

(no-code)

recognise and respond to classroom-related greetings, instructions and routines; and personal introductions

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Elaborations

- using simple greetings relevant to the time of day, or relationship to the person, for example, Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk!
- imitating appropriate actions when greeting different people, for example, shaking hands, kissing hands of elders and kissing people on both cheeks
- recognising differences between how they greet their teachers, family members and friends, for example, Günaydın öğretmenim! Nasılsınız? Merhaba Ayşe! Nasılsın?
- using everyday social , such as thanking someone, Teşekkür ederim ; apologising, Özür dilerim ; or offering good wishes such as Bayramınız kutlu olsun! Afiyet olsun! Geçmiş olsun! Tebrik ederim! for particular occasions
- exchanging greeting cards or notes with peers using , for example, Doğum günün kutlu olsun. Nice yıllara! Tebrikler! Dersten sonra top oynayalım mı?
- recognising and responding to classroom instructions such as Otur. Oku. Çiz. Boya. Kes. Yapıştır, Ayağa kalk. Kapıyı kapat. Akıllı tahtayı aç
- locating or moving objects in the classroom according to directions given, for example, Kurşun kalem masaya koy. Yere otur. Resmi panoya as.
- introducing and describing themselves and others, for example, Adın ne? Benim adım ..., Senin adın ne? Bu benim babam. Babamın adı Aydın.
- sharing information about their family background, such as their country or region of origin, and spoken at home, for example, Türkiye'den geldik. Ben Türküm. Türkçe konuşurum.
- showing and describing favourite items, for example, Benim bir köpeğim var. Onun adı Minnoş. Benim en sevdiğim oyuncak toptur. Bu benim Türkçe masal kitabım. Bu benim tabletim.
- expressing their likes and dislikes, for example, Ben çileği çok severim. Ben elmayı hiç sevmem.
- sharing information about favourite experiences with peers, for example, Bugün benim doğum günüm. Yarın bayram! Pazartesi günü sinemaya gidiyoruz.

Students learn to:

recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions

(AC9LT2C01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Interacting

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

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Social management

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Social management

- Communication

Resources

Work Samples

WS02 - Haftanın Günleri (Days of the week)

WS03 - Sar Sar Sar Makaray (Wind the reel rhyme)

Snapshot – Communicate responsively

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

Content description

AC9LT2C01

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LT2C01

Learning progression extract

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Communicate responsively

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

Content description

AC9LT2C01

using simple greetings relevant to the time of day, context or relationship to the person, for example, Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk!

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C01

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Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LT2C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C01

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Snapshot – Communicate responsively

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

Content description

AC9LT2C01

recognising differences between how they greet their teachers, family members and friends, for example, Günaydın öğretmenim! Nasılsınız? Merhaba Ayşe! Nasılsın?

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LT2C01

using everyday social exchanges, such as thanking someone, Teşekkür ederim ; apologising, Özür dilerim ; or offering good wishes such as Bayramınız kutlu olsun! Afiyet olsun! Geçmiş olsun! Tebrik ederim! for particular occasions

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C01

exchanging greeting cards or notes with peers using modelled language, for example, Doğum günün kutlu olsun. Nice yıllara! Tebrikler! Dersten sonra top oynayalım mı?

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Snapshot – Communicate responsively

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

Content description

AC9LT2C01

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Personal and Social capability: Social management: Communication

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LT2C01

locating or moving objects in the classroom according to directions given, for example, Kurun kalemi masaya koy. Yerine otur. Resmi panoya as.

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C01

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Snapshot – Communicate responsively

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

Content description

AC9LT2C01

introducing and describing themselves and others, for example, Adın ne? Benim adım ..., Senin adın ne? Bu benim babam. Babamın adı Aydın.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

responsively

Content description

AC9LT2C01

sharing information about their family background, such as their country or region of origin, and languages spoken at home, for example, Türkiye'den geldik. Ben Türküm. Türkçe konu■urum.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

responsively

Content description

AC9LT2C01

showing and describing favourite items, for example, Benim bir köpe■im var. Onun ad■ Minno■. Benim en sevdi■im oyuncak toptur. Bu benim Türkçe masal kitab■m. Bu benim tabletim.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C01

expressing their likes and dislikes, for example, Ben çilei çok severim. Ben elmayı hiç sevmem.

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C01

sharing information about favourite experiences with peers, for example, Bugün benim doğum günüm. Yarın bayram! Pazartesi günü sinemaya gidiyoruz.

Continuum extract

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- apply verbal and non-verbal communication skills when responding to others

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

Resource – WS02 - Haftanın Günleri (Days of the week)

By the end of Year 2, students use Turkish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to

create text. They copy letters and diacritic marks to make words.

Students imitate the sounds and rhythms of spoken Turkish. They demonstrate understanding that Turkish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Turkish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LT2C01

recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions

AC9LT2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

AC9LT2U01

recognise and imitate the sounds and rhythms of Turkish

Resource – WS03 - Sar Sar Sar Makaray■ (Wind the reel rhyme)

By the end of Year 2, students use Turkish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy letters and diacritic marks to make words.

Students imitate the sounds and rhythms of spoken Turkish. They demonstrate understanding that Turkish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Turkish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LT2C01

recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions

AC9LT2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

AC9LT2U01

recognise and imitate the sounds and rhythms of Turkish

AC9LT2C02

participate in a range of guided, play-based using expressions, visual and spoken

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Elaborations

- reinforcing vocabulary by playing a range of games such as matching pairs, filling in gaps, drag and drop, memory games and bingo, using secure and applications
- classifying objects according to their attributes such as shape and colour, or sorting by number, using simple forms and affirmative/negative responses, for example, Sende pembe dikdörtgen var m■? Hay■r, yok. Mavi var. Üç tane mavi dikdörtgen alay■m. Ben bir k■rm■z■ kareyle çat■ yapaca■■m. Ye■il dairelerle a■aç yapmayaca■■m
- participating in that involve taking turns, making choices or swapping items, such as games used to reinforce numbers and memory skills, for example, Jale s■ra sende. Ben bu topu istiyorum. Kaç top var? Bu benim defterim. Bu seninki. Bu kimin tableti? Bu Deniz'in.
- singing and performing actions in songs, poems, chants, counting or rhyming games, for example,

Mini mini bir kuş donmuştu, Çan çan çikolata, Sa elimde be parmak, Kutu kutu pense, El ele verin çocuklar.

- performing songs with a strong, regular beat, for example, Türk Çocuklar, Sol sa sol sa yarın bayram olsa, Ho geliiler ola, Da baanın duman alm
- performing such as Portakal Soydum , tongue twisters such as Bu köe k köesi, u köe yaz köesi ... , poems such as Ben bir küçük insanım, Hem aklım var hem canım ... , and songs such as Sa elimde be parmak ...
- using , , mime and finger puppets to support development through actions, drawings and simple statements and expressions
- participating in a craft and collaboratively choosing items needed to complete the task, for example, Pamuktan kardan adam yapalım. Dümelerden göz yapalım. Burnuna turuncu çubuk koyalım.
- designing a 'class tree' with photos or drawings of students and contributing to simple descriptions, for example, Bu kelimeyi ben yazmak istiyorum. Büyük bir ağ çizelim.
- completing a shared wall chart by matching labels to pictures or drawings such as food and drink items or classroom furniture, for example, meyveler, sebzeler, içecekler, sa/kl/saksz beslenme, masa, sandalye, kitaplık

Students learn to:

participate in a range of guided, play-based language activities using formulaic expressions and spoken cues

(AC9LT2C02)

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 .

Creating and exchanging

- Plan

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication

Social management

- Collaboration

Social management

- Communication

Social management

- Communication
- Collaboration

Resources

Work Samples

WS01 - Tanışalım mı? (Getting to know you)

WS02 - Haftanın Günleri (Days of the week)

WS03 - Sar Sar Sar Makaray (Wind the reel rhyme)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LT2C02

Learning progression extract

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C02

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT2C02

Continuum extract

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9LT2C02

Continuum extract

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

- use simple digital tools to contribute to a basic plan to complete a task
- use familiar digital tools to develop and follow a basic plan to complete a task

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C02

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Identify, process and evaluate information

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

Content description

AC9LT2C02

classifying objects according to their attributes such as shape and colour, or sorting by number, using simple question forms and affirmative/negative responses, for example, Sende pembe dikdörtgen var mı? Hayır, yok. Mavi var. Üç tane mavi dikdörtgen alay mı. Ben bir kalemle kareyle çatlak yapacağım. Yeşil dairelerle aç yapmayacağım

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C02

participating in activities that involve taking turns, making choices or swapping items, such as

games used to reinforce numbers and memory skills, for example, Jale s■ra sende. Ben bu topu istiyorum. Kaç top var? Bu benim defterim. Bu seninki. Bu kimin tableti? Bu Deniz'in.

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT2C02

participating in activities that involve taking turns, making choices or swapping items, such as games used to reinforce numbers and memory skills, for example, Jale s■ra sende. Ben bu topu istiyorum. Kaç top var? Bu benim defterim. Bu seninki. Bu kimin tableti? Bu Deniz'in.

Continuum extract

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C02

singing and performing actions in songs, poems, chants, counting or rhyming games, for example, Mini mini bir ku■ donmu■tu, Çan çan çikolata, Sa■ elimde be■ parmak, Kutu kutu pense, El ele verin çocuklar.

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT2C02

singing and performing actions in songs, poems, chants, counting or rhyming games, for example, Mini mini bir ku■ donmu■tu, Çan çan çikolata, Sa■ elimde be■ parmak, Kutu kutu pense, El ele verin çocuklar.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C02

performing songs with a strong, regular beat, for example, Türk Çocuklar■, Sol sa■ sol sa■ yar■n bayram olsa, Ho■ geli■ler ola, Da■ ba■■n■ duman alm■■

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- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT2C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C02

performing rhymes such as Portakal■ Soydum , tongue twisters such as Bu kö■e k■ kö■esi, ■u kö■e yaz kö■esi ... , poems such as Ben bir küçük insan■m, Hem akl■m var hem can■m ... , and songs such as Sa■ elimde be■ parmak ...

Continuum extract

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C02

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT2C02

participating in a craft activity and collaboratively choosing items needed to complete the task, for example, Pamuktan kardan adam yapal■m. Dü■melerden göz yapal■m. Burnuna turuncu çubuk koyal■m.

Continuum extract

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C02

designing a 'class tree' with photos or drawings of students and contributing to simple descriptions, for example, Bu kelimeyi ben yazmak istiyorum. Büyük bir a■aç çizelim.

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C02

completing a shared wall chart by matching labels to pictures or drawings such as food and drink items or classroom furniture, for example, meyveler, sebzeler, içecekler, sa■■kl■/sa■■ks■z beslenme, masa, sandalye, kitapl■k

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT2C02

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Resource – WS01 - Tan■■al■m m■? (Getting to know you)

By the end of Year 2, students use Turkish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy letters and diacritic marks to make words.

Students imitate the sounds and rhythms of spoken Turkish. They demonstrate understanding that Turkish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Turkish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

recognise and imitate the sounds and rhythms of Turkish

•

- demonstrating of individual , and in simple spoken, written and digital , for example, by labelling, drawing, miming or onscreen pointing, clicking and dragging
- locating specific details about places, events, objects or featured in picture books, charts or posters, for example, responding to such as, Masaldakiler nerede ya■■■yorlar? Neyi kutluyorlar? Masaldaki ki■■iler kimler? Bu masal bize ne anlatmak istiyor?
- matching items from print/digital pictures or lists to vocabulary sets associated with particular categories, such as people, animals or food groups, for example, insanlar, hayvanlar, yiyecekler
- recognising that and are integral to communicating in for First Nations Australians, and showing examples of how they are also integral to communicating in Turkish and the (s) they may speak at home
- collecting information from visual, written or and categorising the findings, for example, to lists of favourite colours, animals or toys
- to spoken such as class and school announcements or conversations, identifying key and facts, such as names, places, numbers or times
- to a story and sequencing images or assigning captions to match pictures, for example, Resimleri s■■ralayal■■m. Bundan sonra ne geliyor?
- participating in shared of Turkish versions of familiar stories, such as Aç T■■rt■■l ‘The Very Hungry Caterpillar’, Goldilocks ve Üç Ay■■ ‘Goldilocks and Three Bears’, Zencefilli Kurabiye Adam ‘Ginger Man’ and responding through play-acting, role-playing or movement to favourite elements, using puppets, props or actions
- using contextual while or viewing, for example, using video and other visual prompts to reinforce and , and responding with key , or
- viewing scenes of the shadow puppet play Karagöz ve Hac■■vat , repeating key and expressions and drawing and describing the , for example, Hac■■vat ak■■ll■■, bilgili ve kurnaz birisidir. Hac■■vat'■■n sivri sakal■■ vard■■r. Karagöz bilgisiz ve komik birisidir. Karagöz top sakall■■d■■r
- viewing children’s television programs, such as Sevimli Dostlar, Pepe, Niloya , and responding by singing, chanting, mimicking and acting out favourite moments

locate, with support, key information in familiar texts, and respond using gestures, and formulaic phrases

General capabilities and cross-curriculum priorities

Inquiring

- Identify, process and evaluate information

- Understanding texts

- Listening

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

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Culture

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

Inquiring

- Identify, process and evaluate information

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Inquiring

- Identify, process and evaluate information

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LT2C03

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LT2C03

Learning progression extract

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

Comprehension

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text

- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

- follows text direction when read to by a proficient reader
- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

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

Processes

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

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LT2C03

Learning progression extract

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

- listens actively and responds to short texts consisting of a few sentences
- recalls one or 2 ideas from a short text or interaction
- answers simple or literal questions
- asks what, when, why questions about a text they have listened to
- uses facial expressions, gestures or actions to indicate understanding of tone and intonation
- discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
- describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
- accurately repeats, short phrases and statements from a short text or interaction
- recognises and generates one-syllable rhyming words (see Phonological awareness)
- responds to simple and elementary texts (see Text complexity)
- recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
- answers literal and simple inferential questions from a text they have listened to
- infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
- experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
- uses learnt vocabulary and simple adjectives to recount key ideas from heard text
- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LT2C03

Continuum extract

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

- identify and explore relevant points in information provided on a topic

- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LT2C03

locating specific details about places, events, objects or characters featured in picture books, charts or posters, for example, responding to questions such as, Masaldakiler neredede ya■■■■yorlar? Neyi kutluyorlar? Masaldaki ki■■iler kimler? Bu masal bize ne anlatmak istiyor?

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LT2C03

matching items from print/digital pictures or word lists to vocabulary sets associated with particular categories, such as people, animals or food groups, for example, insanlar, hayvanlar, yiyecekler

Continuum extract

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Snapshot – Identify, process and evaluate information

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

Content description

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

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

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LT2C03

listening to a story and sequencing images or assigning captions to match pictures, for example, Resimleri sıralayalım. Bundan sonra ne geliyor?

Continuum extract

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

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LT2C03

participating in shared readings of Turkish versions of familiar stories, such as Aç Tırtıl 'The Very Hungry Caterpillar', Goldilocks ve Üç Ayı 'Goldilocks and Three Bears', Zencefilli Kurabiye Adam 'Ginger Man' and responding through play-acting, role-playing or movement to favourite elements, using puppets, props or actions

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

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LT2C03

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- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LT2C03

viewing scenes of the shadow puppet play Karagöz ve Hacivat , repeating key words and expressions and drawing and describing the characters, for example, Hacivat akıllı, bilgili ve kurnaz birisidir. Hacivat'ın sivri sakalı vardı. Karagöz bilgisiz ve komik birisidir. Karagöz top sakalıdır

Continuum extract

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- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

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

Content description

AC9LT2C03

viewing children's television programs, such as Sevimli Dostlar, Pepe, Niloya , and responding by singing, chanting, mimicking and acting out favourite moments

Continuum extract

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

- identify and explore relevant points in information provided on a topic
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- identify and explain similarities and differences in selected information

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

AC9LT2C04

notice that carries cultural meaning in classroom-related greetings, introductions, instructions and routines

-
-

Elaborations

- recognising Turkish and used for greetings, apologies and , such as *ho■ geldiniz*, *ho■ bulduk*, *geçmi■ olsun*, *merhaba*, *ho■ça kal*, *günayd■n*, *iyi günler*, *iyi ak■amlar*, *iyi geceler* , and discussing how and when they are used
- identifying or that are used more often in Turkish than in English, for example, raising the head to indicate 'no', tutting to indicate shock or upset, raising the index finger to ask permission to speak in class
- identifying the meaning and sounds of key and expressions that feature in Turkish and English versions of popular children's , games and songs, such as *Alfabe ■ark■s■* 'ABC Song', *Ya■ satar■m bal satar■m* 'Duck duck goose', *Ali Baba'n■n Çiftli■i* 'Old MacDonald' and *Tembel Çocuk Kalksana* 'Are you sleeping?'
- noticing or expressions in Turkish that are not easy to into English for example, *Ellerine sa■l■k*. *Çok ya■a!* *Sen de gör!* *Geçmi■ olsun!*
- understanding that some Australian terms and expressions only have meaning in the Australian and have no equivalent in Turkish, for example, 'the outback', 'bush tucker', 'Good on ya!'
- making own /picture dictionaries, captions, signs, labels and descriptions to cultural ideas, for example, *s■n■f etiketleri*, *selamla■ma*, *geleneksel çocuk oyunları*

Students learn to:

notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines

(AC9LT2C04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reading and viewing

- Understanding texts

Elaborations

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

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

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

Navigating intercultural contexts

- Respond to biases, stereotypes, prejudices and discrimination

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

AC9LT2C04

Continuum extract

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LT2C04

Learning progression extract

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

Comprehension

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

- follows text direction when read to by a proficient reader
- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the

environment (see Phonic knowledge and word recognition)

- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT2C04

recognising Turkish words and phrases used for greetings, apologies and appreciations, such as hoş geldiniz, hoş bulduk, geçmiş olsun, merhaba, hoşça kal, günaydın, iyi günler, iyi akşamlar, iyi geceler, and discussing how and when they are used

Continuum extract

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT2C04

Continuum extract

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT2C04

identifying the meaning and sounds of key words and expressions that feature in Turkish and English versions of popular children's rhymes, games and songs, such as Alfabe ■ark■s■ 'ABC Song', Ya■ satar■m bal satar■m 'Duck duck goose', Ali Baba'n■n Çiftli■i 'Old MacDonald' and Tembel Çocuk Kalksana 'Are you sleeping?'

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT2C04

identifying the meaning and sounds of key words and expressions that feature in Turkish and English versions of popular children's rhymes, games and songs, such as Alfabe ■ark■s■ 'ABC Song', Ya■ satar■m bal satar■m 'Duck duck goose', Ali Baba'n■n Çiftli■i 'Old MacDonald' and Tembel Çocuk Kalksana 'Are you sleeping?'

Continuum extract

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- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT2C04

noticing words or expressions in Turkish that are not easy to translate into English for example, Ellerine sa■l■k. Çok ya■a! Sen de gör! Geçmi■ olsun!

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT2C04

noticing words or expressions in Turkish that are not easy to translate into English for example, Ellerine sa█ █k. Çok ya█a! Sen de gör! Geçmi█ olsun!

Continuum extract

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT2C04

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Respond to biases, stereotypes, prejudices and discrimination

Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination

Content description

AC9LT2C04

Continuum extract

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

- identify examples of acceptance and inclusion within friendship groups
- discuss examples of stereotypical statements used in familiar intercultural exchanges, reflecting on their feelings and responses
- describe the effects of stereotyping on people in familiar intercultural exchanges, identifying actions to change perceptions

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT2C04

making own bilingual/picture dictionaries, captions, signs, labels and descriptions to convey cultural ideas, for example, s█n█f etiketleri, selamla█ma, geleneksel çocuk oyunları█

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT2C04

making own bilingual/picture dictionaries, captions, signs, labels and descriptions to convey cultural ideas, for example, s█n█f etiketleri, selamla█ma, geleneksel çocuk oyunları█

Continuum extract

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and

develop empathy

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

AC9LT2C05

with support, use , familiar and to spoken, written and , copying letters with as appropriate

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Elaborations

- using a family album to talk about their extended family and community, for example, Bu benim dedem. O bizimle yaşıyor. Dedem bana her gece kitap okur. Bu bizim Türk bakkalı. Oradan simit alıyoruz.
- presenting information about their backgrounds and interests in 'Show and Tell', for example, Bubenim en sevdiğim oyuncağı. Bu benim ailemin fotoğrafı. Bu benim odam.
- contributing to shared recounts of events, such as excursions, sports days or community celebrations, for example, hayvanat bahçesine gezi, futbol maçı, 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı,
- matching captions/labels to images of First Nations locations in their local area or elsewhere in Australia
- basic information about a particular experience, for example, Kuzenlerimle mangal yapıyoruz , using drawings with captions containing key and simple
- working in pairs to gather information about personal interests of each other and presenting their findings to the whole class, for example, Defne yüzmeyi çok sever. Her pazar havuza gider.
- creating illustrated lists of and in Turkish and English which are similar in sound and meaning, for example, polis, ambulans, doktor, spor, müzik, hobi
- creating individual picture dictionaries or labels for objects used in the classroom and at home
- creating new situations or settings for popular stories such as the Cin Ali stories by drawing and captioning in print or digital forms
- performing simple action songs that build on familiar content and use non-verbal forms of support, such as clapping, and facial expressions
- creating a story board with labels, using
- sequencing short pictures in print or digital versions of short conversations or picture stories in Turkish to complete speech bubbles in Turkish or English

Students learn to:

with support, use words, familiar phrases and modelled language to create spoken, multimodal texts, copying letters with diacritic marks as appropriate

(AC9LT2C05)

General capabilities and cross-curriculum priorities

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

Writing

- Creating texts

Speaking and listening

- Speaking

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

Analysing

- Interpret concepts and problems

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
- Collaboration

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication
- Collaboration

Social management

- Communication

Analysing

- Interpret concepts and problems

Social management

- Communication

Resources

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LT2C05

Learning progression extract

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

- creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
- includes beginning structural features (e.g. statement of an opinion, a heading, description of an

event linked to time and place)

- creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

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

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LT2C05

Learning progression extract

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

Crafting ideas

- retells personal events and experiences to peers and known adults

- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C05

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C05

using a family album to talk about their extended family and community, for example, Bu benim dedem. O bizimle yaşıyor. Dedem bana her gece kitap okur. Bu bizim Türk bakkalı. Oradan simit alırsınız.

Continuum extract

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- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C05

presenting information about their backgrounds and interests in 'Show and Tell', for example, Bubenim en sevdiğim oyuncağımdır. Bu benim ailemin fotoğrafı. Bu benim odam.

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT2C05

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C05

conveying basic information about a particular experience, for example, Kuzenlerimle mangal yapıyoruz, using drawings with captions containing key words and simple phrases

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C05

working in pairs to gather information about personal interests of each other and presenting their findings to the whole class, for example, Defne yüzmeyi çok sever. Her pazar havuza gider.

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT2C05

working in pairs to gather information about personal interests of each other and presenting their findings to the whole class, for example, Defne yüzmeyi çok sever. Her pazar havuza gider.

Continuum extract

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C05

creating illustrated lists of words and phrases in Turkish and English which are similar in sound and meaning, for example, polis, ambulans, doktor, spor, müzik, hobi

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C05

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C05

creating new situations or settings for popular characters from texts such as the Cin Ali stories by drawing and captioning in print or digital forms

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C05

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT2C05

Continuum extract

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C05

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT2C05

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2C05

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

AC9LT2C01

recognise and respond to classroom-related greetings, instructions and routines; and personal introductions

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-

Elaborations

- using simple greetings relevant to the time of day, or relationship to the person, for example, Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk!
- imitating appropriate actions when greeting different people, for example, shaking hands, kissing hands of elders and kissing people on both cheeks
- recognising differences between how they greet their teachers, family members and friends, for

example, Günaydın öğretmenim! Nasılsınız? Merhaba Ayşe! Nasılsınız?

- using everyday social , such as thanking someone, Teşekkür ederim ; apologising, Özür dilerim ; or offering good wishes such as Bayramınız kutlu olsun! Afiyet olsun! Geçmiş olsun! Tebrik ederim! for particular occasions
- exchanging greeting cards or notes with peers using , for example, Doğum günün kutlu olsun. Nice yıllara! Tebrikler! Dersten sonra top oynayalım mı?
- recognising and responding to classroom instructions such as Otur. Oku. Çiz. Boya. Kes. Yapıştır, Ayağa kalk. Kapıyı kapat. Akıllı tahtayı aç
- locating or moving objects in the classroom according to directions given, for example, Kurban kalem masaya koy. Yerine otur. Resmi panoya as.
- introducing and describing themselves and others, for example, Adın ne? Benim adım ..., Senin adın ne? Bu benim babam. Babamın adı Aydın.
- sharing information about their family background, such as their country or region of origin, and spoken at home, for example, Türkiye'den geldik. Ben Türküm. Türkçe konuşurum.
- showing and describing favourite items, for example, Benim bir köpeğim var. Onun adı Minno. Benim en sevdiğim oyuncak toptur. Bu benim Türkçe masal kitabım. Bu benim tabletim.
- expressing their likes and dislikes, for example, Ben çileği çok severim. Ben elmayı hiç sevmem.
- sharing information about favourite experiences with peers, for example, Bugün benim doğum günüm. Yarın bayram! Pazartesi günü sinemaya gidiyoruz.

Students learn to:

recognise and respond to modelled classroom-related greetings, instructions and personal introductions

(AC9LT2C01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Interacting

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Work Samples

WS02 - Haftanın Günleri (Days of the week)

WS03 - Sar Sar Sar Makaray (Wind the reel rhyme)

AC9LT2U01

recognise and the sounds and of Turkish

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Elaborations

- becoming familiar with the Turkish alphabet for example, by identifying sounds of specific , such as ■, ö, ü, ç, ■, ■
- recognising that Turkish is a phonetic and is written as it sounds, and differentiating between 8 and 21 sounds of Turkish through imitation, and experimentation
- identifying and in 2-letter/3-letter/4-letter , for example, ba, bak, bank
- developing , phrasing, syllabification and skills by singing, reciting and repeating and in
- noticing that different patterns of different meanings, as in the distinction between , statements and exclamations, for example, Hava so■uk. Hava so■uk de■il. Geliyor musun? Gelsene!
- recognising that the letters a, e, c, j,i are pronounced differently from English
- out loud to develop correct , , and
- to of the Turkish alphabet by the teacher or audio and participating in such as spelling out loud, games using letter patterns or dictated and
- experimenting with sounds in onomatopoeic , such as those related to animal sounds, üüürüü (horoz), miyav miyav (kedi), möö (inek), hav hav (köpek), cik cik (ku■) and comparing with the of equivalent animal sounds in English

Students learn to:

recognise and imitate the sounds and rhythms of Turkish

(AC9LT2U01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reading and viewing

- Phonic knowledge and word recognition

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

- Collaboration

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Work Samples

WS01 - Tanışmalım mı? (Getting to know you)

WS02 - Haftanın Günleri (Days of the week)

WS03 - Sar Sar Sar Makarayı (Wind the reel rhyme)

Snapshot – Communicate responsively

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

Content description

AC9LT2U01

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LT2U01

Learning progression extract

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

Phonic knowledge

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies

this knowledge when reading decodable texts

- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

- reads most common high-frequency words (e.g. 100 or more) in continuous text

Phonic knowledge

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

Word recognition

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Phonic knowledge and word recognition

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

Snapshot – Communicate responsively

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

Content description

AC9LT2U01

becoming familiar with the Turkish alphabet for example, by identifying sounds of specific phonemes, such as ■, ö, ü, ç, ■, ■

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LT2U01

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LT2U01

identifying vowels and consonants in 2-letter/3-letter/4-letter syllables, for example, ba, bak, bank

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LT2U01

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2U01

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LT2U01

noticing that different intonation patterns of sentences create different meanings, as in the distinction between questions, statements and exclamations, for example, Hava so■uk. Hava so■uk de■il. Geliyor musun? Gelsene!

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2U01

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2U01

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT2U01

Continuum extract

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communicate responsively

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

Content description

AC9LT2U01

experimenting with sounds in onomatopoeic words, such as those related to animal sounds, üüürüüü (horoz), miyav miyav (kedi), möö (inek), hav hav (köpek), cik cik (kuş) and comparing with the pronunciation of equivalent animal sounds in English

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2U01

experimenting with sounds in onomatopoeic words, such as those related to animal sounds, üüürüüü

(horoz), miyav miyav (kedi), möö (inek), hav hav (köpek), cik cik (kuş) and comparing with the pronunciation of equivalent animal sounds in English

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

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

Resource – WS01 - Tanışma (Getting to know you)

By the end of Year 2, students use Turkish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy letters and diacritic marks to make words.

Students imitate the sounds and rhythms of spoken Turkish. They demonstrate understanding that Turkish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Turkish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LT2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual

and spoken cues
AC9LT2U01

recognise and imitate the sounds and rhythms of Turkish

Resource – WS02 - Haftanın Günleri (Days of the week)

By the end of Year 2, students use Turkish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy letters and diacritic marks to make words.

Students imitate the sounds and rhythms of spoken Turkish. They demonstrate understanding that Turkish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Turkish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LT2C01

recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions

AC9LT2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

AC9LT2U01

recognise and imitate the sounds and rhythms of Turkish

Resource – WS03 - Sar Sar Sar Makaray (Wind the reel rhyme)

By the end of Year 2, students use Turkish language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy letters and diacritic marks to make words.

Students imitate the sounds and rhythms of spoken Turkish. They demonstrate understanding that Turkish has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Turkish and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LT2C01

recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions

AC9LT2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

AC9LT2U01

recognise and imitate the sounds and rhythms of Turkish

AC9LT2U02

recognise that the , with on some letters, and features of , are used to construct meaning in Turkish

-
-

Elaborations

- becoming familiar with the Turkish alphabet and , for example, by spelling of specific such as ■, ö, ü, ç, ■, ■ and comparing them with English sounds
- noticing that each letter in Turkish represents a single sound
- recognising the uppercase of ■ is I and i is ■ , for example, ■■■■k – I■■■k, inek – ■nek
- understanding that the letters q, x, w in English are not represented in the Turkish alphabet
- noticing that Turkish and English use the same for punctuation such as full stop, comma, exclamation mark and mark
- constructing simple such as Annem elma ald■. Ad■m Canan.

Students learn to:

recognise that the Roman alphabet, with diacritic marks on some letters, and features are used to construct meaning in Turkish

(AC9LT2U02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reading and viewing

- Phonic knowledge and word recognition

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LT2U02

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

Learning progression extract

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

Phonic knowledge

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

- reads most common high-frequency words (e.g. 100 or more) in continuous text

Phonic knowledge

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

Word recognition

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Phonic knowledge and word recognition

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

becoming familiar with the Turkish alphabet and writing conventions, for example, by spelling of specific phonemes such as ■, ö, ü, ç, ■, ■ and comparing them with English sounds

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2U02

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2U02

recognising the uppercase of ■ is I and i is ■ , for example, ■■■■k – I■■■k, inek – ■nek

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2U02

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2U02

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LT2U02

constructing simple sentences such as Annem elma ald■. Ad■m Canan.

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2U02

constructing simple sentences such as Annem elma ald■. Ad■m Canan.

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

AC9LT2U03

notice that Turkish has features that may be similar to or different from English

•

Elaborations

- noticing that are similar in Turkish and English, such as radyo, yo■urt, tren, taksi , by using matching cards, pictures, large print dictionaries, lists and labels
- recognising that Turkish uses from English, such as internet – internet, televizyon – television, ceket – jacket-, film – film and futbol – football, and that English uses from Turkish, such as yoghurt – yo■urt , coffee – kahve , kiosk – kö■k , turquoise – turkuaz
- creating a class record of Turkish used in English, such as doner kebab, shish kebab, dolma, cacik , and comparing how these are pronounced and spelt in both
- comparing and contrasting the meaning and sounds of keywords and expressions that feature in Turkish and English versions of popular children's , games and songs, such as Ali Baba'n■n Çiftli■i 'Old MacDonald', and Tembel Çocuk Kalksana 'Are you sleeping?'
- understanding as different forms of which can be spoken, written, digital or visual, can be very short, for example, tekerleme, bilmece, not, f■kra, e-posta , or much longer, for example, mektup, masal and hikaye
- understanding that different types of have different features, for example, and in action songs and chants such as Kom■u kom■u, Ya■ satar■m bal satar■m, Portakal■ soydum
- beginning to use to talk about , for example, by identifying , such as bilmece, tekerleme, masal, f■kra , and recognising typical features, for example, masal starts with Bir varm■■, bir yokmu■, evvel zaman içinde ... and ends with Gökten üç elma dü■ümü■, biri masal■ anlatana, biri dinleyene, biri de bütün iyi insanlara; tekerleme and bilmece both have and
- noticing how familiar such as poems or stories are sequenced and organised, for example, by identifying titles, connections between pictures and , or familiar lines, as in 23 Nisan ■iirleri, resimlerle Atatürk'ün hayat■, Kelo■lan resimleri ile ba■■klar, bayram günü

Students learn to:

notice that Turkish has features that may be similar to or different from English

(AC9LT2U03)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Resources

Snapshot – Communicate responsively

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

Content description

AC9LT2U03

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LT2U03

noticing words that are similar in Turkish and English, such as radyo, yoğurt, tren, taksi , by using matching word cards, pictures, large print dictionaries, word lists and labels

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LT2U03

recognising that Turkish uses loan words from English, such as internet – internet, televizyon – television, ceket – jacket-, film – film and futbol – football, and that English uses words from Turkish, such as yoghurt – yoğurt , coffee – kahve , kiosk – köpek , turquoise – turkuaz

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Identify, process and evaluate information

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

Content description

AC9LT2U03

creating a class record of Turkish words used in English, such as doner kebab, shish kebab, dolma, cacik , and comparing how these words are pronounced and spelt in both languages

Continuum extract

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Communicate responsively

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

Content description

AC9LT2U03

creating a class record of Turkish words used in English, such as doner kebab, shish kebab, dolma, cacik , and comparing how these words are pronounced and spelt in both languages

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT2U03

comparing and contrasting the meaning and sounds of keywords and expressions that feature in Turkish and English versions of popular children's rhymes, games and songs, such as Ali Baba'nın Çiftliği 'Old MacDonald', and Tembel Çocuk Kalksana 'Are you sleeping?'

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Communicate responsively

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

Content description

AC9LT2U03

comparing and contrasting the meaning and sounds of keywords and expressions that feature in Turkish and English versions of popular children's rhymes, games and songs, such as Ali Baba'nın Çiftliği 'Old MacDonald', and Tembel Çocuk Kalksana 'Are you sleeping?'

Continuum extract

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

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and

linguistic groups respond

Snapshot – Communicate responsively

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

Content description

AC9LT2U03

understanding texts as different forms of communication which can be spoken, written, digital or visual, can be very short, for example, tekerleme, bilmece, not, fıkra, e-posta, or much longer, for example, mektup, masal and hikaye

Continuum extract

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- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT2U03

understanding that different types of texts have different features, for example, repetition and rhythm in action songs and chants such as Komu komu, Ya satarım bal satarım, Portakal soydum

Continuum extract

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

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

Content description

AC9LT2U03

beginning to use metalanguage to talk about texts, for example, by identifying text types, such as bilmece, tekerleme, masal, fıkra, and recognising typical features, for example, masal starts with Bir varmı, bir yokmu, evvel zaman içinde ... and ends with Gökten üç elma dümmü, biri masal anlatana, biri dinleyene, biri de bütün iyi insanlara; tekerleme and bilmece both have rhymes and rhythms

Continuum extract

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- notice the use of different languages they, their family or community members use to communicate
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT2U03

noticing how familiar texts such as poems or stories are sequenced and organised, for example, by identifying titles, connections between pictures and texts, or familiar lines, as in 23 Nisan İirleri, resimlerle Atatürk'ün hayatı, Keloğlu resimleri ile başlıklar, bayram günü

Continuum extract

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

AC9LT2U04

notice that people use in ways that reflect cultural practices

-
-

Elaborations

- demonstrating Turkish that are associated with cultural traditions, such as greeting elders by kissing their hand and placing it on the forehead to show respect
- understanding that such as greetings vary according to time of day, occasion, degree of familiarity and age of people involved, for example, Günayd■n! Merhaba! ■yi ak■amlar! Nas■ls■n? or Nas■ls■n■z? Ne haber? Ne var, ne yok? Selam!
- recognising the importance of using either formal or informal depending on , for example, not using first names when addressing elders, such as teachers or parents
- exploring symbols and used by First Nations Australians and by Turkish-speaking communities in a range of , for example, identifying the colours of flags in Turkish and discussing what the colours represent in English
- understanding that different forms of Turkish are used by people in different and relationships, for example, the appropriate use of , sen and siz, and , Orhan bey, Ayla han■m, say■n, Hakan a■abey, Cengiz amca, Ay■e teyze
- identifying or behaviours that fit well in Turkish families or community , but not in other or situations, for example, receiving spending money during bayram
- noticing cultural differences when viewing images, video clips, singing songs, dancing or to stories from Turkish-speaking regions, and responding to teacher prompts such as Neyi farketтинiz? Neden öyle dü■ünüyorsun? Farkl■l■klar■ ve benzerlikleri nelerdir?
- exploring the meaning of ' , and how it can involve visible elements such as ways of dressing, eating and dancing

Students learn to:

notice that people use language in ways that reflect cultural practices

(AC9LT2U04)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

People

- First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT2U04

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- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Communicate responsively

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

Content description

AC9LT2U04

Continuum extract

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LT2U04

Continuum extract

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Communicate responsively

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

Content description

AC9LT2U04

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Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LT2U04

understanding that interactions such as greetings vary according to time of day, occasion, degree of familiarity and age of people involved, for example, Günaydın! Merhaba! İyi akşamlar! Nasılsın? or Nasılsınız? Ne haber? Ne var, ne yok? Selam!

Continuum extract

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LT2U04

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Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LT2U04

understanding that different forms of Turkish are used by people in different contexts and relationships, for example, the appropriate use of pronouns, sen and siz, and honorifics, Orhan bey, Ayla hanım, sayın, Hakan abey, Cengiz amca, Ayşe teyze

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Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LT2U04

identifying language or behaviours that fit well in Turkish families or community contexts, but not in other contexts or situations, for example, receiving spending money during bayram

Continuum extract

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- understand how cultural and linguistic diversity affect interactions within their community

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT2U04

noticing cultural differences when viewing images, video clips, singing songs, dancing or listening to stories from Turkish-speaking regions, and responding to teacher prompts such as Neyi farkettiniz? Neden öyle düşünüyorsunuz? Farklılıklar ve benzerlikleri nelerdir?

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Snapshot – Communicate responsively

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

Content description

AC9LT2U04

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LT2U04

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