

R–10 Languages (Australian Indigenous)

Teaching Resource



Department of Education
and Children's Services



South Australian Curriculum Standards and Accountability
F R A M E W O R K

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FOREWORD

The *R–10 Languages (Australian Indigenous) teaching resource* is part of the *SACSA Companion Documents* series. Underlying the development of this series is the need to promote consistency of curriculum within and across schools in South Australia.

These resources are designed to support teachers to engage further with the SACSA Framework and work towards maximising students' achievement. They arise from the need expressed by many teachers for the requirements of the SACSA Framework to be made more explicit for each year level.

The documents are written by practising teachers in close collaboration with curriculum officers, members of professional associations and other committed educators.

This resource is a valuable support for teachers working to meet the diverse needs of learners in the range of settings across South Australia.



Steve Marshall
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INTRODUCTION

The South Australian Curriculum, Standards and Accountability (SACSA) Framework describes three broad groupings of languages:

- alphabetic (alpha) languages including French, German, Greek, Indonesian, Italian, Spanish and Vietnamese
- non-alphabetic (non-alpha) languages including Chinese and Japanese
- Australian Indigenous languages including Adnyamathanha, Antikirinya, Arabana, Kurna, Narungga, Ngarrindjeri, Pitjantjatjara, Wirangu and Yankunytjatjara.

This teaching resource is one in a series of companion documents to the SACSA Framework and provides specific support for planning, teaching and learning for Australian Indigenous languages.

It has been written by junior primary, primary and secondary teachers with the support of and in collaboration with policy and program officers.

Support for using the SACSA Framework

The purpose of this document is to provide support for teachers in planning, programming and assessing using the SACSA Framework.

This teaching resource offers a sample range of learning descriptors relating to the Key Ideas and Outcomes in Australian Indigenous languages R–10. These descriptors, in dot point format:

- make explicit the knowledge, skills and understandings reflected in the Key Ideas and Outcomes

- make consistent the expectations for learning at specific year levels within and across sites
- are written from the learner’s perspective
- help to make explicit the development of Essential Learnings identified within each Key Idea
- help to make explicit the teaching and learning processes of this Learning Area
- make visible the literacy and numeracy practices of the Learning Area
- provide examples for the use of a range of ICTs sequenced developmentally across the Bands, although it is recognised that access to ICTs is variable depending on the school context.

Assessment to support learning is maintained as a focus throughout the resource and is accompanied by criteria to assist teachers in identifying the basis of the assessment examples.

The learning descriptors are not prescriptive. They describe the possible growth points of learners as they progress towards demonstrating Outcomes to reach a Standard. Learning does not develop in a linear fashion. Teachers will continue to use their professional knowledge, skills and judgment to provide the rich array of learning experiences that cater for all learners in their classrooms. This teaching resource is a tool to support this process.

The learning descriptors in this document outline possible activities to engage learners in learning a language through a minimum of 90 minutes of contact time per week at junior primary and primary level and through 200–225 minutes per week at secondary level.

Planning for teaching and learning

When using this resource for planning, teaching and learning, teachers will also need to engage with the following core principles:

- Learning involves building on prior knowledge, with learners active in constructing their own learning as they progress through cycles of growth.
- Linked and integrated learning with other Learning Areas are vital components of program planning and learning development.
- Equity Cross-curriculum Perspectives and Enterprise and Vocational Education are critical considerations.
- In the Early Years, when planning for teaching, learning and assessing children's progress, it is important that teachers refer to the Developmental Learning Outcomes. The *Overview of Key Ideas and Developmental Learning Outcomes* chart has been included at the beginning of the Early Years section, particularly for use by those teachers of Reception and Year 1 children.

The languages Learning Area

Languages learning is structured around three main interrelated strands of learning:

- **communication**
- **understanding language**
- **understanding culture.**

Communication is further divided into the four macro-skills of listening, speaking, reading and writing.

Communication in this document shows a gradual progression towards operating with increasing success in the target language. It involves knowing and using appropriate language to participate in meaningful interactions with increasingly diverse audiences.

Understanding language deals with the complexities of understanding language as a system and learning to manipulate various parts of that system to make meaning. Through learning a language, children and students are encouraged to articulate what they discover about the similarities between their first and second (or more) languages and to move flexibly between them. Through understanding language, learners also develop the basic ability to learn skills, which form a sound foundation for lifelong learning.

In **understanding culture** learners engage with diverse concepts and values. Through this learning they have the opportunity to identify and examine their own cultural values, to further develop an understanding and acceptance of similarities and differences and an awareness of the validity of diverse cultural systems.

Languages learning is structured to allow two Pathways. The Key Ideas and Outcome statements are different for the two Pathways.

Format of this resource

The format of this document has been developed:

- for practical use by teachers
- to ensure consistency across Curriculum Bands
- with consideration to the organisation of the SACSA Framework, including the following pattern:

Year levels, Key Ideas and Outcomes, and Standards

Year Level	R	1	2	3	4	5	6	7	8	9	10
Key Ideas and Outcomes	Early Years			Primary Years			Middle Years				Senior Years
Standards	Towards 1	Towards 1	1	Towards 2	2	Towards 3	3	Towards 4	4	Towards 5	5

To meet these purposes the document:

- in **Pathway 1A**, for second language learners beginning at Reception, is organised in Standards:
 - Reception, Years 1 and 2, working towards and at Standard 1
 - Years 3 and 4 working towards and at Standard 2
 - Years 5 and 6 working towards and at Standard 3
 - Years 7 and 8 working towards and at Standard 4
 - Years 9 and 10 working towards and at Standard 5
- in **Pathway 1B**, for second language learners beginning at Year 8, is organised in Standards:
 - Years 8 and 9 working at Standard 4 and towards Standard 5
 - Years 9 and 10 working towards and at Standard 5
- shows the interconnectedness of the three strands as well as connecting learning in this area to other Learning Areas
- contains a concept map to illustrate how the three strands are interwoven and how this document has been developed to support Australian Indigenous language learning and Australian Indigenous language maintenance and revival
- provides a focus of achievement for each Essential Learning, which is summarised at the start of each Standard
- provides examples of content at particular levels, while not limiting the possibilities to these examples
- provides possible topics to support school- and class-level planning
- provides language specific pages for Adnyamathanha, Antikirinya, Arabana, Kurna, Narungga, Ngarrindjeri, Pitjantjatjara, Wirangu and Yankunytjatjara, listing linguistic items
- includes cross-referencing to allow navigation between Standards and strands
- provides a bibliography with references; general resources, language specific resources including texts, photographs, suggested games and videos; and organisations, services and websites.

The blend of the three languages strands enables learners to build on their previous knowledge, skills and understandings and to make significant progress in the development of each of the five Essential Learnings.

Assessment to support learning

A range of negotiated and inclusive assessment practices is needed to continuously gather evidence of learner achievement in relation to the Outcomes. The determination of a Standard in languages should be made ‘on balance’ between achievement across the three strands and their Outcomes for each Band of schooling. Such determination is best supported by the collection of a variety of evidence, including completed products, processes and systems, work diaries, journals and folios; research documentation and essays; and student commentary such as oral or written presentations and/or computer-generated or video presentations.

Further assistance

To further assist in planning, programming and assessing:

- a copy of this document in *Word* format is available on the SACSA website. This format allows teachers to cut, paste and modify the document to suit individual needs. Go to <<http://www.sacsa.sa.edu.au/companion>>
- a professional development package, *Planning for teaching and learning*, which includes a *PowerPoint* presentation, has been developed to support use of this and the other SACSA Companion Documents and is available also on the SACSA website. Go to <<http://www.sacsa.sa.edu.au/companion>>.

INSERT PDF OF CONCEPT MAP HERE

TEACHING AND LEARNING AUSTRALIAN INDIGENOUS LANGUAGES

In the Australian Indigenous languages Learning Area, learners and teachers engage with issues of language custodianship, history, revival and language learning that are unique to Australia:

- Australian Indigenous languages belong to families and communities of speakers whose *custodianship* with respect to teaching and learning programs in the language is acknowledged, leading to continued consultation for the duration of the program
- the *history* of Indigenous languages in Australia since colonisation has been a sorry one of assault, loss and neglect and this, in many cases, shapes what can be done in school programs
- most school programs for South Australian Indigenous languages are of the *revival* type, where there has been at least some degree of intergenerational language loss, and most Indigenous Australians regard properly conducted language revival as a key to cultural identity, affirmation and renewal. Other program types include first language maintenance, second language learning, and language awareness, and a consideration of program type guides teaching teams in planning and programming for language learning
- *learning* to use an Australian Indigenous language involves matters concerning culture and land, and the express needs and customary uses of language in particular regions and contexts must be understood and respected. This in turn entails a consideration of the type of language-learning program (eg revival) and may result in greater prominence being given to the understanding language and understanding culture strands. In this resource, learning descriptors have been written for each year level in order to provide opportunities for learners to be immersed in the language as used by **target language** speakers (see diagram previous page, ‘Australian Indigenous languages and the SACSA Framework’).

Languages teaching teams recognise, understand and affirm Indigenous peoples’ spiritual and cultural connection to land, sea and sky, and the expression and confirmation of these connections through Indigenous languages.

Through interpreting and producing Indigenous languages texts, learners explore concepts related to language and culture as universals. Teaching teams and learners will need to engage in consultation, research, analysis and discussion in English, relative to the Band and the learning processes in the Band. However, the goal is always to develop and improve learners’ use of the **target language** in linguistically and culturally appropriate ways.

The relationship between English and **target languages** in Australian Indigenous languages programs is varied and intricate, precisely because English has had such a profound influence on the languages. Conversely, Indigenous languages have helped shape Australian English: for example vocabulary items from Indigenous languages local to particular regions characterise the use of English in those regions, and often wider afield (eg ‘koala’, originally ‘koola’ (= *kula*), from the Sydney region).

A variety of learners study Indigenous languages for a range of motivations and reasons, including:

- maintaining, learning or reviving Australian languages
- reclaiming, strengthening or celebrating identity
- understanding heritage
- understanding country, sea and sky (especially as a record of Dreamings and histories)
- understanding environment, fauna and flora, and the role of Indigenous place names in this
- understanding early contact history
- gaining skills useful for employment (cultural tourism, teaching languages, Indigenous media, interpreting and translating)
- supporting Reconciliation
- reaffirming Indigenous languages as uniquely and irreplaceably Australian.

Refer to additional information in the SACSA Australian Indigenous languages document (Part C of the SACSA Framework), especially the Introduction (Early Years, pp183–214; Primary Years, pp115–116; Middle Years, pp123–153, 177–205; Senior Years, pp129–160, 179–210).

▶ BIRTH to AGE 3			▶ AGE 3 to AGE 5			
LEARNING AREAS	KEY IDEAS	DEVELOPMENTAL LEARNING OUTCOMES	LEARNING AREAS	KEY IDEAS	DEVELOPMENTAL LEARNING OUTCOMES	
The psycho-social self	<p><i>In partnership with educators in respectful and caring environments:</i></p> <p>Children form secure attachments developing close bonds with one and then more educators. Id • In • KC4</p> <p>Children begin to develop trust in themselves and others and their environments. F • Id • In • KC4</p> <p>Children construct a secure sense of self and a confident personal and group identity within their family, their communities and their out-of-home care. Id • In</p> <p>Children develop self-awareness and a sense of being connected with others within the context of their environments. These connections foster increasing appreciation of caring relations and a basis for shared understandings. F • In • KC4</p> <p>Children develop autonomy and a sense of agency, as well as dispositions and skills for self-regulation, decision-making and an understanding of their interdependence with others. F • Id • In • T • KC4 • KC6</p> <p>Children explore and develop emotional wellbeing. F • In • KC1</p> <p>Children begin to explore and develop understandings and strategies to effectively manage change. F • KC1 • KC6</p>	<p><i>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways</i></p> <p><i>Children develop trust and confidence. F • Id</i></p> <p><i>Children develop a positive sense of self and a confident personal and group identity. Id • In</i></p> <p><i>Children develop a sense of being connected with others and their worlds. F • Id • In</i></p> <p><i>Children are intellectually inquisitive. F • T • C</i></p> <p><i>Children develop a range of thinking skills. F • T • C</i></p> <p><i>Children are effective communicators. T • C</i></p> <p><i>Children develop a sense of physical wellbeing. Id • In</i></p> <p><i>Children develop a range of physical competencies. Id</i></p>	Self and social development	<p>Children extend their sense of personal and group identity. Id • In</p> <p>Children develop autonomy and a sense of agency. Id • In • KC4 • KC6</p> <p>Children contribute in a variety of ways as members of groups. Id • In • KC4</p>	<p><i>The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways</i></p> <p><i>Children develop trust and confidence. F • Id</i></p> <p><i>Children develop a positive sense of self and a confident personal and group identity. Id • In</i></p> <p><i>Children develop a sense of being connected with others and their worlds. F • Id • In</i></p> <p><i>Children are intellectually inquisitive. F • T • C</i></p> <p><i>Children develop a range of thinking skills. F • T • C</i></p> <p><i>Children are effective communicators. T • C</i></p> <p><i>Children develop a sense of physical wellbeing. Id • In</i></p> <p><i>Children develop a range of physical competencies. Id</i></p> <p><i>.....</i></p> <p><i>The Birth to Age 5 Key Ideas and the Developmental Learning Outcomes complement and connect with the Reception to Year 2 Key Ideas and Curriculum Standards. Together they comprise the requirements for the Early Years Band.</i></p> <p><i>Reference to the Reception to Year 2 phase will support continuity in teaching and learning (see Learning Area overviews).</i></p>	
	<p>Children develop self-awareness and a sense of being connected with others within the context of their environments. These connections foster increasing appreciation of caring relations and a basis for shared understandings. F • In • KC4</p> <p>Children develop autonomy and a sense of agency, as well as dispositions and skills for self-regulation, decision-making and an understanding of their interdependence with others. F • Id • In • T • KC4 • KC6</p> <p>Children explore and develop emotional wellbeing. F • In • KC1</p> <p>Children begin to explore and develop understandings and strategies to effectively manage change. F • KC1 • KC6</p>	<p><i>Children develop trust and confidence. F • Id</i></p> <p><i>Children develop a positive sense of self and a confident personal and group identity. Id • In</i></p> <p><i>Children develop a sense of being connected with others and their worlds. F • Id • In</i></p> <p><i>Children are intellectually inquisitive. F • T • C</i></p> <p><i>Children develop a range of thinking skills. F • T • C</i></p> <p><i>Children are effective communicators. T • C</i></p>		Arts and creativity		<p>Children explore arts forms including visual arts, drama, music, dance and media through symbolic and creative expression. Id • T • C • KC2 • KC6</p> <p>Children develop processes, understandings and skills to support their artistic expression. T • C • KC1</p> <p>Children interact with and respond to arts works. In • C • KC2</p>
	<p>Children develop autonomy and a sense of agency, as well as dispositions and skills for self-regulation, decision-making and an understanding of their interdependence with others. F • Id • In • T • KC4 • KC6</p> <p>Children explore and develop emotional wellbeing. F • In • KC1</p> <p>Children begin to explore and develop understandings and strategies to effectively manage change. F • KC1 • KC6</p>	<p><i>Children develop trust and confidence. F • Id</i></p> <p><i>Children develop a positive sense of self and a confident personal and group identity. Id • In</i></p> <p><i>Children develop a sense of being connected with others and their worlds. F • Id • In</i></p> <p><i>Children are intellectually inquisitive. F • T • C</i></p> <p><i>Children develop a range of thinking skills. F • T • C</i></p> <p><i>Children are effective communicators. T • C</i></p>				Communication and language
<p>Children use their sensory capabilities with increasing integration, skill and purpose to connect with, perceive, explore and respond to their world. Id • In • T • KC1 • KC2</p> <p>Children explore a range of movement patterns involving strength, body control and coordination for increasingly skilled voluntary actions. Id • In • KC6</p> <p>Children develop balance for stability and movement and an awareness of their body in space, in order to move with purpose, safety and expression. Id • In • T • KC1</p> <p>Children develop an awareness of their body's needs and their routines for food, relaxation, activity and sleep, and develop increasing independence in their personal care. In • KC1</p>	<p><i>Children develop a sense of being connected with others and their worlds. F • Id • In</i></p> <p><i>Children are intellectually inquisitive. F • T • C</i></p> <p><i>Children develop a range of thinking skills. F • T • C</i></p> <p><i>Children are effective communicators. T • C</i></p>	Design and technology	<p>Children examine, identify and critique processes, products and systems. In • T • C • KC1</p> <p>Children use their imagination to generate ideas and participate in processes of design. F • T • C • KC3 • KC6</p> <p>Children use materials, equipment and processes to design and develop products and systems. In • T • C • KC3 • KC7</p>			
<p>Children accept challenges to wonder and find answers in their natural and socially constructed environments. F • T • C • KC6</p> <p>Children ask questions, wonder, and discover a range of ways to explore and find answers to problems. F • T • KC6</p> <p>Children discover a range of ways to recognise, investigate, manipulate, use, represent and invent phenomena in their natural and constructed environments. In • F • T • C • KC1 • KC2</p> <p>Children begin to develop concern for, and appreciation of, others and their environments. F • In • KC4</p> <p>Children develop and use a wide range of both non-verbal and verbal communication to convey and construct meaning and share in the enjoyment of language. In • C • KC1 • KC2</p>	<p><i>Children develop a sense of physical wellbeing. Id • In</i></p> <p><i>Children develop a range of physical competencies. Id</i></p>		Diversity	<p>Children develop a respect for, and appreciation of, the diverse nature of their communities. In • KC1</p> <p>Children begin to develop an understanding of Aboriginal and Torres Strait Islander peoples as the indigenous inhabitants of Australia. In • KC1</p> <p>Children begin to recognise and question the way society privileges or excludes particular ways of knowing and being. F • In • T • KC1</p> <p>Children learn to take action to bring about change for a just society. F • In • T • KC4</p>		
<p>Children develop and use a wide range of both non-verbal and verbal communication to convey and construct meaning and share in the enjoyment of language. In • C • KC1 • KC2</p>	<p><i>Children develop a sense of physical wellbeing. Id • In</i></p> <p><i>Children develop a range of physical competencies. Id</i></p>	Health and physical development		<p>Children extend their range of physical skills and strengthen their physical vitality. Id</p> <p>Children develop understandings about their physical capabilities through individual and shared activities. Id • In • KC1 • KC4</p> <p>Children begin to develop responsibility for their personal health and safety. Id • In</p>		
<p>Children develop and use a wide range of both non-verbal and verbal communication to convey and construct meaning and share in the enjoyment of language. In • C • KC1 • KC2</p>	<p><i>Children develop a sense of physical wellbeing. Id • In</i></p> <p><i>Children develop a range of physical competencies. Id</i></p>		Understanding our world	<p>Children develop a sense of responsibility for natural and social environments and an understanding that their world is shared. F • In • KC1</p> <p>Children develop confidence through making sense of their world by thinking, acting and working scientifically. Id • In • T • KC6</p> <p>Children develop and use mathematical skills and understandings to investigate their physical and social worlds, both natural and constructed. In • T • KC1 • KC5</p>		

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Early Years (Years R–2)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures

Learners begin to:

- realise that languages and cultures have histories and therefore futures, and that their own learning can impact on those futures
- develop an understanding that their futures are connected to a world of linguistic and cultural diversity.

Identity

Learners begin to:

- understand that who they are is very much determined by the languages they use, and learn to use
- develop an awareness of their own cultural heritage and their role as young learners in shaping that heritage.

Interdependence

Learners begin to:

- move beyond themselves to form positive attitudes towards emotional and functional links with other groups
- contribute to shared goals
- understand some of the bases for interrelations between groups.

Thinking

Learners begin to:

- make explicit form and structure in language and culture
- connect language forms and meanings
- create new meanings using known language forms
- appreciate that language and cultural situations can look and sound different, yet share meaning.

Communication

Learners begin to:

- use spoken, written and gestural forms of the **target language**
- engage increasingly in purposeful tasks using the **target language**
- enhance **target language** meaning by using additional linguistic dimensions such as music, dance and design.

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Early Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standard: 1

KEY IDEAS	<i>(refer p11 for DLO overview)</i>	LISTENING AND SPEAKING	<i>(refer p24 for Primary Years)</i>	OUTCOMES
<p>Listening Children listen and respond to sounds, morphemes, words, phrases, sentences and texts in seeking to recognise meaning. They learn about the language by identifying patterns and connections within and between language systems. In T C KC1 KC2 KC5 relating to Outcome 1.1</p> <p>Speaking Children engage in action-related talk to share meaning. They learn to use the language in the context of everyday experience and routines. C KC1 KC2 relating to Outcome 1.2</p> <p>KEY TO SYMBOLS Essential Learnings: F Futures Id Identity In Interdependence T Thinking C Communication</p>	<p style="text-align: center;">Reception Towards Standard 1</p>	<p style="text-align: center;">Year 1 Towards Standard 1</p>	<p style="text-align: center;">Year 2 Standard 1</p>	<p>1.1 Makes connections between morphemes, words, phrases and sentences, and their meanings in spoken texts. In T C</p> <p>1.2 Uses words, phrases and sentences to identify or name objects, and in social interaction and action-related talk. C KC1 KC2</p> <p>POSSIBLE TOPICS (refer p75)</p>
	<ul style="list-style-type: none"> Listens to requests in the target language and makes a response accompanied by gesture. Listens to greetings and responds in the target language, and greets others in the target language. Listens to and attempts to say the name of the target language. Repeats words to approximate those in the target language. Beats to the syllables of target language words. Listens to and participates in target language songs. Listens to and views stories spoken by target language speakers. *^L 	<ul style="list-style-type: none"> Listens to requests in the target language and makes a response accompanied by gesture. Uses a wider range of familiar greetings in the target language, without support. Says, with support, the name of the target language, with correct pronunciation. Approximates correct pronunciation of words in songs and speech in the target language. Beats and sounds out syllables in target language words. Participates in group singing of target language songs. Listens to and retells parts of target language culture stories in English and in the target language. 	<ul style="list-style-type: none"> Listens to requests in the target language and responds, relying less on gesture. Uses familiar and practised greetings in the target language with confidence. Pronounces, confidently and correctly, the target language name (eg Pitjantjatjara, Ngarrindjeri, Adnyamathanha, Wirangu). *^L Pronounces, accurately and confidently, familiar words when singing and talking in the target language. Beats and identifies the number of syllables in target language words. Selects and leads group singing of familiar songs in the target language. Listens to and retells target language culture stories in English, with increased use of the target language in responses. Listens to and shares meaning from stories in the target language. 	

Listening
Children listen and respond to sounds, morphemes, words, phrases, sentences and texts in seeking to recognise meaning. They learn about the language by identifying patterns and connections within and between language systems.

In T C KC1 KC2 KC5
relating to Outcome 1.1

Speaking
Children engage in action-related talk to share meaning. They learn to use the language in the context of everyday experience and routines.

C KC1 KC2
relating to Outcome 1.2

KEY TO SYMBOLS
continued

Key Competencies:

- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others and in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

Suggested resources:

*^L See target language linguistic items p78, resources p98

G: Game
W: Website

Reception Towards Standard 1

- Listens to and uses words and phrases in the **target language** for needs (eg drink, toilet).
- Listens and responds to directions in games in the **target language**. **G:3**
- Listens to names of body parts in the **target language**, and indicates by pointing to the appropriate part (eg Ngarrindjeri *petji* ‘face’).
- Listens to names of family members in the **target language** and points to pictures of own family (eg Narungga *papi* ‘father’, Wirangu *wiya* ‘mother’, Kaurna *yunga* ‘elder brother’).

ASSESSMENT

Plays a game that requires listening to and speaking **target language** words and phrases.

Criteria

- Demonstrates appropriate listening to the **target language**.
- Participates in the game.
- Approximates correct pronunciation in the **target language**.

Year 1 Towards Standard 1

- Continues to listen and use words and phrases in the **target language** for a wider range of needs.
- Listens and responds to directions in games in the **target language**. **G:1**
- Names, with support, main body parts in the **target language**.
- Talks about and learns in the **target language** (eg own name, family member terms and home). *^L

ASSESSMENT

Says correct body part word in the **target language** in response to a cue (eg another learner points to picture).

Criteria

- Chooses correct **target language** word or phrase.
- Says word or phrase clearly in the **target language**.

Year 2 Standard 1

- Uses familiar words and phrases in the **target language** with confidence for both making requests and undertaking classroom routines (eg handing materials to others).
- Participates in and directs games using words and phrases in the **target language**. **G:3, 5**
- Uses terms in the **target language** for main external and internal body parts.
- Uses family member terms in the **target language** independently (eg father, mother, brother, sister).

ASSESSMENT

Performs a role-play of a family interaction with a partner, using **target language** words for family members.

Criteria

- Pronounces **target language** words accurately.
- Uses appropriate **target language** and cultural protocols for family members.

1.1
Makes connections between morphemes, words, phrases and sentences, and their meanings in spoken texts.

In T C

1.2
Uses words, phrases and sentences to identify or name objects, and in social interaction and action-related talk.
C KC1 KC2

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Early Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standard: 1

KEY IDEAS	<i>(refer p11 for DLO overview)</i>	READING		<i>(refer p26 for Primary Years)</i>	OUTCOMES
		Reception Towards Standard 1	Year 1 Towards Standard 1	Year 2 Standard 1	
<p>Children view, read and interact with multimodal texts to recognise and make meaning. They learn about the language and how sound and meaning are expressed in writing by identifying patterns and connections within and between language systems. In T C KC1 KC5 relating to Outcome 1.3</p>	<ul style="list-style-type: none"> • Joins in with readings of target language texts (eg sentence strips and Big Books). • Reads their own words with pictures in the target language (eg reads to one or two peers). • Demonstrates recognition of written forms of their own name in the target language (eg points, highlights, matches with photograph of themselves). • Recognises written form of the name of the target language (eg discriminates from a group of words). • Begins to develop phonological knowledge of specific target language sounds by playing reading games (eg vowel and consonant sounds in text). G:6 • Predicts the content of a piece of target language text from its title (eg target language stories, Australian Indigenous stories in English). 	<ul style="list-style-type: none"> • Recognises and reads familiar words in written texts in the target language (eg by pointing, circling or highlighting). • Reads in the target language, approximating correct tone and inflection (eg reads text modelled by the target language speaker/teacher). • Matches, with support, target language words to appropriate pictures. • Recognises a number of South Australian Indigenous language names (eg a selection of those being taught in South Australian schools). • Develops phonological knowledge of specific target language sounds by playing games (eg identifies and discriminates vowels and consonant sounds in texts). G:6 • Predicts content of a target language text and explains the reasons in English and in the target language (eg relates reasons to class members, teacher, target language speakers). 	<ul style="list-style-type: none"> • Identifies phrases in the target language. • Reads a short text in the target language (eg reads their own writing, sentence flash cards, captioned illustrations). • Matches known target language words to pictures independently. • Identifies familiar letter groups of the target language in texts (eg Pitjantjatjara <i>tj, ny</i>; Ngarrindjeri <i>ng</i>; Adnyamathanha <i>th</i>; Kaurna <i>kk</i>). • Practises phonological knowledge about the target language (eg plays reading games that use phonological knowledge). G:2 • Predicts meaning from target language picture stories (eg Dreaming story, culture story, video, Australian Indigenous stories, CD-ROM). 	<p>1.3 Makes connections between letters, morphemes, words, phrases and sentences and their meanings in written texts. In T C</p>	

Children view, read and interact with multimodal texts to recognise and make meaning. They learn about the language and how sound and meaning are expressed in writing by identifying patterns and connections within and between language systems.

In T C KC1 KC5
relating to Outcome
1.3

Suggested resources:
*^L See target language linguistic items p78, resources p98
G: Game
W: Website

Reception
Towards Standard 1

ASSESSMENT

- Recognises a written **target language** word, says the word and identifies a specific sound (eg circles 'ng' in Arabana in *punga* 'shade').

Criteria

- Points to **target language** words in texts.
- Identifies other isolated words from written text.
- Approximates correct pronunciation in **target language**.
- Attempts to identify a written **target language** sound.

Year 1
Towards Standard 1

ASSESSMENT

Discriminates between two **target language** words with a similar appearance in written form (eg Yankunytjatjara *tjuta* 'bloodwood', *tjuta* 'many').

Criteria

- Reads aloud both words while approximating correct pronunciations.
- Attempts to identify what is different in the written forms.
- Discriminates between the meaning of the two words.

Year 2
Standard 1

- Identifies words in **target language** text (eg finds words in **target language** dictionaries or word lists for opposites—big/small, hot/cold). *^L

ASSESSMENT

Arranges in temporal sequence, pictures that make up a **target language** cultural story, then matches card caption to the pictures.

Criteria

- Approximates the correct temporal sequence of pictures and captions.
- Matches flash card captions accurately.
- Gives reasons in English for choice.

1.3
Makes connections between letters, morphemes, words, phrases and sentences and their meanings in written texts.
In T C

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Early Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standard: 1

KEY IDEAS	<i>(refer p11 for DLO overview)</i>	WRITING	<i>(refer p27 for Primary Years)</i>	OUTCOMES
<p>Children develop writing skills, moving from tracing or copying to self-constructed writing of key morphemes, words and phrases, to share meaning. T C KC2 relating to Outcome 1.4</p> <p>Suggested resources: *^L See target language linguistic items p78, resources p98 G: Game W: Website</p>	<p>Reception Towards Standard 1</p>	<p>Year 1 Towards Standard 1</p>	<p>Year 2 Standard 1</p>	<p>1.4 Shares meaning by selecting morphemes, words, phrases and sentences to create a text. In T C KC2</p>
	<ul style="list-style-type: none"> Begins to use writing or symbols/scribble to express meaning in the target language. Draws a picture and adds written symbols/scribble for meaning in the target language (eg illustrates a picture related to a sentence). Copies teacher-modelled writing or a scribed text in the target language (eg whiteboard, word processor). Contributes to class written text in the target language (eg suggests sounds and letters, patterns and writing conventions, underlining, vowel length, digraphs). Writes and discriminates meaningful sounds in the target language. Reviews, with support, writing in the target language (eg circle the symbol and say the sound). 	<ul style="list-style-type: none"> Develops in the target language the use of writing and symbols to express meaning (eg illustrates to match the meaning of a target language word). Uses writing in the target language to add meaning or clarification to pictures. Begins to write in the target language short personal texts (eg word, phrase, sentence). Uses knowledge of initial and final sounds in target language words to contribute to shared writing. Listens to, repeats and writes, with support, initial and final sounds of familiar words in the target language (eg Arabana <i>kardayapu</i> ‘head’, Ngarrindjeri <i>turni</i> ‘hand’). *^L Reviews writing in the target language with modelled texts (eg cultural storybooks, flash cards, CD-ROMs). 	<ul style="list-style-type: none"> Copies short written texts in the target language to express meaning (eg illustrates a series of pictures related to a target language written text). Writes labels or captions in the target language for objects or pictures (eg <i>Kid Pix</i>, food packets, found objects). Writes, with support, short familiar texts in the target language (eg ‘I am ...’, ‘This is my head’). Begins to use target language writing conventions (eg writes a short text using underlining, vowel length marks, digraphs). Contributes to shared writing in the target language (eg uses knowledge of sound–symbol relationships; initial, final and middle sounds; syllables; conventions). Writes in the target language some commonly used and familiar words (eg creates a word–picture dictionary, lists words and pictures, checks with a partner). 	

Children develop writing skills, moving from tracing or copying to self-constructed writing of key morphemes, words and phrases, to share meaning.

T C KC2

relating to Outcome
1.4

Reception
Towards Standard 1

Year 1
Towards Standard 1

Year 2
Standard 1

1.4
Shares meaning by selecting morphemes, words, phrases and sentences to create a text.

In T C KC2

ASSESSMENT

Selects, from **target language** modelled writing on flash cards, a text to copy and then illustrates to match the text.

Criteria

- Chooses modelled words or phrases that are known.
- Attempts visual representation of text chosen.

ASSESSMENT

Writes, in the **target language**, a short personal description of three items (eg 'My name is ...', 'My eyes are ...', 'My hair is ...').

Criteria

- Uses appropriate **target language** word order.
- Uses correct description endings.
- Uses correct **target language** word endings.

ASSESSMENT

Writes and illustrates their own book using **target language** words, phrases and sentences (eg an 'About me' book).

Criteria

- Uses **target language** correct word order and grammar.
- Sequences the information correctly.
- Portrays accurately, using graphics, the meaning of the text.

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Early Years

Strand: Understanding language

Possible starting points for planning, programming and assessing

Standard: 1

KEY IDEAS	<i>(refer p11 for DLO overview)</i>		<i>(refer p28 for Primary Years)</i>		OUTCOMES
	Reception Towards Standard 1	Year 1 Towards Standard 1	Year 2 Standard 1		
<p>Children begin to understand that meaningful language learning and use develops through recognising patterns and relationships in the language. They begin to appreciate that languages differ. They begin to understand that European contact has reduced the number and diversity of Australian Indigenous languages. They appreciate that for these languages the application of the spoken form to the written form is a recent development.</p> <p>F Id In T C KC1 KC5 KC6 relating to Outcome 1.5</p> <p>Suggested resources: *^L See target language linguistic items p78, resources p98 G: Game W: Website</p>	<ul style="list-style-type: none"> • Explores the diversity of language backgrounds within the class (eg by contributing to a class chart). • Investigates patterns in the target language such as consonant and vowel sequences. *^L • Joins in discussion in English about the order of words in the target language in phrases (eg ‘big dog’ versus ‘dog big’). • Begins to investigate meanings of words in the target language (eg a range of words in the target language equivalent to English ‘kangaroo’, ‘uncle’, ‘mother’). 	<ul style="list-style-type: none"> • Locates a target language country on a map showing South Australian Indigenous countries. • Explores word-level patterns in the target language (eg allowable word-final sounds, allowable consonant clusters). *^L • Contributes to discussion about Aboriginal English and Aboriginal words in the local community (eg Wirangu <i>minya</i> ‘small’ and <i>mumpiny</i> ‘mouse’ in Ceduna). *^L • Begins to compare the order of words in phrases in the target language with that of English (eg Pitjantjatjara <i>tjitji kutjara</i> ‘children two’, with English ‘two children’). *^L • Investigates and extends vocabulary and meanings of words in the target language where one word has different meanings (eg Antikirinya <i>mama</i> ‘father, father’s brother’). 	<ul style="list-style-type: none"> • Identifies and talks about the location of the target language country on a South Australian map. • Compares differences between the target language and English (eg specific sounds found in the target language). • Recognises that some words in the target language have come from other Australian Indigenous languages (eg Wirangu <i>marlu</i> ‘red kangaroo’ from Kokatha, Adnyamathanha <i>kinthala</i> ‘dingo’ from Diyari). *^L • Begins to understand word order in the target language (eg explores the flexibilities in the target language word order, at phrase and clause level). • Develops an understanding of how and why ranges of meanings of words differ markedly between the target language and English (eg commences a bilingual class book of words and their meanings). 	<p>1.5 Recognises features of the system in the language, and makes comparisons between languages. In T KC1 KC6</p>	

Children begin to understand that meaningful language learning and use develops through recognising patterns and relationships in the language. They begin to appreciate that languages differ. They begin to understand that European contact has reduced the number and diversity of Australian Indigenous languages. They appreciate that for these languages the application of the spoken form to the written form is a recent development.

F Id In T C KC1 KC5 KC6
relating to Outcome
1.5

Suggested resources:
*^L See target language
linguistic items p78, resources
p98
G: Game
W: Website

Reception Towards Standard 1

- Contributes to discussion about how their own name is written in the **target language** (eg use or not of joining vowels, suffixes).

ASSESSMENT

Writes, with support, own name in the **target language**.

Criteria

- Recognises own name in the **target language**.

Year 1 Towards Standard 1

- Begins to understand the **target language** phonological processes involved in rendering borrowed English words (eg change of phonemes, joining vowels, unpacking of consonant clusters—‘bicycle’ becomes *patjikala* in Antikirinya). *^L

ASSESSMENT

Locates the **target language** country on a South Australian Indigenous languages map (refer p77).

Criteria

Locates the **target language** country.

Year 2 Standard 1

- Understands how words shared across several Aboriginal languages may appear different in both written form (eg Pitjantjatjara *mara*, Wirangu *mara* ‘hand’) and sound (eg Adnyamathanha *yarta*, Kurna *yerta* ‘land’). *^L

ASSESSMENT

Orders words in three jumbled **target language** sentences, reads aloud and then illustrates to show meaning.

Criteria

- Achieves appropriate word order according to purpose.
- Reads with correct **target language** pronunciation.
- Demonstrates, through graphics, understanding of the meaning of the sentences.

1.5
Recognises features of the system in the language, and makes comparisons between languages.
In T KC1 KC6

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Early Years

Strand: Understanding culture

Possible starting points for planning, programming and assessing

Standard: 1

KEY IDEAS	<i>(refer p11 for DLO overview)</i>			<i>(refer p29 for Primary Years)</i>	OUTCOMES
<p>Children experience and learn to respect specific cultural practices and values, and relate this to their own learning. They further develop self-awareness, self-worth and a sense of potential, and come to appreciate the diversity of cultures to which people belong.</p> <p>F Id In T KC1 relating to Outcome 1.6</p> <p>Suggested resources: *^L See target language linguistic items p78, resources p98 G: Game W: Website</p>	Reception Towards Standard 1		Year 1 Towards Standard 1	Year 2 Standard 1	<p>1.6 Identifies specific cultural practices and values in communities, and recognises patterns across cultures in relation to own experience. Id In T KC1</p>
	<ul style="list-style-type: none"> Begins to appreciate aspects of the culture to which target language people belong (eg listens to stories or watches videos by people of the target language about themselves and their environment). *^L Begins to identify target language cultural practices (eg visits a local Australian Indigenous cultural centre and views art and craft and artists at work). Views and talks about the target language cultural practices (eg tools, craft, art). Participates in cultural celebrations and significant events (eg NAIDOC Week, Reconciliation Week). W:1 	<ul style="list-style-type: none"> Listens to stories and views videos and websites by target language people, and about them and their environments, and talks about what they see and hear. Identifies target language artefacts (eg visits local cultural centre and sees art and craft artists at work). Recognises and discusses the target language cultural tools, craft and art and their use (eg participates in art and craft activities that use traditional styles and methods). Researches significant Australian Indigenous cultural events (eg national celebrations and significant events such as NAIDOC Week, Reconciliation Week, Aboriginal Cultural Awareness Week). W:1 	<ul style="list-style-type: none"> Discusses what is the same and different with respect to the target language culture and country and another culture and country (eg views a series of photos, films and videos of individuals and groups from another culture). *^L Understands a target language cultural aspect (eg engages with target language people at a local cultural centre to gain information about traditional foods, medicine, stories, modern music, dance forms and art). Recognises target language cultural tools and their functions and matches them with those of their own culture (eg art implements, basket weaving implements, musical instruments). Researches a target language cultural event and presents a piece of work related to the event (eg NAIDOC Week, Aboriginal Cultural Awareness Week, Croc Fest) and presents information using <i>Kid Pix</i>, a poster or written text. W:1 		

Children experience and learn to respect specific cultural practices and values, and relate this to their own learning. They further develop self-awareness, self-worth and a sense of potential, and come to appreciate the diversity of cultures to which people belong.

F Id In T KC1

relating to Outcome 1.6

Reception Towards Standard 1

- Contributes to discussion about Indigenous people and their contribution to Australian society (eg sport, media, local community, literature, science).

ASSESSMENT

Listens to and illustrates a key aspect of a **target language** cultural story and writes, with support, a caption in the **target language** to match the illustration and reads it to a **target language** speaker.

Criteria

- Demonstrates cultural understanding of a **target language** cultural story.

Year 1 Towards Standard 1

- Finds and presents information about the contribution of Indigenous people to Australia (eg sport, media, local community, literature, science).

ASSESSMENT

Illustrates a bird or animal from the **target language** country, and with support, writes three sentences in the **target language** describing the bird or animal and contributes the text and illustration to a class banner for a significant Australian Indigenous cultural event.

Criteria

- Recognises that the **target language** country has a particular set of creatures.
 - Writes sentences accurately, in the **target language**, with support.
- Contributes to a whole class project.

Year 2 Standard 1

- Identifies prominent Indigenous people in Australian society—local or wider community—and researches and presents information about writers, actors, TV personalities, politicians and police officers.

ASSESSMENT

Collects images of traditional foods from the **target language** country, labels them in the **target language** and then compares these foods with the diet of contemporary **target language** people and contributes this information to a class chart.

Criteria

- Identifies **target language** traditional foods.
- Records and spells them correctly in the **target language**.
- Approximates pronunciation of **target language** food labels.
- Demonstrates that cultural practices change over time.

1.6

Identifies specific cultural practices and values in communities, and recognises patterns across cultures in relation to own experience.

Id In T KC1

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Primary Years (Years 3 and 4)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures

Learners:

- develop the capacity to use language in the creation of imagined and possible events
- become familiar with the role of language in the passing of cultural knowledge from present to future generations.

Identity

Learners:

- engage with others during language learning, contributing to personal and group identities
- consider similarities and differences between their own language and culture and the **target language** and culture.

Interdependence

Learners:

- recognise that language is an element of interpersonal and intergroup relationships
- contribute their home languages to a growing community of language learners in the classroom.

Thinking

Learners:

- recognise pattern and structure in the **target language**
- reflect on the connection between modified language structures and modified meanings
- exercise choice over structure and content when using the **target language**.

Communication

Learners:

- draw upon a variety of language resources to develop competencies in communicating
- begin to experience genuine communication with a variety of people
- continue to model their own uses of language on the usage of language custodians.

KEY IDEAS	<i>(refer p13 for Early Years)</i>	LISTENING AND SPEAKING	<i>(refer p31 for Years 5–6)</i>	OUTCOMES
<p>Listening Students listen to, and interact with, others to make meaning and learn about the target language. They research, collect, analyse and organise information and share findings with others. T C KC1 KC2 relating to Outcome 2.1</p> <p>Speaking Students engage in interactions in familiar settings to exchange meaning and to explore different purposes of communication. Id C KC2 relating to Outcome 2.2</p> <p>KEY TO SYMBOLS Essential Learnings: F Futures Id Identity In Interdependence T Thinking C Communication</p>	<p>Year 3 Towards Standard 2</p>	<p>←————→</p>	<p>Year 4 Standard 2</p>	<p>2.1 Recognises meaning in morphemes, words, phrases and sentences and responds in routine classroom activities and social exchanges. In T C KC2</p> <p>2.2 Responds to interactions and experiments with language to make meaning with others. Id C</p> <p>POSSIBLE TOPICS (refer p75)</p>
	<ul style="list-style-type: none"> • Listens and responds to requests, accompanied by matching gesture and using the target language (eg using mainly gestures for requests—close the door, pass out books, tidy up your table). • Listens and identifies key words and phrases in oral texts in the target language (eg shows understanding of who or what the story is about and where the story happens). • Records, in written form, spoken words and phrases in the target language (eg uses a word processor, <i>Kid Pix</i>, <i>PowerPoint</i>). • Beats and counts the number of syllables in target language words (eg uses clap sticks, hands). • Participates in and directs games using words and phrases in the target language. G:3, 4, 5 • Recognises unfamiliar greetings in the target language and responds to these in a practised manner (eg familiar question: ‘Is everyone well?’, unfamiliar question: ‘Are you all well?’, practised response: ‘Yes, we are well’). • Pronounces, accurately and confidently, familiar and practised words and phrases in the target language (eg practises with a partner). • Uses rehearsed words and phrases from the target language to present to others (eg participates in role-plays). • Uses rehearsed phrases and sentences from the target language to request needs (eg pen, toilet, lunch, food items). 	<ul style="list-style-type: none"> • Listens and responds to requests using the target language only (eg in a small group role-play). • Identifies key words in the target language in oral texts (eg listens to audio recordings, target language speaker or teacher). • Listens to target language texts and retells parts of the story in the target language, using short phrases or sentences (eg listening circle, takes turns in a small group to retell part of the story). • Records and listens to words, phrases and sentences in the target language (eg makes a video with a partner and retells a story). • Beats and counts the number of syllables in target language words and phrases (eg from a word list, says, beats out and counts syllables). • Models, commands and responds in the target language in a wide variety of games. G:3, 4, 5 • Identifies and uses a variety of greetings and responses in the target language (eg arriving, departing, in the morning, in the afternoon). *1 • Composes new verses in the target language to known songs (eg rhymes, repetitive texts) and sings them. • Uses rehearsed words, phrases and sentences from the target language to present to others (eg participates in role-plays). • Begins to use unrehearsed phrases and sentences from the target language to request needs (eg ‘I need ...’, ‘I want ...’). 		

Listening
Students listen to, and interact with, others to make meaning and learn about the target language. They research, collect, analyse and organise information and share findings with others.

T C KC1 KC2
relating to Outcome 2.1

Speaking
Students engage in interactions in familiar settings to exchange meaning and to explore different purposes of communication.

Id C KC2
relating to Outcome 2.2

KEY TO SYMBOLS
continued

Key Competencies:

- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others and in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

Suggested resources:

*^L See target language linguistic items p78, resources p98

G: Game
W: Website

- Asks and answers simple questions in the **target language** (eg ‘Do you like ...?’, ‘What is your name?’). **G:10**
- Begins to share information about familiar topics using the **target language** (eg features of known creatures, personal details).

ASSESSMENT

Prepares a role-play with a partner, initiating and responding to greetings in the **target language**, and asking and responding to 2–3 requests for personal needs.

Criteria

- Approximates correct pronunciation in the **target language**.
- Uses correct **target language** cultural protocols.

Uses appropriate **target language** greetings.

- Surveys classmates using the **target language** and records the data in categories such as likes and dislikes and family members.
- Shares information about familiar topics in the **target language** (eg presents a short oral text).

ASSESSMENT

Prepares a dialogue in a small group, in the **target language**, for a role-play about a familiar topic or cultural story, including a **target language** song, and performs it to others.

Criteria

- Uses correct **target language** pronunciation.
- Demonstrates logical sequence of action.
- Demonstrates accurate musical beat and rhythm.

2.1
Recognises meaning in morphemes, words, phrases and sentences and responds in routine classroom activities and social exchanges.
In T C KC2

2.2
Responds to interactions and experiments with language to make meaning with others.
Id C

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Primary Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standard: 2

KEY IDEAS	<i>(refer p15 for Early Years)</i>	READING	<i>(refer p33 for Years 5–6)</i>	OUTCOMES
<p>Students view, read and interact with texts to interpret meaning in familiar contexts. They make connections between concepts across Learning Areas as they research, collect, explore and organise information, and share findings with others. T C KC1 KC2 relating to Outcome 2.3</p>	<p>Year 3 Towards Standard 2</p>	<p>←————→</p>	<p>Year 4 Standard 2</p>	<p>2.3 Identifies key information and ideas, and anticipates meaning of new morphemes, words, phrases and sentences in texts. T C KC1</p>
	<ul style="list-style-type: none"> • Reads short texts in the target language (eg reads simple, repetitive text patterns and identifies key words and phrases). • Reads flash cards of words in the target language and places them in an appropriate order (eg sequences flash cards with key words from a target language cultural story). • Begins to identify key words in written texts in the target language as an aid to understanding. • Selects captions in the target language to match pictures (eg a family picture matched with speech bubbles introducing each family member). • Participates in reading games in the target language. G:1, 9, 13, 16, 17 • Observes target language formal signing and expresses the meaning (eg views a video, CD-ROM or role-play and records the meaning in writing and reads to a peer). <p>ASSESSMENT Reads a short target language text to a target language speaker, explains the meaning in English and then reads the text to a small group of peers.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Demonstrates increasing fluency. - Reads, approximating target language pronunciation. - Identifies the meaning of key words and phrases. 	<ul style="list-style-type: none"> • Reads sentence strips in the target language (eg places sentence strips in an appropriate sequence from a target language cultural story). • Predicts, with graphic support, the meaning of unknown words in the target language (eg illustrated story, video, short illustrated non-fiction text). • Reads texts in the target language and checks predictions of meanings (eg in a bilingual dictionary, word list, class-made dictionary). • Selects captions in the target language to match a set of sequenced illustrations (eg storyboards, cartoon speech bubbles). • Participates in reading games in the target language. G:1, 9, 13, 16, 17 • Observes and ‘reads’ formal, non-verbal signings and shares understanding (eg poster, contributes to a class book). <p>ASSESSMENT Rearranges familiar target language jumbled sentences, from a target language cultural story, in correct sequence and reads to a peer.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Demonstrates recognition of target language sentences. - Reads short texts fluently in the target language. - Uses appropriate inflection. - Reads with correct pronunciation in the target language. 		

KEY IDEAS	<i>(refer p17 for Early Years)</i>	WRITING	<i>(refer p35 for Years 5–6)</i>	OUTCOMES
<p>Students begin to write their own texts independently to communicate ideas and explore different forms of written communication, including the use of a range of multimedia. T C KC2 KC7 relating to Outcome 2.4</p> <p>Suggested resources: *L See target language linguistic items p78, resources p98 G: Game W: Website</p>	<p>Year 3 Towards Standard 2</p>	<p>←————→</p>	<p>Year 4 Standard 2</p>	<p>2.4 Writes morphemes, words, phrases and sentences in creating meaningful texts, to share ideas and information. T C KC2</p>
	<p>ASSESSMENT Translates and writes, in the target language a given modelled text, with graphics, and contributes them to a class book.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Demonstrates meaning. - Uses appropriate word order in the target language. - Accesses a target language dictionary or word list. 	<ul style="list-style-type: none"> • Continues to write using target language conventions of the target language where these exist (eg Pitjantjatjara, Antikirinya, Yankunytjatjara—underlined letters; Ngarrindjeri—colons). *L • Varies the meaning of target language sentences by substituting new words in the target language (eg ‘I go to the ...’, ‘I like ...’). • Uses knowledge of initial, final and middle sounds and of syllables, to write short texts in the target language (eg contributes to making a class memory card game with pictures on one set and words on the other). • Writes the meaning of target language signing and gesture (eg selects from a group of pictures or peer demonstrations) and writes the meaning in English. • Identifies and writes appropriate words in the target language to complete a given model text (eg selects appropriate words from a given word list to complete a model text that describes a picture of a bird). <p>ASSESSMENT Writes, in the target language, information gathered from surveying class members (eg surveys and records personal information in the target language such as name, family members, hobbies, likes and dislikes).</p> <p>Criteria</p> <ul style="list-style-type: none"> - Uses appropriate word order. - Sequences sentences appropriately in the target language. - Accesses a target language dictionary and word lists. 	<ul style="list-style-type: none"> • Uses written target language independently, supported by a picture dictionary and word lists (eg writes names of animals, plants, birds, people). *L • Writes short texts in the target language, independently, using a range of media (eg <i>PowerPoint</i>, handwriting, word processing). • Spells most words accurately in the target language in short written texts (eg writes a short text using known vocabulary). • Practises signing and gesture in the target language (eg role-plays in pairs). • Records, in the target language, information gathered from surveying class members (eg surveys and records personal information in the target language such as name, family members, hobbies, likes and dislikes). 	

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Primary Years

Strand: Understanding language

Possible starting points for planning, programming and assessing

Standard: 2

KEY IDEAS	<i>(refer p19 for Early Years)</i>	<i>(refer p37 for Years 5–6)</i>	OUTCOMES
<p>Students learn to identify increasingly complex patterns within the language, and appreciate that their developing understandings can be applied across languages. They understand that language is used for making and exchanging meaning and for learning; and that it is the medium through which culturally embedded ways of acting, believing, valuing and thinking develop and are passed between generations.</p> <p>F T C KC5 relating to Outcome 2.5</p> <p>Suggested resources: *^L See target language linguistic items p78, resources p98 G: Game W: Website</p>	<p>Year 3 Towards Standard 2</p>	<p>Year 4 Standard 2</p>	<p>2.5 Identifies patterns in language and observes how meaning is constructed within different languages, and begins to reflect on language. In T C KC1 KC5</p>
	<p>←————→</p> <ul style="list-style-type: none"> • Discusses use of the target language for particular purposes (eg use of gesture, non-verbal language and greetings). • Makes observations about and compares sounds in the target language with English (eg identifies and circles sounds and blends that occur only in the target language). • Discusses the conventions of the target language in writing (eg punctuation and suffixes) and in speech (eg intonation, syllable stress in words). *^L • Explores how the target language culture and other Australian Indigenous cultures use language in a variety of forms to pass on important aspects of culture from one generation to the next (eg Dreaming stories using oral language, ceremonies and celebrations through signing and gesture). <p>ASSESSMENT Creates and names a new language complete with words and gestures to communicate, and performs role-plays (in small groups) of a story using the created language words and signing.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Recognises that language is used to exchange meaning. - Recognises that language is a way that culture is expressed and passed on. 	<ul style="list-style-type: none"> • Discusses the use of the target language in defining relationships in the target language culture (eg nuclear families, extended families, kinship). • Compares origins of both the English and target language names for geographical features in the target language country (eg explores target language names of geographical features and their association to stories about formation of the feature, then compares to equivalent English names). *^L • Begins to develop an understanding of particular sound systems in the target language (eg as Pitjantjatjara—no <i>s, f, b</i>; Kaurna—no <i>ng</i> at the end of a word; Adnyamathanha—no <i>e, o</i>). *^L • Researches and identifies where Australian Indigenous languages are spoken (eg through researching fiction and non-fiction texts, CD-ROMs and videos, and identifying on a collective class map of Australia—compares findings with the Horton map, <i>Aboriginal Australia</i>). <p>ASSESSMENT Researches, records and locates South Australian Indigenous place names on a map of South Australia, writes in English why these place names were chosen and records the information and adds to a class glossary of South Australian Indigenous place names.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Demonstrates ability to research specific information. - Locates and accurately records information on a map. - Explains reasons for Indigenous place names. 	

KEY IDEAS	<i>(refer p21 for Early Years)</i>	<i>(refer p38 for Years 5–6)</i>	OUTCOMES
<p>Students recognise and reflect on connections between cultural values and practices and language use. They recognise how, in different cultures, relationships between individuals, families and communities contribute to forming identity.</p> <p>Id In KC1 relating to Outcome 2.6</p> <p>Suggested resources: *^L See target language linguistic items p78, resources p98 G: Game W: Website</p>	<p>Year 3 Towards Standard 2</p>	<p>Year 4 Standard 2</p>	<p>2.6 Identifies how cultural values are expressed, and demonstrates awareness of diversity in cultural practices and values. F Id In</p>
	<p>←————→</p> <ul style="list-style-type: none"> • Explores the diversity of language backgrounds of class members (eg locates the language background of members of the class on appropriate maps and compares with the target language location). • Researches, discusses and records aspects of cultural values and practices of a contemporary Australian Indigenous community (eg Raukkan, Camp Coorong, Yalata). • Identifies cultural values and practices within target language culture texts (eg through class discussion in English of texts of songs written in the target language about people, sites and Dreaming ancestors). • Recognises the importance of family relationships in a contemporary Australian Indigenous community (eg discusses family ideas and involvement in a local Indigenous community). <p>ASSESSMENT Locates on a blank map of Australia the target language country and two other Indigenous language countries, and records information accurately.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Locates Indigenous language countries accurately on a blank map. - Records accurately the names of three Indigenous languages. 	<ul style="list-style-type: none"> • Reflects on the importance of Australian Indigenous language awareness for all Australians to promote effective interaction and cultural understanding (eg discusses as a class ways to develop such awareness in order to achieve these goals—leaflets, posters, video, <i>PowerPoint</i>). • Recognises and shares information about aspects of the target language cultural values, practices and human experiences that are shared across cultures (eg community identity, belief systems). *^L • Considers how and why target language cultural identities are formed (eg discusses the names of geographical features and their association to stories about the formation of the feature in the target language culture). *^L • Identifies local Australian Indigenous organisations and their roles in the community (eg sporting clubs, health centres, legal aid). <p>ASSESSMENT Identifies three local Indigenous organisations, and presents an explanation of their roles (eg in a speech, <i>PowerPoint</i> presentation, poster, film, essay).</p> <p>Criteria</p> <ul style="list-style-type: none"> - Explain each Indigenous organisation’s role clearly in English. - Presents information appropriate to audience. - Delivers oral presentation with attention to clarity, volume, pace and tone. 	

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Primary Years (Year 5) and Middle Years (Year 6)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures

Learners:

- appreciate that their efforts as language learners may impact on the futures of Australian Indigenous languages
- consider how multilingualism may shape their own and their community's futures.
- appreciate that language learning may build links beyond the immediate here and now.

Identity

Learners:

- establish themselves as individuals and as members of groups, using a variety of means, including through use of and identification with language
- participate in exchanges of ideas and opinions within school and family.

Interdependence

Learners:

- develop cooperative strategies to achieve learning goals
- become aware of the interrelatedness of the various forms of language use

Thinking

Learners:

- interact with language at increasing levels of complexity
- make explicit language features relevant to their learning
- become aware of an increasing range of texts and their functions.

Communication

Learners:

- use an increasing range of texts in the **target language**
- convey an increasing range of subject matter using the **target language**
- experiment with new forms and content suggested by the **target language**.

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Primary–Middle Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standard: 3

KEY IDEAS	<i>(refer p24 for Year 4)</i>	LISTENING AND SPEAKING	<i>(refer p41 for Year 7)</i>	OUTCOMES
<p>Listening Students listen and respond to spoken texts of increasing complexity and interpret meaning. They link ideas within and beyond the texts. In T KC2 KC6 relating to Outcome 3.1</p> <p>Speaking Students speak to share information, viewpoints and ideas about aspects of personal and group identity, and other topics. Id In T C KC2 KC4 relating to Outcome 3.2</p> <p>KEY TO SYMBOLS Essential Learnings: F Futures Id Identity In Interdependence T Thinking C Communication</p>	<p>Year 5 Towards Standard 3</p>	<p>←————→</p>	<p>Year 6 Standard 3</p>	<p>3.1 Identifies factual information in texts to collaborate in activities and share meaning with others. In T C KC1</p> <p>3.2 Speaks to build relationships and convey information, and to express own ideas in social interactions. In C KC1 KC4</p> <p>POSSIBLE TOPICS (refer p75)</p>
	<ul style="list-style-type: none"> • Listens and responds in the target language to vocabulary specific to the unit of work (eg through a range of games and activities). G:19 • Practises listening and responding using new vocabulary in the target language (eg role-plays, asking and responding to questions). • Prepares, with support, and tells a short story of 3–4 sentences in the target language (eg recounts traditional narrative, own experience). • Listens and responds, in the target language, to instructions of increasing complexity (eg classroom routines, body actions). G:4, 5, 19 • Listens to target language texts (eg video, CD-ROM, cassette, teacher reading) and answers questions in the target language using short phrases or single words. • Uses a variety of responses to a variety of greetings with confidence (eg role-plays extended interactions—‘Have you just arrived?’, ‘Yes, this morning’). • Uses the target language with confidence to make requests (eg new pencil, fresh sheet of paper, drinks, toilet). • Engages in discussions in the target language about familiar topics (eg sport, family, food, hobbies). 	<ul style="list-style-type: none"> • Contributes to a class discussion about the vocabulary needed for a unit of work (eg nouns and verbs). • Practises listening and responding in selected vocabulary in the target language (eg participates in role-plays prepared by themselves and others). • Prepares, independently, and tells a short story of 3–4 sentences in the target language (eg everyday narrative; summary of a video, song, CD or DVD). • Gives sentence-length instructions in the target language (eg directing blindfolded learners from one spot to another, making an audio record of ‘how to’ instructions). • Listens to target language texts (eg videos, CDs, teacher talks about the target language country) and answers questions in the target language, using sentences. • Asks and answers, in the target language, a variety of questions in conversation (eg with a partner, role-plays a telephone conversation; uses e-mail). • Uses the target language to establish needs of others (eg in pairs, interviews and records a partner in the target language, then presents to an adult target language speaker). • Engages confidently in discussions in the target language about familiar topics (eg target language country bush animals, artefacts, graphic art). 		

Year 5
Towards Standard 3

Listening

Students listen and respond to spoken texts of increasing complexity and interpret meaning. They link ideas within and beyond the texts.

In T KC2 KC6

relating to Outcome 3.1

Speaking

Students speak to share information, viewpoints and ideas about aspects of personal and group identity, and other topics.

Id In T C KC2 KC4

relating to Outcome 3.2

KEY TO SYMBOLS
continued

Key Competencies:

KC1 collecting, analysing and organising information

KC2 communicating ideas and information

KC3 planning and organising activities

KC4 working with others and in teams

KC5 using mathematical ideas and techniques

KC6 solving problems

KC7 using technology

ASSESSMENT

Role-plays a mobile phone conversation in the **target language** with a partner, answering and responding to questions about a sports or social event and records the conversation using speech bubbles and graphics.

Criteria

- Uses appropriate greetings in the **target language**.
- Uses accurate pronunciation in the **target language**.
- Follows a logical sequence of questions and answers.
- Identifies and uses key words and phrases in the **target language**.
- Uses appropriate graphics to match the text.

Year 6
Standard 3

- Listens to a **target language** culture story and presents it in the **target language** (eg works in a small group and participates in the presentation of puppet plays for younger students).

ASSESSMENT

Prepares, in a small group, a video presentation in the **target language**, about a specific location in the **target language** country.

Criteria

- Uses accurate pronunciation in the **target language**.
- Uses, accurately, the name and location of the **target language** country.
- Presents accurate information about the specific location.
- Follows a logical sequence in the video presentation.

3.1

Identifies factual information in texts to collaborate in activities and share meaning with others.

In T C KC1

3.2

Speaks to build relationships and convey information, and to express own ideas in social interactions.

In C KC1 KC4


Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Primary–Middle Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standard: 3

KEY IDEAS	<i>(refer p26 for Year 4)</i>	READING	<i>(refer p43 for Year 7)</i>	OUTCOMES
<p>Students read and respond to texts of increasing complexity to make meaning and link ideas within and beyond the texts. T C KC1 KC2 KC6 relating to Outcome 3.3</p> <p>Suggested resources: *^L See target language linguistic items p78, resources p98 G: Game W: Website</p>	<p>Year 5 Towards Standard 3</p>	<p>READING</p>	<p>Year 6 Standard 3</p>	<p>3.3 Identifies specific information in texts. T KC1</p>
	<ul style="list-style-type: none"> • Uses a dictionary or bilingual word lists to find meaning of target language words in texts (eg Big Book, class book). *^L • Views and interprets some signing and gesture in the target language (eg works with a partner and takes turns using signing and gesture). • Reads texts aloud showing a developing knowledge of sound–symbol relationships in the target language (eg reads to a target language speaker, makes an oral recording). • Reads words in target language texts and identifies known words or parts of words (eg Antikirinya, Pitjantjatjara, Yankunytjatjara <i>malu</i> or <i>malungku</i> ‘red kangaroo’). • Identifies, with support, the purpose of written texts in the target language (eg letters, stories, sets of instructions). • Completes cloze exercises in the target language (eg reads to a target language speaker). • Participates in reading games in the target language. G:9, 13, 17 		<ul style="list-style-type: none"> • Shares an understanding of some signing and gesture in the target language (eg role-plays with a partner and responds to signing and gesture). • Reads texts aloud in the target language demonstrating knowledge of sound–symbol relationships. • Reads, with support, words in texts in the target language and identifies known words or parts of words (eg refers to dictionary or teaching team for unknown words). • Identifies the purpose of a written text in the target language and discusses in English (eg examines short texts such as a story, report, recount). • Completes cloze exercises in the target language (eg completes the missing words in a short text). • Participates in reading games in the target language. G:11, 16 • Reads a book in the target language and completes a reading contract about the book, using a resource to provide support. *^L 	

Students read and respond to texts of increasing complexity to make meaning and link ideas within and beyond the texts.

T C KC1 KC2 KC6

relating to Outcome
3.3

Year 5
Towards Standard 3

ASSESSMENT

Reads in small groups and memorises a **target language** song from a written **target language** text, and performs the song, with actions, for the class.

Criteria

- Approximates accurate **target language** pronunciation.
- Uses correct words and rhythm.
- Uses action to match meaning of the song lyrics.

Year 6
Standard 3

ASSESSMENT

Reads a **target language** text in a small group, selects a **target language** written text of a cultural story, reads the text, reproduces the story in an illustrated bilingual Big Book, and reads the Big Book to younger students.

Criteria

- Matches the English text accurately with the **target language**.
- Uses illustrations accurately to match the **target language** and English text.
- Demonstrates accurate pronunciation of the **target language** and English.
- Reads fluently, with appropriate tone and inflection.

3.3

Identifies specific information in texts.

T KC1

KEY IDEAS	<i>(refer p27 for Year 4)</i>	WRITING	<i>(refer p45 for Year 7)</i>	OUTCOMES
<p>Students write their own texts to share information, viewpoints and ideas about aspects of personal and group identity, and other topics. Id T C KC1 KC2 relating to Outcome 3.4</p> <p>Suggested resources: *^L See target language linguistic items p78, resources p98 G: Game W: Website</p>	<p>Year 5 Towards Standard 3</p>	<p>←————→</p>	<p>Year 6 Standard 3</p>	<p>3.4 Writes phrases and sentences to convey messages, information and ideas. Id T C KC2</p>
	<ul style="list-style-type: none"> Records key words and phrases in the target language from a short target language written text (eg reads a description of an animal from the target language country and records physical appearance, features). Uses some target language signing and gesture and records meaning in English or the target language (eg in a small group, role-plays exchanges and responses to signing and gesture and records the meaning). Writes using simple connectives in the target language such as ‘and’ and ‘then’. Uses available resources to write new vocabulary and extend text in the target language (eg dictionaries, word lists). *^L Writes independently in the target language a written text to share (eg a class book or <i>PowerPoint</i> presentation). Completes writing and spelling contracts using target language words. Continues to develop structures and conventions of target language written texts. *^L 	<ul style="list-style-type: none"> Creates and writes word lists with meanings in the target language of a selected topic related to the target language culture. Records, independently in the target language, signing and gesture and their meanings. Continues to write using connectives in the target language (eg ‘after that’, ‘for the purpose of’). Uses available resources to write new vocabulary in the target language and extend texts (eg dictionaries, word lists, displayed classroom models). *^L Constructs texts in the target language and shares information (eg uses interactive software and word processing to create their own book, poster, graph). Completes writing, spelling and reading contracts in the target language. Writes target language words into bilingual dictionaries (eg imports target language words into word processors, to develop bilingual dictionaries). Prepares scripts in the target language (eg for role-plays, puppet plays). 		

Students write their own texts to share information, viewpoints and ideas about aspects of personal and group identity, and other topics.

Id T C KC1 KC2
relating to Outcome 3.4

Year 5
Towards Standard 3

ASSESSMENT

Writes an e-mail in the **target language** to a class member, relating information about themselves (eg likes, dislikes, what they did at the weekend, what they like to wear).

Criteria

- Uses appropriate word order in the **target language**.
- Writes in the **target language** and uses connecting words.
- Applies knowledge of e-mail genre, using the **target language**.

Year 6
Standard 3

ASSESSMENT

Writes a script for a role-play or puppet play in the **target language** and presents it to an audience.

Criteria

- Selects a relevant topic for the audience.
- Writes with logical sequence of ideas in the **target language**.
- Writes with appropriate sentence structure and spelling, in the **target language**.
- Uses spoken **target language**, appropriate for the situation—considers tone, volume and pace.
- Demonstrates cooperative work between participants.

3.4
Writes phrases and sentences to convey messages, information and ideas.

Id T C KC2

KEY IDEAS	<i>(refer p28 for Year 4)</i>	<i>(refer p46 for Year 7)</i>	OUTCOMES
<p>Students identify patterns of structure and meaning, and create models of language from these. In T C KC1 KC4 KC6 relating to Outcome 3.5</p> <p>Suggested resources: *L See target language linguistic items p78, resources p98 G: Game W: Website</p>	<p>Year 5 Towards Standard 3</p>	<p>Year 6 Standard 3</p>	<p>3.5 Reflects on how language is used to condense, extend, elaborate or otherwise modify texts, and compares how meanings are expressed in different languages. In T C KC1 KC2</p>
	<p>• Discusses that the target language does not translate directly into English (eg ‘Woman [ergative] water pours’ versus ‘The woman pours the water’).</p> <p>• Discusses patterns and basic rules of sentence construction in their own speech and writing (eg Standard Australian English, Aboriginal English).</p> <p>• Makes up words in the target language using a syllable chart and checks for validity of words using a dictionary or word list. *L</p> <p>• Discusses the use of the target language as a part of contemporary formal ceremonies in the target language country (eg the use of Kurna language at Adelaide festivals and conferences).</p> <p>• Discusses the use of specific words in the target language to connect clauses (eg Pitjantjatjara <i>ka, munu</i>, or their absence in, for example, Arabana).</p> <p>ASSESSMENT Writes a short text of 4–5 sentences in the target language, translates the same text into English, and identifies differences in patterns and basic rules of sentence structure.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Uses appropriate word order in the target language and English. - Writes sentences in a logical sequence. - Identifies target language and English patterns and basic rules accurately and compares. 	<p>• Compares English and the target language in patterns and underlying rules of sentence construction, in speech and writing.</p> <p>• Identifies target language words amongst a word group and checks validity with a dictionary or word list. *L</p> <p>• Discusses in class group, words adopted by target language from other languages.</p> <p>• Begins to develop an understanding that all healthy languages offer the speakers the capacity to communicate about the full range of human experience, emotion and endeavour (eg reflects on emotive target language words in a target language culture story and a similar story in the English language). (Languages being revived may not yet have a full complement of words.)</p> <p>• Discusses how or whether connectives are used in the target language.</p> <p>ASSESSMENT Writes in the target language a short text of 3–4 sentences using connectives, if appropriate, and highlights the connectives and reads them to a target language speaker.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Uses appropriate word order in the target language. - Uses connectives or connecting processes in writing in the target language. - Highlights connectives accurately, when reading. 	

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Primary–Middle Years

Strand: Understanding culture

Possible starting points for planning, programming and assessing

Standard: 3

KEY IDEAS	<i>(refer p29 for Year 4)</i>	<i>(refer p47 for Year 7)</i>	OUTCOMES
<p>Students appreciate and demonstrate respect for the values and practices of diverse groups; at the same time they understand that Australian Indigenous social and cultural values and practices remain threatened. They recognise connections between identity and cultural values, and the expression of these in language. They understand the importance of efforts to maintain and revive culture and language in past, present and future contexts.</p> <p>F Id In KC1 KC2 KC4 relating to Outcome 3.6</p>	<p>Year 5 Towards Standard 3</p>	<p>Year 6 Standard 3</p>	<p>3.6 Reflects on cultural practices and compares how these are expressed across cultures. F Id In T KC1</p>
	<ul style="list-style-type: none"> • Recognises the roles of Indigenous people in the community in both paid employment and voluntary work, and visits workplaces or invites Indigenous people to school to discuss their work. • Begins to explore the historical events that threatened the survival of the target language and culture. • Reads historical texts to develop awareness of Australian Indigenous languages, their destruction, maintenance and revival (eg European contact, stolen generation biographies, particular texts relating to South Australian Indigenous cultures). • Researches the cultural practices of another country (not in Australia), exploring people’s customs, lifestyles, foods and housing. • Compares the cultural aspects of the researched country with the target language country. • Presents research to demonstrate comparisons with the researched country (eg a <i>PowerPoint</i> presentation, poster, graph). 	<ul style="list-style-type: none"> • Contributes in a class group, records and discusses the contributions made by Australian Indigenous people to the local community (eg TV programs, radio programs, wall murals, classroom support). • Identifies and discusses effects of historical events and processes that contributed to the loss of the target language (eg place names on maps, mission schools and the use of English, 1923 Act of Parliament—Australian Indigenous children can be removed from their families). • Researches the features of South Australian Indigenous languages being taught in schools across South Australia, locating these on a map showing the names and borders of South Australian Indigenous countries. 	

Students appreciate and demonstrate respect for the values and practices of diverse groups; at the same time they understand that Australian Indigenous social and cultural values and practices remain threatened. They recognise connections between identity and cultural values, and the expression of these in language. They understand the importance of efforts to maintain and revive culture and language in past, present and future contexts.

F Id In KC1 KC2 KC4
relating to Outcome
3.6

ASSESSMENT

Surveys the employment of Australian Indigenous people in the local community (eg schools, banks, local shops, restaurants, government agencies) and in English presents the results to students in another class.

Criteria

- Presents results applicable to the audience—uses charts and graphs.
- Presents orally using voice appropriately—considers pace, volume and intonation.
- Maintains the interest of the audience.
- Undertakes survey in a socially appropriate fashion.

ASSESSMENT

Prepares a presentation using graphics and text—*PowerPoint*, book, poster—of a comparison of the **target language** culture with a non-Australian Indigenous culture (eg European) including some **target language** aspects such as flag, geographical features, art, housing and food.

Criteria

- Uses **target language** words accurately.
- Uses a dictionary to check spelling of **target language** words.
- Matches graphics with the written text.
- Matches cultural aspects so that comparisons are clear.
- Presents information in a well-balanced and well-produced format.

3.6

Reflects on cultural practices and compares how these are expressed across cultures.

F Id In T KC1

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Middle Years (Years 7 and 8)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures

Learners:

- display awareness of the diversity of attitudes towards languages and the effect these attitudes can have on the future of languages and speech communities
- explore emerging genres, styles and uses for Indigenous languages
- develop an understanding of the role of language programs in maintaining and developing Indigenous languages.

Identity

Learners:

- use their developing capabilities in the **target language** to reflect on the growth of their own identity
- recognise that culture and language are tightly linked and strongly influence the development of personal and group identity.

Interdependence

Learners:

- deepen their understanding of their own and others' worlds as being mediated by languages
- support each other in language learning strategies.

Thinking

Learners:

- contribute to discussions on the nature and use of language
- explore local community and individual attitudes towards language and compare these with their own
- reflect on, and attempt to make explicit, their own understanding of language structure and use.

Communication

Learners:

- use a variety of communicative strategies and technologies to gather, sort and present information
- develop their abilities to initiate and sustain interpersonal interaction based on the **target language**
- appreciate an increasing range of aesthetic uses of the **target language** and other languages they know.

KEY IDEAS	<i>(refer p31 for Years 5–6)</i>	LISTENING AND SPEAKING	<i>(refer p49 for Years 9–10)</i>	OUTCOMES
<p>Listening Students listen and respond to spoken texts of increasing complexity and interpret meaning. They link ideas within and beyond the texts. In T KC2 KC6 relating to Outcome 4.1</p> <p>Speaking Students speak to share information, viewpoints and ideas about aspects of personal and group identity, and other topics. Id In T C KC2 KC4 relating to Outcome 4.2</p> <p>KEY TO SYMBOLS Essential Learnings: F Futures Id Identity In Interdependence T Thinking C Communication</p> <p>Suggested resources: *^L See target language linguistic items p78, resources p98 G: Game W: Website</p>	<p>Year 7 Towards Standard 4</p>	<p>←————→</p>	<p>Year 8 Standard 4</p>	<p>4.1 Recognises connections between the main ideas and supporting detail in texts to provide reasons for a decision or viewpoint. In T C KC1</p> <p>4.2 Presents spoken information and viewpoints on issues in social interactions. In C KC2</p> <p>POSSIBLE TOPICS (refer p75)</p>
	<ul style="list-style-type: none"> • Listens to an oral description in the target language by a peer and reports in English what they have heard (eg takes turns with a partner and makes an audio recording). • Conducts a peer survey in the target language in relation to approximately three items of personal information (eg number of family members, where they reside, and what vehicle(s) the family has) and contributes to a class graphic presentation. • Listens to spoken texts in the target language and identifies the message (eg listens to examples of spoken advertisements in the target language and recognises key words and phrases to identify the product). • Listens to and summarises the main points of spoken texts in the target language (eg an advertisement on radio; a description by a peer; a story, poem or song). • Questions, with support, in the target language, a target language speaker or presenter. • Presents situations orally using the target language (eg through a rehearsed role-play). • Retells a short target language cultural story in the target language (eg a story of about 10 sentences). • Presents, in the target language, a simple procedure in spoken form (eg ‘Colour the picture, cut it out, stick it in your book’). • Applies, in speaking, patterns and conventions of the target language (eg prepares a class oral presentation for assembly). *^L 	<ul style="list-style-type: none"> • Listens and records the main idea and key words of a spoken target language text (eg listens to a target language speaker talking about a familiar topic and records, in writing, information about the spoken text). • Conducts an interview in the target language and reports on the information gathered (eg in pairs, takes turns to interview each other to find out 5–6 items of information). • Listens to a series of clues to identify places in the target language culture (eg ‘What/Where am I?’). • Poses questions to a target language speaker or presenter in the target language (eg true or false questions about information contained in the presentation). • Presents familiar situations using the target language (eg in a small group, role-plays and presents to the class). • Listens to advertisements in the target language and shares the message and information with others (eg makes connections between the significance of words and the actual product—most popular, best, smoothest). 		

Year 7
Towards Standard 4

Listening
Students listen and respond to spoken texts of increasing complexity and interpret meaning. They link ideas within and beyond the texts.

In T KC2 KC6

relating to Outcome 4.1

Speaking
Students speak to share information, viewpoints and ideas about aspects of personal and group identity, and other topics.

Id In T C KC2 KC4

relating to Outcome 4.2

KEY TO SYMBOLS
continued

Key Competencies:

KC1 collecting, analysing and organising information

KC2 communicating ideas and information

KC3 planning and organising activities

KC4 working with others and in teams

KC5 using mathematical ideas and techniques

KC6 solving problems

KC7 using technology

- Plays **target language** oral language games to develop listening skills and sound and syllable knowledge.
G:8, 12, 15

ASSESSMENT

Listens to a **target language** spoken text by a visiting **target language** speaker, or reads a written text (2 pages) and summarises the main points from the speech or written text in writing and orally.

Criteria

- Sequences points in the summary.
- Spells known words accurately in the **target language** and demonstrates good approximation of unknown words (written summary).
- Pronounces words in the **target language** accurately (spoken summary).

Demonstrates respect and listening skills.

Year 8
Standard 4

4.1
Recognises connections between the main ideas and supporting detail in texts to provide reasons for a decision or viewpoint.

In T C KC1

4.2
Presents spoken information and viewpoints on issues in social interactions.

In C KC2

ASSESSMENT

Conducts an interview in the **target language** to find 5–6 items of information and reports in the **target language**, in writing and orally, on the information gathered.

Criteria

- Demonstrates listening skills—uses appropriate eye contact, displays attentive listening.
- Asks relevant questions.
- Pronounces words accurately in the **target language**.
- Spells known words accurately in the **target language** and demonstrates a good approximation of unknown words.

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Middle Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standard: 4

KEY IDEAS	<i>(refer p33 for Years 5–6)</i>	READING	<i>(refer p51 for Years 9–10)</i>	OUTCOMES
<p>Students read and respond to texts of increasing complexity to make meaning and link ideas within and beyond the texts. T C KC1 KC2 KC6 relating to outcome 4.3</p>	<p>Year 7 Towards Standard 4</p>	<p>←————→</p>	<p>Year 8 Standard 4</p>	<p>4.3 Organises and explores key points of information in texts. T KC1</p>
	<ul style="list-style-type: none"> Views, interprets and responds in the target language, with support, to some signing and gesture (eg creates a dialogue with a partner, including signing and gesture). Rehearses and then reads aloud fluently in the target language (eg reads information about an important place in the target language country). Reads a range of short texts in the target language (eg stories, student-written newspaper articles, and ‘Who or what am I?’ puzzles). Reads texts in the target language for meaning (eg uses the information to draw and write a description of a character in the target language). Identifies, with support, the purpose of a target language text (eg to inform, persuade, entertain). Reads about and explores attitudes towards traditional Australian Indigenous culture expressed within contemporary and older texts (eg generalisations about lifestyles, artefacts, art, beliefs). 	<ul style="list-style-type: none"> Views, interprets and responds to some signing and gesture (eg interprets a role-play presented by a peer). Views graphics about target language culture places and discusses these from an Australian Indigenous perspective (eg views a film or video about places and discusses target language names, associated cultural stories and plants, animals). Reads fluently a short target language text to an audience (eg cultural story, description of a character from the target language culture). Reads a range of target language short texts (eg letters, books, e-mails). Identifies independently the purpose of a target language text (eg to inform, persuade, entertain). Reads and collects information about the target language culture from a variety of media (eg books, internet, radio, television). Scans target language texts to research and inquire into a topic of study (eg internet, school library). Reads and compares information gathered from target language texts from a variety of sources and makes informed choices about the appropriateness of the information (eg includes reference to the date of publication and generalisations made about target language culture, lifestyles, artefacts, art and beliefs). 		

Students read and respond to texts of increasing complexity to make meaning and link ideas within and beyond the texts.

T C KC1 KC2 KC6

relating to Outcome
4.3

Year 7
Towards Standard 4

ASSESSMENT

Plans, prepares and reads, with a partner, in the **target language** a **target language** cultural story to a group of younger children or **target language** speakers.

Criteria

- Demonstrates sequence of the storyline.
- Pronounces **target language** words accurately.
- Demonstrates appropriate fluency, tone, inflection and expression.

Year 8
Standard 4

ASSESSMENT

Selects, in a small group, a topic about the **target language** culture and reads **target language** and English texts for information, then summarises the information in the **target language** and reads the information to the class or a **target language** speaker.

Criteria

- Orders words and sentences correctly in the **target language**.
- Relates accurate information.
- Pronounces **target language** words accurately.
- Demonstrates appropriate fluency, tone, inflection and expression.

4.3

Organises and explores key points of information in texts.
T KC1

KEY IDEAS	<i>(refer p35 for Years 5–6)</i>	WRITING	<i>(refer p52 for Years 9–10)</i>	OUTCOMES
<p>Students write their own texts to share information, viewpoints and ideas about aspects of personal and group identity, and other topics. Id T C KC1 KC2 relating to Outcome 4.4</p> <p>Suggested resources: *^L See target language linguistic items p78, resources p98 G: Game W: Website</p>	<p>Year 7 Towards Standard 4</p>	<p>←————→</p>	<p>Year 8 Standard 4</p>	<p>4.4 Writes sentences and extended text to convey messages, experiences, viewpoints, information and ideas. Id T C KC2</p>
	<p> <ul style="list-style-type: none"> Begins to use some formal non-verbal signing to communicate a message in the target language (eg takes turns with a partner). Writes a range of short texts in the target language (eg uses appropriate text conventions for different genres such as reports, school newsletter articles). Develops and writes advertising slogans in the target language (eg health, sport, reading, books). Paraphrases and reconstructs content of an advertisement in the target language (eg from a poster, radio, video text). Writes an evaluation of a visual or spoken text in the target language using rehearsed sentence patterns (eg writes scripts in the target language on familiar topics for short role-plays or puppet plays). Writes a dialogue in the target language with graphics (eg adds text to speech bubbles in cartoons about particular social contexts). Writes using modelled target language patterns and conventions (eg creates an invitation for a special event, writes in the appropriate format for a birthday or wedding).^{*L} <p>ASSESSMENT Writes in the target language and provides text for a poster, 4–5 sentences long, about an aspect of the school or local community, sports day, library or health service.</p> <p>Criteria</p> <ul style="list-style-type: none"> Spells words accurately in the target language. Orders sentences appropriately. Communicates accurate information. </p>	<p> <ul style="list-style-type: none"> Uses some formal non-verbal signing confidently to communicate a message in the target language (eg uses video, role-play). Uses target language text conventions for the purpose of writing for different genres (eg poem, story, letter, e-mail). Writes a target language text for a purpose (eg to inform or entertain others and with aspects such as role reversals). Listens to a target language speaker talking about a familiar topic and records the information in writing (eg records the information creating a short text in a different genre—comic, graphics and words, report). Writes in the target language structuring ideas to form a cohesive written text (eg elaborates the topic sentence of a paragraph to construct a complete paragraph). Extends or elaborates a piece of writing in the target language (eg writes descriptions of familiar people, places or animals with more detail about settings and people). <p>ASSESSMENT Watches a target language visual text (eg <i>Stranger in Town</i> Howard 1987) and writes a summary of the text in English.</p> <p>Criteria</p> <ul style="list-style-type: none"> Sequences information accurately. Demonstrates cohesion and flow of ideas and information. Spells words accurately in English. Uses correct English grammar. Conveys understanding. </p>		

KEY IDEAS	<i>(refer p37 for Years 5–6)</i>	<i>(refer p53 for Years 9–10)</i>	OUTCOMES
<p>Students identify patterns of structure and meaning, and create models of language from these. In T C KC1 KC4 KC6 relating to Outcome 4.5</p>	<p>Year 7 Towards Standard 4</p>	<p>Year 8 Standard 4</p>	<p>4.5 Applies knowledge of structure in language forms to identify, explore and describe patterns in the language; and reflects on language. In T C KC1 KC2 KC5</p>
	<p>• Discusses and compares word order in sentences in both English and the target language (eg orders words in both a jumbled target language sentence and a jumbled English language sentence, comparing and discussing word order).</p> <p>• Views, interprets and discusses target language signing and gesture (eg observes a target language speaker communicating using signing and gesture).</p> <p>• Identifies target language specific sounds (eg explores the sounds of the target language and other Australian Indigenous languages).</p> <p>ASSESSMENT Reads a written text and identifies language patterns and structures of the target language, and selects a feature and designs a learning aid in the target language to contribute to class resources.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Expresses ideas clearly. - Identifies accurately the target language feature. - Designs the learning aid to maximise learning support for others. 	<p>• Discusses the use of Aboriginal English (eg views the video <i>Yolngu Boy</i> and/or <i>Australian Rules</i> and refers to oral and written texts).</p> <p>• Discusses the use of band pronouns and their place in words in the target language (eg Pitjantjatjara <i>ungkukunanta</i> ‘I’ll give (it) to you’ not <i>ungkukuntana</i>, Adnyamathanha <i>nhakuathina</i> ‘I’ll see you’ not <i>nhakuinathu</i>).</p> <p>• Uses a target language dictionary and word lists to compile a list of double words and discusses these (eg Yankunytjatjara <i>inka-inka</i> ‘pretend’, Wirangu <i>buliny-buliny</i> ‘ringneck parrot’, Arabana <i>kupa-kupa</i> ‘tiny, very young’).</p> <p>• Explores, discusses and records the use of target language signing and gesture (eg in situations in which it is useful or vital and how it enhances and confirms spoken language; recording use of signing and gesture by using a poster, PowerPoint presentation, or graphics and text).</p> <p>ASSESSMENT Participates in a cross-age tutoring program by preparing target language materials and information to share and use with younger students.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Selects examples appropriate to the developmental level of the younger students. - Demonstrates thorough preparation. - Expresses target language clearly. 	

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Middle Years

Strand: Understanding culture

Possible starting points for planning, programming and assessing

Standard: 4

KEY IDEAS	<i>(refer p38 for Years 5–6)</i>	<i>(refer p54 for Years 9–10)</i>	OUTCOMES
<p>Students appreciate and demonstrate respect for the values and practices of diverse groups; at the same time they understand that Australian Indigenous social and cultural values and practices remain threatened. They recognise connections between identity and cultural values, and the expression of these in language. They understand the importance of efforts to maintain and revive culture and language in past, present and future contexts. F Id In KC1 KC2 KC4 relating to Outcome 4.6</p>	<p>Year 7 Towards Standard 4</p>	<p>Year 8 Standard 4</p>	<p>4.6 Reflects on cultural identity, values and practices, and challenges assumptions about these. F Id In T KC1</p>
	<p>• Recognises the importance of cultural values and beliefs in the target language culture and the connectedness to identity and expression through language (eg evaluates the importance of maintaining Australian Indigenous languages and why this is important for all Australians).</p> <p>• Identifies and debates national Australian Indigenous issues (eg housing, employment, health, land).</p> <p>• Identifies aspects and elements of what local non-Australian Indigenous people know about Australian Indigenous language and culture (eg surveys three local people, records the information and contributes the information to a class chart) and discusses findings in a whole class activity.</p> <p>• Investigates the target language culture’s traditional food gathering practices and contemporary target language cultural practices (eg researches written texts, videos, CD-ROMs, and interviews a target language culture person).</p> <p>ASSESSMENT Identifies and presents, in English in writing and orally, an opinion on an Australian Indigenous issue.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Explains the issue clearly. - Explains their own position on the issue, giving reasons. - Uses an appropriate written genre and spells accurately. - Uses an appropriate oral genre and speaks clearly. 	<p>• Prepares scripts and presents plays, in the target language and English, which include role reversals (eg views <i>Babakiueria</i> and analyses the concept of role reversals).</p> <p>• Reads and discusses texts written by Australian Indigenous people with an Australian Indigenous environmental and cultural focus (eg authors such as Sally Morgan, Jack Davies, Oodgeroo Noonuccal (Kath Walker)).</p> <p>• Demonstrates the importance of the maintenance of Australian Indigenous language and culture (eg records aspects of culture such as art, environmental knowledge, dance, stories).</p> <p>• Compares visual and written text descriptions of a similar subject from the target language culture and another culture (eg ogres and spirits).</p> <p>• Reflects on personal knowledge about and experiences with the target language culture, sharing with the class target language cultural identity, values and practices presented in visual texts (eg working in a small group, identifies and analyses cultural stereotypes in 2–3 visual texts—videos, television, postcards, storybooks).</p> <p>ASSESSMENT Reads or listens to stories about ogres from the target language culture and non-Australian Indigenous cultures and compares them; then, using text and graphics, presents the information gathered in a format of their choice.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Compares clearly the differences between the creatures. - Communicates information clearly and accurately. - Uses text and graphics in a complementary manner. 	

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Middle Years (Year 9) and Senior Years (Year 10)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures

Learners:

- deepen their understanding of change as it affects both communities and individuals
- experiment with imagined futures and their role in shaping those futures
- reflect on the role of languages, and custodians and learners of languages, in shaping the future.

Identity

Learners:

- refine their use and knowledge of the **target language** to build their individual and group identity
- engage with learners of other languages to develop a broader sense of identity based on language and culture.

Interdependence

Learners:

- build a community of learner–speakers who use the **target language** to achieve common educational goals
- identify mutually supportive links between Indigenous communities and other Australian communities.

Thinking

Learners:

- focus increasingly on the content of messages framed in the **target language**
- explain how they can modify **target language** structures to suit their own communication needs
- develop a sense of history of language, and of the **target language** in particular.

Communication

Learners:

- use **target language** materials to increase their range of communication and expression strategies
- adjust their use of the **target language** to suit the needs and abilities of those they interact with
- experiment with a wide range of media and purposes for the **target language**.

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Middle–Senior Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standard: 5

KEY IDEAS	<i>(refer p41 for Year 8)</i>	LISTENING AND SPEAKING	OUTCOMES
<p>Listening Students listen and respond to spoken texts set in different contexts and using diverse media to explore and clarify meanings and to identify and discuss ideas. In T C KC1 KC2 KC6 relating to Outcome 5.1</p> <p>Speaking Students speak and interact to exchange ideas, information and outlooks, and demonstrate ways of working towards shared goals. In C KC2 KC3 KC4 relating to Outcome 5.2</p> <p>KEY TO SYMBOLS Essential Learnings: F Futures Id Identity In Interdependence T Thinking C Communication</p>	<p>Year 9 Towards Standard 5</p>	<p>Year 10 Standard 5</p>	<p>5.1 Identifies and explores themes, ideas, information and cultural aspects in spoken texts. In T C KC1</p> <p>5.2 Uses spoken language cooperatively to share information and ideas, and to present outlooks on issues of interest. In C KC2 KC4</p> <p>POSSIBLE TOPICS: (refer p75)</p>
	<ul style="list-style-type: none"> • Listens to a target language oral text for information (eg listens to an oral text in the target language describing a person and responds to true or false questions in the target language). • Listens to a target language oral description of a person and writes a profile in the target language (eg for a missing person poster). • Prepares a script in the target language and presents a role-play with peers (eg in a small group, writes a script, rehearses and performs a role-play about target language cultural social arrangements). • Surveys class members about their role-play characters and records personal details in the target language (eg on a chart). • Practises spoken text in the target language using appropriate and relevant delivery according to the genre (eg a target language cultural story using appropriate intonation, volume and pace). • Listens to, discusses and practises vocabulary and sentence structure in the target language that describes personal details of people (eg listens to taped texts, videos, CD-ROMs, target language speakers). • Works in a team to research, plan, organise and present target language information and ideas to others (eg in a small group, assigns tasks to group members, collects and presents information using <i>PowerPoint</i>). 	<p style="text-align: center;">←————→</p> <ul style="list-style-type: none"> • Presents information in the target language drawn from spoken sources (eg listens to profiles of personalities and identifies key words and phrases). • Initiates, responds to and concludes an interaction or presentation in the target language (eg organises ideas and information and uses props to present information in spoken form). • Expands a message in the target language and qualifies information by providing reasons and/or purpose (eg ‘I went to the shop to buy bread’, ‘We didn’t have any at home’). • Delivers a spoken target language text in an appropriate and relevant genre (eg considers intonation, volume, pace). • Engages in detailed target language dialogue involving questions and answers (eg role-plays an interview with a partner taking turns to ask and respond to questions in the target language). • Works in a team to research, plan, organise and present target language information and ideas to others (eg in a small group, assigns tasks to group members, collects and presents information using <i>Publisher</i>, internet graphics, aural tapes). 	

Year 9
Towards Standard 5

Listening

Students listen and respond to spoken texts set in different contexts and using diverse media to explore and clarify meanings and to identify and discuss ideas.

**In T C KC1 KC2 KC6
relating to Outcome
5.1**

Speaking

Students speak and interact to exchange ideas, information and outlooks, and demonstrate ways of working towards shared goals.

**In C KC2 KC3 KC4
relating to Outcome
5.2**

KEY TO SYMBOLS
continued

Key Competencies:

- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others and in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

ASSESSMENT

Questions a peer about a character they have invented and then introduces that character to the group in the **target language**.

Criteria

- Presents orally with appropriate intonation, pace and volume.
- Uses adjectives appropriately in sentences.
- Uses correct **target language** word order.
- Uses question words to access information effectively.
- Introduces the character or guest speaker using relevant content.

Year 10
Standard 5

- Listens to selected **target language** words and explores the derivations or origins of these words and shares this information with others (eg English words in the **target language** and **target language** words across Australian Indigenous language groups—Wirangu *dhaarda* ‘shirt’ from English, Pitjantjatjara *nyanytju* ‘horse’ from Kurna *nanto* ‘male grey kangaroo’).
- Creates a **target language** character including physical features and describes orally the character in the **target language**.

ASSESSMENT

Presents to peers a brief description in the **target language** of three subjects (eg familiar people; **target language** country animals, birds, plants; a famous Australian Indigenous personality) and responds to questions from peers.

Criteria

- Selects information appropriate to the subject.
- Selects and logically orders the information.
- Demonstrates good fluency, tone, inflection and expression in the **target language**.
- Responds to questions appropriately, in the **target language**.

5.1

Identifies and explores themes, ideas, information and cultural aspects in spoken texts.

In T C KC1

5.2

Uses spoken language cooperatively to share information and ideas, and to present outlooks on issues of interest.

In C KC2 KC4

Learning Area: Languages (Australian Indigenous) Pathway 1A


Band: Middle–Senior Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standard: 5

KEY IDEAS	<i>(refer p43 for Year 8)</i>	READING		OUTCOMES
	Year 9 Towards Standard 5	←————→	Year 10 Standard 5	
<p>Students read and respond to texts in and about the language to explore and interpret meanings, to make connections between information and ideas, and to extend their knowledge of how meaning is expressed in culturally specific ways. In T C KC1 KC2 KC6 relating to Outcome 5.3</p> <p>Suggested resources: *^L See target language linguistic items p78 G: Game W: Website</p>	<ul style="list-style-type: none"> • Reads in the target language and identifies layers of meaning (eg works with a group and identifies main points and supporting detail). • Reads for historical information about the target language (eg explores the origin of the name of the target language and two other Australian Indigenous languages). • Uses research skills to access information from written texts about an aspect of the target language culture and language (eg phrases well-focused inquiry questions and scans to access pertinent information). • Reads target language texts and discusses the content that describes a particular activity (eg about a shopping, sporting, social event). • Reads a description in the target language and creates question cards in the target language (eg reads the text to peers and then asks questions using the question cards). <p>ASSESSMENT Reads a poem in the target language to a target language speaker and answers questions in the target language about the meaning.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Pronounces words accurately in the target language. - Uses appropriate rhythm. - Responds accurately to questions about the poem in the target language. 	<ul style="list-style-type: none"> • Explores the impact of features in target language texts (eg repetition, exclamations, contrasts). • Uses a range of resources and techniques to interpret target language texts (eg decoding words, identifying suffixes, using dictionaries and word lists). *^L • Identifies words in the target language that are derived from other languages (eg researches target language texts—videos, websites, CD-ROMs, written texts) and produces a written text of word derivation and meaning (eg uses <i>Publisher</i>, <i>PowerPoint</i>, word processor). • Reads target language texts in a group, identifies unfamiliar items and finds their meaning. • Makes choices about sources of information when researching (eg age of source, qualifications of author, authenticity of information). <p>ASSESSMENT Researches a cultural aspect of the target language and presents information in both English and the target language, reading aloud factual texts and referring to photographs, diagrams, maps and sketches.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Presents accurate information. - Pronounces target language words accurately. - Records, accurately, unfamiliar target language words. - Demonstrates good fluency, tone and expression. - Refers appropriately to graphics. 		<p>5.3 Identifies written ideas and key points of information in purposefully engaging with texts. T C KC1 KC2</p>

KEY IDEAS	<i>(refer p45 for Year 8)</i>	WRITING	OUTCOMES
<p>Students write their own texts in and about the language to present ideas and information, to provide personal and group reflections, and to apply knowledge and understanding in new contexts. In T C KC1 KC2 KC6 relating to Outcome 5.4</p>	<p>Year 9 Towards Standard 5</p>	<p>Year 10 Standard 5</p> 	<p>5.4 Writes to convey personal experiences, ideas, outlooks, aspirations and information about people, places, things, and events. Id T C KC2</p>
	<ul style="list-style-type: none"> • Writes a role-play in the target language, based on target language cultural behaviour relating to social arrangements. • Writes a personality profile in the target language for a character (eg writes role-plays and takes turns with a partner to act them out). • Reads and edits their own writing in the target language, checking for coherence and flow. • Summarises, with support, written texts in the target language (eg individually or in a small group activity). • Writes to target language users in other schools for a specific purpose (eg gathers personal details or school information using e-mails and letters). • Writes in the target language the ending to a partly written target language narrative. <p>ASSESSMENT Writes and illustrates a missing person poster providing a detailed description in the target language of the person.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Uses descriptive words in the target language. - Applies target language sentence structures. - Matches pictures with sentences. - Uses eye-catching graphics. - Spells words accurately in the target language. 	<ul style="list-style-type: none"> • Summarises target language written texts, maintaining the ideas and points of view presented in the original. • Selects appropriate formats to present particular target language information (eg <i>PowerPoint</i> presentations for factual texts, short story picture books for narratives). • Writes a personality profile for two characters in the target language (eg works in a small group and role-plays the characters). • Edits own work in the target language by checking for coherence, flow and grammatical correctness. • Writes for different purposes and audiences (eg a report about the maintenance of Australian Indigenous languages in schools, a procedure for cooking damper). <p>ASSESSMENT Writes a detailed personality profile in the target language for a character, and published it in an appropriate format.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Selects an appropriate format for publications. - Uses adjectives appropriately in sentences in the target language. - Demonstrates cohesion and flow of information. - Spells words accurately in the target language. - Presents information in a published form. 	

KEY IDEAS	<i>(refer p46 for Year 8)</i>		OUTCOMES
<p>Students continue to reflect on and explore systems within and across languages and continue to apply these understandings in their own learning. In T C KC1 KC6 relating to Outcome 5.5</p> <p>Suggested resources: *^L See target language linguistic items p78, resources p98 G: Game W: Website</p>	<p style="text-align: center;">Year 9 ←————→ Year 10 Towards Standard 5 Standard 5</p>		<p>5.5 Makes connections within and across languages in extending own learning; and reflects on language. In T C KC1</p>
	<ul style="list-style-type: none"> • Reflects on questions such as: <ul style="list-style-type: none"> - ‘What is language?’ - ‘What range of functions do languages have?’ - ‘Are dialects and languages different things?’. • Examines verb forms and case markers in the target language and compares these with English. • Explores appropriate language structures and cultural behaviour relating to social situations in the target language culture. • Explores forms and usages of Australian Indigenous creoles. <p>ASSESSMENT Researches the use of Australian Indigenous creoles across specific areas of Australia, such as Kriol in Northern Australia; and presents in report genre using <i>Powerpoint, Publisher, overhead transparencies, oral and written texts, and graphics.</i></p> <p>Criteria</p> <ul style="list-style-type: none"> - Reports information accurately. - Demonstrates the meaning of specific words and phrases. - Expresses ideas clearly and logically. - Applies knowledge of Australian Indigenous cultures. 	<ul style="list-style-type: none"> • Reviews dictionary and word lists in the target language and investigates what these words tell about the language (eg Pitjantjatjara, Yankunytjatjara—the number of words for macropods and the number of words for ‘fish’). • Writes and records target language songs and music as a resource for the school and wider community. • Investigates changing use of letters in text in the target language (eg Pitjantjatjara, Yankunytjatjara ‘rr’). *^L <p>ASSESSMENT Takes part in a performance in the wider community that incorporates aspects of Australian Indigenous language learning, including the target language, and production and performance roles.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Portrays Australian Indigenous language learning accurately in the production. - Performs or produces in a professional manner. - Contributes as a team member leading up to and during the performance. - Demonstrates clear vocals, with appropriate tone, volume and pace. - Conveys a clear message for the audience. 	

Learning Area: Languages (Australian Indigenous) Pathway 1A

Band: Middle–Senior Years

Strand: Understanding culture

Possible starting points for planning, programming and assessing

Standard: 5

KEY IDEAS	<i>(refer p47 for Year 8)</i>		OUTCOMES
<p>Students identify and respond to challenges for the future through engagement with a diversity of world views. They understand the significance of the future challenges facing indigenous cultures and languages, and reflect on the implications of this for diversity.</p> <p>F Id In T KC1 KC2 relating to Outcome 5.6</p>	<p style="text-align: center;">Year 9 Towards Standard 5</p> <p style="text-align: center;">←————→</p>		<p>5.6 Reflects on issues of cultural diversity and the meaning of this in past, present and future contexts. F Id In T KC2</p>
	<p>Year 10 Standard 5</p>	<p>Year 10 Standard 5</p>	
	<ul style="list-style-type: none"> • Devises possible target language words for new target language material (eg technology, everyday things in contemporary living such as Kaurna <i>nayatti</i> ‘glue’, from <i>nayandi</i> ‘to fasten one thing to another’). • Reviews a selection of Australian Indigenous encyclopaedias (eg date of publication, evaluates authenticity of the information). • Surveys local library for Australian Indigenous language and culture resources. • Records interviews with target language speakers about their experiences of maintaining land and reclaiming the target language. • Considers how Australian Indigenous languages can be continually revitalised; in particular, the target language. • Explores the history of Australian Indigenous creoles as an example of how Australian Indigenous communities develop their own linguistic identities. • Investigates target language culture features in the environment and their relationship to the Dreaming. • Researches texts about Aboriginal cultures of South Australia to gain a deeper understanding of Australian Indigenous local history. • Discusses appropriate target language structures and cultural behaviour relating to a target language cultural social arrangement (eg works in pairs to plan a social event, role-plays a telephone conversation relating to social arrangements). 	<ul style="list-style-type: none"> • Promotes the target language to the wider community through performance (eg song, dance, stories) and writing articles for the local paper. • Promotes public awareness of Australian Indigenous issues (eg listens to recorded interviews and watches videos to prepare a school debate). • Views a range of fictional contemporary and earlier texts and discusses the portrayal of Australian Indigenous people (eg <i>Jedda</i>, <i>The Last Wave</i>, <i>Australian Rules</i>, the series <i>Women of the Sun</i>). • Reviews past and present articles in newspapers regarding Australian Indigenous issues, and considers implications for the future. • Explores a range of Australian Indigenous authors and different writing styles (eg poetry: Oodgeroo Noonuccal (Kath Walker); drama: Jack Davies; children’s stories: Margaret Brushnahan). • Reads and views texts to gain an understanding of the issues that affect Indigenous people today in South Australia. 	

Students identify and respond to challenges for the future through engagement with a diversity of world views. They understand the significance of the future challenges facing indigenous cultures and languages, and reflect on the implications of this for diversity.

F Id In T KC1 KC2
relating to Outcome
5.6

ASSESSMENT

Surveys the local library for Indigenous language and culture resources and writes, in English, an evaluation of the number and type of resources that are available at a local level.

Criteria

- Presents findings in a systematic manner and in a form appropriate to the contents.
- Investigates the breadth of available material (storybooks for young children through to scientific texts).
- Spells words accurately and uses correct English grammar.

ASSESSMENT

Participates in a whole class project to organise an Australian Indigenous or **target language** 'Cultural Expo' that includes displays (eg books, videos, posters, photographs, artwork, artefacts) and descriptions about language, culture and history.

Criteria

- Provides sound evidence of contribution to the project.
- Researches independently and collaboratively.
- Uses appropriate written and oral genres.
- Applies ICT skills as appropriate.
- Presents displays and information in an appropriate cultural context.
- Presents both traditional and contemporary examples of cultural material.

5.6

Reflects on issues of cultural diversity and the meaning of this in past, present and future contexts.

F Id In T KC2

Learning Area: Languages (Australian Indigenous) Pathway 1B

Band: Middle Years (Years 8 and 9)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures

Learners:

- become aware of histories of languages and cultures, the agents of change, and how futures may be shaped
- begin to appreciate the role of language learning, and other language programs, in contributing to the future of Australian Indigenous languages
- imagine how their own language learning may expand future choice.

Identity

Learners:

- explore how different Australian Indigenous languages are defined
- appreciate the role of language in forming personal and group identity.

Interdependence

Learners:

- develop mutual support in language learning
- recognise the interdependence of text and context, and language and culture
- consider the relationship between Aboriginal English and traditional Australian Indigenous languages.

Thinking

Learners:

- focus deliberately on the new forms and content presented by the **target language**
- engage with the ideas and practices of language revival and language ecology
- begin to make explicit strategies for language learning.

Communication

Learners:

- develop an ability in the **target language** for establishing interactions and exchanging information
- appreciate the sounds and structures of the **target language** as instruments of aesthetic expression and enjoyment.

Learning Area: Languages (Australian Indigenous) Pathway 1B

Band: Middle Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standards: 4 and 5

KEY IDEAS	LISTENING AND SPEAKING <i>(refer p67 for Year 10)</i>		OUTCOMES
	Year 8 Standard 4	Year 9 Towards Standard 5	
<p>Listening Students listen and respond to texts, and interact with others to make meaning and learn about the language. They research, collect, analyse and organise information, and share findings with others. T C KC1 KC2 KC6 relating to Outcome 4.1</p> <p>Speaking Students engage in interactions in familiar settings to exchange meaning and to explore different purposes of communication. Id In C KC2 KC4 relating to Outcome 4.2</p> <p>Listening Students listen and respond to spoken texts to interpret meaning in a variety of contexts. They develop thinking skills and link ideas within and beyond the texts. In T C KC2 KC4 relating to Outcome 5.1</p> <p>Speaking Students speak to share information, viewpoints and ideas about aspects of personal and group identity, and other topics. Id In T C KC2 KC4 relating to Outcome 5.2</p>	<ul style="list-style-type: none"> • Listens to target language speakers and identifies specific target language sounds used and not heard in English (eg Yankunytjatjara, Pitjantjatjara and Ngarrindjeri <i>ng</i> at the beginning of words; Adnyamathanha <i>nh</i>). • Listens to a range of greetings in the target language and practises saying and responding to them (eg in pairs, takes turns to give and respond to greetings). • Develops a repertoire of commonly spoken target language words (eg listens to oral target language sources such as videos and a target language speaker and practises common words). • Listens to and attempts singing in the target language (eg replaces words in repetitive word pattern songs). • Attempts and refines correct pronunciation of the name of the target language and other commonly used target language words. • Recognises the rhythm and inflection of target language words (eg beats out the syllables of target language words and phrases). • Listens and identifies the meaning of key words and phrases in the target language (eg listens to stories in the target language and retells them, or parts of the stories, in English). • Uses target language rehearsed words and phrases in speech (eg participates in role-plays using rehearsed language). 	<ul style="list-style-type: none"> • Listens to target language speakers and identifies words and phrases (eg responds to questions from target language speakers about information contained in the text). • Develops conversation skills in the target language (eg uses rehearsed questions and answers to interact with a peer). • Initiates conversation in the target language (eg in a small group, role-plays a conversation). • Conducts a survey of peers in the target language and records 3–4 items of personal information (eg number of family members, place of residence, and how the person travels to school). • Shares, in the target language, information gathered from the class survey. • Listens to and explains the meaning of new words in the target language using context clues or prior knowledge (eg Arabana <i>Nhiki kutha, madla, wathili</i> ... ‘This is water, a dog, family ...’). • Conveys meaning when speaking in the target language (eg uses appropriate and relevant stress patterns, intonation and pace). • Presents information and ideas in the target language to others (eg works in teams to create text). • Extends vocabulary of the target language (eg by using words in context from current topic). 	<p>4.1 Recognises meanings in morphemes, words, phrases and sentences, and responds in routine classroom activities and social exchanges. In T C KC2</p> <p>4.2 Responds to interactions and experiments with language to make meaning with others. In C Id KC4</p> <p>5.1 Recognises connections between the main ideas and supporting detail in texts to provide reasons for a decision or viewpoint. In T C KC1</p> <p>5.2 Presents spoken information and viewpoints in social interactions. In C KC2</p> <p>POSSIBLE TOPICS (refer p76)</p>

Year 8
Standard 4

Listening
Students listen and respond to texts, and interact with others to make meaning and learn about the language. They research, collect, analyse and organise information, and share findings with others.

T C KC1 KC2 KC6
relating to Outcome
4.1

Speaking
Students engage in interactions in familiar settings to exchange meaning and to explore different purposes of communication.

Id In C KC2 KC4
relating to Outcome
4.2

Listening
Students listen and respond to spoken texts to interpret meaning in a variety of contexts. They develop thinking skills and link ideas within and beyond the texts.

In T C KC2 KC4
relating to Outcome
5.1

Speaking
Students speak to share information, viewpoints and ideas about aspects of personal and group identity, and other topics.

Id In T C KC2 KC4
relating to Outcome
5.2

- Listens to and begins to initiate conversation in the **target language** (eg listens to an oral text and role-plays with a peer).
- Observes some **target language** formal non-verbal signing and learns some signs to convey messages.
- Listens to, identifies and discusses different **target language** oral genres (eg in a group, listens to a number of texts to ascertain the genre and discusses the identifying aspects).

ASSESSMENT

Conducts an interview in the **target language** to find 5–6 items of information, recording and reporting on the information gathered.

Criteria

- Uses listening skills—eye contact, attentive listening behaviour.
- Uses relevant questions.
- Uses accurate pronunciation of the **target language**.
- Uses accurate spelling of known words and good approximation of unknown words (in draft form).
- Uses a dictionary to ensure accurate spelling throughout the report.

Year 9
Towards Standard 5

4.1
Recognises meanings in morphemes, words, phrases and sentences, and responds in routine classroom activities and social exchanges.
In T C KC2

4.2
Responds to interactions and experiments with language to make meaning with others.
In C Id KC4

5.1
Recognises connections between the main ideas and supporting detail in texts to provide reasons for a decision or viewpoint.
In T C KC1

5.2
Presents spoken information and viewpoints in social interactions.
In C KC2

ASSESSMENT

Interviews a **target language** speaker using 6–10 rehearsed questions in the **target language** and presents the responses to the class in the **target language**.

Criteria

- Uses **target language** accurately in questions.
- Pronounces words in the **target language** accurately.
- Reports the information gathered in the **target language** accurately.

Learning Area: Languages (Australian Indigenous) Pathway 1B

Band: Middle Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standards: 4 and 5

KEY IDEAS	READING <i>(refer p69 for Year 10)</i>		OUTCOMES
	Year 8 Standard 4	Year 9 Towards Standard 5	
<p>Students view, read and interact with texts to interpret meaning in familiar contexts. They link concepts across Learning Areas as they research, collect, explore and organise information, and share findings with others. T C KC1 KC2 KC6 relating to Outcome 4.3</p> <p>Students read and respond to written texts to interpret meaning in a variety of contexts. They develop thinking skills and link ideas within and beyond texts. T C KC1 KC2 KC6 relating to Outcome 5.3</p> <p>KEY TO SYMBOLS Essential Learnings: F Futures Id Identity In Interdependence T Thinking C Communication</p> <p>Suggested resources: *^L See target language linguistic items p78, resources p98 G: Game W: Website</p>	<ul style="list-style-type: none"> Reads in the target language, identifies genre and discusses written texts (eg in a group, researches a number of written texts, ascertaining the genre using identifying aspects). Reads in the target language and identifies key ideas and information (eg in a group, analyses a number of written texts, anticipating meaning of morphemes, words and phrases). Joins in the reading of texts aloud, in the target language (eg in a small group). Reads to become familiar with target language words (eg reads language charts, word lists and dictionaries). *^L Identifies key ideas and reads target language words in written texts (eg reads a cultural story and lists target language words). Reads and understands target language captions from a familiar text (eg selects captions to match pictures). Reads informative target language texts and discusses meaning (eg reads a factual description about an animal from the target language country and discusses the information with peers). Reads texts to develop an understanding about target language places viewed from an Australian Indigenous perspective and builds personal values associated with these places. Reads aloud fluently to an audience a short text of 4–5 sentences or a paragraph in the target language. 	<ul style="list-style-type: none"> Reads traditional target language stories and discusses the differences between the written and oral versions of the same story. Explores the purpose, structure and meaning of target language texts (eg a variety of genres—report, narrative, recount). Explores, as a part of a group, information in target language texts, recording information to be used in their own writing (eg word lists, class dictionary, notebook). Reads information, guided by inquiry questions, from a range of media and sources about the target language culture. Reads texts in the target language and answers questions in both the target language and English. Reads texts for particular information on a selected aspect of the target language culture (eg uses research skills such as note-taking and scanning when accessing information). 	<p>4.3 Identifies key ideas and information and anticipates meaning of morphemes, words, phrases and sentences in texts. T C KC1</p> <p>5.3 Organises and explores key points of information in texts. T KC1</p>

Students view, read and interact with texts to interpret meaning in familiar contexts. They link concepts across Learning Areas as they research, collect, explore and organise information, and share findings with others.

T C KC1 KC2 KC6
relating to outcome
4.3

Students read and respond to written texts to interpret meaning in a variety of contexts. They develop thinking skills and link ideas within and beyond texts.

T C KC1 KC2 KC6
relating to outcome
5.3

KEY TO SYMBOLS
continued

Key Competencies:

- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others and in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

Year 8
Standard 4

- Reads a range of short texts in the **target language** (eg letters and **target language** books).
- Reads and assesses the appropriateness of information gathered to prepare a unit of work about the **target language** culture (eg compares and assesses information gathered from a variety of sources and makes choices or decisions about the appropriateness of the information, including reference to the date of publication and author).

ASSESSMENT

Reads or listens to stories about ogres from the **target language** culture and other South Australian Indigenous cultures and compares these, and presents the information gathered in a format of their choice.

Criteria

- Identifies key ideas and information from the stories.
- Uses context clues to gain meaning of texts.
- Shows clear comparisons.
- Indicates an understanding of the requirements of the format used, such as in oral comparison—clear speech: in written comparison—neat writing and accurate spelling and grammar: ICT presentation—clear graphics and words.
- Demonstrates that sound research has been undertaken.

Year 9
Towards Standard 5

4.3
Identifies key ideas and information and anticipates meaning of morphemes, words, phrases and sentences in texts.
T C KC1

5.3
Organises and explores key points of information in texts.
T KC1

ASSESSMENT

Reads, in the **target language**, profiles of 3–4 people (of approximately 10–12 sentences for each person) and answers written questions in the **target language** about their identity, and selects which profile matches all the required criteria such as age, gender, appearance, likes and dislikes.

Criteria

- Identifies key words and phrases in the **target language**.
- Uses key information to make an accurate selection.

Learning Area: Languages (Australian Indigenous) Pathway 1B

Band: Middle Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standards: 4 and 5

KEY IDEAS	WRITING <i>(refer p70 for Year 10)</i>		OUTCOMES
	Year 8 Standard 4	Year 9 Towards Standard 5	
<p>Students begin to write their own texts independently to communicate ideas. They explore different forms of written communication, including the use of a range of multimedia. Id T C KC2 KC7 relating to Outcome 4.4</p> <p>Students write their own texts to share information, viewpoints and ideas about aspects of personal and group identity and other topics. Id T C KC2 relating to Outcome 5.4</p>	<ul style="list-style-type: none"> Begins to write in the target language (eg with attention to particular conventions such as underlining of letters, use of colons, use of suffixes). Writes a short text with graphics in the target language. Spells, with support, commonly used target language words (eg uses a dictionary, word list, online dictionary). Completes, in the target language, cloze exercises from rehearsed sentences (eg where the missing words are nouns, the most common verb tenses or words). Develops and writes texts in the target language (eg writing storybooks, role-plays, poetry, songs). Uses some formal non-verbal signing to communicate a message (eg role-plays with a partner). Undertakes a study of an aspect of a weather phenomenon in the target language country (eg beneficial and detrimental effects of fire, wind and water, and records information in the target language). <p>ASSESSMENT Watches a target language visual text and presents a summary of the text in English.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Demonstrates accurate sequencing of information. - Shows cohesion and flow of information. - Uses accurate spelling and grammar for a written summary. - Conveys understanding and the tone of the text. - Spells all words in the final copy correctly. 	<ul style="list-style-type: none"> Writes prose in the target language using a range of conventions and genres (eg letter, e-mail, poem, report). Reads texts in the target language and answers questions in writing about the text, in English and the target language. Proofreads own target language writing for accuracy in spelling and grammar. Structures ideas in writing to form a cohesive target language text (eg writes a text outlining a procedure—recipe, set of instructions, text and graphics for a craft task). Writes in the target language in a sequenced manner in which details, such as reasons for an action, are embedded (eg ‘The old man walked to the shop to buy some bread. On the way he saw his friend.’). Practises writing text in the target language (eg corresponds with other learners in the target language through short informal letters and e-mails). Researches an Australian Indigenous character in a fiction story (eg <i>Tucker</i> by Ian Abdula, <i>My place</i> by Nadia Wheatly) and writes a personality profile for the character. <p>ASSESSMENT Corresponds with other learners through short letters or e-mails in the target language, producing both a draft and final copy.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Formats accurately for the genre. - Greets or introduces themselves appropriately in the target language. - Spells correctly most words in the draft and makes good approximations for unknown words. - Uses dictionary or word list appropriately. 	<p>4.4 Creates texts to share ideas and information. C KC2</p> <p>5.4 Writes sentences and cohesive text to convey messages, experiences, viewpoints, information and ideas. Id T C KC2</p>

Learning Area: Languages (Australian Indigenous) Pathway 1B

Band: Middle Years

Strand: Understanding language

Possible starting points for planning, programming and assessing

Standards: 4 and 5

KEY IDEAS	<i>(refer p72 for Year 10)</i>		OUTCOMES
	Year 8 Standard 4	Year 9 Towards Standard 5	
<p>Students identify and explore patterns in the language and appreciate that the understandings they develop can be applied across languages. They comprehend the fact of, and the need for, language diversity. F Id In T KC1 relating to Outcome 4.5</p> <p>Students identify patterns of structure and meaning, and create models of language from these. In T C KC1 KC4 KC6 relating to Outcome 5.5</p>	<ul style="list-style-type: none"> Reviews maps that show various Australian Indigenous language groups, including the target language homeland or country. Identifies target language conventions (eg hypothesises about what these might signify—underlining, colons, suffixes). Discusses shared words across Australian Indigenous languages (eg Pitjantjatjara <i>kuula</i>, Arabana <i>kurlu</i> ‘school’ from English; Pitjantjatjara <i>nyanytju</i> ‘horse’ from Kurna <i>nanto</i> ‘male grey kangaroo’). Joins in the singing of target language songs (eg with attention to pronunciation, beat, syllables). Locates words and meanings in a target language dictionary or word list (eg uses a bilingual dictionary, online dictionary). Discusses letters and sounds from English that are not used in the target language. Discusses the development and use of Aboriginal English (eg through viewing <i>Yolngu Boy</i> or <i>Australian Rules</i>). Discusses the use of bound form pronouns in the target language and their place in words (eg Pitjantjatjara <i>ungkukunanta</i> ‘I’ll give (it) to you’ not <i>ungkukuntana</i>, Adnyamathanha <i>nhakuathina</i> ‘I’ll see you’ not <i>nhakuinathu</i>). Uses a target language dictionary and word lists to compile a list of double words and discusses these (eg Kurna <i>mankamankarrana</i> ‘the Pleiades’, Wirangu <i>mudi-mudirn</i> ‘to cut into pieces’). 	<ul style="list-style-type: none"> Explores the origins of the names of Australian Indigenous language groups. Discusses verb forms and case markers in the target language and compares these with English and other languages (eg compares two texts, one in English and one in the target language, containing the same information). Discusses forms and usages of Australian Indigenous creoles. Reflects on questions such as: <ul style="list-style-type: none"> ‘What is language?’ ‘What range of functions do languages have?’ ‘Are dialects and languages different things?’. Reviews target language dictionary and word lists and discusses new information discovered about the language (eg number of words for variety of macropods, number of words for ‘fish’). 	<p>4.5 Reflects on how the language is used to communicate messages, how meaning is expressed in different languages, and aspects of language itself. T KC1 KC2 KC4</p> <p>5.5 Applies knowledge of structure in language forms to identify, explore and describe patterns in the language; and reflects on language. In T C KC1 KC2 KC5</p>

Students identify and explore patterns in the language and appreciate that the understandings they develop can be applied across languages. They comprehend the fact of, and the need for, language diversity.

F Id In T KC1
relating to Outcome 4.5

Students identify patterns of structure and meaning, and create models of language from these.

In T C KC1 KC4 KC6
relating to Outcome 5.5

- Discusses the use of signing and gesture in situations in which it is useful or vital, and how it enhances and confirms spoken language.

ASSESSMENT

Researches and writes a report in English about the development of written forms of the **target language**.

Criteria

- Uses correct written genre.
- Presents information accurately and in sufficient depth to meet the requirements of the task.
- Spells accurately in English and uses correct grammatical form.

ASSESSMENT

Works collaboratively with others to create a **target language** culture website, consulting with **target language** speakers for authenticity.

Criteria

- Demonstrates skills in drafting and editing.
- Expresses cultural values that reflect the **target language** culture.
- Uses accurate spelling in both the **target language** and English.
- Portrays the **target language** culture accurately.

4.5

Reflects on how the language is used to communicate messages, how meaning is expressed in different languages, and aspects of language itself.

T KC1 KC2 KC4

5.5

Applies knowledge of structure in language forms to identify, explore and describe patterns in the language; and reflects on language.

In T C KC1 KC2 KC5

Learning Area: Languages (Australian Indigenous) Pathway 1B

Band: Middle Years

Strand: Understanding culture

Possible starting points for planning, programming and assessing

Standards: 4 and 5

KEY IDEAS	<i>(refer p73 for Year 10)</i>		OUTCOMES
	Year 8 Standard 4	Year 9 Towards Standard 5	
<p>Students recognise and explore connections between cultural values and practices and language use, and develop appreciation and respect for diverse linguistic groups in Australia. They understand the importance of efforts to maintain and revive culture and language in past, present and future contexts. F Id In KC1 relating to Outcome 4.6</p> <p>Students appreciate and demonstrate respect for the values and practices of diverse groups; at the same time they understand that Indigenous Australian social and cultural values and practices remain threatened. They recognise connections between identity and cultural values, and the expression of these in language. They understand the importance of efforts to maintain and revive culture and language in past, present and future contexts. F Id In KC1 KC2 KC4 relating to Outcome 5.6</p> <p>Suggested resources: *¹. See target language linguistic items p78, resources p98 G: Game W: Website</p>	<ul style="list-style-type: none"> Observes and participates in activities with target language and cultural specialists (eg listens to cultural stories, shares aspects of their life stories, observes traditional arts and crafts). Participates in a variety of cultural activities where Australian Indigenous cultures are a feature, including the target language culture (eg NAIDOC Week, Croc Festival, Reconciliation Week). Researches aspects of contemporary Australian Indigenous society, including the target language culture (eg sport, media, local community, organisations). Analyses concepts such as role reversals and target language cultural identity (eg views visual texts, websites, books). Prepares scripts in the target language and presents plays (eg includes language use, cultural values and practices). Reads and discusses appropriate texts written by Australian Indigenous people (eg with a local environmental and cultural focus). *¹ Identifies and debates Australian Indigenous issues at a local level (eg investigates housing, health, land rights). Explores the importance of the maintenance of Australian Indigenous language learning, including the target language (eg cultural identity, cultural practices, respect for diverse linguistic groups). Compares descriptions of ogres from Australian Indigenous cultures and other cultures (eg werewolf from Germany, Mulyawongk from Ngarrindjeri culture). 	<ul style="list-style-type: none"> Records interviews with target language speakers using prepared questions, written in the target language. Suggests possible target language words for new items that become part of contemporary living (eg new technologies such as Kurna <i>kumbappetti</i> ‘eraser’ from <i>kumbandi</i> ‘disappear’). Reviews targeted sections of the <i>Encyclopaedia of Aboriginal Australia</i> (eg for authenticity of information). Surveys the local library for Australian Indigenous language and cultural resources and, in particular, resources about the target language culture. Records interviews with target language speakers about their experiences of maintaining land and reclaiming the target language. Considers the notion that Australian Indigenous languages can be continually revitalised, and how this can be done, in particular for the target language. Considers the history of Australian Indigenous creoles as examples of how Australian Indigenous communities maintain their own linguistic identities. Views texts in Australian Indigenous creoles and discusses their form and use. 	<p>4.6 Reflects on cultural practices and compares how these are expressed across cultures. Id In KC1</p> <p>5.6 Reflects on cultural identity, values and practices, and challenges assumptions about these. F Id In T KC1</p>

Students recognise and explore connections between cultural values and practices and language use, and develop appreciation and respect for diverse linguistic groups in Australia. They understand the importance of efforts to maintain and revive culture and language in past, present and future contexts.

F Id In KC1

**relating to Outcome
4.6**

Students appreciate and demonstrate respect for the values and practices of diverse groups; at the same time they understand that Indigenous Australian social and cultural values and practices remain threatened. They recognise connections between identity and cultural values, and the expression of these in language. They understand the importance of efforts to maintain and revive culture and language in past, present and future contexts.

F Id In KC1 KC2 KC4

**relating to Outcome
5.6**

- Reviews books, kits and videos about health and nutrition and discusses aspects of traditional and contemporary Australian Indigenous lifestyles.

ASSESSMENT

Investigates and presents, using English text and graphics (presented using software such as *PowerPoint* or *Publisher*, and word processing, scanning and digital photography), the influence of **target language** art and Australian Indigenous art on contemporary Australian art and design.

Criteria

- Shows evidence of a detailed investigation through use of a broad range of examples.
- Presents Australian Indigenous cultural art and design aspects accurately.
- Organises and presents information, using text and graphics, in a clear and accurate manner.

ASSESSMENT

Interviews and records (with permission) an Australian Indigenous or **target language** elder about their life in the past, and presents the information with photographs (with permission) and graphics (eg book form, *PowerPoint*, video).

Criteria

- Uses appropriate questions.
- Conducts interviews with respect.
- Seeks support to interpret Aboriginal English (if needed).
- Uses appropriate written report genre.
- Reports respectfully on differences in cultural practices and values.

4.6

Reflects on cultural practices and compares how these are expressed across cultures.

Id In KC1

5.6

Reflects on cultural identity, values and practices, and challenges assumptions about these.

F Id In T KC1

Learning Area: Languages (Australian Indigenous) Pathway 1B

Band: Middle Years (Year 9) and Senior Years (Year 10)

ASPECTS OF THE ESSENTIAL LEARNINGS DEVELOPED IN THIS BAND

Futures

Learners:

- conceptualise possible futures for indigenous languages and cultures
- see themselves as active participants in new worlds comprising multiple languages and cultures.

Identity

Learners:

- develop a sense of self-worth, wellbeing and mutual responsibility at personal and group level
- integrate **target language** knowledge and competence as vital elements of their own personal and cultural identity.

Interdependence

Learners:

- begin to understand the ramifications of the impact of biological and ecological influences, in addition to cultural influences, and the role of language in the ongoing development of a society
- recognise the changing role of technology with respect to human interaction and language use.

Thinking

Learners:

- understand the relationship between message and medium as exemplified in language
- rank main ideas against supporting detail when examining texts
- manipulate text material at word level to discover and test patterns.

Communication

Learners:

- develop competence in using the **target language** with others, both inside and outside school
- use the **target language** for self-expression, establishing and maintaining relationships, and exchanging information.

Learning Area: Languages (Australian Indigenous) Pathway 1B

Band: Middle–Senior Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standard: 5

KEY IDEAS	<i>(refer p57 for Year 8)</i>	LISTENING AND SPEAKING	OUTCOMES
<p>Listening Students listen and respond to spoken texts to interpret meaning in a variety of contexts. They develop thinking skills and link ideas within and beyond the texts. In T C KC2 KC4 relating to Outcome 5.1</p> <p>Speaking Students speak to share information, viewpoints and ideas about aspects of personal and group identity, and other topics. Id In C T KC2 KC4 relating to Outcome 5.2</p> <p>KEY TO SYMBOLS Essential Learnings: F Futures Id Identity In Interdependence T Thinking C Communication</p>	<p>Year 9 Towards Standard 5</p>	<p>Year 10 Standard 5</p> <p style="text-align: center;">←————→</p>	<p>5.1 Recognises connections between the main ideas and supporting detail in texts to provide reasons for a decision or viewpoint. In T C KC1</p> <p>5.2 Presents spoken information and viewpoints in social interactions. In C KC2</p> <p>POSSIBLE TOPICS (refer p76)</p>
	<ul style="list-style-type: none"> • Listens to target language speakers and identifies words and phrases (eg responds to questions from target language speakers about information contained in the text). • Develops conversation skills in the target language (eg uses rehearsed questions and answers to interact with a peer). • Initiates conversation in the target language (eg in a small group, role-plays a conversation). • Conducts a survey of peers in the target language and records 3–4 items of personal information (eg number of family members, place of residence, and how the person travels to school). • Shares, in the target language, information gathered from the class survey. • Listens to and explains the meaning of new words in the target language using context clues or prior knowledge (eg Arabana <i>Nhiki kutha, madla, wathili</i> ... ‘This is water, a dog, family ...’). • Conveys meaning when speaking in the target language (eg uses appropriate and relevant stress patterns, intonation and pace). • Presents information and ideas in the target language to others (eg works in teams to create text). • Extends vocabulary of the target language (eg by using words in context from current topic). 	<ul style="list-style-type: none"> • Listens to the target language through different media (eg videos, aural texts, teacher) and identifies the message or purpose of the text. • Engages in conversation in the target language using questions and answers (eg ‘How are you?’, ‘I am well’). • Responds to oral instructions in the target language to complete a task or procedure (eg a set of directions, a recipe). • Responds in the target language to simple, factual, open-ended questions (eg ‘How?’, ‘Where?’). • Uses appropriate and relevant target language stress patterns, intonation and pace to convey meaning when speaking, and refines manner of speaking through practice (eg oral presentation of a poem, role-play, cultural story). • Composes in the target language and presents in oral form information and viewpoints about researched topics (eg using <i>PowerPoint</i>, video, <i>Publisher</i>). • Initiates, responds to and concludes an interaction or presentation in the target language (eg selects a topic, prepares questions and answers, presents to peers). • Organises ideas and information in the target language and uses props to present information in spoken form (eg dramatisation of a cultural story). • Creates an interactive target language game for four players, including instructions and rules for playing it (eg works in teams to research, plan, organise and present information and ideas to others). 	

Year 9
Towards Standard 5

Year 10
Standard 5

Listening
Students listen and respond to spoken texts to interpret meaning in a variety of contexts. They develop thinking skills and link ideas within and beyond the texts.
In T C KC2 KC4
relating to Outcome 5.1

Speaking
Students speak to share information, viewpoints and ideas about aspects of personal and group identity, and other topics.
Id In C T KC2 KC4
relating to Outcome 5.2

KEY TO SYMBOLS
continued

Key Competencies:

- KC1 collecting, analysing and organising information
- KC2 communicating ideas and information
- KC3 planning and organising activities
- KC4 working with others and in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

ASSESSMENT

Interviews a **target language** speaker using 6–10 rehearsed questions in the **target language** and presents the responses to the class in the **target language**.

Criteria

- Uses **target language** accurately in questions.
- Pronounces words in the **target language** accurately.
- Reports the information gathered in the **target language** accurately.

ASSESSMENT

Views a fictional, historical or contemporary text and presents a critique in English on the portrayal of Australian Indigenous characters and the relationships between the characters, and presents the critique in a form of their own choice.

Criteria

- Formats appropriately for the critique genre.
- Takes accurate and comprehensive notes.
- Draws out the issues as depicted in the visual text.
- Offers their own opinion.
- Presents findings to engage an audience—oral: intonation, pace, volume; written: essay writing skills, neat presentation; visual: flow of information, use of colour.

5.1
Recognises connections between the main ideas and supporting detail in texts to provide reasons for a decision or viewpoint.
In T C KC1

5.2
Presents spoken information and viewpoints in social interactions.
In C KC2

Learning Area: Languages (Australian Indigenous) Pathway 1B

Band: Middle–Senior Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standard: 5

KEY IDEAS	<i>(refer p59 for Year 8)</i>	READING	OUTCOMES
<p>Students read and respond to written texts to interpret meaning in a variety of contexts. They develop thinking skills and link ideas within and beyond texts. T C KC1 KC2 KC6 relating to Outcome 5.3</p>	<p>Year 9 Towards Standard 5</p>	<p>Year 10 Standard 5</p>	<p>5.3 Organises and explores key points of information in texts. T KC1</p>
	<ul style="list-style-type: none"> • Reads traditional target language stories and discusses the differences between the written and oral versions of the same story. • Explores the purpose, structure and meaning of target language texts (eg a variety of genres—report, narrative, recount). • Explores, as a part of a group, information in target language texts, recording information to be used in their own writing (eg word lists, class dictionary, notebook). • Reads information, guided by inquiry questions, from a range of media and sources about the target language culture. • Reads texts in the target language and answers questions in both the target language and English. • Reads texts for particular information on a selected aspect of the target language culture (eg uses research skills such as note-taking and scanning when accessing information). <p>ASSESSMENT Reads, in the target language, profiles of 3–4 people (of approximately 10–12 sentences for each person) and answers written questions in the target language about their identity, and selects which profile matches all the required criteria such as age, gender, appearance, likes and dislikes.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Identifies key words and phrases in the target language. - Uses key information to make an accurate selection. 	<ul style="list-style-type: none"> • Explores the purpose, structure and meaning of a variety of target language texts. • Reads target language texts and refines skills through practice (eg fluency, pronunciation, inflection). • Identifies target language linguistic structures (eg case markers and word order) and explains how these influence the text. • Reads in the target language and processes information to discuss with others (eg an author study, an Australian Indigenous sports star). • Reads and compares information about the target language culture gathered from a variety of sources and media. • Reads target language texts and answers questions in both English and the target language. • Uses a range of resources and techniques to interpret target language texts (eg decoding words and using dictionaries and word lists). <p>ASSESSMENT Prepares a poetry reading or dramatisation of a poem in the target language in a small group, and presents to the class or a target language audience.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Pronounces target language words accurately. - Demonstrates good fluency, tone and expression. - Uses rhythm appropriate for the text. 	

Learning Area: Languages (Australian Indigenous) Pathway 1B

Band: Middle–Senior Years

Strand: Communication

Possible starting points for planning, programming and assessing

Standard: 5

KEY IDEAS	<i>(refer p61 for Year 8)</i> WRITING		OUTCOMES
<p>Students write their own texts to share information, viewpoints and ideas about aspects of personal and group identity and other topics. Id T C KC2 relating to Outcome 5.4</p>	<p style="text-align: center;">Year 9 ← → Year 10 Towards Standard 5 Standard 5</p>		<p>5.4 Writes sentences and cohesive texts to convey messages, experiences, viewpoints, information and ideas. Id T C KC2</p>
	<ul style="list-style-type: none"> Writes prose in the target language using a range of conventions and genres (eg letter, e-mail, poem, report). Reads texts in the target language and answers questions in writing about the text, in English and the target language. Proofreads own target language writing for accuracy in spelling and grammar. Structures ideas in writing to form a cohesive target language text (eg writes a text outlining a procedure—recipe, set of instructions, text and graphics for a craft task). Writes in the target language in a sequenced manner in which details, such as reasons for an action, are embedded (eg ‘The old man walked to the shop to buy some bread. On the way he saw his friend.’). Practises writing text in the target language (eg corresponds with other learners in the target language through short informal letters and e-mails). Researches an Australian Indigenous character in a fiction story (eg <i>Tucker</i> by Ian Abdulla, <i>My place</i> by Nadia Wheatley) and writes a personality profile for the character. 	<ul style="list-style-type: none"> Writes, using the target language, to increase knowledge of written genres (eg drafts and finalises a letter to a friend). Reads target language texts and answers questions in both English and the target language (eg reads a story, poses questions and answers about the text and writes these items on cards for a class activity). Reads information in the target language and writes in their own words in the target language (eg writes a summary of the information using text and graphics in a <i>PowerPoint</i> presentation). Edits their own target language writing (eg uses dictionary, word list). Selects and uses a range of written formats to present target language cultural information (eg <i>PowerPoint</i> presentations of factual texts, short story picture books for narratives). Corresponds in the target language with other target language users (eg through short informal letters and e-mails to other students or adults). 	

Students write their own texts to share information, viewpoints and ideas about aspects of personal and group identity and other topics.

Id T C KC2
relating to Outcome 5.4

ASSESSMENT

Corresponds with other learners through short letters or e-mails in the **target language**, producing both a draft and final copy.

Criteria

- Formats accurately for the genre.
- Greets or introduces themselves appropriately in the **target language**.
- Spells correctly most words in the draft and makes good approximations for unknown words.
- Uses dictionary or word list appropriately.
- Spells all words in the final copy correctly.

ASSESSMENT

Writes a set of instructions for a procedure in the **target language** and then reads the instructions for other class members to follow (eg drawing a picture with specific objects to be drawn in particular places on the paper, a set of actions which become an obstacle course, or a craft activity), and listens and responds accurately to others' procedure writing.


Criteria

- Writes using **target language** conventions accurately.
- Uses the dictionary to check spelling of unknown **target language** words.
- Presents procedure to peers using accurate pronunciation and conventions of public speaking, considering volume, tone and pace.
- Listens and responds accurately to others' procedure writings.
- Completes the task with attention to presentation of others' procedure writing.

5.4

Writes sentences and cohesive texts to convey messages, experiences, viewpoints, information and ideas.

Id T C KC2

KEY IDEAS	<i>(refer p62 for Year 8)</i>		OUTCOMES
<p>Students identify patterns of structure and meaning, and create models of language from these. In T C KC1 KC4 KC6 relating to Outcome 5.5</p>	Year 9 Towards Standard 5	Year 10 Standard 5	<p>5.5 Applies knowledge of structure in language forms to identify, explore and describe patterns in the language; and reflects on language. In T C KC1 KC2 KC5</p>
	<ul style="list-style-type: none"> • Explores the origins of the names of Australian Indigenous language groups. • Discusses verb forms and case markers in the target language and compares these with English and other languages (eg compares two texts, one in English and one in the target language, containing the same information). • Discusses forms and usages of Australian Indigenous creoles. • Reflects on questions such as: <ul style="list-style-type: none"> - ‘What is language?’ - ‘What range of functions do languages have?’ - ‘Are dialects and languages different things?’. • Reviews target language dictionary and word lists and discusses new information discovered about the language (eg number of words for variety of macropods, number of words for ‘fish’). <p>ASSESSMENT Works collaboratively with others to create a target language culture website, consulting with target language speakers for authenticity.</p> <p>Criteria</p> <ul style="list-style-type: none"> - Demonstrates skills in drafting and editing. - Expresses cultural values that reflect the target language culture. - Uses accurate spelling in both the target language and English. - Portrays the target language culture accurately. 		

Learning Area: Languages (Australian Indigenous) Pathway 1B

Band: Middle–Senior Years

Strand: Understanding culture

Possible starting points for planning, programming and assessing

Standard: 5

KEY IDEAS	<i>(refer p64 for Year 8)</i>		OUTCOMES
<p>Students appreciate and demonstrate respect for the values and practices of diverse groups; at the same time they understand that Indigenous Australian social and cultural values and practices remain threatened. They recognise connections between identity and cultural values, and the expression of these in language. They understand the importance of efforts to maintain and revive culture and language in past, present and future contexts. F Id In KC1 KC2 KC4 relating to Outcome 5.6</p>	Year 9 Towards Standard 5	Year 10 Standard 5	<p>5.6 Reflects on cultural identity, values and practices, and challenges assumptions about these. F Id In T KC1</p>
	<ul style="list-style-type: none"> Records interviews with target language speakers using prepared questions, written in the target language. Devises possible target language words for new items that become part of contemporary living (eg new technologies such as Kaurna <i>kumbappetti</i> ‘eraser’, from <i>kumbandi</i> ‘disappear’). Reviews targeted sections of the <i>Encyclopaedia of Aboriginal Australia</i> (eg for authenticity of information). Surveys local libraries for Australian Indigenous language and cultural resources and, in particular, resources about the target language culture. Records interviews with target language speakers about their experiences of maintaining land and reclaiming the target language. Considers the notion that Australian Indigenous languages can be continually revitalised, and how this can be done, in particular for the target language. Considers the history of Australian Indigenous creoles as examples of how Australian Indigenous communities maintain their own linguistic identities. Views texts in Australian Indigenous creoles and discusses their form and use. 	<ul style="list-style-type: none"> Promotes the target language to the wider community through performance (eg song, dance, stories) and writes articles for a local or school paper. Promotes public awareness of Australian Indigenous issues (eg listens to recorded interviews and videos to prepare for a school debate). Views a range of fiction texts, both contemporary and other, and discusses the portrayal of Australian Indigenous people (eg <i>Jedda</i>, <i>The Last Wave</i>, <i>Australian Rules</i>, the series <i>Women of the Sun</i>). Reviews articles in newspapers regarding Australian Indigenous issues and produces written critiques. Discusses, in English, the complexities of traditional target language cultural stories and how they relate to the land, people, flora, fauna and social and ecological relationships. Initiates ongoing connections with target language speakers (eg invites guests who are target language speakers to school or takes lessons in the community accompanied by a target language speaker). Investigates new words and terms needed in the target language for modern, everyday functions and, in particular, technological terms (eg computer equipment). Reviews visual texts that depict historical Australian Indigenous events (eg historical authentic film, contemporary news reports). 	

Students appreciate and demonstrate respect for the values and practices of diverse groups; at the same time they understand that Indigenous Australian social and cultural values and practices remain threatened. They recognise connections between identity and cultural values, and the expression of these in language. They understand the importance of efforts to maintain and revive culture and language in past, present and future contexts.

F Id In KC1 KC2 KC4
relating to Outcome 5.6

Year 9
Towards Standard 5

ASSESSMENT

Interviews and records (with permission) an Australian Indigenous or **target language** elder talking about his/her life in the past, and presents the information with photographs (with permission) and graphics (eg book form, *PowerPoint*, video).

Criteria

- Uses effective questions.
- Conducts interviews with respect.
- Seeks support to interpret Aboriginal English (if needed).
- Uses appropriate written report genre.
- Reports respectfully on differences in cultural practices and values.

Year 10
Standard 5

ASSESSMENT

Refers to up to three Australian Indigenous contemporary biographies or autobiographies, researching aspects (eg family relationships, camping places, homes, cultural practices regarding food, employment, respect for the environment), and presents the information using ICTs, graphics and written and oral texts.

Criteria

- Selects appropriate non-fiction materials.
- Shows evidence of research (eg notes, images, articles, log).
- Uses appropriate oral and/or written genre specific to the presentation and audience.
- Uses correct spelling and grammar conventions.
- Presents respectfully on differences in cultural practices and values.

5.6
Reflects on cultural identity, values and practices, and challenges assumptions about these.
F Id In T KC1

OVERVIEW OF SUGGESTED TOPICS—PATHWAY 1A

Topic Category	Early Years	Primary Years	Middle Years	Senior Years
Personal	Me, my name Body parts Immediate family Actions Senses Food	Emotions Body parts and actions Extended family names Good health Clothing	Emotions Body parts: internal organs Family: work, hobbies and interests	Family: comparative studies of traditional family structures, relationships and communication Diet and nutrition Food: taboos, totems, traditional uses
Environment	Animals: names Plants: names Geographical features (simple) Weather (simple)	Animals: habitat, actions, features, what they eat Plants for food Geographical features: language areas, significant sites Weather, seasons	Animals: life cycles, classifications Plants: other uses (medicinal, ceremonial) Geographical features: remote communities, traditional lands Weather: traditional movement associated with seasons	Animals: endangered and extinct species, commercial use Plants: native plant use in industry, land care Geographical features: Australian place names Weather: detrimental and beneficial effects of fire, wind, water
The arts and literature	Traditional stories Target language and traditional songs Painting styles	Traditional stories Poetry in target language Target language and traditional songs Painting styles	Traditional stories Poetry in target language Target language and traditional songs Traditional and contemporary art	Production and performance using target language Organisation of target language cultural event Comparative study of ogres, spirits in target language culture and other cultures
Time	Now Time related expressions Daily routines	Day Seasons Traditional life and contemporary life	Day (complex) Historical timelines	Comparative studies of time: cyclical versus linear Historical timelines
Community	Where I live	Descriptions of home Comparison of traditional and contemporary dwellings Local community Schools: objects	House plans Location of buildings in a street Giving directions, location What organisations do School: hierarchy, buildings	Maps: making and using, to store and access information Comparative studies of organisations Historical study of education: traditional to present day, buildings, roles, styles etc

OVERVIEW OF SUGGESTED TOPICS—PATHWAY 1B

Topic Category	Middle Years	Senior Years
Personal	Me and my family (immediate and extended) My family: work and leisure activities Actions Good health	Family: comparative studies of traditional family structures, relationships and communication Diet and nutrition Food: taboos, totems, traditional uses of food
Environment	Animals: names, features, actions, what they eat, habitat Plants (uses of): food, medicinal, shelter Geographical features and weather	Animals: endangered and extinct species, commercial use Plants: native plant use in industry, land care Geographical features: Australian place names Weather: detrimental and beneficial effects of fire, wind, water
The arts and literature	Poetry in target language Target language and traditional songs Traditional and contemporary art	Production and performance using target language Organisation of target language cultural event Comparative study of ogres and spirits in target language culture and other cultures
Time	Day Seasons Traditional life and contemporary life	Comparative studies of time: cyclical versus linear Historical timelines
Community	Where I live Descriptions of homes Local institutions Giving directions	Maps: drawing and following directions to locate information Comparative study of organisations Historical study of education: traditional to present day, buildings, roles, styles, etc

**INSERT PDF OF SOUTH AUSTRALIAN INDIGENOUS LANGUAGES MAP
HERE.**

LINGUISTIC ITEMS

Adnyamathanha sounds and letters	79
Consonants	
Syllables	
Antikirinya sounds and letters	80
Consonants	
Syllables	
Arabana sounds and letters	81
Consonants	
Syllables	
Kaurna sounds and letters	82
Consonants	
Syllables	
Narungga sounds and letters	83
Consonants	
Syllables	
Ngarrindjeri sounds and letters	84
Consonants	
Syllables	
Pitjantjatjara sounds and letters	86
Consonants	
Syllables	
Wirangu sounds and letters	87
Consonants	
Syllables	
Yankunytjatjara sounds and letters	88
Consonants	
Syllables	

ADNYAMATHANHA SOUNDS AND LETTERS

CONSONANTS

	bilabial	interdental	palatal	alveolar	retroflex	velar
stops <i>fortis</i>	p	th	ty	t	rt	k
<i>lenis</i>	v	dh	–	d	rd	g
nasals	m	nh	ny	n	rn	ng
laterals		lh	ly	l	rl	
glides and trill	w		y	rr	r	

SYLLABLES

<i>V</i> (single vowel)
a i u

<i>CV</i> (fortis stop + vowel)		
pa	pi	pu
tha	thi	thu
tya	tyi	tyu
ta	ti	tu
rta	rti	rtu
ka	ki	ku

<i>CV</i> (nasal + vowel)		
ma	mi	mu
nha	nhi	nhu
nya	nyi	nyu
na	ni	nu
rna	rni	rnu
nga	ngi	ngu

<i>CV</i> (lateral + vowel)		
lha	lhi	lhu
lya	lyi	lyu
la	li	lu
rla	rli	rlu

<i>CV</i> (trill + vowel)		
rra	rri	rru

<i>CV</i> (glide + vowel)		
wa	wi	wu
ya	yi	yu
ra	ri	ru

<i>CV</i> (lenis stop + vowel)		
va	vi	vu
dha	dhi	dhu
–	–	–
da	di	du
rda	rdi	rdu
ga	gi	gu

<i>CCV</i> (ps nasal + vowel)		
pma	pmi	pmu
tnha	tnhi	tnhu
tnya	tnyi	tnyu
tna	tni	tnu
rtna	rtni	rtnu
–	–	–

<i>CCV</i> (ps lateral + vowel)		
tlha	tlhi	tlhu
tlya	tlyi	tlyu
tla	tli	tlu
rtla	rtli	rtlu

Note:

- this list is not exhaustive, and only syllables ending in a vowel are shown
- no instances of syllables *dhu* and *gu* are known, even though they are theoretically possible
- not all the syllables listed here can occur at the beginning of a word
- *V* = vowel, *C* = consonant, ps = prestopped

ANTI-KIRINYA SOUNDS AND LETTERS

CONSONANTS

	bilabial	palatal	alveolar	retroflex	velar
stops	p	tj	t	ɖ	k
nasals	m	ny	n	ɳ	ng
laterals		ly	l	ɭ	
glides and r-sounds	w	y	r	ɽ	

SYLLABLES

<i>V</i> (short vowel)
a i u

<i>VV</i> (long vowel)
aa ii uu

<i>CV</i> (stop + vowel)
pa pi pu
tja tji tju
ta ti tu
ṭa ṭi ṭu
ka ki ku

<i>CV</i> (nasal + vowel)
ma mi mu
nya nyi nyu
na ni nu
ṅa ṅi ṅu
nga ngi ngu

<i>CV</i> (lateral + vowel)
lya lyi lyu
la li lu
ḷa ḷi ḷu

<i>CV</i> (r-sound + vowel)
ra ri ru

<i>CV</i> (glide + vowel)
wa wi –
ya – yu
ra ri ru

Note:

- this list is not exhaustive, and only syllables ending in a vowel are shown
- not all the syllables listed here can occur at the beginning of the word
- *V* = vowel, *C* = consonant

ARABANA SOUNDS AND LETTERS

CONSONANTS

	bilabial	interdental	palatal	alveolar	retroflex	velar
stops	p	th	ty	t	rt	k
nasals	m	nh	ny	n	rn	ng
laterals		lh	ly	l	rl	
glides and r-sounds	w		y	r rr	ɽ	

SYLLABLES

<i>V</i> (single vowel)
a i u

<i>CV</i> (stop + vowel)
pa pi pu
tha thi thu
tya tyi tyu
ta ti tu
rta rti rtu
ka ki ku

<i>CV</i> (nasal + vowel)
ma mi mu
nha nhi nhu
nya nyi nyu
na ni nu
rna rni rnu
nga ngi ngu

<i>CV</i> (lateral + vowel)
lha lhi lhu
lya lyi lyu
la li lu
rla rli rlu

<i>CV</i> (r-sound + vowel)
ra, rra ri, rri ru, rru

<i>CV</i> (glide + vowel)
wa wi wu
ya yi yu
ra ri ru

<i>CCV</i> (ps nasal + vowel)
bma bmi bmu
dnha dnhi dnhu
dnya dnyi dnyu
dna dni dnu
– – –
– – –

<i>CCV</i> (ps lateral + vowel)
dlha dlhi dlhu
dlya dlyi dlyu
dla dli dlu
– – –

Note:

- this list is not exhaustive, and only syllables ending in a vowel are shown
- not all the syllables listed here can occur at the beginning of a word
- stop consonants in some instances (in the prestopped series and in the name of the language) are represented by ‘b’ and ‘d’ even though there is no voicing contrast in Arabana
- *V* = vowel, *C* = consonant, ps = prestopped

KAURNA SOUNDS AND LETTERS

CONSONANTS

	bilabial	interdental	palatal	alveolar	retroflex	velar
stops	p	th	ty	t	rt	k
nasals	m	nh	ny	n	rn	ng
laterals		lh	ly	l	rl	
glides and r-sounds	w		y	rr	r	

SYLLABLES

<i>V</i> (single vowel)
a i u

<i>CV</i> (stop + vowel)
pa pi pu
tha thi thu
tya tyi tyu
ta ti tu
rta rti rtu
ka ki ku

<i>CV</i> (nasal + vowel)
ma mi mu
nha nhi nhu
nya nyi nyu
na ni nu
rna rni rnu
nga ngi ngu

<i>CV</i> (lateral + vowel)
lha lhi lhu
lya lyi lyu
la li lu
rla rli rlu

<i>CV</i> (r-sound + vowel)
rra rri rru

<i>CV</i> (glide + vowel)
wa wi wu
ya yi yu
ra ri ru

<i>CCV</i> (ps nasal + vowel)
– – –
tnha tnhi tnhu
tnya tnyi tnyu
tna tni tnu
rtna rtni rtnu
– – –

<i>CCV</i> (ps lateral + vowel)
tlha tlhi tlhu
tlya tlyi tlyu
tla tli tlu
rtla rtli rtlu

Note:

- this list is not exhaustive, and only syllables ending in a vowel are shown
- for clarity the syllables listed here are represented in phonemic spelling, thus making some appear different from written forms currently used
- it is possible that not all the syllables listed below are found in all positions of the word
- *V* = vowel, *C* = consonant, ps = prestopped

NARUNGA SOUNDS AND LETTERS

CONSONANTS

	bilabial	interdental	palatal	alveolar	retroflex	velar
stops	p	th	ty	t	rt	k
nasals	m	nh	ny	n	rn	ng
laterals		lh	ly	l	rl	
glides and r-sounds	w		y	rr	r	

SYLLABLES

<i>V</i> (single vowel)
a i u

<i>CV</i> (stop + vowel)
pa pi pu
tha thi thu
tya tyi tyu
ta ti tu
rta rti rtu
ka ki ku

<i>CV</i> (nasal + vowel)
ma mi mu
nha nhi nhu
nya nyi nyu
na ni nu
rna rni rnu
nga ngi ngu

<i>CV</i> (lateral + vowel)
lha lhi lhu
lya lyi lyu
la li lu
rla rli rlu

<i>CV</i> (r-sound + vowel)
rra rri rru

<i>CV</i> (glide + vowel)
wa wi wu
ya yi yu
ra ri ru

<i>CCV</i> (ps nasal + vowel)
– – –
tnha tnhi tnhu
tnya tnyi tnyu
tna tni tnu
rtna rtni rtnu
– – –

<i>CCV</i> (ps lateral + vowel)
tlha tlhi tlhu
tlya tlyi tlyu
tla tli tlu
rtla rtli rtlu

Note:

- this list is not exhaustive, and only syllables ending in a vowel are shown
- for clarity the syllables listed here are represented in phonemic spelling, and therefore may differ from written forms currently used
- it is possible that not all the syllables listed here are found in all positions of the word
- *V* = vowel, *C* = consonant, ps = prestopped

NGARRINDJERI SOUNDS AND LETTERS

CONSONANTS

		bilabial	interdental	palatal	alveolar	retroflex	velar
stops	<i>voiced</i>	p	th	tj	t	rt	k
	<i>voiceless</i>	b	dh	dj	d	-	g
nasals		m	nh	ny	n	rn	ng
laterals			lh	ly	l	rl	
glides and r-sounds		w		y	rr	r	

SYLLABLES

<i>V</i> (short vowel)				
a	e	i	o	u

<i>VV</i> (long vowel)				
a:	e:	i:	o:	u:

<i>CV</i> (stop + vowel)				
pa	pe	pi	po	pu
tha	the	thi	tho	thu
tja	tje	tji	tjo	tju
ta	te	ti	to	tu
rta	rte	rti	rto	rtu
ka	ke	ki	ko	ku

<i>CV</i> (nasal + vowel)				
ma	me	mi	mo	mu
nha	nhe	nhi	nho	nhu
nya	nye	nyi	nyo	nyu
na	ne	ni	no	nu
rna	rne	rni	rno	rnu
nga	nge	ngi	ngo	ngu

<i>CV</i> (lateral + vowel)				
lha	lhe	lhi	lho	lhu
lya	lye	lyi	lyo	lyu
la	le	li	lo	lu
rla	rle	rli	rlo	rlu

<i>CV</i> (glide or r-sound + vowel)				
wa	we	wi	wo	wu
ya	ye	yi	yo	yu
rra	rre	rri	rro	rru
ra	re	ri	ro	ru

<i>CCV</i> (stop + r-sound + vowel)				
pra	pre	pri	pro	pru
thra	thre	thri	thro	thru
tjra	tjre	tjri	tjro	tjru
tra	tre	tri	tro	tru
-	-	-	-	-
kra	kre	kri	kro	kru

<i>CCV</i> (stop + lateral + vowel)				
pla	ple	pli	plo	plu
-	-	-	-	-
-	-	-	-	-
tla	tle	tli	tlo	tlu
-	-	-	-	-
kla	kle	kli	klo	klu

<i>CCV</i> (nasal + lateral + vowel)				
mha	mle	mli	mlo	mlu
nlha	nlhe	nlhi	nlho	nlhu
nlya	nlye	nlyi	nlyo	nlyu
nla	nle	nli	nlo	nlu
-	-	-	-	-
ngla	ngle	ngli	nglo	nglu

<i>CCV</i> (nasal + r-sound + vowel)				
mra	mre	mri	mro	mru
-	-	-	-	-
nyra	nyre	nyri	nyro	nyru
nra	nre	nri	nro	nru
-	-	-	-	-
ngra	ngre	ngri	ngro	ngru

<i>CCV</i> (glide + r-sound + vowel)				
wra	wre	wri	wro	wru

CCV (nasal + nasal + vowel)
mna mne mni mno mnu

CCV (stop + nasal + vowel)
kna kne kni kno knu

CCV (glide + lateral
wla wle wli wlo wlu

Note:

- there is some uncertainty about some aspects of the phonology of contemporary Ngarrindjeri, and this is reflected in current spelling practice
- it is possible that not all syllables listed here are found in all positions of the word
- this list is not exhaustive, and only syllables ending in a vowel are shown
- *V* = vowel, *C* = consonant

PITJANTJATJARA SOUNDS AND LETTERS

CONSONANTS

	bilabial	palatal	alveolar	retroflex	velar
stops	p	tj	t	ɽ	k
nasals	m	ny	n	ɽ̃	ng
laterals		ly	l	ɽ̃	
glides and r-sounds	w	y	r	ɽ	

SYLLABLES

<i>V</i> (short vowel)
a i u

<i>VV</i> (long vowel)
aa ii uu

<i>CV</i> (stop + vowel)
pa pi pu
tja tji tju
ta ti tu
ɽa ɽi ɽu
ka ki ku

<i>CV</i> (nasal + vowel)
ma mi mu
nya nyi nyu
na ni nu
ɽna ɽni ɽnu
nga ngi ngu

<i>CV</i> (lateral + vowel)
lya lyi lyu
la li lu
ɽa ɽi ɽu

<i>CV</i> (r-sound + vowel)
ra ri ru

<i>CV</i> (glide + vowel)
wa wi wu
ya yi yu
ɽa ɽi ɽu

Note:

- this list is not exhaustive, and only syllables ending in a vowel are shown
- not all the syllables listed below can occur at the beginning of the word
- *V* = vowel, *C* = consonant

WIRANGU SOUNDS AND LETTERS

CONSONANTS

	bilabial	interdental	palatal	alveolar	retroflex	velar
stops	b	dh	dy	d	rd	g
nasals	m	nh	ny	n	rn	ng
laterals		lh	ly	l	rl	
glides and r-sounds	w		y	r	ṛ	

SYLLABLES

<i>V</i> (single vowel)
a i u

<i>CV</i> (stop + vowel)
ba bi bu
dha dhi dhu
dya dyi dyu
da di du
rda rdi rdu
ga gi gu

<i>CV</i> (nasal + vowel)
ma mi mu
nha nhi nhu
nya nyi nyu
na ni nu
rna rni rnu
nga ngi ngu

<i>CV</i> (lateral + vowel)
lha lhi lhu
lya lyi lyu
la li lu
rla rli rlu

<i>CV</i> (r-sound + vowel)
ra ri ru

<i>CV</i> (glide + vowel)
wa wi –
ya – yu
ṛa ṛi ṛu

Note:

- this list is not exhaustive, and only syllables ending in a vowel are shown
- it is possible that not all the syllables listed below are found in all positions of the word
- prestopped nasals and laterals occur sporadically (eg *wabma* ‘snake’), but are not indicated here
- *V* = vowel, *C* = consonant

YANKUNYTJATJARA SOUNDS AND LETTERS

CONSONANTS

	bilabial	palatal	alveolar	retroflex	velar
stops	p	tj	t	ɽ	k
nasals	m	ny	n	ɳ	ng
laterals		ly	l	ɭ	
glides and r-sounds	w	y	r	ɽ	

SYLLABLES

<i>V</i> (short vowel)
a i u

<i>VV</i> (long vowel)
aa ii uu

<i>CV</i> (stop + vowel)
pa pi pu
tja tji tju
ta ti tu
ṭa ṭi ṭu
ka ki ku

<i>CV</i> (nasal + vowel)
ma mi mu
nya nyi nyu
na ni nu
ṅa ṅi ṅu
nga ngi ngu

<i>CV</i> (lateral + vowel)
lya lyi lyu
la li lu
ḷa ḷi ḷu

<i>CV</i> (r-sound + vowel)
ra ri ru

<i>CV</i> (glide + vowel)
wa wi wu
ya yi yu
ra ri ru

Note:

- this list is not exhaustive, and only syllables ending in a vowel are shown
- not all the syllables listed below can occur at the beginning of the word of the word
- *V* = vowel, *C* = consonant

GLOSSARY

Ablative (= ‘carrying from’)

A **case** indicating motion, action, or stance away from the point of reference.

Aboriginal, Australian, Indigenous

Terms often used interchangeably, especially in relation to languages. In technical linguistic discussions, the ancestral languages of Australia are simply termed ‘Australian’ (because they are Australian to a degree not matched by other languages spoken in Australia today, including English). In everyday talk, however, it is usually necessary to be more explicit. The term ‘Aboriginal’ tends to be used for South Australian situations, where the languages of the Torres Strait Islands are not usually an essential component of local programs. ‘Australian Indigenous’ necessarily refers to the whole nation, while using the term ‘Indigenous’ alone, or with lower-case ‘i’, may suggest an inclusion of perspectives across Australia or wider than Australia. Educators are encouraged to consult with local Indigenous communities about preferred terms, which may include names for local groups.

Aboriginal Englishes

Varieties or **dialects** of English used by many Aboriginal and Torres Strait Island people that differ systematically and in describable ways from Standard Australian English, and that have historical and linguistic connections with Indigenous languages.

Accusative

A **case** that identifies the object of a **transitive** verb. In **ergative** languages, such as Australian Indigenous languages, the form of the accusative case and the **nominative** case for **nominals** is the same. But in some Australian languages, the **pronouns** follow another system.

Adjectives (= ‘throw at’)

Words that qualify, quantify or ascribe some property, form or origin to **nouns**; or describe the state of something. In Australian Indigenous languages, adjectives usually can be used in place of nouns they qualify (eg ‘the big (person) saw it’), and can take the same set of **case markers** as do nouns. For

this reason, adjectives and nouns in Australian Indigenous languages are often grouped together under the label **nominals**.

Adverbs (= ‘to a word’)

A diverse group of words that have the common trait of tending to modify or qualify the action described by a **verb**. In Australian Indigenous languages, adverbs tend not to take **case markers** and may refer to such things as time or manner (eg ‘they will talk *later*’, ‘Cathy went *ahead*’).

Affixation (= ‘fix to’)

The use of **prefixes** and **suffixes** (and infixes) to add, modify, extend meaning (**inflection**), or derive new words (**derivation**). Some languages make extensive use of affixation (eg Australian Indigenous languages) while others use no affixation at all (eg Vietnamese).

Agglutinative (= ‘glued together’)

Where an often quite large number of **morphemes** can be added, with minimal change in form, to a word stem or base word to modify, extend or compound the meaning. Australian Indigenous languages are agglutinative languages, and there are many other examples from around the world, such as Quechua from the Andes, the Kiwai languages from south-western Papua New Guinea, and Japanese.

Allative (= ‘carrying to’)

A **case** indicating motion, action, or stance towards the point of reference.

Allo- (= ‘other’)

Within a particular language, **phonemes** and **morphemes** may appear differently in different words or environments, these different expressions being known as **allophones** and **allomorphs**, respectively. The English plural morpheme appears differently in the words ‘dogs’ and ‘roses’ (ie there are two allomorphs), though this is not reflected in the spelling, and the English phoneme *p* has two allophones as evidenced in the words ‘pin’ and ‘spin’ due to the differing environments.

Alphabet (= ‘*alpha + beta*’, the first two letters of the Greek alphabet)

A set of symbols (‘letters’) for representing in written form the separate **phonemes** (and thence morphemes, as well as words and **texts**) of a language. An alphabet can be devised for any language, but not all languages have writing systems and not all writing systems are alphabetic. As a result of colonial history, Australian Indigenous languages have written forms based on the Roman alphabet. **Logographs** and **syllabaries** may form the components of other, non-alphabetic, writing systems.

Areal features

Characteristics shared by different languages of a region due to borrowings or mutual influence rather than common ancestry.

Articles

Words like ‘a’ and ‘the’, which are involved in specifying **nouns**. They are regarded as a sub-type of **determiners**.

Aspect (= ‘look at’)

Forms of a **verb** that indicate the *duration* or *type* of activity denoted by the verb. The difference in English between ‘I went’ and ‘I was going’ is described in terms of aspect (the former being ‘simple’ and the latter being ‘progressive’).

Benefactive

A **case** identifying the beneficiaries of an action, for example ‘I’m getting some water *for* the child’. Australian Indigenous languages often mark this case with the same form as **genitive** and **purposive**.

Bound pronouns

Pronouns that cannot stand alone as separate words. The majority of Australian Indigenous languages have forms for some or all of their personal pronouns that must attach to other words—that is, they cannot be pronounced in isolation. These take the place of the **free**, or ‘stand alone’, forms. One result of this phenomenon is that whole sentences may be expressed by single words (eg the equivalent of ‘you see me’ can be expressed in some Australian Indigenous languages as the single word ‘see-me-you’, in which only the ‘see’ part can occur by itself). Bound pronouns are often shorter than their free forms.

Case (= ‘fall’)

One of the forms of a **noun**, **pronoun** or **adjective** indicating its grammatical relation to other words. For example, whether a word is the subject or object within a sentence can be determined by case. In Australian Indigenous languages, case is indicated by changing the form of a word—that is, different **suffixes** known as *case markers* are added. The apostrophes in ‘dog’s tail’ is a common English case marker denoting the **genitive** case. Australian Indigenous languages commonly have five to six cases; case and case marking, being an important feature of Australian Indigenous languages in the same way as **transitivity** is, feature prominently in language teaching and learning.

Causal

A **case** indicating the reason for a state or event. In some Australian Indigenous languages this case is represented by a distinct marker; in others it takes the same marker as the **ablative**.

Characteristic

A *verb suffix* denoting action that is done characteristically or habitually by the subject. Alternatively, the ending **nominalises** the verb to indicate the person or thing that habitually does, or is characterised by being able to do, the action described by the verb. The characteristic suffix is also known as the **habitual**.

Cognates (= ‘born together’)

Words that have descended from a common ancestor word. Cognates are often found in different languages, thereby indicating a (historical) relationship between them.

Compound

A word comprising elements that function independently in other contexts. Compounds may involve nouns, adjectives and verbs, and different languages compound words in different ways (eg whether the second element modifies the first or vice versa).

Connectives

Devices such as words, **morphemes**, **intonation** and pauses for linking units of language. In Australian Indigenous languages connectives usually link sentences through **coordination** or **subordination**.

Coordination

Linking of units (typically sentences) in such a way that the linked components are equivalent or of equal status (eg 'possums live in trees and euros live on the ground'). The other main type of linking in Australian Indigenous languages is **subordination**.

Custodial

Indigenous families and communities have rights and interests over languages ancestral to their group, even though these languages may not be used as much as they were in the past. These groups are the custodians of the languages.

Demonstratives

Words like 'this' and 'that'. Demonstratives specify whether the people or things referred to are near to or distant from the speaker, whether they are visible or not, or have been referred to before. Demonstratives take different **suffixes** according to **case**.

Derivation

A process of turning a word, using **affixation**, from one type into another (eg a **nominal** into a **verb**). In Australian Indigenous languages this is a common form of word-building.

Descriptive

A type of **verbless sentence**.

Determiners

Words that co-occur with **nouns** to indicate a range of contrasts, such as quantity, number and general versus specific. In Australian Indigenous languages they are words such as 'some' and 'a few'. Determiners are similar to **quantifiers**.

Diacritic (= 'distinguish')

A mark used with a letter to indicate a modification of its sound. In South Australian Indigenous languages the most common is the underlining used under some letters, and the colon used to indicate long vowels in Ngarrindjeri and in early Pitjantjatjara literature. Like **digraphs**, diacritics are used to extend and adapt the Roman alphabet to make it suitable for other languages.

Dialect (= 'discourse')

A distinctive **variety** of a language identified by a particular set of words or grammatical structures and, in spoken forms, usually associated with a distinctive pronunciation. Dialects can result from geographical or social differentiation, and if a certain dialect assumes prominence as the standard this will be for social or political reasons rather than because of the intrinsic structure of the dialect itself. Several English dialects are spoken in Australia (eg the various **Aboriginal Englishes** and Standard Australian English), and most Australian Indigenous languages exist in a number of dialectical forms (eg the Pitjantjatjara, Yankunytjatjara and Antikirinya varieties of Western Desert).

Digraph (= 'two letters')

A group of two letters that combine to denote a single sound. In Australian Indigenous languages, the most common digraph is formed when 'n' and 'g' combine to produce a new 'letter' that is neither 'n' nor 'g', but represents the single **phoneme** *ng*. Other examples are when two sets of digraphs are formed by 'r' and 'h', as in *rt*, *rn* and *rl*, and *th*, *nh* and *lh*, respectively, each pair comprising different phonemes. Digraphs are also used extensively in English, but with less consistency, as seen in the use of 'ng' in 'singer' and 'finger', and the 'ch' in 'chase' and 'school'. Many digraphs used in Australian Indigenous languages look like English digraphs but are sounded quite differently. Like **diacritics**, digraphs are used to extend and adapt the Roman alphabet to make it suitable for other languages.

Discourse (= 'running to and fro')

A **text**; a stretch of continuous writing or speaking that is larger than a single sentence. Also, extended discussion (eg spoken, written, conversational) on a topic.

Dreaming/History (with capital ‘d’/‘h’)

Alternative words for the body of Australian Indigenous law in respect of the integration of past and present as exemplified in landscape, story, song, design and kinship.

Ecology (= ‘about households’)

A view of living entities that considers their relations with each other and the environment in an effort to understand how communities of organisms develop, change and are maintained from generation to generation. *Language ecology*, *linguistic ecology*, or *ecolinguistics* all refer to a new branch of linguistics that examines the interrelationship between languages, their speakers, and the world. It seeks to explain the wellbeing of languages as a consequence of a healthy ecological support system and examines the ways they respond to other languages and to changes in their environment. Some of the current concerns of language ecology are the relationship between linguistic (and cultural) diversity and biological diversity, and the role of language in the development and possible solution of ecological and environmental problems. The world’s indigenous languages provide unique and valuable insights for the study of language ecology.

Elicative (= ‘carry out of’)

A **case** indicating motion or action out of a place, which in some languages contrasts with the **ablative** case.

Embedding

Inserting one sentence into another (eg ‘the woman who made this has left’). When this occurs in Australian Indigenous languages the embedded sentence is marked by a special form of the **verb**. Embedding is a form of **subordination**.

Equative

A type of **verbless sentence**.

Ergative (= ‘working’)

A **case** in languages where the subject of a sentence takes a different ending depending on whether the **verb** is **transitive** or **intransitive**: in the former instance the ergative is used, in the latter the **nominative**. Ergativity is a distinctive feature of Australian Indigenous grammar, but is also found in

other parts of the world (eg Basque in Europe, Inuit in Canada and Greenland, Motu in Papua New Guinea). In some Australian Indigenous languages, **pronouns** are part of the ergative system (ie as subjects of sentences, they take either the ergative or nominative, depending on the transitivity of the verb), but in others they are not (ie they can have only one form as subjects); the latter situation is known as ‘split ergativity’.

Existential

Sentences of the type ‘*there are two trees*’, which in Australian Indigenous languages are formed using **verbs** of stance, that is ‘sitting’, ‘lying’, ‘standing’, ‘crouching’, and so on.

Fortis

A speech sound produced with greater muscular effort, tension or force of breath than a similar sound; the less tense sound is thereby termed **lenis**. For example, in the Adnyamathanha pair *ipi* ‘alive, awake’ and *ivi* ‘sheep’, the consonant in the former is fortis and in the latter lenis. This is not a common feature in Australian Indigenous languages.

Free pronouns

Pronouns that can stand alone as separate words, as distinct from the **bound** forms that many Australian Indigenous languages exhibit.

Genitive (= ‘producing’)

A **case** indicating, in Australian Indigenous languages, relationships of possession, use, custody and care (eg ‘Jo’s car’, ‘the boy’s dog’, ‘their country’). Most commonly throughout Australia, this suffix takes the form *-ku* or *-gu* when attached to **nominals**.

Glide

A speech sound produced by the speech organs moving towards, or away from, a point of articulation (eg *y*, *w*, *r*)

Habitual

Another term for the **characteristic** suffix used with **verbs**.

Hand talk

A paralinguistic device using hand signs as a substitute or adjunct to spoken language.

Imperfective (= ‘incomplete’)

A verb **aspect**, contrasting with **perfective**, that indicates continuity or incompleteness of action.

Inchoative

A verb **aspect** common in Australian Indigenous languages that denotes a process of ‘becoming’, usually formed by **suffixing a nominal** (eg ‘happy’ produces the verb ‘becoming happy’).

Inflection (= ‘bend into’)

A process of forming grammatical variants of a word without changing its category—for example, an inflected **noun** takes on a different role but is still a noun. In Australian Indigenous languages inflection is achieved by **affixation**.

Instrumental

A **case** denoting the tool, or some other physical means, used in an activity.

Interrogative

In Australian Indigenous languages, sentences are made interrogative (turned into questions) by the addition of a question word, or by a change in **intonation**. Other languages use **affixes**, or change the order of words (eg English ‘Are you going?’).

Intonation

The rise and fall of pitch while speaking to distinguish meaning. Intonation is not an inherent part of individual words but is used to help establish meaning when words are strung together.

Intransitive (= ‘not go across’)

Verbs that denote self-contained action that does not necessarily affect the external environment. Put another way, intransitive verbs cannot be supplied with a direct object. In English, for example, ‘he went a tree’ is not grammatical, suggesting that ‘went’ is here intransitive, contrasting with its **transitive** use in ‘he went a mile’. In Australian Indigenous languages, the

question whether verbs are intransitive or transitive is very significant for constructing sentences.

Lateral

A speech sound produced by partial closure of the oral cavity by means of the tongue, thereby forcing the outward flow around its sides (eg *lh*, *rl*, *ly*).

Lenis

A speech sound produced with less muscular effort, tension or force of breath than a similar sound; the more tense sound is thereby termed **fortis**. For example, in the Adnyamathanha pair *idhi* ‘finch’ and *ithi* ‘twig’, the consonant in the former is lenis and in the latter fortis. This is not a common feature in Australian Indigenous languages.

Lexical (= ‘to do with words’)

Refers to the vocabulary of a language. A language is said to consist minimally of two parts: a lexicon (the content) and a grammar (the structure). Sometimes ‘lexical’ is used in a specialised sense to distinguish lexical words, which have **semantic** content (eg ‘fish’, ‘running’, ‘heavy’), from grammatical words, which have a purely structural role (eg ‘in’, ‘because’, ‘the’).

Locative (= ‘locating’)

A **case** denoting location.

Logograph (= ‘word writing’)

A symbol denoting a whole word (or **morpheme**), but not necessarily its constituent **phonemes**. Logographs—also called logograms—are present to varying degrees in most writing systems (eg = ‘equal(s)’, & ‘and’, 3 ‘three’).

Maintenance

Types of language learning programs in which learners actively use the **target language** as their first language. Maintenance programs seek to develop learners’ skills and understandings with respect to the language in one or more new areas (eg literacy, interpreting and translating, medium for other Learning Areas), thereby contributing to the maintenance of the language for subsequent generations of speakers.

Mnemonic (= ‘mindful’)

Memory enhancing strategies such as parallelisms and repetition found in spoken language.

Mood

Forms of **verbs** that indicate the *attitude* of the speaker to the factual content of the utterance, for example whether what is said is plain description, a possibility, a wish, a command, and so on. Like **tense** and **aspect**, mood in South Australian Indigenous languages is usually indicated by **affixes** placed after the main part of the verb. Questions, however, are signalled by intonation or by special question words, rather than by affixation.

Morpheme (= ‘shape, form’)

The smallest meaningful unit in the grammar of a language. A morpheme may be as long as a word or as short as a **phoneme** (eg English ‘cats’ comprises two morphemes, ie ‘cat’ and ‘s’). The concept of morpheme is particularly useful in teaching and learning highly **affixed** and **agglutinative** languages, such as is the case with Australian Indigenous languages, because the various components that make up long words can be easily separated and taught explicitly.

Morphology (= ‘account of form’)

A consideration of the various forms that words take in a particular language, especially with respect to constituent **morphemes**.

Nasal

A speech sound produced by complete closure of the oral cavity, thereby forcing the outward flow of air through the nose (eg *ng, m, rn*).

Nominals (= ‘name-like’)

In Australian Indigenous languages **nouns** and **adjectives** often have similar grammatical roles and behaviours, and so are often grouped together under this one label.

Nominalisation

The process of forming **nouns** from another word type (eg **verbs**). In Australian Indigenous languages the process involves adding **morphemes** to the words that are to be transformed.

Nominative (= ‘naming’)

A **case** in Australian Indigenous languages where the subject of a sentence takes a different ending depending on whether the verb is **intransitive** or **transitive**: in the former instance the nominative is used, in the latter the **ergative**. Some Australian Indigenous languages do not use an ergative system with their **pronouns**, in which case the nominative is the only case possible for the subject of a sentence.

Non-past

A verb **tense** that refers to the present or the future, in rather the same way that the English ‘-ing’ tense can be used for both, as in ‘I’m sitting at my desk’ (present) and ‘I’m going back next week’ (future).

Particles

Words or **morphemes** that usually modify the whole sentence by conveying the speaker’s attitudes or intention in respect of the content of the sentence. Particles do not change in form. That they are common in Australian Indigenous languages is very significant for the language learner.

Perfective (= ‘complete’)

A verb **aspect**, contrasting with **imperfective**, that indicates completion of action.

Perlative (= ‘carrying through’)

A **case** indicating motion or action by way of, via, alongside or near the point of reference.

Phoneme (= ‘sound, speech’)

The smallest meaningful unit in the sound system of a language. Put another way, it is the smallest unit of speech in a given language that distinguishes one word from another. For example, the two English words ‘faces’ and ‘phases’ are distinguished by just two different phonemes (even though the conventional spelling masks this somewhat).

Phonology (= ‘account of sound’)

A consideration of the system of speech sounds that comprise a particular language, especially with respect to its **phonemes**.

Possessive

A type of **verbless sentence**. Also, like **genitive**, a **case** indicating possession (eg ‘your’, ‘Janine’s’).

Pragmatics (= ‘concerning deeds’)

A consideration of the situational factors that influence a person’s use of language—reflected, for example, in the choice of words a speaker makes or how what is said or written can be interpreted. In Australian Indigenous languages, kinship relations are an important element of pragmatics.

Prefix (= ‘fix in front’)

An **affix** added *before* the main part of the word.

Pronouns (= ‘standing in place of nouns’)

Any language will have a limited number (or ‘closed set’) of words that can substitute for **nominals**. These are known as pronouns and typically are the *personal pronouns* (eg words like ‘I’, ‘me’, ‘you two’). In certain of their uses, **demonstratives** and **interrogatives** are regarded as pronouns. Within the confines of a closed set, Australian Indigenous languages are richly endowed with pronouns which occur in singular, dual and plural forms. Some languages—most notably Adnyamathanha—also have an elaborate system of *kinship pronouns* in which to say ‘you two’, for example, it is necessary to know how the two people spoken to are related.

Purposive

A **case** indicating the reason, goal or intention lying behind an action (eg ‘let’s go *for* water’).

Quantifiers

A word or **morpheme** expressing amount (eg ‘all’, ‘some’). Quantifiers are similar to **determiners**.

Reciprocal (= ‘back and forth’)

A form that denotes action mutually transferred between two participants (eg ‘they can see each other’); in Australian Indigenous languages this is usually conveyed by **voice** in a **verb**.

Reclamation

A type of language **revival** program in which the **target language** is known mostly through documents recorded from earlier generations of speakers.

Reduplication

A word that has some sort of internal repetition. This process usually modifies the meaning of the word which, in Australian Indigenous languages, can range from creating a sense of plurality to a weakening of the intensity of the original word.

Reflexive (= ‘bend back’)

A form that denotes action bending back onto the subject (eg ‘she can see herself’); in Australian Indigenous languages this is usually conveyed by **voice** in a **verb**.

Relator suffixes

Suffixes that attach to **nominals** to indicate some sort of association with other nominals in the sentence. They are not case markers because these suffixes themselves can take case markers. One of the most common in Australian Indigenous languages is the relator suffix denoting ‘having’ or ‘equipped with’.

Renewal

A type of language **revival** program in which the **target language** is no longer used extensively, or spoken ‘**right through**’, but is still known and used in part by a significant number of community members.

Revitalisation

A type of language **revival** program in which the **target language** is used fluently by some older speakers, but less so by younger speakers.

Revival

Types of language learning programs devised in contexts which have experienced language loss. Through working with children and students, such programs in schools may endeavour to recover lost language material or ensure that increasing numbers of young people know and use the language in its contemporary form and state. This is a cover term for **revitalisation**, **renewal** and **reclamation**.

Right through

A term describing the extent of use of a language in a community. A language spoken ‘right through’ is passed on intergenerationally and used for the full range of daily needs.

Semantics (= ‘significant’)

A consideration of meaning in language.

Serialisation

Linking **verbs** that have the same subject. This is common in Western Desert languages (eg ‘he walked and walked, made camp, then cooked some food’), and is achieved using special verb **suffixes**.

Shift

Language shift refers to a speech community moving away from its first language to another as the main medium of communication within the community. As a result, the children of that generation will tend to develop their communicative competence within the second language, not the first.

Stop

A speech sound produced by a complete closure of the oral–nasal cavity, thereby stopping the outward flow of air (eg *t*, *tj*, *k*).

Subordination

Linking of units (typically sentences) in such a way that the linked components are not equivalent, or are of unequal status (eg ‘after it rains women dig for honey ants’). Some Australian Indigenous languages indicate subordination with a special **suffix** on **verbs**, such as is used for **serialisation** in Western Desert languages. The other main type of linking in Australian Indigenous languages is **coordination**.

Suffix (= ‘fix behind’)

An **affix** added *after* the main part of the word.

Syllabary

A set of symbols representing the syllables of words (usually consonant–vowel pairs).

Syntax (= ‘arrange together’)

The way **morphemes** and words are strung together to make meaningful stretches of language.

Target language

The language, or language **variety**, that is the goal of some activity (eg teaching and learning, **revival**, translation).

Teaching team

The group of people responsible for delivering a teaching and learning program in a **target language**. The team usually includes a trained teacher, an Aboriginal language and cultural specialist and a linguist.

Tense (= ‘stretch’)

Forms of **verbs** that deal principally—but not solely—with the *time* at which the action denoted by a verb took place. In South Australian Indigenous languages, tense is usually indicated by **morphemes** that are placed after, but not necessarily immediately after, the main part of the verb and often in conjunction with other **affixes** that have other functions.

Text (= ‘weave’)

In Australian Indigenous languages, a stretch of language that becomes the focus of some learning or investigation. Texts may be spoken or written, but spoken texts need to be somehow ‘captured’ (eg using memory, videotape, transcription, audio recording, gesture, visual cues) so that they can be repeatedly examined or ‘replayed’. Therefore, a ‘text’ is not necessarily of piece of writing—a fact that is important in relation to Australian Indigenous languages.

Text types

Texts may be classified with reference to the subject matter, the situation, the communicative intent, and the behaviour of the speaker (eg narratives, speeches, dialogues, news reports).

Transitive (= ‘go across’)

Verbs that denote an action that affects, or is regarded as affecting, the external environment. Transitive verbs may be supplied with a direct object,

although in Australian Indigenous languages the direct object may be left out (as being understood). Most Australian Indigenous languages put the subject of a transitive verb in the **ergative case**, if it is a **noun** or **adjective** (ie **nominal**), and some languages also use the ergative case with **pronouns**. The case of the object of a transitive verb, if present, takes the same form as the case of the subject of an **intransitive** verb. Some Australian Indigenous languages treat pronouns the same way, some others do not use the ergative with pronouns.

Trill

A speech sound produced by the rapid tapping of one speech organ (usually the tongue) against another (eg *rr*).

Variety

Another word for **dialect**, particularly used to avoid the connotations of 'substandard' that the word 'dialect' often conveys.

Verb (= 'word, verb')

Intuitively, an 'action' or 'doing' word. More formal definitions refer to the role of distinguishing **tense**, **aspect**, **mood**, **voice**, person, number, and so on. In Australian Indigenous languages, verbs in most instances are clearly distinguishable on formal grounds from other words, and are involved in distinguishing at least the first four of the above list of elements.

Verbless sentences

Most Australian Indigenous languages form the equivalent of such English expressions as 'my father is tall' with verbless sentences such as 'my father tall'. (Alternatively, **verbs** of posture or stance may be used, for example 'she

happy *sitting*' for 'she is happy'.) Verbless sentences may be of the **equative** type (eg 'Jim [is] her friend'), **possessive** (eg 'this [is] yours'), or **descriptive** type (eg 'that horse [is] big'), and do not take other components like location and time.

Vocative (= 'calling')

A **case** used to address or invoke a person or thing.

Voice

1) In Australian Indigenous languages some or all **verbs**, through **inflection**, may appear in contrasting forms where the relationship between the subject and the verb is modified. In this way, **transitivity** of verbs may be reversed, or the action of a verb may be regarded as bending back (ie **reflexive**) on to the subject or as being mutually transferred (ie **reciprocal**) between two subjects. Examples of English equivalents of these processes could be 'I sat in a chair' and 'I sat the child in a chair' (which is achieved without **affixation**), and 'she's waiting' and 'she's awaiting your call' (which uses affixation). Some Australian Indigenous languages achieve reflexivity and reciprocity by attaching **suffixes** (like the English '-self' and '-selves') to the subject rather than the verb. 2) Speech sounds produced while the vocal chords are vibrating are *voiced*, otherwise they are *voiceless* (or *unvoiced*). In Australian Indigenous languages it is rare for speech sounds to be distinguished solely on the basis of voice (ie voicing is not **phonemic**), and the presence or absence of *voicing* is due to neighbouring sounds. Some spelling systems for Australian Indigenous languages reflect this environmental conditioning and are thereby not strictly phonemic.

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Wirangu

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Yankunytjatjara

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- Hoogenraad R & Thornley B (2003) *Aboriginal languages of central Australia and the places where they are spoken*. Alice Springs NT: IAD Press.
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SUGGESTED GAMES (G:)

1. **Fly Swat:** Learners are divided into teams. One learner from each team has a fly swat. A word from the **target language** is called out, and the learners race to swat the matching picture, or written word, already posted on the wall. Teams score points for the person who hits the word/picture first.
2. **Skipping the Letters:** Learners spell a given word in the **target language** by calling out the letters as they skip in time, letter by letter.
3. **Simplified Simon Says:** The teacher, or a selected learner, calls out a body-part in the **target language** and the other learners place their hands on the part of the body as directed: 'head', 'knees', etc.
4. **Simon Says:** Simon's name can be changed to a name from the **target language**. The teacher, or a learner, directs this game by saying in the **target language** 'Simon says put hands on head', and the participating learners respond by doing as requested. If the leader says 'Put hands on head', learners do not follow the direction as it does not have the 'Simon says ...' at the beginning. Players are eliminated as they make mistakes in following instructions, and the last learner to follow accurately as required wins the game.

5. **Directed Actions:** The teacher, or learner, says an action in the **target language** and the group then does what it is told: 'jump', 'sit', 'stand', 'walk', etc.
6. **Beginning Sounds:** The teacher gives a sound or syllable and learners brainstorm the words in the **target language** that they know beginning with that sound or syllable.
7. **I Spy Flash Cards:** Flash cards in the **target language** are placed on the board or around the room. A selected learner makes the statement 'I see a word beginning with ...[sound or syllable]'. Learners then guess which word the person can see. The person who guesses correctly then is the new 'leader'.
8. **Scrabble:** Learners play Scrabble using single letters or phonemes from the **target language**.
9. **Tic Tac Toe:** Cards with words or pictures in the **target language** are placed face down on a table. Learners tap the cards saying (in the **target language**, if possible) the verse, 'Tic tac toe, Here I go, Where I stop, I do not know'. At the end of the verse they pick up the card they tapped last, and read or name the picture.
10. **Guess Who?** A commercially available game for two players in which each asks the other questions such as, 'Is he/she wearing a hat?' and from the answers discovers the identity of the character previously selected. Cue cards in the **target language** will assist learners to remember the language required for the game.
11. **Tangrams:** Learners construct a variety of star or tree shapes using card triangles of various dimensions. They join edges by matching corresponding **target language** words and pictures or English words, like a jigsaw or dominoes.
12. **Bingo:** Learners have a base card with nine or more assorted pictures or **target language** words. A caller says or reads the words and learners cover the corresponding element on their cards as they are called. The first learner to have all covered calls 'Bingo' (or word in **target language**) and if correct, wins the game. Learners take turns being the caller.
13. **Diving Board:** A diving board is drawn. A learner selects a **target language** word and writes the corresponding number of underscore lines for each letter of the word. Other learners then try to guess letters that make up the word. Each correct guess is written in the right spot, for each incorrect guess an imaginary person proceeds step-by-step up the ladder of the diving board and along the board to the edge before diving into the water. The aim is to guess the word before the person is forced to dive into the water.
14. **Guess the Word:** A learner sits with back to a board. Another learner chooses and writes a **target language** word on the board. Members of the group give the player single-word clues about what the chosen word is (eg 'kangaroo' may elicit clues such as 'tail', 'fur', 'grass', 'fast', etc).
15. **Something is Missing:** A selection of objects or pictures is placed on a table. All learners look at the group of objects. One learner is selected and leaves the room while one or two objects are removed. On returning she or he is asked to identify the missing object(s) by using the **target language**. (A list of the objects in the **target language** may be posted as an aid.)
16. **Dictionary Diving Board:** Learners each have a **target language** dictionary. The player selects a word and gives the learners the first letter of the word (eg using Adnyamathanha *nhanthu* 'horse', N_ _ _ _ _). Learners check their dictionaries under that letter and one-by-one ask the player questions to try to find the word. A diving-board diagram is used to show progress in finding the selected word, and if learners cannot find the word before the person dives into the water the player wins. One variation can be for learners to suggest English meanings of the word they think the player has in mind (eg keeping to the example above, 'edge' for *nhiarri*) and then player has to give the **target language** word and to write in any letters that are common between it and the word the learners are seeking.
17. **Concentration:** Pairs of matching cards (eg same pictures, **target language** word and picture, **target language** word and English word) are laid out face down on a table. Players select two cards and turn them over. If the cards match, the player takes the pair and has another turn.
18. **Board Games:** Commercially available board games such as 'Snakes and Ladders' and 'Ludo' may be played by using the **target language** for numbers, colours, etc.
19. **Freeze:** Learners are asked, in the **target language**, to do an action, which they do until told, in the **target language**, to stop.

SUGGESTED WEBSITES (W:)

1. Aboriginal Education Unit (DECS): www.aboriginaleducation.sa.edu.au
2. Languages and Multicultural Resource Centre (DECS): www.lmrc.sa.edu.au
3. *Aboriginal Australia* (map) founding documents: www.foundingdocs.gov.au/pathways/
4. *Universal Declaration of Linguistic Rights* (1996): www.linguistic-declaration.org/decl-gb.htm
5. Central Australian Aboriginal Media Association (Alice Springs): www.caama.com.au
6. National Aboriginal and Torres Strait Islander Education Website: www.natsiew.nexus.edu.au/lens/

R-10 OUTREACH AND OTHER SERVICES

Aboriginal Education Resource Centre (DECS), 5 Harewood Avenue, Enfield SA 5085 Phone (08) 8343 6500 Fax (08) 8343 6515 Web www.aboriginaleducation.sa.edu.au

Adelaide Festival Centre Education Service, King William Road, Adelaide SA 5000 Phone (08) 8216 8861 Fax (08) 8212 7849

Adelaide Zoo Education Service, Frome Road, Adelaide SA 5000 Phone (08) 8267 2434 Fax (08) 8239 1329

Arbury Park Outdoor School, Arbury Park Road, Bridgewater SA 5155 Phone (08) 8339 3237 Fax (08) 8339 3313

Art Gallery of SA Education Service, North Terrace, Adelaide SA 5000 Phone (08) 8207 7033 Fax (08) 8207 7070

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), PO Box 553, Canberra ACT Phone (02) 6246 1111 Fax (02) 6261 4285
Web www.aiatsis.gov.au

Botanic Gardens of Adelaide Education Service, North Terrace, Adelaide SA 5000 Phone (08) 8222 9344 Fax (08) 8222 9399

Central Australian Aboriginal Media Association (CAAMA), 12 Robson Road, Hectorville SA Phone (08) 8366 8530 Fax (08) 8365 0571 Web www.lmrc.sa.edu.au

CSIRO Science Education Centre, Days Road, Regency Park SA 5010 Phone (08) 8348 2405 Fax (08) 8346 6311

Greenwood Park Outdoor Education Centre, Queen Elizabeth Drive, Barmera SA 5345 Phone (08) 8588 7070 Fax (08) 8588 7137

Instrumental Music Service—North, c/- Elizabeth East High School, 50 Smith Road, Salisbury East SA 5109 Phone (08) 8250 8540 Fax (08) 8250 9968

Instrumental Music Service—South, Deemster Avenue, Christies Beach SA 5165 Phone (08) 8384 6065 Fax (08) 8384 6075

Languages and Multicultural Resource Centre (DECS), 12 Robson Road, Hectorville SA 5073 Phone (08) 8366 8532 Fax (08) 8365 0571 Web www.lmrc.sa.edu.au

Migration Museum Education Service, 82 Kintore Avenue, Adelaide SA 5000 Phone (08) 8207 7586 Fax (08) 8207 7591

Nature Education Centre, c/- Norwood Primary School, 39 Osmond Terrace, Norwood SA 5067 Phone (08) 8363 0238 Fax (08) 8362 0102

Parliament House Education Service, Parliament House, North Terrace, Adelaide SA 5000 Phone (08) 8237 9386 Fax (08) 8212 5792

Primary Schools Music Festival Support Service, 2 Hay Street, Klemzig SA 5087 Phone (08) 8261 0900 Fax (08) 8261 9799

SA Law Court Education Service, Adelaide Magistrates Court, 260–280 Victoria Square, Adelaide SA 5000 Phone (08) 8204 0452 Fax (08) 8204 8490

SA Maritime Museum Education Service, 119 Lipson Street, Port Adelaide SA 5015 Phone (08) 8207 6255 Fax (08) 8207 6266

SA Museum Education Service, North Terrace, Adelaide SA 5000 Phone (08) 8207 7429 Fax (08) 8207 7430

SA Primary Schools Amateur Sports Association (SAPSASA), School Sport Unit, Cudmore Terrace, Henley Beach SA 5022 Phone (08) 8235 0850 Fax (08) 8353 5722

SA Secondary Schools Sports Association, School Sport Unit, Cudmore Terrace, Henley Beach SA 5022 Phone (08) 8235 0411 Fax (08) 8353 5722

Special Education Resource Unit, 72A Marlborough Street, Henley Beach SA 5022 Phone (08) 8235 2871 Fax (08) 8235 1907 Web web.seru.sa.edu.au

Tandanya National Aboriginal Cultural Institute, 253 Grenfell Street, Adelaide SA 5000 Phone (08) 8224 3200 Fax (08) 8224 3250

Tape Services, 266 Port Road, Hindmarsh SA 5007 Phone (08) 8241 5615 Fax (08) 8241 5708 Web www.tapeservices.sa.edu.au

Technology School of the Future, Education Development Centre, Milner Street, Hindmarsh SA 5007 Phone (08) 8463 5999 Fax (08) 8463 5900










The Investigator Science and Technology Centre, Days Road, Regency Park SA 5010 Phone (08) 8348 2400 Fax (08) 8346 6311

Umeewarra Media Association, Flinders Street, Port Augusta SA 5700 Web www.umeewarra.com.au

Wiltja Program, 11 Actil Avenue, Woodville SA 5011 Phone (08) 8347 1520 Fax (08) 8347 3896

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