

AC9LTF01

with support, recognise and meaning in Turkish

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Elaborations

- using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person, for example, Merhaba. Günaydın! Hoşgeldiniz-Hoşbulduk. Bayramınız kutlu olsun!
- responding to teacher's greetings and sharing class routine responses such as the date and weather
- asking and responding to "How they are?", for example, Nasılsınız? İyiyim. Çok iyiyim. Heyecanlıyım. Sen/siz nasılsınız/nasılsınız?
- introducing themselves, and their friends and family members, for example, Benim adım ... Ben benimsenim. Bu benim arkadaşım, ... Bu benim annem. Bu benim babam.
- introducing themselves, their friends and family members, for example, Benim adım ... Ben benimsenim. Bu benim arkadaşım, ... Bu benim annem. Bu benim babam.
- naming and labelling rooms of their house, for example, salon, oda, mutfak, banyo
- expressing likes and dislikes, for example, Kirazı sevmem. Karpuzu severim.
- following instructions such as listen, look, draw, colour, cut, paste, for example, Dinle. Bak. Çiz. Boya. Kes. Yapıştır.
- participating in class such as singing, nursery and songs that may include actions, movement or dance, for example, Mini mini bir kurban donmuştu. Arız vız vız.
- identifying familiar objects in the classroom by labelling, naming, pointing, matching, clicking and dragging, drawing and tracing letters
- playing games such as counting, sorting, ordering, matching as a whole class or individually, using classroom hardware, for example, interactive whiteboard, tablet
- using simple to add emphasis to expressions, for example, lifting heads up when saying "No" and lowering heads down when saying "Yes"
- role playing daily routines using expressions, for example, Sabahleyin kalkarım. Kahvaltı yaparım. Okula giderim. Teşekkür ederim. Rica ederim. Lütfen. Affedersiniz.
- imitating Turkish speech, and , and incorporating appropriate , facial expressions and
- participating in group of familiar stories or sensory books in Turkish, repeating key and simple descriptions

Students learn to:

with support, recognise and communicate meaning in Turkish

(AC9LTF01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Speaking

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

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Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Social management

- Communication

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Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

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Social management

- Communication

Resources

Work Samples

WS01 - Merhaba (Greetings)

WS02 - Nerede? (Where is it?)

WS03 - Okul konseri recount (Concert recount)

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com

responsively

Content description

AC9LTF01

Continuum extract

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

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

Learning progression extract

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

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Snapshot – Communicate responsively

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

Content description

using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person, for example, Merhaba. Günaydın! Hoş geldiniz-Hoş bulduk. Bayramınız kutlu olsun!

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communicate responsively

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

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Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

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

Content description

AC9LTF01

participating in class activities such as singing, nursery rhymes and songs that may include actions, movement or dance, for example, Mini mini bir ku donmu tu. Ar v z v z.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LTF01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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AC9LTF01

role playing daily routines using formulaic expressions, for example, Sabahleyin kalkar■m. Kahvalt■ yapar■m. Okula giderim. Te■ekkür ederim. Rica ederim. Lütfen. Affedersiniz.

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Snapshot – Communicate responsively

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

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Resource – Turkish language resource

Turkish

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

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

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

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

Language features and structures

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

Thematic contexts for language use

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

approaches, methodologies and pedagogies that best suit their students' learning.

Download

Resource – WS01 - Merhaba (Greetings)

By the end of the Foundation year, students use play and imagination to interact and create Turkish texts, with support. They identify that Turkish and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

AC9LTF01

with support, recognise and communicate meaning in Turkish

Resource – WS02 - Nerede? (Where is it?)

By the end of the Foundation year, students use play and imagination to interact and create Turkish texts, with support. They identify that Turkish and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

AC9LTF01

with support, recognise and communicate meaning in Turkish

AC9LTF02

explore, with support, language features of Turkish noticing similarities and differences between Turkish and English

Resource – WS03 - Okul konseri recount (Concert recount)

By the end of the Foundation year, students use play and imagination to interact and create Turkish texts, with support. They identify that Turkish and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

AC9LTF01

with support, recognise and communicate meaning in Turkish

AC9LTF02

explore, with support, language features of Turkish noticing similarities and differences between Turkish and English

AC9LTF02

explore, with support, of Turkish noticing similarities and differences between Turkish and English

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Elaborations

- observing that written Turkish uses the same letters as written English, although Turkish has 29 letters and English has 26
- noticing that some letters in Turkish have to assist with
- tracing the letters of the alphabet and imitating the sound, for example, a, b, c, ç ...
- participating in alphabet songs, chants, to Turkish , and
- making connections with Turkish and used in everyday life, for example, identifying food names such as kebab, pide, yoghurt
- experimenting with sounds (animal sounds, etc.) used in Turkish, for example, using the sounds hav hav (woof woof), miyav miyav (miaow miaow), g■t g■t g■dak (cluck cluck), möö (moo), vak vak (quack quack) and comparing these sounds with animal sounds in English and other represented in the class
- identifying in Turkish and English, for example, princess – prenses , photograph – foto■raf ,

television – televizyon

- noticing when Turkish or English is being used in the classroom

Students learn to:

explore, with support, language features of Turkish noticing similarities and differences

Turkish and English

(AC9LTF02)

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

Reading and viewing

- Phonic knowledge and word recognition

Elaborations

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

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Work Samples

WS02 - Nerede? (Where is it?)

WS03 - Okul konseri recount (Concert recount)

Snapshot – Develop multiple perspectives

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

Content description

AC9LTF02

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LTF02

Learning progression extract

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

Phonic knowledge

- says the most common phoneme for taught single-letter graphemes (e.g. "Tt", "Mm", "Ss")
- identifies and names letters for taught single-letter graphemes
- blends phonemes for taught single-letter graphemes to decode vowel-consonant (VC) words (e.g. "at") and consonant-vowel-consonant (CVC) words (e.g. "hop")
- identifies first phoneme in words
- orally segments CVC words (e.g. "c-a-t", "h-a-t")
- recognises taught graphemes when represented in various fonts, capitals and lower-case (e.g. "Aa", "Rr", "Dd")

Word recognition

- reads taught high-frequency words in a text and in the environment (e.g. "the", "to", "I", "no", "said")

Phonic knowledge

- says the most common phoneme for all single-letter graphemes
- identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g. "Bb", "Gg")
- writes/selects corresponding graphemes for all common phonemes
- blends phonemes for all common, single-letter graphemes to read VC words (e.g. "in") and CVC words (e.g. "pan") and applies this knowledge when reading decodable texts
- segments and writes VC and CVC words with letters in correct order and reads them aloud
- reads single syllable words with common double consonants and applies this when reading decodable texts (e.g. 'ss' - "fuss", "ll" - "will", "ff" - "puff")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and own writing (e.g. "was", "you", "one", "said", "have", "were")

Phonic knowledge

- gives examples of phonemes that can be represented by more than one consonant (e.g. "ck", "ph")
- blends phonemes for all common, single-letter graphemes to read consonant-consonant-vowel-consonant (CCVC) words (e.g. "blot") and consonant-vowel-consonant-consonant (CVCC) words (e.g. "list") and applies this knowledge when reading decodable texts
- reads words with split digraphs (e.g. "cake", "blame")
- reads single-syllable words with taught consonant digraphs and applies this knowledge when reading decodable texts (e.g. "sh", "ch" and "ck" – "ship", "rich", "lock")
- reads words with taught common vowel graphemes (e.g. "ee", "ea", "ie", "-e" and including "-y") and applies this knowledge when reading decodable texts
- reads one-and two-syllable words with common suffixes (e.g. "-ed", "-ing", "-s/es") and applies this knowledge when reading decodable texts (e.g. "jumping", "boxes")
- segments and represents CCVC and CVCC words containing consonant digraphs and/or clusters of consonants (e.g. "ch-o-p", "w-i-sh", "b-e-s-t")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and different contexts (e.g. own writing, shared reading)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LTF02

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

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AC9LTF02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LTF02

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Snapshot – Develop multiple perspectives

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

Content description

AC9LTF02

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LTF02

experimenting with sounds (animal sounds, etc.) used in Turkish, for example, using the sounds hav hav (woof woof), miyav miyav (miaow miaow), g■t g■t g■dak (cluck cluck), möö (moo), vak vak (quack quack) and comparing these sounds with animal sounds in English and other languages represented in the class

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LTF02

identifying cognates in Turkish and English, for example, princess – prenses , photograph – foto■raf , television – televizyon

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Snapshot – Communicate responsively

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

Content description

AC9LTF02

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- notice the use of different languages they, their family or community members use to communicate
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AC9LTF03

explore connections between and

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Elaborations

- locating Türkiye on a world map, understanding that Turkish is the national of Türkiye, and spoken in Turkish-speaking communities in Australia and around the world
- using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the of Australia to notice the (s) of First Nations Australians in their local area and/or across Australia
- noticing how local names of streets, places and landmarks can have their origins in (s) of First Nations Australians
- exploring the different spoken by class members and to the different sounds and ways of saying common expressions such as, “Good morning”, “My name is ...”
- observing, through visual and audiovisual resources, including photos and video clips, that members of Turkish-speaking communities may do everyday things differently from themselves, such as shaking hands, kissing on cheek, and starting a meal with Afıyet olsun!
- noticing their own use of , expressions or behaviours that make them who they are, including from different , and ways of celebrating or that may not be familiar to other people
- exchanging ideas, feelings and understandings of and through play-based experiences, for example, playing dress-ups, pretend café/restaurant and market stands, and using puppets
- recognising Turkish folk dances/songs and lullabies such as halay, Tren gelir ho■ gelir, Dandini dandini dastana
- playing traditional Turkish games such as Ya■ satar■m bal satar■m, saklamba■, körebe, elim sende , and games of represented in the class

Students learn to:

explore connections between language and culture

(AC9LTF03)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Culture

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

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Engaging with cultural and linguistic diversity

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Inquiring

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Social management

- Collaboration

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LTF03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LTF03

Continuum extract

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

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LTF03

Continuum extract

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others

Snapshot – Communicate responsively

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

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

Content description

AC9LTF03

observing, through visual and audiovisual resources, including photos and video clips, that members

of Turkish-speaking communities may do everyday things differently from themselves, such as shaking hands, kissing on cheek, and starting a meal with Afiyet olsun!

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

Content description

AC9LTF03

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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

AC9LTF03

playing traditional Turkish games such as Yaşar satarım bal satarım, saklambaç, körebe, elim sende , and games of cultures represented in the class

Continuum extract

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

- identify ways in which cultures, including their own, interact
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LTF03

playing traditional Turkish games such as Ya■ satar■m bal satar■m, saklambaç, körebe, elim sende , and games of cultures represented in the class

Continuum extract

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

- engage with peers and other community members
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities