**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** | Interact with the teacher and with peers to exchange greetings and share information about themselves, noticing ways of using language that are similar or different at home and at school  [(VCTRC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC001) | | Participate in guided activities such as songs, games, tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning-making  [(VCTRC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC002) | | Recognise and respond to familiar classroom routines, such as the opening and closing of lessons, transition activities, following instructions and taking turns  [(VCTRC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC003) | | Locate key phrases and points of information in simple texts such as messages, announcements, charts, lists or illustrated reference materials, and use the information to complete guided oral and written tasks  [(VCTRC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC004) | | Convey factual information about themselves, their family, friends and experiences using simple phrases, gestures and support materials  [(VCTRC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC005) | | Listen to, view and participate in readings of stories, rhymes or action songs, and respond through singing, drawing, gesture and action  [(VCTRC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC006) | | Express imaginative experience in stories, songs, rhymes and puppet performances using sound patterns, familiar language and non-verbal forms of expression  [(VCTRC007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC007) | | Explain in English the meaning of everyday Turkish words, phrases and gestures, noticing which are similar or different to equivalent words in English or other known languages  [(VCTRC008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC008) | | Create simple bilingual print or digital texts, such as captioned picture dictionaries, wall charts, labels for the classroom or ID cards  [(VCTRC009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC009) | | Notice how using Turkish and English involves some different ways of communicating and behaving  [(VCTRC010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC010) | | Identify themselves as members of different groups, including their family, community and school, using simple statements, gestures and support materials  [(VCTRC011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRC011) | |
| **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** | Recognise and reproduce the sounds and spellings of Turkish-specific phonemes, /ı/, /ğ/, /ö/, /ü/ /ş/ and /ç/ and make connections between spoken language, alphabetic elements and written forms of the language  [(VCTRU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU012) | | Recognise parts of speech and frequently used words in familiar contexts and understand the basic rules of word order in simple sentences  [(VCTRU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU013) | | Understand that language is organised as ‘texts’ that take different forms and use different structures to achieve their purposes  [(VCTRU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU014) | | Recognise that different words, expressions and gestures are used by speakers of Turkish to address and greet people in different contexts and situations  [(VCTRU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU015) | | Recognise that different languages, including Turkish, borrow words and expressions from each other  [(VCTRU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU016) | | Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them  [(VCTRU017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCTRU017) | |
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*See next page for Achievement Standards and Assessments section*

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| **Foundation to Level 2 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2   * Students interact with the teacher and peers to share information about themselves and to exchange greetings, for example,*Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk*! (1) * They describe familiar objects and experiences that are important to them, for example, *Benim bir köpeğim var. Onun adı Minnoş. Benim en sevdiğim oyuncak, Bugün benim doğum günüm,*and compare likes and dislikes, for example,*Ben çileği çok severim, Ben elmayı hiç sevmem.*(2) * They use repetitive language when participating in guided activities and use movement, gestures, pictures and objects to support meaning-making, for example, by singing and performing actions to songs such as *Mini mini bir kuş donmuştu.* (3) * They respond to familiar classroom routines, such as the opening and closing of lessons, and transition activities. (4) * They interact in classroom routines, by following instructions, for example, *Ayağa kalkın! Oturun! Konuşmak için elinizi kaldırın! Sıraya girin! Defterlerinizi açın,Tabletlerinizin ekranını açın,*and taking turns. (5) * When interacting, they reproduce the sounds of Turkish and use intonation to distinguish between questions, statements and exclamations, for example, G*eliyor musun?* */ Geliyorsun /* *Gelsene!* (6) * They locate key words and information in simple spoken and written texts, such as names of people, places, or categories of objects, for example, *meyveler, sebzeler, evcil hayvanlar, çiftlik hayvanları, vahşi hayvanlar,* and convey factual information about themselves, their family, friends and experiences, using gestures, support materials and simple statements such as *Bugün ben en sevdiğim oyuncağı tanıtacağım*. (7) * They respond to imaginative experiences through singing, drawing, movement and action, and create and perform simple imaginative texts, such as adaptations to Turkish songs, puppet performances and texts such as *Keloğlan* stories, using familiar language and non-verbal forms of expression. (8) * Students use vocabulary related to familiar contexts, for example, *anne, kitap, kedi,* and cognates, such as *ev, okul, aile, hayvanlar.* (9) * They use simple sentences with appropriate word order to communicate information about themselves. (10 * Students translate the meaning of Turkish words, phrases and gestures used in everyday contexts and situations, and create simple print or digital texts that use both Turkish and English. (11) * They identify differences in the ways they communicate and behave in Turkish- and English-speaking contexts, and identify themselves as members of different groups, including the Turkish class, their family and community. (12) * Students identify the sounds of the Turkish language and Turkish spellings of specific phonemes, for example, /ı/, /ö/, /ü/, /ç/, /ğ/, /ş/. (13) * They identify parts of speech and basic rules of word order in simple sentences. (14) * They identify similarities and differences in features and structures of different types of familiar texts. (15) * They provide examples of different words, expressions and gestures that are used by speakers of Turkish to address and greet people in different contexts and situations. (16) * They identify words and expressions that different languages, including Turkish, have borrowed from each other. (17) * They identify how ways in which people use language reflect where and how they live and what is important to them. (18) | 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. |

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| **Assessments** | | |  |  | | |
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