

(no-code)

with others using to information in familiar about self and personal worlds

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Elaborations

- exchanging greetings relevant to the time of day, or relationship, for example, Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk! , noticing differences between how they greet teachers or family members, for example, Hoşça kalın öğretmenim! Siz nasılsınız Deniz teyzeciğim? İyi geceler Arda!
- sharing information about themselves, for example, Benim adım... Ben 12 yaşımdayım. Sen kaç yaşındasın? Ben Türkiyeliyim. Hangi dilleri konuşuyorsun? Ben Avustralya'da doğdum ve Sidney'de yaşıyorum. Ben çalışkan bir insanım. Sen nasıl birisin?
- exchanging information about family and friends, for example, Ailende kaç kişi var? Benim büyük bir ailem var. Üç erkek kardeşim ve bir ablam var. Ablam sessiz ve sakin birisidir. En yakın arkadaşım alışveriş yapmasın çok sever. En yakın arkadaşından bahseder misin?
- discussing daily routine, for example, Okuldan sonra neler yaparsın? Okuldan sonra televizyon seyredirim. Haftasonunda sen ve arkadaşların neler yapmaktan hoşlanırsınız? Arkadaşlarıyla haftasonu alışveriş merkezine gideriz. Ailenle Pazar günleri neler yaparsınız? Ailemle Pazar günleri pikniğe gideriz.
- expressing likes, dislikes and preferences, for example, Arkadaşlarıyla sinemaya gitmeyi severim. Suyu gazozla tercih ederim. En sevdiğin Türk yemeği ne? Akşam yemeği için makarna yerine salata yiyeceğim. Ne tür kuyafetlerden hoşlanırsın?
- offering and responding to culturally appropriate good wishes and thanks associated with significant events in the Turkish community, for example, Afiyet olsun! Elinize sağlık! Teşekkür ederim. Bir şey değil! Çok güzel! Sen de gör! Bayramınız kutlu olsun! Mutluluklar dilerim. Tebrikler!
- exchanging emails, cards, letters or messages, to invite, congratulate or thank someone, for example, Lütfen buyurun! Davetlisiniz. Gözün aydın! Güle güle oturun! Hayırlı ve uzun olsun! Tebrikler! Teşekkür ederim.
- exchanging information about special events or special community celebrations, for example, Babalar gününde babana ne hediye alacaksın? Doğum günü partim gelecek hafta., Bayramda kimleri ziyaret ettiniz?
- sharing information about their social life and their involvement in different and hobbies, for example, Boş zamanlarımda kitap okurum. Hafta sonu ailemle pikniğe gideceğiz. Okuldan sonra folklor kursuna gidiyorum.
- exchanging information about aspects of their cultural background, for example, Evde hem Türkçe hem de İngilizce konuşuyoruz. Anneannemle sadece Türkçe konuşuyorum. Bayramlarda babaannem misafirlerine yaprak sarması ve baklava ikram eder. Siz bayramları nasıl kutluyorsunuz?
- participating in online with buddy schools in Türkiye or other Turkish-speaking communities, asking and answering about studies, interests and daily routines, for example, Kaçınca sınıfıtasın? En sevdiğin ders hangisi? Okuldan sonra futbol oynuyorum. Akşamları saat onda yatıyorum. Cumartesi günleri babilama kursuna gidiyorum.

Students learn to:

interact with others using modelled language to exchange information in familiar contexts and personal worlds

(AC9LT8EC01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Interacting

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

Social management

- Communication

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Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LT8EC01

Learning progression extract

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

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC01

exchanging greetings relevant to the time of day, context or relationship, for example, Merhaba!

Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk! , noticing differences between how they greet teachers or family members, for example, Hoşça kalın öğretmenim! Siz nasılsınız Deniz teyzeciğim? İyi geceler Arda!

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC01

sharing information about themselves, for example, Benim adım... Ben 12 yaşımdayım. Sen kaç yaşındasın? Ben Türkiyeliyim. Hangi dilleri konuşuyorsun? Ben Avustralya'da doğdum ve Sidney'de yaşıyorum. Ben çalışkan bir insanım. Sen nasıl birisin?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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AC9LT8EC01

exchanging information about family and friends, for example, Ailende kaç kişi var? Benim büyük bir ailem var. Üç erkek kardeşim ve bir ablam var. Ablam sessiz ve sakin birisidir. En yakın arkadaşım alışıvermiş yapması çok sever. En yakın arkadaşından bahseder misin?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC01

discussing daily routine, for example, Okuldan sonra neler yaparsın? Okuldan sonra televizyon seyredirim. Haftasonunda sen ve arkadaşların neler yapmaktan hoşlanırsınız? Arkadaşlarıyla haftasonu alışveriş merkezine gideriz. Ailenle Pazar günleri neler yaparsınız? Ailemle Pazar günleri piknik'e gideriz.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC01

expressing likes, dislikes and preferences, for example, Arkadaşlarla sinemaya gitmeyi severim. Suyu gazoz'a tercih ederim. En sevdiğin Türk yemeği ne? Akşam yemeği için makarna yerine salata yiyeceğim. Ne tür kaygılarından hoşlanırsın?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC01

offering and responding to culturally appropriate good wishes and thanks associated with significant events in the Turkish community, for example, Afiyet olsun! Elinize sağlık! Teşekkür ederim. Bir şey değil! Çok yavaş! Sen de gör! Bayramınız kutlu olsun! Mutluluklar dilerim. Tebrikler!

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC01

exchanging emails, cards, letters or text messages, to invite, congratulate or thank someone, for example, Lütfen buyurun! Davetlisiniz. Gözün aydın! Güle güle oturun! Hayırlı ve uğurlu olsun! Tebrikler! Teşekkür ederim.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC01

exchanging information about special events or special community celebrations, for example, Babalar gününde babana ne hediye alacaksın? Doğum günü partim gelecek hafta., Bayramda kimleri ziyaret ettiniz?

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC01

sharing information about their social life and their involvement in different activities and hobbies, for example, Boş zamanlarımda kitap okurum. Hafta sonu ailemle piknik'e gideceğiz. Okuldan sonra folklor kursuna gidiyorum.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC01

exchanging information about aspects of their cultural background, for example, Evde hem Türkçe hem de İngilizce konuşuyoruz. Anneannemle sadece Türkçe konuşuyorum. Bayramlarda babaannem misafirlerine yaprak sarması ve baklava ikram eder. Siz bayramları nasıl kutluyorsunuz?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC01

participating in online exchanges with buddy schools in Türkiye or other Turkish-speaking communities, asking and answering questions about studies, interests and daily routines, for example, Kaç öğrenci sınıfımda? En sevdiğin ders hangisi? Okuldan sonra futbol oynuyorum. Akşamları saat onda yatıyorum. Cumartesi günleri badminton kursuna gidiyorum.

Continuum extract

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Resource – Turkish language resource

Turkish

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

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

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

AC9LT8EC02

develop to in , routines, tasks and responsibilities related to classroom and interests

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Elaborations

- asking each other , making suggestions or checking on progress, for example, Ben ne yapabilirim? Sen not alırmı? Bu sayfayı mı okuyacaktık? Cevapları maddeler halinde yazsak daha iyi olur. Ne dersiniz?
- praising or encouraging each other, for example, Çok güzel! Aferin! Harika! Tebrikler! Başarılarınızın devamını dilerim. Seninle gurur duyuyorum.
- using appropriate to seek clarification, to attract attention or to ask for something to be repeated, for example, Sence bu doğru mu? Tekrar eder misiniz? Arkadaşlar bakar mısınız? Bunu nasıl yapacağız?
- developing appropriate to classroom routines, for example, pencereyi aç/kapat, tahtayı sil, otur, kalk, yaz, dinle, kitabını aç.
- stating a problem and asking for advice, for example, Bilgisayar şifremi unuttum, ne yapabilirim?
- commenting on and their learning, for example, ... başladık, ... bu konu biraz zordu, ... bu parçayı anlamadım ... öğrendik
- considering and commenting on the contributions and of others, for example, Sana katılıyorum. Fikirlerine katılıyorum çünkü... Haklısın ama ... , and with peers to share experiences of and opinions about teenage life, for example, Ben zamanlarımda dizi izlerim. Okulda arkadaşlarımla vakit geçirmeyi seviyorum.
- discussing daily life of young people in Türkiye and Australia, and expressing preferences, for example, Okuldan sonra futbol antrenmanım var. Ben zamanlarımda müzik dinlemeyi seviyorum. Sosyal medyaya en fazla bir saat zaman ayırıyorum.

Students learn to:

develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests

(AC9LT8EC02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Interacting

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LT8EC02

Learning progression extract

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

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC02

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC02

asking each other questions, making suggestions or checking on progress, for example, Ben ne yapabilirim? Sen not al■r m■s■n? Bu sayfay■ m■ okuyacakt■k? Cevaplar■ maddeler halinde yazsak daha iyi olur. Ne dersiniz?

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

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC02

praising or encouraging each other, for example, Çok güzel! Aferin! Harika! Tebrikler! Ba■ar■lar■n■n devam■n■ dilerim. Seninle gurur duyuyorum.

Continuum extract

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC02

using appropriate language to seek clarification, to attract attention or to ask for something to be repeated, for example, Sence bu do■ru mu? Tekrar eder misiniz? Arkada■lar bakar m■s■n■z? Bunu nas■l yapaca■■z?

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC02

developing language appropriate to classroom routines, for example, pencereyi aç/kapat, tahtayı sil, otur, kalk, yaz, dinle, kitabı aç.

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC02

stating a problem and asking for advice, for example, Bilgisayar kırıldı, ne yapabilirim?

Continuum extract

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

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC02

commenting on activities and their learning, for example, ... başarılıydık, ... bu konu biraz zordu, ... bu parçayı anlamadım ... öğrendik

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC02

considering and commenting on the contributions and views of others, for example, Sana katılıyorum. Fikirlerine katılıyorum çünkü... Haklısın ama ... , and interacting with peers to share experiences of and opinions about teenage life, for example, Ben zamanlarımnda dizi izlerim. Okulda arkadaşlarımla vakit geçirmeyi seviyorum.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC02

discussing daily life of young people in Türkiye and Australia, and expressing preferences, for example, Okuldan sonra futbol antrenmanım var. Boş zamanlarımda müzik dinlemeyi seviyorum. Sosyal medyaya en fazla bir saat zaman ayırıyorum.

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AC9LT8EC03

in non-verbal, spoken and written with peers to organise relating to daily life and school environment

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Elaborations

- participating in imagined scenarios such as visiting a city in Türkiye being lost and taking turns to ask and give directions, for example, ... nasıl gidebilirim, tarif eder misiniz? Bankadan sola dön. Düz git. Kütüphaneden sağa dön.
- exchanging details such as time, place, and participants when organising events, using such as phone conversations, emails and simulated messages, for example, Saat 6'da tren istasyonunun önünde Emir ile buluşacağım. Selin ile sinemaya gideceğiz.
- participating in group such as surveys or interviews which involve asking and responding to and collecting data about individual preferences, and lifestyles, for example, Haftada kaç kez spor yapıyorsun? En sevdiğin yemek ne? Seyahat etmekten hoşlanırmısın? Bilgisayar oyunlarındaki sevmiyorum.
- engaging in shared planning, creating and negotiating to design displays or resources (timelines, schedules, posters, appeals for a fundraiser, etc.) for an upcoming event such as a visit of a Turkish-speaking guest to the classroom, for example, developing planned interview such as Lütfen kendinizi bize tanıtır mısınız? ... hakkında ne düşünüyorsunuz? Ne zaman ... yapmaya başladınız?
- engaging in a real or simulated at a market such as commenting on the quality and negotiating the price, for example, Domates ne kadar? 36 numara ayakkabı var mı? Kaç beden giyiyorsunuz? Çeketin kalitesi iyiydi. Dün aynısn daha ucuza almıştım.
- participating in a real or simulated excursion to a Turkish restaurant, such as discussing the menu, food and drink preferences and ordering in a culturally appropriate way, for example, Menüü alabilir miyim? İlk önce çorbalara sonra da ana yemeklere bakalım. Yemeğin yanında salata ister misin? Fiyatlar biraz pahalı ama yemekler lezzetli.
- planning and participating in that combine and cultural elements, such as an excursion to a Turkish exhibition, film festival, , restaurant or community event, for example, Ne zaman gideceğiz? Saat onda, ... da buluşalım, Neler getirelim?, Üniforma giymeyelim, Önce biletimizi alalım. Sonra sinemaya gidelim
- contributing to school-created secure blog site with other students learning Turkish, and sharing ideas about organising a Turkish cultural day at school
- organising a real or imagined visit to a Turkish home and using culturally appropriate expressions to with the host, for example, hoş geldiniz/hoş bulduk. Elinize sağlık. Her şey için teşekkürler. Yine bekleriz.

Students learn to:

engage in modelled non-verbal, spoken and written exchanges with peers to organise relating to daily life and school environment

(AC9LT8EC03)

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

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Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication
- Collaboration

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Creating and exchanging

- Create, communicate and collaborate

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LT8EC03

Learning progression extract

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

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information

- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC03

Continuum extract

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8EC03

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC03

participating in imagined scenarios such as visiting a city in Türkiye being lost and taking turns to ask and give directions, for example, ... nas■l gidebilirim, tarif eder misiniz? Bankadan sola dön. Düz git. Kütüphaneden sa■a dön.

Continuum extract

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

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC03

exchanging details such as time, place, activity and participants when organising events, using texts such as phone conversations, emails and simulated text messages, for example, Saat 6'da tren istasyonunun önünde Emir ile buluşacağım. Selin ile sinemaya gideceğiz.

Continuum extract

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

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

AC9LT8EC03

participating in group activities such as surveys or interviews which involve asking and responding to questions and collecting data about individual preferences, attitudes and lifestyles, for example, Haftada kaç kez spor yapıyorsun? En sevdiğin yemek ne? Seyahat etmekten hoşlanırmısın? Bilgisayar oyunları sevmiyorum.

Continuum extract

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Personal and Social capability: Social management: Collaboration

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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

AC9LT8EC03

engaging in shared planning, creating and negotiating to design displays or resources (timelines, schedules, posters, appeals for a fundraiser, etc.) for an upcoming event such as a visit of a Turkish-speaking guest to the classroom, for example, developing planned interview questions such as Lütfen kendinizi bize tanıtır mısınız? ... hakkında ne düşünüyorsunuz? Ne zaman ... yapmaya başladınız?

Continuum extract

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

- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC03

engaging in shared planning, creating and negotiating to design displays or resources (timelines, schedules, posters, appeals for a fundraiser, etc.) for an upcoming event such as a visit of a Turkish-speaking guest to the classroom, for example, developing planned interview questions such as Lütfen kendinizi bize tanıtır mısınız? ... hakkında ne düşünüyorsunuz? Ne zaman ... yapmaya başladınız?

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8EC03

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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

AC9LT8EC03

engaging in a real or simulated interaction at a market such as commenting on the quality and negotiating the price, for example, *Domates ne kadar? 36 numara ayakkabı var mı? Kaç beden giyiyorsunuz? Çeketin kalitesi iyiymi.* *Dün aynı sınıfta daha ucuza almıttım.*

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC03

participating in a real or simulated excursion to a Turkish restaurant, such as discussing the menu, food and drink preferences and ordering in a culturally appropriate way, for example, Menüü alabilir miyim? ■ İlk önce çorbalara sonra da ana yemeklere bakal■m. Yeme■in yan■nda salata ister misin? Fiyatlar biraz pahal■ ama yemekler lezzetli.

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8EC03

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC03

planning and participating in activities that combine language and cultural elements, such as an excursion to a Turkish exhibition, film festival, performance, restaurant or community event, for example, Ne zaman gidece■iz? Saat onda, ... da bulu■al■m, Neler getirelim?, Üniforma giymeyelim, Önce biletimizi alal■m. Sonra sinemaya gidelim

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Create, communicate and collaborate

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

Content description

AC9LT8EC03

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LT8EC03

Continuum extract

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

- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC03

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8EC03

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC03

organising a real or imagined visit to a Turkish home and using culturally appropriate expressions to communicate with the host, for example, ho■ geldiniz/ho■ bulduk. Elinize sa■■k. Her ■ey için te■ekkürler. Yine bekleriz.

Continuum extract

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

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Snapshot – Collaboration

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AC9LT8EC04

locate and information and ideas in familiar spoken, written and , responding in ways appropriate to cultural , and

-
-

Elaborations

- to video or audio and responding to true or false
- for key facts in short live or recorded spoken , such as announcements, phone messages or television advertisements, and transposing them to note form in order to to others
- identifying the speakers and the setting of a conversation
- to, or viewing First Nations Australian stories in English and responding to them in spoken or written Turkish
- compiling details of their family biographies through interviewing and recording family members, presenting key elements in oral, visual or digital presentation modes
- sequencing instructions and actions in , for example, ilk önce, sonra, daha sonra
- identifying factual or personal information in an email and responding in spoken or written Turkish
- identifying specific information in , for example, identifying items and costs in menus and shopping catalogues from Türkiye, and making comparisons with menus and catalogues from Australia
- classifying data collected via class surveys on issues such as school , music preferences or

favourite foods, and presenting findings in table or graph form

- locating facts and statistics on famous sites, from sources such as websites, documentaries, travel brochures and magazine , for example Kapadokya, Pamukkale, Kapalıçarşı, Ayasofya, Galata Kulesi
- navigating secure online applications to find out about transport and services in Türkiye, and using this information to a simulated conversation with a taxi driver or person in a hotel
- to, and viewing a range of simple imaginative such as folktales, shadow puppetry or short stories and noticing ideas and comparing aspects of represented in the class
- and viewing cartoons, comics and stories in Turkish, and manipulating the images or captions for an Australian accessing fictional and imaginative and representing physical or traits in digital profiles of
- recognising the many different ways a story can be told, for example, through Türk halıları ve kilimleri , discussing the uniqueness of symbols, colours, stories and feelings represented in carpets and rugs from different regions and designing a story sequence for their own rug or carpet

Students learn to:

locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience

(AC9LT8EC04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

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

Inquiring

- Identify, process and evaluate information

Navigating intercultural contexts

- Adapt in intercultural exchanges

Inquiring

- Identify, process and evaluate information

Navigating intercultural contexts

- Adapt in intercultural exchanges

Inquiring

- Identify, process and evaluate information

People

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

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Navigating intercultural contexts

- Adapt in intercultural exchanges

Inquiring

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Inquiring

- Identify, process and evaluate information

Navigating intercultural contexts

- Adapt in intercultural exchanges

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Navigating intercultural contexts

- Adapt in intercultural exchanges

Social management

- Communication

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8EC04

Continuum extract

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LT8EC04

Learning progression extract

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

Comprehension

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

Processes

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LT8EC04

Learning progression extract

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

- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LT8EC04

Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8EC04

Continuum extract

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

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and

understanding of, cultural diversity

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

Snapshot – Identify, process and evaluate information

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

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

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- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
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Snapshot – Identify, process and evaluate information

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LT8EC04

Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC04

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LT8EC04

sequencing instructions and actions in texts, for example, ilk önce, sonra, daha sonra

Continuum extract

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LT8EC04

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- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural contexts

Content description

AC9LT8EC04

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LT8EC04

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LT8EC04

locating facts and statistics on famous sites, from sources such as websites, documentaries, travel brochures and magazine articles, for example Kapadokya, Pamukkale, Kapalıçarşı, Ayasofya, Galata Kulesi

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

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8EC04

Continuum extract

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

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
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- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

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

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Snapshot – Identify, process and evaluate information

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC04

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8EC04

recognising the many different ways a story can be told, for example, through Türk halı ve kilimleri , discussing the uniqueness of symbols, colours, stories and feelings represented in carpets and rugs from different regions and designing a story sequence for their own rug or carpet

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC04

recognising the many different ways a story can be told, for example, through Türk halı ve kilimleri , discussing the uniqueness of symbols, colours, stories and feelings represented in carpets and rugs from different regions and designing a story sequence for their own rug or carpet

Continuum extract

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

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

AC9LT8EC05

develop and begin to apply strategies to interpret, and meaning in Turkish in familiar

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Elaborations

- developing strategies to interpret , and , for example, clicking tongue to express, “No”, raising chin and moving eyebrows up to express, “No”, waving hand up and down, palm towards the ground to signal to listener to sit or stand beside them

- using dictation to develop skills for understanding
- translating public signs and notices, comparing versions with other class members, and considering reasons for differences in how they transferred meaning from one to the other
- identifying and translating expressions that reference cultural or histories and are difficult to into English, for example, *başın z sa olsun*, *sahhatler olsun*, *geçmiş olsun*, *hayırlı olsun*, *nazar deşmesin*
- using dictionaries or electronic tools to find meaning of or expressions and applying familiar Turkish structures to suit
- evaluating the effectiveness of dictionaries and electronic tools, identifying issues such as alternative or multiple meanings of and the importance of to meaning
- translating and familiar social , such as emails, phone conversations or greetings on special occasions, noticing similarities and differences between Turkish and English versions
- using prior knowledge to access culture-specific vocabulary and images to interpret meaning
- examining literal of everyday in different domains of use, such as school, home or special interest , identifying culturally significant concepts reflected in expressions such as *Ellerimize sa!k! Afiyet olsun!* Used after meals; *yine bekleriz* , in a restaurant; or *Kusura bakma*. *Affedersiniz* used for apologising or excusing
- exploring, expanding and consolidating usage, using electronic tools to and interpret , proverbs, sayings and set

Students learn to:

develop and begin to apply strategies to interpret, translate and convey meaning in familiar contexts

(AC9LT8EC05)

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 .

Analysing

- Interpret concepts and problems

Social management

- Communication

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Investigating

- Acquire and collate data

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

- Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8EC05

Continuum extract

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LT8EC05

Learning progression extract

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

Comprehension

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

Processes

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary

- identifies language used to create tone or atmosphere

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EC05

Continuum extract

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC05

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EC05

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EC05

identifying and translating words and expressions that reference cultural values or histories and are difficult to translate into English, for example, *başın z sa olsun, s hhatler olsun, geçmiş olsun, hayırlı olsun, nazar de mesin*

Continuum extract

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LT8EC05

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EC05

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

Snapshot – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9LT8EC05

Continuum extract

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

- collect and access data using a range of digital tools and methods in response to a defined question or problem
- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance
- collect and evaluate quantitative and qualitative data using specialised digital tools and processes in the context of identified problems

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EC05

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EC05

examining literal translations of everyday interactions in different domains of language use, such as school, home or special interest activities, identifying culturally significant concepts reflected in expressions such as Ellerimize sa■■■■k! Afiyet olsun! Used after meals; yine bekleriz , in a restaurant; or Kusura bakma. Affedersiniz used for apologising or excusing

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EC05

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

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AC9LT8EC06

spoken, written and , informative and imaginative using appropriate vocabulary, expressions, grammatical structures, and some textual

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Elaborations

- creating greeting cards for different occasions, for example, to a relative to say "... bayramınız kutlu olsun" or wish them, "Doğum günün kutlu olsun"
- creating a video, digital presentation, web post or print profile of a significant Turkish cultural or historic event
- an email to introduce themselves to a real or imagined Turkish host family, providing personal information, likes and interests
- creating a print or digital poster in Turkish to promote travel to a significant cultural location on a First Nations , including what to see and do
- creating multimedia presentations to share with their peers on aspects of their personal and social worlds, for example, hobbies and leisure such as spor, okul
- using modes of presentation such as photo montages, journals or recorded interviews to inform members of their extended family or friends overseas about their social and educational experience in Australia
- creating a video to introduce and present information about school and school or home and household furniture to peers and teachers at a buddy school in Türkiye.
- creating a poster to present classroom instructions and responsibilities
- designing a flyer for a class event or which uses Turkish and English, considering how to information and ideas in each
- using different modes of presentation such as displays or recorded commentaries with visual to profile events, or places related to Turkish , history or experience, such as Gelibolu ve Anzakarlar, Atatürk, Göç
- songs, jingles, posters or video clips to promote real or imagined Australian products for a Turkish market and participating in dialogues between in a short drama or skit, rap or poem
- using secure to a video clip or photo story based on imagined , places and events

- creating such as photo stories, plays, cartoons, comic strips, animations or video clips with voice-overs or subtitles
- creating a in spoken or written with each class member contributing to the when it is their turn, for example, a story starting with ‘On that day I was happy because ...’

Students learn to:

create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions

(AC9LT8EC06)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

- Create, communicate and collaborate

Speaking and listening

- Speaking

Writing

- Creating texts
- Creating texts

Elaborations

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

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Country/Place

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

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Social management

- Communication

Analysing

- Interpret concepts and problems

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

- Collaboration

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Create, communicate and collaborate

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

Content description

AC9LT8EC06

Continuum extract

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

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LT8EC06

Learning progression extract

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

Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

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

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LT8EC06

Learning progression extract

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

Crafting ideas

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

Text forms and features

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

Vocabulary

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

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

Vocabulary

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LT8EC06

Learning progression extract

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

Crafting ideas

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a

complication, includes an ending that resolves the complication)

- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

Text forms and features

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

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC06

creating greeting cards for different occasions, for example, to a relative to say "... bayramın kutlu olsun" or wish them, "Doğum günün kutlu olsun"

Continuum extract

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

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LT8EC06

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC06

Continuum extract

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

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Snapshot – Create, communicate and collaborate

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

Content description

AC9LT8EC06

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC06

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Snapshot – Create, communicate and collaborate

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

Content description

AC9LT8EC06

creating multimedia presentations to share with their peers on aspects of their personal and social worlds, for example, hobbies and leisure activities such as spor, okul

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC06

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Snapshot – Create, communicate and collaborate

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

Content description

AC9LT8EC06

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC06

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Snapshot – Create, communicate and collaborate

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC06

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC06

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EC06

Continuum extract

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC06

Continuum extract

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

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LT8EC06

using different modes of presentation such as displays or recorded commentaries with visual texts to profile events, characters or places related to Turkish culture, history or experience, such as Gelibolu ve Anzaklar, Atatürk, Göç

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC06

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Snapshot – Create, communicate and collaborate

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

Content description

AC9LT8EC06

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC06

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LT8EC06

Continuum extract

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

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LT8EC06

Continuum extract

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC06

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

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Snapshot – Create, communicate and collaborate

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

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC06

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EC06

Continuum extract

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

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

AC9LT8EU01

recognise and use features of the Turkish sound system, including , , , and , and demonstrate understanding of how these are represented in familiar

-
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Elaborations

- identifying and using the sounds and spelling of letters **■**-l, o-ö, u-ü, **■**, ç, **■** in spoken and written Turkish
 - learning about strong/back (a,**■**,o,u) and weak/front (e,i,ö,ü) in Turkish and applying the harmony rule to high-frequency
 - recognising the use of yumu**■**ak g (soft g) **■** only in the middle and end of
 - recognising different , patterns and , as in statements, or exclamations, and understanding how these affect meaning, for example, **■**nanm**■**yorum!, Gerçekten mi? Bana hediye esuti. Hediye bana esuti.
 - understanding the of long and short with and without the and how the length of the and the can change the meaning of , as in adet-âdet x and hala-hâlâ , and the previous as in kar-kâr
 - applying principles of harmony, sound assimilation of and grammatical knowledge to spelling and unfamiliar , for example, such as -c**■**, kapkaç ç**■**, banka c**■**, yol cu, odun cu , sound assimilation such as sokak+- d a = sokak t a, süt+- d e = süt t e, kebab+- c **■** = kebab ç **■**, simit+- c i = simit ç i, a**■**aç+-**■** = a**■**ac **■**x
 - understanding and applying used in social such as greetings, apologies, farewells and good wishes in relation to social relationships, age or backgrounds of speakers, for example, Merhaba Leman Teyze, nas**■**ls**■**n? Selam Zeynep, Ne haber Suzan? Ho**■**ça kal, Allaha**■**smarlad**■**k, Yine görü**■**mek dile**■**yle
- Students learn to:

recognise and use features of the Turkish sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts

(AC9LT8EU01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Speaking

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LT8EU01

Learning progression extract

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

Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU01

identifying and using the sounds and spelling of letters ■-l, o-ö, u-ü, ■, ç, ■ in spoken and written Turkish

Continuum extract

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

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

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU01

learning about strong/back (a,■,o,u) and weak/front (e,i,ö,ü) vowels in Turkish and applying the vowel harmony rule to high-frequency words

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU01

recognising the use of yumu■ak g (soft g) ■ only in the middle and end of words

Continuum extract

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

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

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU01

recognising different stress, intonation patterns and rhythms, as in statements, questions or exclamations, and understanding how these affect meaning, for example, ■nanm■yorum!, Gerçekten mi? Bana hediye esuti. Hediye yi bana esuti.

Continuum extract

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

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

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU01

understanding the pronunciation of long and short vowels with and without the accent and how the length of the vowel and the accent can change the meaning of words, as in adet-âdet x and hala-hâlâ , and palatalises the previous consonant as in kar-kâr

Continuum extract

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

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

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU01

applying principles of vowel harmony, sound assimilation of consonants and grammatical knowledge to spelling and writing unfamiliar words, for example, suffixes such as -c■, kapkaç ç■, banka c■, yol cu, odun cu , sound assimilation such as sokak+- d a = sokak t a, süt+- d e = süt t e, kebab+- c ■ = kebab ç ■, simit+- c i = simit ç i, a■aç+-■ = a■ac ■x

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LT8EU01

understanding and applying language used in social interactions such as greetings, apologies, farewells and good wishes in relation to social relationships, age or backgrounds of speakers, for example, Merhaba Leman Teyze, nas■is■n? Selam Zeynep, Ne haber Suzan? Ho■ça kal, Allaha■smarlad■k, Yine görü■mek dile■iyle

Continuum extract

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural

and linguistic groups

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU01

understanding and applying language used in social interactions such as greetings, apologies, farewells and good wishes in relation to social relationships, age or backgrounds of speakers, for example, Merhaba Leman Teyze, nasılsın? Selam Zeynep, Ne haber Suzan? Hoşça kal, Allaha şmarladık, Yine görüşmek dileğiyle

Continuum extract

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

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

Resource – Turkish language resource

Turkish

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

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

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

AC9LT8EU02

develop knowledge of, and use structures and features of, the Turkish grammatical and systems to understand and spoken, written and

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Elaborations

- understanding that Turkish uses the with on some of the letters
- recognising spelling patterns such as softening p, ç, t, k before starting with a , and understanding how these affect meaning, for example, kitap-kitab■, a■aç-a■ac■, ka■t-ka■d■, kapak-kapa■
- understanding and responding to instructions by learning the +object+ order in simple statements, imperatives and , such as Ali topu att■, Ali topu al ve at! and Ali topu bana atar m■s■n?
- learning to apply the familiar and formal second-person singular forms -n and -n(■)z, for example, kalemini verir misin? Kaleminizi verir misiniz? and second-person , sen and siz
- using and possessive , for example, ben, sen, o, bizim, sizin, onlar■n
- using a range of common interrogative endings and , for example, Haftada kaç kez ... yap■yorsun? ... seviyor musun? Lütfen kendinizi bize tan■t■r m■s■n■z? Pencereyi açar m■s■n? Kap■y■ kapat■r m■s■n? Bunu nas■l yapaca■■z? Tekrar eder misiniz?
- using interrogative 'who' and 'what', for example, kim, ne Pencereyi kim açt■? Bu ne?
- recognising and using a range of common compounds such as özür dilerim, geç kalmak, ders çal■■mak, i■ adam■, in■aat mühendisi, lise ö■rencisi, Türk hal■s■
- applying the rule of major harmony when adding nominal endings –l), -(i), -d(e), -d(e)n to different , such as ev-e, ev-i, ev-de, ev-den
- applying simple , using affirmation and negation and to form simple and compound , for example, biliyorum/bilmiyorum, okur/okumaz, uyudu/uyumad■, gelece■im/gelmeyece■im, gitmi■/gitmemi■
- recognising and using appropriate endings and structures for + agreement in simple and compound , for example, Taylan yeme■ini yedi, Onlar eve gelecekler. Defne yemekten sonra ödevini yaptı■ ve uyudu.
- recognising and using verbal conjugations and nominal through common and forming , such –l-(c)a as in çocuk-ça, binler-ce, ■ngiliz-ce, güzel-ce, -(h)ane as in hast---hale -(ç)■ as in lebap ç ■, simit ç i, eskici
- using a range of , and postpositions to describe actions, places and people, for example, h■zl■ yürü, güzel ev, çal■■kan ö■renci, k■sa saç■ bir çocuk
- learning the correct written form of , for example, using the written form gelece■im and alacaks■n instead of the spoken and colloquial use of predicates gelcem, alcam ; using the correct spelling geliyorum instead of geliyom
- using demonstratives such as bu, ■u, o, bunlar, ■unlar, onlar
- understanding and using pluralisation of in Turkish, for example, -ler, -lar
- applying the use of apostrophe for separating proper from their inflectional , for example, Arda'n■n, ■stanbul'un, ■zmir'in

Students learn to:

develop knowledge of, and use structures and features of, the Turkish grammatical systems to understand and create spoken, written and multimodal texts

(AC9LT8EU02)

General capabilities and cross-curriculum priorities

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

Writing

- Grammar

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the

search and rescue mission still went ahead.")

Whole text level

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

Grammatical accuracy

- writes well-structured texts, rarely making grammatical errors

Group and word level

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

Sentence level

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

Whole text level

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

recognising spelling patterns such as softening p, ç, t, k before suffixes starting with a vowel, and understanding how these affect meaning, for example, kitap-kitab■, a■aç-a■ac■, ka■■t-ka■■d■, kapak-kapa■■

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

understanding and responding to instructions by learning the subject+object+verb word order in simple statements, imperatives and questions, such as Ali topu attı, Ali topu al ve at! and Ali topu bana atar mısnın?

Continuum extract

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

learning to apply the familiar and formal second-person singular forms -n and -n(n)z, for example, kalemini verir misin? Kalemimizi verir misiniz? and second-person pronouns, sen and siz

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

using subject pronouns and possessive pronouns, for example, ben, sen, o, bizim, sizin, onlar

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

using a range of common interrogative word endings and pronouns, for example, Haftada kaç kez ... yapıyorsun? ... seviyor musun? Lütfen kendinizi bize tanıtır mısınız? Pencereyi açar mısın? Kapıyı kapatır mısın? Bunu nasıl yapcaz? Tekrar eder misiniz?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

using interrogative pronouns 'who' and 'what', for example, kim, ne Pencereyi kim açt■? Bu ne?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

recognising and using a range of common compounds such as özür dilerim, geç kalmak, ders çal■mak, i■ adam■, in■aat mühendisi, lise ö■rencisi, Türk hal■s■

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

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

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

applying simple verb tenses, using affirmation and negation and suffixes to form simple and compound sentences, for example, biliyorum/bilmiyorum, okur/okumaz, uyudu/uyumad■, gelece■im/gelmeyece■im, gitmi■/gitmemi■

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

recognising and using appropriate endings and sentence structures for subject+verb agreement in simple and compound sentences, for example, Taylan yeme■ini yedi, Onlar eve gelecekler. Defne yemekten sonra ödevini yaptı■ ve uyudu.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

recognising and using verbal conjugations and nominal declensions through common noun and adjective forming suffixes, such –l-(c)a as in çocuk-ça, binler-ce, ■ngiliz-ce, güzel-ce, -(h)ane as in hast—hale -(ç)■ as in lebap ç ■, simit ç i, eskici

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

using a range of adjectives, adverbs and postpositions to describe actions, places and people, for example, h■zl■ yürü, güzel ev, çal■■kan ö■renci, k■sa saçl■ bir çocuk

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

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

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

using demonstratives such as bu, ■u, o, bunlar, ■unlar, onlar

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

understanding and using pluralisation of nouns in Turkish, for example, suffixes -ler, -lar

Continuum extract

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

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

Personal and Social capability: Social management: Communication

Content description

AC9LT8EU02

applying the use of apostrophe for separating proper nouns from their inflectional suffixes, for example, Arda'nın, İstanbul'un, İzmir'in

Continuum extract

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

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AC9LT8EU03

compare Turkish and features with English, using familiar

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Elaborations

- comparing features of different types of encountered in and out of school, considering differences in structure, layout, and , for example, the use of imperatives and instructional in recipes or direction
- identifying characteristic elements of associated with national, religious or cultural events, such as festivals or weddings, for example, and respectful such as bayramın kutlu olsun, Allah analı babalı büyütsü esutlah mesut etsin, Allah kavutursun , and comparing with typical elements or features of equivalent in English
- identifying differences between spoken and written forms of familiar , such as invitations, apologies or greetings, noticing variations in , structure and , for example, sizleri de aramızda görmekten mutluluk duyarız, mutlaka gelin, affın rica ederim, çok üzgünüm
- building knowledge about in Turkish and English such as bağlaçlar, özne ve yüklem uyumu, -de/-da ekler, ilgi zamiri -ki, edatlar
- using to talk about , for example, by referring to textual elements such as structure, , , and by identifying features of , for example, mektuba hitap ile bağlanılır, elektronik mesajda kısaltmalar kullanılır
- identifying examples of Turkish word-borrowings from other , noticing groups of or expressions in particular categories or areas of interest, such as food, music and sport, for example, hamburger, nota, gitar and Avustralya futbolu
- recognising the influence of Turkish on English, for example, by identifying commonly used in Australian English, such as yoghurt – yoğurt , coffee – kahve , horde – ordu , kiosk – köpek , kebab

– kebab , turquoise – turkuaz

- classifying from English used in Turkish in terms of domains of use, for example, technological such as televizyon, radyo, internet, video, cd

Students learn to:

compare Turkish language structures and features with English, using familiar meta

(AC9LT8EU03)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

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

Analysing

- Interpret concepts and problems

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

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- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EU03

Continuum extract

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

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

Content description

AC9LT8EU03

Continuum extract

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EU03

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- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
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- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EU03

identifying characteristic elements of texts associated with national, religious or cultural events, such as festivals or weddings, for example, formulaic and respectful language such as bayramın kutlu olsun, Allah analı babalı büyütsü esutlah mesut etsin, Allah kavutursun , and comparing with typical elements or features of equivalent texts in English

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Snapshot – Communicate responsively

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

Content description

AC9LT8EU03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EU03

identifying differences between spoken and written forms of familiar text types, such as invitations, apologies or greetings, noticing variations in grammar, structure and cohesion, for example, sizleri de aramızda görmekten mutluluk duyarız, mutlaka gelin, affın rica ederim, çok üzgünüm

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Snapshot – Communicate responsively

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

Content description

AC9LT8EU03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EU03

building knowledge about grammar in Turkish and English such as bağlaçlar, özne ve yüklem uyumu, -de/-da ekler, ilgi zamiri -ki, edatlar

Continuum extract

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Snapshot – Communicate responsively

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

Content description

AC9LT8EU03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EU03

using metalanguage to talk about texts, for example, by referring to textual elements such as structure, mood, register, and by identifying features of text types, for example, mektuba hitap ile başlanılır, elektronik mesajda kısaltmalar kullanılır

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Snapshot – Communicate responsively

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

Content description

AC9LT8EU03

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and linguistic groups

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EU03

identifying examples of Turkish word-borrowings from other languages, noticing groups of words or expressions in particular categories or areas of interest, such as food, music and sport, for example, hamburger, nota, gitar and Avustralya futbolu

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

Snapshot – Communicate responsively

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

Content description

AC9LT8EU03

identifying examples of Turkish word-borrowings from other languages, noticing groups of words or expressions in particular categories or areas of interest, such as food, music and sport, for example, hamburger, nota, gitar and Avustralya futbolu

Continuum extract

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EU03

recognising the influence of Turkish on English, for example, by identifying words commonly used in Australian English, such as yoghurt – yoğurt , coffee – kahve , horde – ordu , kiosk – köpek , kebab – kebab , turquoise – turkuaz

Continuum extract

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

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

Content description

AC9LT8EU03

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LT8EU03

classifying loan words from English used in Turkish in terms of domains of language use, for example, technological words such as televizyon, radyo, internet, video, cd

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Snapshot – Communicate responsively

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

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AC9LT8EU04

recognise how is shaped by (s), (s), , and

-
-

Elaborations

- recognising that is used differently to reflect levels of politeness and formality, for example, the use of the siz instead of sen and the second indicator -iz , and the use of professional titles or with elders and strangers, instead of their names, Seren Teyze/Seren Han■m gelir misiniz lütfen? compared with Mustafa gelir misin lütfen? Melek gelsene! Hale buraya gel! Doktor Han■m, Müdür Bey
- discussing how , such as politeness, affection or respect, are in Turkish, for example, by

comparing in their family with they observe in non-Turkish-speaking families, for example, the use of terms of affection, such as güzelim, hayatıma, kuzum, canım , or terms of politeness such as lütfen, rica ederim

- explaining protocols associated with the use of and that reflect cultural or traditions in Turkish-speaking , such as kissing hands, standing up to greet or farewell, avoiding crossing of the legs or placing hands in pockets, to show respect
- examining, in Turkish or English, how First Nations Australians' have strong connections to and how these can be compared with variation across Turkish-speaking communities
- investigating the influence of different on Turkish through different periods, such as the influence of Persian and Arabic after the adoption of the religion of Islam, and of French during the 19th century following reforms in the Ottoman Empire
- understanding reasons for historical developments and reforms in relation to the Turkish such as changes implemented under the leadership of Atatürk , for example, changing the from the Arabic to the Latin alphabet in 1928
- understanding that Turkish and constantly change due to contact with other and in response to developments in , popular and technology, for example, through the adoption and adaptation of new and expressions, such as e-posta, yazıcı, tarayıcı, genel a, fare, tıklamak, sanal âlemde gezmek, sanal gerçek
- discussing how , such as politeness, affection or respect are in Turkish, for example, terms of affection such as Ayıncım, tatlım, kuzum, canım , or terms of politeness, such as lütfen, rica ederim
- understanding the use of set related to cultural and religious customs such as nazar deşmesin, çok yaa, afiyet olsun.
- discussing different ways of celebrating national or religious festivals by the represented in the class and the that underpin them, Ramazan Bayramı, 30 Ağustos Zafer Bayramı.
- to songs and acknowledging how aspects of , , and are represented
- researching how cultural expectations for travellers vary between Türkiye and Australia

Students learn to:

recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and va

(AC9LT8EU04)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Elaborations

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Country/Place

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

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- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

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Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9LT8EU04

Continuum extract

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

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
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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

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Content description

AC9LT8EU04

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- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LT8EU04

Continuum extract

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

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

Snapshot – Develop multiple perspectives

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

Content description

AC9LT8EU04

recognising that language is used differently to reflect levels of politeness and formality, for example, the use of the pronoun siz instead of sen and the second plural indicator -iz , and the use of professional titles or honorifics with elders and strangers, instead of their names, Seren Teyze/Seren Hanım gelir misiniz lütfen? compared with Mustafa gelir misin lütfen? Melek gelsene! Hale buraya gel! Doktor Hanım, Müdür Bey

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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

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Snapshot – Develop multiple perspectives

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

Content description

AC9LT8EU04

discussing how values, such as politeness, affection or respect, are conveyed in Turkish, for example, by comparing interactions in their family with interactions they observe in non-Turkish-speaking families, for example, the use of terms of affection, such as güzelim, hayatımda, kuzum, canım, or terms of politeness such as lütfen, rica ederim

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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

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Personal and Social capability: Social awareness: Empathy

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Snapshot – Develop multiple perspectives

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

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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

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Snapshot – Develop multiple perspectives

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

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understanding reasons for historical developments and reforms in relation to the Turkish language such as changes implemented under the leadership of Atatürk , for example, changing the script from the Arabic to the Latin alphabet in 1928

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Snapshot – Develop multiple perspectives

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

Content description

AC9LT8EU04

understanding that Turkish culture and language constantly change due to contact with other cultures and languages and in response to developments in communications, popular culture and technology, for example, through the adoption and adaptation of new words and expressions, such as e-posta, yazılım, tarayıcı, genel aile, fare, tıklamak, sanal âlemde gezmek, sanal gerçek

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

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Snapshot – Develop multiple perspectives

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

Content description

AC9LT8EU04

discussing how values, such as politeness, affection or respect are conveyed in Turkish, for example, terms of affection such as Ayıncılık, tatlılık, kuzum, canım, or terms of politeness, such as lütfen, rica ederim

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop

perspectives

Content description

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understanding the use of set phrases related to cultural and religious customs such as nazar de■mesin, çok ya■a, afiyet olsun.

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Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Develop multiple perspectives

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

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LT8EU04

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Snapshot – Develop multiple perspectives

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

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Personal and Social capability: Social awareness: Empathy

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