**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessment Tasks’ table.
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** | **Communicating** |
|  | **Sub-strand** | **Socialising** | **Informing** | **Creating** | **Translating** | **Reflecting** |
|  | **Content Description** | Participate in spoken, written and digital interactions to share ideas and experiences, showing interest and respect for others [(VCTRC035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC035) | Plan shared activities or events, such as a display or presentation, an interview, awareness campaign or virtual shopping expedition [(VCTRC036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC036) | Participate in classroom interactions that involve asking and responding to questions, seeking clarification, indicating understanding, reflecting and providing feedback [(VCTRC037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC037) | Gather, classify and compare information from print, digital and multimodal resources relating to their physical environment and social and cultural worlds[(VCTRC038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC038) | Convey information about aspects of their own language(s), culture(s) and communities in suitable formats for different audiences and contexts[(VCTRC039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC039) | Respond to imaginative texts such as TV programs, folktales, performances or cartoons by sharing opinions on elements such as storylines, messages, characters and themes [(VCTRC040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC040) | Create and perform expressive and imaginative texts such as stories, dance, skits or video clips based on a stimulus concept, theme or resource [(VCTRC041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC041) | Translate simple texts from Turkish to English and vice versa, identifying elements that require interpretation rather than translation and noticing words that are similar but pronounced differently[(VCTRC042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC042) | Create bilingual texts such as websites, posters, class journals and menus to support their own learning and to assist interactions with non-Turkish speakers [(VCTRC043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC043) | Discuss the experience of switching between languages, noticing when they choose to use either Turkish or English and how each culture influences ways of communicating [(VCTRC044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC044) | Compare their experiences of moving between Turkish and English, identifying advantages and challenges in respect to being bilingual or multilingual [(VCTRC045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC045) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  | **Strand** | **Understanding** |
|  | **Sub-strand** | **Systems of language** | **Language variation and change** | **Role of language and culture** |
|  | **Content Description** | Understand the relationships between intonation and stress in Turkish, and apply this understanding to their own written and spoken language and meaning-making [(VCTRU046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU046) | Recognise and apply grammatical features of spoken and written language, such as verbal conjugations and nominal declensions and modifications, negative and interrogative sentence structures and subject–verb agreements [(VCTRU047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU047) | Understand how different types of text in Turkish, including prose and verse, create effects to suit different audiences [(VCTRU048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU048) | Understand that spoken and written forms of Turkish both vary in terms of formality according to context, purpose and audience [(VCTRU049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU049) | Understand that the Turkish language has evolved and developed through different periods of influence from other languages, cultures and changes[(VCTRU050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU050) | Reflect on how communities’ ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages [(VCTRU051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU051) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 7 and 8 Achievement Standard** |
| By the end of Level 4* Students interact with the teacher and peers to exchange information about themselves and others, everyday routines and events at school and in their local Turkish and multilingual communities.
* They ask and respond to questions to elicit information about each other, for example,*Kendini tanıtır mısın? Nerelisin? Ailen nereden geldi? Ben Türküm ve Avustralyalıyım. Ailem Avustralya’ya İzmir’den geldi* and identify wishes associated with events in their communities, for example, *Bayramınız kutlu olsun! Mutluluklar dilerim. Kınan kutlu olsun!*
* They compare preferences, for example, *Futbol yerine tenis* *oynamak istiyorum* and exchange simple written forms of social correspondence, such as invitations, messages for birthdays, Mother’s and Father’s Days, religious celebrations and national days, for example,*Bayramınız mübarek olsun! 23 Nisan Ulusal Egemenlik ve Çocuk Bayramınız kutlu olsun! Anneler günün kutlu olsun!*.
* They use formulaic expressions to participate in shared tasks, activities and transactional exchanges such as working together to organise an event, for example, *Doğum günü davetiyesini kim yazacak? Ben pastayı getiririm.*
* They use modelled language to interact in classroom routines, such as responding to questions directions and requests, for example, *Bugün hava nasıl? Bugün hava güneşli ve sıcak! Bugün önce birlikte bir kitap okuyacağız, sonra bir oyun oynayacağız,* asking for help or permission, for example, *Anlayamadım, tekrar eder misiniz? Bu kelime nasıl okunur?,* attracting attention and rehearsing new language.
* When interacting, they use Turkish pronunciation and intonation and apply the vowel harmony rule to high-frequency words.
* Students locate and organise key points of information in different types of spoken, written and visual texts relating to personal, social and natural worlds and, with the assistance of support materials such as photos and maps, present information about home, school and community.
* They respond to imaginative texts by making simple statements about favourite elements and acting out key events and interactions.
* They create simple imaginative texts using formulaic expressions and modelled language.
* Students use key grammatical forms and structures, such as verbs, adjectives and adverbs, to describe and elaborate on action, places and people, for example, *mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürü* and *Dün sabah geldi* and conjunctions to link ideas.
* They express facts using simple present and past tense suffixes, and use negation and affirmation suffixes to form simple sentences, for example, *biliyorum/* *bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş*.
* They translate and compare common Turkish and English expressions, words or gestures and create simple bilingual texts for the classroom and community.
* Students describe similarities and differences in ways of using language and interacting with people when communicating in Turkish and English, and identify how their individual and group sense of identity is expressed in the languages they use.
* Students identify Turkish sound and writing patterns to pronounce and spell high frequency words.
* They use simple metalanguage such as *isimler, fiiller, sıfatlar, zarflar, ekler- ismin halleri, zamirler* to talk about language.
* They identify ways that the features of texts differ according to mode and context, and compare Turkish texts with similar texts in English.
* They provide examples of how language use varies according to age, gender and social position, for example*, lütfen yapmayın/yapmasana!/yapma!,* and identify regional differences in language use, including dialects and accents.
* They identify how languages change over time, providing examples of Turkish words borrowed from other languages such as English and vice versa.
* They make connections between Turkish language and culture, identifying culture-specific terms, expressions and gestures.
 | By the end of Level 6* Students use spoken and written Turkish to interact by sharing ideas and experiences, for example, *23 Nisan Ulusal Egemenlik ve Çocuk Bayramında ben şiir okudum. Ramazan Bayramında dedem bana harçlık verdi*. (1)
* When interacting, they show interest and respect for others by actively listening and providing feedback, for example, *Siz ne düşünüyorsunuz? Evet! Tabii ki. İlginç! Sen ne dersin?*  (2)
* They use action-oriented language to make shared arrangements, organise events and complete transactions. (3)
* When participating in classroom and collaborative activities, they ask and respond to questions, for example, *Ben ne yapabilirim? Sen not alır mısın? Cevapları maddeler halinde yazsak daha iyi olur.*and seek clarification, for example, *Bu sayfayı mı okuyacaktık?*(4)
* They use evaluative language to reflect on learning activities and to provide each other with feedback, for example,*Süper, harika, mükemmel, unutma, çok zor.*(5)
* Students use specific features of pronunciation, intonation and stress when interacting. (6)
* They locate, classify and compare information about their physical environment and social and cultural worlds from a range of sources in different modes. (7)
* They present information about aspects of language and culture in different formats selected to suit audience and context. (8)
* They respond to a range of imaginative texts by identifying and sharing opinions on key elements such as storylines, characters, messages and themes, for example, *Ben … çok beğendim çünkü …, … hiç sevmedim, Çok üzücüydü*, and create and perform short imaginative texts based on a stimulus, concept or theme. (9)
* When constructing texts, students use grammatical features of spoken and written language, such as negative and interrogative sentence structures, for example, *Ramazan Bayramı’nda tüm okullar tatile girmeyecek;*conjugations of verbs, for example*, ‘oku-mak’: oku-r-um, oku-r-sun, oku-r oku-r-uz, oku-r-sunuz, oku-r-lar; And oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar;* and subject–verb agreement. (10)
* When writing, they apply appropriate spelling and punctuation to a range of sentence types. (11)
* Students translate simple texts from Turkish into English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts and resources for their own language learning and to support interactions with non-Turkish speakers*.* (12)
* Students identify ways in which their bilingual and bicultural experiences impact on their identity and influence how they communicate in Turkish and English. (13)
* Students apply their knowledge of vowels, consonants and suffixes to form new words, for example, *kapkaççı, bankacı, yolcu, oduncu; sokak+-da=sokakta, süt+-de= sütte,* and identify how vowel length and accent affect the meaning of words, for example, *hala-hâlâ* and *kar-kâr*. (14)
* They distinguish between the structure and features of different types of texts and identify ways that texts create effects to suit different audiences. (15)
* They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience, for example, *gelir misiniz lütfen?/gelin* *lütfen.* (16)
* Students provide examples of influences on the Turkish language over time, including the influence from other languages and cultures, for example, *e-posta, yazıcı, tarayıcı, çevrimiçi.* (17)
* They explain how language use is shaped by values and belief systems, and identify why these may be interpreted differently by speakers of other languages. (18)
 | By the end of Level 8* Students use spoken and written Turkish to initiate and sustain social interactions and to reflect on their experiences.
* They exchange ideas on topics such as *Türkiye’ye ilk ziyaret, Avustralya’ya ilk geliş* and offer and justify opinions, for example, *Sana katılmıyorum çünkü..., Seninle tamamen aynı fikirdeyim.*
* Students use action-related and spontaneous language to engage in shared activities that involve planning, transacting, negotiating and taking action, for example, *Bana göre... Diğeri bence daha uygun, Nasıl bir yol izleyelim? Sen karar ver.*
* They use reflective and evaluative language to support their own and others’ learning, for example, *Türkçe öğrenmek İngilizce öğrenmekten daha kolay*, *Bu sorularda çok zorlandım, Hem tekrar ederek hem yazarak öğreniyorum,* and to manage discussion and debate, for example,*inanıyorum ki, bana kalsa, anlıyorum ama katılmıyorum, bence, aynı fikirde değilim*.
* When interacting, they apply pronunciation, rhythm and intonation in spoken Turkish to a range of sentence types.
* Students locate, collate and analyse information from a variety of texts to develop a deep understanding of events, personalities or circumstances.
* They convey information, ideas and perspectives on issues of interest in different modes of presentation using specialised and less familiar language.
* They respond to traditional and contemporary imaginative texts by interpreting and comparing how values, characters and events are represented and present, reinterpret or create alternative versions of imaginary texts in different modes.
* When creating texts, they use a variety of verb tenses and moods, for example, *Ozan yıkandı ve sonra giyindi, Maçtan sonra arkadaşı ile buluştu.* *Dün kuaförde saçını kestirdi, Bugün işten kovuldu*; reduplication, for example, *kapkara, upuzun, çirkin mirkin, Selma’yı Melma’yı görmedim;*doubling, for example*, yavaş yavaş, ikişer ikişer, koşa koşa, ağlaya ağlaya*; auxiliary verbs, for example, *reddetmek, affetmek, kaybolmak;* particles and honorific forms, for example*, Bey/Hanım, Amca/Teyze, Efendi, Ağa/Hanımağa, Sayın, abi/ağabey/abla, hoca/öğretmen, bay/bayan*.
* They translate and interpret texts from Turkish into English and vice versa, compare their versions and explain cultural elements.
* They produce short multimodal resources in Turkish and English that reflect the bilingual experience.
* They reflect on their own bilingualism, on the importance of language in intercultural communication and how their own biography contributes to their sense of identity and influences their ways of communicating.
* Students identify and apply features of the Turkish sound and writing system to convey meaning in a range of texts, including identifying when sound assimilation in spoken Turkish does not exist in the written form, for example, *onbaşı/ombaşı, herkes/herkez*and*eczane/ezzane.*
* They use metalanguage to identify and explain different types of adverbs, adjectives and sentence structures relating to grammatical functions, such as predicates, subjects and objects.
* They explain how structure and organisation of texts depend on the context, audience and purpose of the exchange, for example,*beğenmiyorum, hiç beğenmedim, bana yaramaz or iğrenç bir şey!*
* They identify and explain regional and national variations in language use and how language use also varies according to context, mode of delivery and relationship between participants.
* They explain how and why their own use of Turkish has changed over time and depends on context.
* They explain how cultural values, ideas and perspectives are embedded in language use and communication styles.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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