and then to modern Turkish under the leadership of Atatürk
- 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
- comparing superstitions in Turkish and English, considering possible origins, how they reflect cultural experience and whether they stay relevant across time and cultural change, for example, evil-eye bead used to protect against the evil-eye nazar , repeating something 40 times can make the thing happen, knocking on wood protects from all evil, and breaking a mirror brings 7 years of bad luck
- recognising how cultural are reflected in Turkish song lyrics, poems, and expressions, for example, tanr■ misafiri, misafir odas■, k■rk f■rk■n ekmek yemen laz■m, gel kim olursan ol gel
- identifying and discussing Turkish or proverbs that could be applied to their experience of learning in school, for example, Bir lisan, bir insan. Bir elin nesi var, iki elin sesi var.
- using quotations, idiomatic expressions and proverbs, for example, Allah bir yast■ka kocats■n, dar■s■ ba■■na, a■aç ya■ken e■ilir, aya■■n■ yorgan■na göre uzat
- reflecting on the influence that can have on national behaviours and , for example, used in art,

graffiti, online media and political protests in public spaces

- analysing how the influence of non-verbal, visual or written of activists, artists or may affect

and regarding diverse social issues

- discussing experiences and challenges, and sharing personal reactions, comparing aspects of that may be important, such as misafirperverlik, vatanseverlik, inançlar

Students learn to:

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

(AC9LT10EU04)

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

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

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

#### **Social awareness**

- Empathy

#### **Elaborations**

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

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

#### **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

#### **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.

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

#### **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

#### **Social awareness**

- Empathy

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

- Reflect on the relationship between cultures and identities

### **Social awareness**

- Empathy

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

- Reflect on the relationship between cultures and identities

### **Social awareness**

- Empathy

### **Resources**

### **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9LT10EU04

#### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **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**

AC9LT10EU04

#### **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 – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

#### **Content description**

AC9LT10EU04

#### **Continuum extract**

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9LT10EU04

#### **Continuum extract**

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

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

- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **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**

AC9LT10EU04

### **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 – Develop multiple perspectives**

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

### **Content description**

AC9LT10EU04

identifying elements of their personal worlds that contribute to their sense of community and identity, including their use of different languages and involvement in different cultural practices, for example, aile yaşam, düünler, futbol maçlar

### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **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**

AC9LT10EU04

identifying elements of their personal worlds that contribute to their sense of community and identity, including their use of different languages and involvement in different cultural practices, for example, aile yaşam, düünler, futbol maçlar

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### **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**

AC9LT10EU04

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- evaluate examples of beliefs, values and cultural practices for connections between cultures and

identities, including their own

### **Snapshot – Develop multiple perspectives**

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

### **Content description**

AC9LT10EU04

comparing superstitions in Turkish and English, considering possible origins, how they reflect cultural experience and whether they stay relevant across time and cultural change, for example, evil-eye bead used to protect against the evil-eye nazar , repeating something 40 times can make the thing happen, knocking on wood protects from all evil, and breaking a mirror brings 7 years of bad luck

### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **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**

AC9LT10EU04

comparing superstitions in Turkish and English, considering possible origins, how they reflect cultural experience and whether they stay relevant across time and cultural change, for example, evil-eye bead used to protect against the evil-eye nazar , repeating something 40 times can make the thing happen, knocking on wood protects from all evil, and breaking a mirror brings 7 years of bad luck

### **Continuum extract**

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- 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 – Develop multiple perspectives**

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

### **Content description**

AC9LT10EU04

recognising how cultural values are reflected in Turkish song lyrics, poems, idioms and expressions, for example, tanrı misafiri, misafir odası, kırk dört ekmek yemen lazımdır, gel kim olursan ol gel

### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **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**

AC9LT10EU04

recognising how cultural values are reflected in Turkish song lyrics, poems, idioms and expressions,

for example, tanr■ misafiri, misafir odas■, k■rk f■r■n ekmek yemen laz■m, gel kim olursan ol gel

### **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 – Develop multiple perspectives**

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

##### **Content description**

AC9LT10EU04

identifying and discussing Turkish idioms or proverbs that could be applied to their experience of learning languages in school, for example, Bir lisan, bir insan. Bir elin nesi var, iki elin sesi var.

##### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **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**

AC9LT10EU04

identifying and discussing Turkish idioms or proverbs that could be applied to their experience of learning languages in school, for example, Bir lisan, bir insan. Bir elin nesi var, iki elin sesi var.

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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 – Develop multiple perspectives**

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

##### **Content description**

AC9LT10EU04

using quotations, idiomatic expressions and proverbs, for example, Allah bir yast■kta kocats■n, dar■s■ ba■■na, a■a ya■ken e■ilir, aya■■n■ yorgan■na g■re uzat

##### **Continuum extract**

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

- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **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**



AC9LT10EU04

using quotations, idiomatic expressions and proverbs, for example, Allah bir yastıktaki kocatsın, darınsın başına, ayaç yaşıken efilir, ayağın yorganına göre uzat

### **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**

AC9LT10EU04

### **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 – Empathy**

## **Personal and Social capability: Social awareness: Empathy**

### **Content description**

AC9LT10EU04

### **Continuum extract**

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **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**

AC9LT10EU04

### **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 – Empathy**

## **Personal and Social capability: Social awareness: Empathy**

### **Content description**

AC9LT10EU04

### **Continuum extract**

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **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**

AC9LT10EU04

discussing intercultural experiences and challenges, and sharing personal reactions, comparing aspects of identity that may be important, such as misafirperverlik, vatanseverlik, inançlar

## **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 – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

## **Content description**

AC9LT10EU04

discussing intercultural experiences and challenges, and sharing personal reactions, comparing aspects of identity that may be important, such as misafirperverlik, vatanseverlik, inançlar

## **Continuum extract**

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness