R–10 Languages (Australian Indigenous) Teaching Resource
Other documents in this series:
- R–7 English teaching resource
- 8–10 English teaching resource (Draft Jan 04)
- R–7 Mathematics teaching resource
- 8–10 Mathematics teaching resource (Draft Jan 04)
- R–10 Science teaching resource (Draft Jan 04)
- R–10 Arts teaching resource (Draft Feb 04)
- R–10 Health and Physical Education teaching resource (Draft May 04)
- R–10 Society and Environment teaching resource (Draft May 04)
- R–10 Design and Technology teaching resource (Draft May 04)
- R–10 Languages (Alphabetic) teaching resource (Draft July 04)
- R–10 Languages (Non-alphabetic) teaching resource (Draft July 04).
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TEACHER WRITERS/SUPPORT EDUCATORS

Johanna Bradtke Port Augusta West Primary School
Barb Huxford Murray Bridge Primary School
Trish Jenner Ceduna Area School
Cherie Watkins Kaurna Plains School

MANAGEMENT TEAM

Guy Tunstill Policy & Program Officer, Aboriginal Languages
Greg Wilson Policy & Program Officer, Aboriginal Languages
Rob Harding Manager, SACSA Companion Documents Program
Bridgid Laheney Project Officer, SACSA Companion Documents Development Support
Carolyn Cockburn Policy & Program Officer, Publishing
Ken Cheel Support Officer, SACSA Companion Documents Program
Ian Robertson Support Officer, SACSA Companion Documents Program
Irene Smith Administration/Keyboarding Support
## CONTENTS

| Introduction | 6 |
| Australian Indigenous Languages and the SACSA Framework (concept map) | 9 |
| Learning an Australian Indigenous language | 10 |
| Overview of Key Ideas and Developmental Learning Outcomes | 11 |

### Pathway 1A

| Early Years (Years R–2) | 12 |
| Communication: Listening and speaking | 13 |
| Reading | 15 |
| Writing | 17 |
| Understanding language | 19 |
| Understanding culture | 21 |

| Primary Years (Years 3 and 4) | 23 |
| Communication: Listening and speaking | 24 |
| Reading | 26 |
| Writing | 27 |
| Understanding language | 28 |
| Understanding culture | 29 |

| Primary Years (Year 5) and Middle Years (Year 6) | 30 |
| Communication: Listening and speaking | 31 |
| Reading | 33 |
| Writing | 35 |
| Understanding language | 37 |
| Understanding culture | 38 |

| Middle Years (Years 7 and 8) | 40 |
| Communication: Listening and speaking | 41 |
| Reading | 43 |
| Writing | 45 |
| Understanding language | 46 |
| Understanding culture | 47 |

| Middle Years (Year 9) and Senior Years (Year 10) | 48 |
| Communication: Listening and speaking | 49 |
| Reading | 51 |
| Writing | 52 |
| Understanding language | 53 |
| Understanding culture | 54 |

### Pathway 1B

| Middle Years (Years 8 and 9) | 56 |
| Communication: Listening and speaking | 57 |
| Reading | 59 |
| Writing | 61 |
| Understanding language | 62 |
| Understanding culture | 64 |

| Middle Years (Year 9) and Senior Years (Year 10) | 66 |
| Communication: Listening and speaking | 67 |
| Reading | 69 |
| Writing | 70 |
| Understanding language | 72 |
| Understanding culture | 73 |

### Linguistic items and cultural aspects:

- Adnyamathanha, Antikirinya, Arabana, Kaurna,
- Ngarrindjeri, Nharangga, Pitjantjatjara, Wirangu,
- Yankunytjatjara

| Glossary | 86 |
| Bibliography | 88 |
INTRODUCTION

The South Australian Curriculum, Standards and Accountability (SACSA) Framework elaborates 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. At the time of writing, the following languages were being taught in South Australian schools—Adnyamathanha, Antikirinya, Arabana, Kaurna, Ngarrindjeri, Nharangga, 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 curriculum officers, language specific support services and professional associations.

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 details 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.

Assessment to support learning is maintained as a focus throughout the resource.

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.

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 subdivided into the four sub-strands of listening, speaking, reading and writing.

Communication in this document shows a gradual progression to operating successfully 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.

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

<table>
<thead>
<tr>
<th>Year Level</th>
<th>R</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas and Outcomes</td>
<td>Early Years</td>
<td>Primary Years</td>
<td>Middle Years</td>
<td>Senior Years</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Standards</td>
<td>Towards 1</td>
<td>Towards 1</td>
<td>Towards 1</td>
<td>Towards 2</td>
<td>Towards 2</td>
<td>Towards 3</td>
<td>Towards 4</td>
<td>Towards 4</td>
<td>Towards 5</td>
<td>Towards 5</td>
<td></td>
</tr>
</tbody>
</table>

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, revival and development

- 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 constraining the possibilities to these examples
- provides language specific pages for Adnyamathanha, Antikirinya, Arabana, Kaurna, Ngarrindjeri, Nharangga, Pitjantjatjara, Wirangu and Yankunytjatjara, describing linguistic items and cultural aspects, including suggested resources relevant to some of the suggested content
- includes cross-referencing to allow navigation between Standards and strands
- provides a bibliography with references; suggested resources, including texts, photographs, games and video; 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

Both formal and informal assessment strategies are important in languages education. It is essential that assessment is inclusive of all children and students and focuses on the process of learning rather than the product. A range of assessment practices to assess participation, skill development, behaviour, attitude and application in a range of contexts and situations should be used. Methods that could be used include: analysis, anecdotal record sheets, cooking, conferencing, observation checklists, peer assessments, problem solving, role-playing assertiveness and communication skills, rubrics, skills checklists, students’ logs, student self-assessments, and written tests. Accordingly, assessment examples are provided throughout this resource.

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>.

Feedback

You are encouraged to trial this draft resource in late term 3, early term 4, 2004. Please refer to the Feedback Form, inserted at the centre of this document. Your feedback will be most appreciated and is essential in order to produce a resource document that best meets teachers’ and learners’ needs. A workshop involving teacher-writers is also planned for term 4, 2004 to refine this document in response to the feedback.

In the meantime, if you wish to provide feedback or obtain further information, please contact:

Rob Harding
Manager, SACSA Companion Documents Program
Learning Outcomes and Curriculum Group
4th floor, 31 Flinders Street
Adelaide 5000
Telephone: 8226 0923
Fax: 8359 3001
E-mail: harding.rob@saugov.sa.gov.au
Understanding culture overarches the learning and understanding of Australian Indigenous languages and grows from:
- reflecting on practices, values and beliefs carried by language
- understanding of past, present, and future based on language and culture
- grounding language and cultural learning on community consultation, Reconciliation, and a recognition and appreciation of Australian Indigenous languages.

Understanding language grows from:
- understanding and developing first and second languages, reviving languages, and becoming aware of languages
- recognising patterns in language forms
- establishing connections between language forms and meaning.

Communication grows from:
- using all modes of language use—listening, speaking, reading, writing, viewing, gesturing
- identifying, collecting, comparing, reviewing and reporting using texts
- sharing meaning and negotiating relationships
- playing with language and enjoying discovery and learning.

South Australian Indigenous languages, including:
- Antikirinya
- Arabana
- Kaurna
- Ngarrindjeri
- Nharangga
- Pitjantjatjara
- Wirangu

South Australian Indigenous languages, including:
- Adnyamathanha

Professional learning
Language development
Educators and custodians
Planning
Teaching
Assessing
Evaluating
Learning
Valuing
Language learning
Learners and families
Language development
Identity affirmation
LEARNING AN AUSTRALIAN INDIGENOUS LANGUAGE

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 is acknowledged with respect to teaching and learning programs in the language, in many cases leading to the need to seek formal permission for a particular Indigenous language to be taught in schools.

- The history of Indigenous languages in Australia since colonisation has been a sorry one of assault, loss and neglect and this, in many cases, affects what can be done in school programs.

- Most Indigenous Australians regard properly conducted language revival as a key to cultural identity, affirmation and renewal. Sample learning descriptors have been written for each year level so that teachers can provide many opportunities for learners to be immersed in hearing the language being spoken by target language speakers.

- Learning Australian Indigenous languages entails also developing knowledge and understandings about language and culture that promotes Australia, and Indigenous lands and nations within Australia, as the central focus of study. In many instances this may entail pre-eminence of the understanding language and understanding culture strands over the communication strand.

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.

In interpreting and producing Indigenous languages texts, learners explore concepts related to language and culture as universals. In order to do so in depth, teaching teams and learners may engage in some research, analysis and discussion in English, relative to the learning processes in the Band. Underlying such activities is always the goal of developing learners’ use of the target language, and of developing a range of classroom discourse 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’ 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.
Overview Of Key Ideas And Developmental Learning Outcomes: BIRTH To AGE 5

Please refer print copy available in schools or the PDF version on this website.
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 future is connected to a world of linguistic and cultural diversity.

Identity
Learners begin to:
• develop an understanding 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 to shape that heritage.

Thinking
Learners begin to:
• make explicit form and structure in language and culture
• connect language forms with meaning
• create new meaning using established language forms
• appreciate that language and cultural situations may look and sound different, but actually have the same meaning.

Interdependence
Learners begin to:
• move beyond themselves to form links with different groups
• contribute to shared goals
• understand some of the bases for interrelated connections between different groups.

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

#### Strand: Communication

#### Band: Early Years

**Standard:** 1

<table>
<thead>
<tr>
<th>Key Ideas</th>
<th>Listening and Speaking</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| **Listening**<br>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. | **Towards Standard 1**<br>Listens to requests in the target language and responds accompanied by gesture. | **Towards Standard 1**<br_LISTENING AND SPEAKING>
- Listens to requests in the **target language** and responds 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. **+**
- Makes connections between morphemes, words, phrases and sentences, and their meanings in spoken texts. **In T C**

*POSSIBLE TOPICS:*<br>- Self<br>- Peers<br>- Senses<br>- Places

**Speaker**<br>Children engage in action-related talk to share meaning. They learn to use the language in the context of everyday experience and routines.<br>C KC1 KC2<br>**relating to outcome 1.2**

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

**Target languages and cultures include Adnyamathanha, Antikirinya, Arabana, Kaurna, Ngarrindjeri, Nharangga, Pitjantjatjara, Wirangu and Yankunytjatjara, among others.**

- Listens to requests in the **target language** and responds accompanied by gesture.<br>- Uses a wider range of familiar greetings in the **target language** without support.<br>- Says, with support, the name of the **target language**, with correct pronunciation.<br>- Approximates correct pronunciation of words in songs and speech in the **target language**.<br>- Beats and sounds out syllables in **target language** words.<br>- Participates in group singing of **target language** songs.<br>- Listens to and retells parts of **target language** culture stories in English and in the **target language**.<br>- Listens to requests in the **target language** and responds, relying less on gesture.<br>- Uses familiar and practised greetings in the **target language** with confidence.<br>- Pronounces, confidently and correctly, the **target language** name (eg Pitjantjatjara, Ngarrindjeri, Adnyamathanha, Wirangu). **+**

- Pronounces, accurately and confidently, familiar words when singing and talking in the **target language**.<br>- Beats and identifies the number of syllables in **target language** words.<br>- Selects and leads group singing of familiar songs in the **target language**.<br>- Listens to and retells **target language** culture stories in English, with increased use of the **target language** in responses.

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**KEY TO SYMBOLS**

- **F** Futures
- **Id** Identity
- **In** Interdependence
- **T** Thinking
- **C** Communication

**KEY IDEAS**

(Refer p11 for DLO overview)

**OUTCOMES**

**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**
**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**

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**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 in teams
- KC5 using mathematical ideas and techniques
- KC6 solving problems
- KC7 using technology

**Suggested resources:**
- * See target language linguistic items and cultural aspects p75
- G: Game
- W: Website

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<table>
<thead>
<tr>
<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Listens to and practises words and phrases in the <strong>target language</strong> for needs (eg drink, toilet).</td>
<td>- Continues to listen and practise words and phrases in the <strong>target language</strong> for a wider range of needs.</td>
<td>- Listens to and shares meaning from stories in the <strong>target language</strong>.</td>
</tr>
<tr>
<td>- Listens and responds to directions in games in the <strong>target language</strong>. G:3</td>
<td>- Listens and responds to directions in games in the <strong>target language</strong>. G:1</td>
<td>- Uses practised words and phrases in the <strong>target language</strong> with confidence for both making requests and undertaking classroom routines (eg handing materials to others).</td>
</tr>
<tr>
<td>- Listens to names of body parts in the <strong>target language</strong>, and indicates by pointing to the appropriate part (eg Ngarrindjeri petji for ‘face’).</td>
<td>- Names with support, main body parts in the <strong>target language</strong>.</td>
<td>- Participates in and directs games using words and phrases in the <strong>target language</strong>. G:3, 5</td>
</tr>
<tr>
<td>- Listens to names of family members in the <strong>target language</strong> and points to pictures of own family (eg Pitjantjatjara mama for ‘father’, Wirangu wiya for ‘mother’, Kaurna yunga for ‘elder brother’).</td>
<td>- Talks about and learns in the <strong>target language</strong>: own name, family member terms and home. <em>+</em></td>
<td>- Uses terms in the <strong>target language</strong> for main external and internal body parts.</td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td><strong>ASSESSMENT</strong></td>
<td><strong>ASSESSMENT</strong></td>
</tr>
<tr>
<td>Plays a game that requires listening to and speaking the <strong>target language</strong>.</td>
<td>Says correct body part word in the <strong>target language</strong> in response to a cue (eg another learner points to picture).</td>
<td>Performs, with a partner, a role-play of a family interaction using <strong>target language</strong> words for family members.</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td><strong>Criteria</strong></td>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>- Speaks the <strong>target language</strong> correctly.</td>
<td>- Chooses correct <strong>target language</strong> word or phrase.</td>
<td>- Pronounces <strong>target language</strong> words accurately.</td>
</tr>
<tr>
<td>- Demonstrates appropriate listening to the <strong>target language</strong> as a result of participation in the game.</td>
<td>- Says word or phrase clearly in the <strong>target language</strong>.</td>
<td>- Uses appropriate <strong>target language</strong> and cultural protocols for family members.</td>
</tr>
</tbody>
</table>

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**1.1** Makes connections between morphemes, words, phrases and sentences 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

**Strand: Communication**  
**Band: Early Years**  
**Standard: 1**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>READING</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(refer p11 for DLO overview)</td>
<td>(refer p26 for Primary Years)</td>
<td></td>
</tr>
</tbody>
</table>

#### Reception
- **Towards Standard 1**
  - 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. 
  
#### Year 1
- **Towards Standard 1**
  - Recognises and reads familiar words in written texts in the **target language** (eg by pointing, circling or highlighting).
  - Reads in the **target language** approximating tone and inflection (eg reads text modelled by the teacher).
  - 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 the content of a piece of **target language** text from its title (eg **target language** stories, Australian Indigenous stories).

#### Year 2
- **Standard 1**
  - Identifies phrases in the **target language**.
  - Reads a short text in the **target language** (eg reads their own writing, sentence flash cards, captioned illustrations).
  - Identifies familiar letter groups of the **target language** in texts (eg Pitjantjatjara tj; ny; Ngarrindjeri i: ng; Adnyamathanha  Ih; Kaurna kk).
  - Practises phonological knowledge about the **target language** (eg plays reading games that use phonological knowledge). **G:2**
  - Predicts the meaning of **target language** picture stories (eg Dreaming story, culture story, video, Australian Indigenous stories, CD–ROM).

**OUTCOMES**

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

**In T C**
Children view, read and interact with multimodal texts to recognize 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**

<table>
<thead>
<tr>
<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies given <strong>target language</strong> sound in a written <strong>target language</strong> word (eg circles <em>ng</em> in Arabana as in <em>punga</em> ‘shade’).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Attempts to identify appropriate sounds from a written <strong>target language</strong> word.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Attempts to say the <strong>target language</strong> sound.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discriminates between two <strong>target language</strong> words that have a similar appearance in written form (eg Yankunytjatjara <em>tjuta</em> for ‘bloodwood’, <em>tjungal</em> for ‘many’).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reads aloud both words while approximating correct pronunciations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Attempts to identify what is different in the written forms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Discriminates between the meaning of the two words.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**ASSESSMENT**

Arranges in temporal sequence, pictures that make up a **target language** cultural story, then matches flash card captions 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

**Strand: Communication**  
**Band: Early Years**  
**Standard: 1**

#### KEY IDEAS

(Refer p11 for DLO overview)

- 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 L4**

#### WRITING

(Refer p27 for Primary Years)

<table>
<thead>
<tr>
<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
</tr>
</thead>
</table>
| **Children develop writing skills, moving from tracing or copying to self-constructed writing of key morphemes, words and phrases, to share meaning.**  
| **TC KC2 relating to outcome L4**  
| **TC**  
| **KC2**  
| **L4**  
| **Begins to use writing, symbols or scribble to express meaning in the target language.**  
| **Uses writing in the target language to add meaning or clarification to pictures.**  
| **Uses writing in the target language short personal texts (eg word, phrase, sentence).**  
| **Uses knowledge of initial and final sounds in the target language to contribute to shared writing.**  
| **Shares meaning by selecting morphemes, words, phrases and sentences to create a text.**  
| **In TC KC2**  
| **TC**  
| **KC2**  
| **L4** | **COPYRIGHT**
Children develop writing skills, moving from tracing or copying to self-constructed writing of key morphemes, words and phrases, to share meaning.

**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 correct **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.

1.4 Shares meaning by selecting morphemes, words, phrases and sentences to create a text. In T C KC2
Learning Area: Languages (Australian Indigenous) Pathway 1A

Strand: Understanding language
Band: Early Years
Standard: 1

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1.5 Recognises features of the system in the language, and makes comparisons between languages. In TKC1 KC6 relating to outcome 1.5</td>
</tr>
</tbody>
</table>

### Reception Towards Standard 1
- 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
- Contributes to class discussion about words adopted by the **target language** from other languages.
- 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’). |

### Year 1 Towards Standard 1
- 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 *minya* for ‘small’, and *mumpiny* for ‘mouse’ in Ceduna). *L
- Begins to compare the order of words in phrases in the **target language** with that of English (eg Pitjantjatjara *tiiti kaijura* ‘children two’, with English ‘two children’). *L
- Investigates and extends vocabulary of meanings of words in the **target language** equivalent to English (eg ‘lizard’, ‘auntie’, ‘father’). |

### Year 2 Standard 1
- 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 *marlu* for ‘red kangaroo’ from Kukatha, Adnyamathanha *vuruka* for ‘frock’ from English). *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). |

**F Id In T C KC1 KC5 KC6 relating to outcome 1.5**

(refer p11 for DLO overview) (refer p28 for Primary Years)
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.

**ASSESSMENT**

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

**Year 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). *†*

**Year 2**
- Understands how words shared across several Aboriginal languages may appear different in both written form (eg Pitjantjatjara _mara_, Wirangu _mara_ for ‘hand’) and sound (eg Adnyamathanha _yarta_, Kaurna _yerta_ for ‘land’). *†*

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**ASSESSMENT**

- **Reception**
  - Writes own name, in the target language, on a page above a blank map of South Australia, and correctly locates and writes names of three countries associated with South Australian Indigenous languages on the blank map.

**Year 1**
- Examine a list of target language words and then identifies those that have been adopted from English, showing what is different between the two groups of words.

**Criteria**
- Locates countries and writes names of Indigenous languages correctly.
- Writes their own name with correct ending.
- Identifies correct target language words.
- Recognises what is different between those that have been adopted from English and those that have not.

**Year 2**
- Orders words in three jumbled target language sentences, reads aloud and then illustrates to show meaning.

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

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*†* Recognises features of the system in the language, and makes comparisons between languages.
## Learning Area: Languages (Australian Indigenous) Pathway 1A

**Strand: Understanding culture**  
**Band: Early Years**  
**Standard: 1**

### KEY IDEAS

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.  

<table>
<thead>
<tr>
<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.6</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Identifies specific cultural practices and values in communities, and recognises patterns across cultures in relation to own experience.  
Id In T KC1                   |                          |                  |

### OUTCOMES

- Begins to appreciate the culture to which the **target language** people belong (e.g., listens to stories or watches videos by a **target language** people and about them and their environment). *L*
- Begins to identify **target language** cultural practices (e.g., 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 (e.g., tools, craft, art).
- Participates in cultural celebrations and significant events (e.g., NAIDOC Week, Reconciliation Week). *L*
- Listens and views stories, videos and websites by **target language** people and about them and their environment, and talks about what they see and hear.
- Identifies **target language** artefacts (e.g., 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 (e.g., participates in art and craft activities that use traditional styles and methods).
- Researches significant Indigenous cultural events (e.g., participates in Australian Indigenous cultural events and significant events such as NAIDOC Week, Reconciliation Week, Aboriginal Cultural Awareness Week). *L*
- Discusses what is the same and different with respect to the **target language** culture and country and another culture and country (e.g., views a series of photos, films and videos of individuals and groups from another culture). *L*
- Understands a **target language** cultural aspect (e.g., engages with **target language** people at a local cultural centre to gain information about traditional foods, medicine, stories and art).
- Recognises **target language** cultural tools and their functions and matches them with those of their own culture (e.g., art implements, basket weaving implements, musical instruments).
- Researches a **target language** cultural event and presents a piece of work related to the event (e.g., NAIDOC Week, Aboriginal Cultural Awareness Week, Croc Fest) and presents information using Kid Pix, a poster or written text. *L*
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 L.6**

<table>
<thead>
<tr>
<th>Reception Towards Standard 1</th>
<th>Year 1 Towards Standard 1</th>
<th>Year 2 Standard 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Contributes to discussion about Indigenous people and their contribution to Australian society (eg sport, media, local community, literature, science).</td>
<td>• Researches information about the contribution of Indigenous people to Australia (eg sport, media, local community, literature, science).</td>
<td>• 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.</td>
</tr>
</tbody>
</table>

**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.
- Writes a caption in the target language and approximates target language pronunciation.

**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 animals.
- Writes sentences accurately, in the target language, with support.
- Contributes to a whole class project.

**ASSESSMENT**

Collects images of traditional foods from the target language country, labels them in the target language and then compares these foods with what contemporary target language people eat 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.
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 one generation to another.

**Identity**
Learners:
- engage with others during language learning, contributing to personal and group identity
- 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 language 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.
### Learning Area: Languages (Australian Indigenous) Pathway 1A

**Strand: Communication**

**Band: Primary Years**

**Standard: 2**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>LISTENING AND SPEAKING</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong>&lt;br&gt;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.</td>
<td><strong>Year 3</strong>&lt;br&gt;Towards Standard 2</td>
<td><strong>Year 4</strong>&lt;br&gt;Standard 2</td>
</tr>
<tr>
<td><strong>Target languages and cultures include Adnyamathanha, Antikirinya, Arabana, Kaurna, Ngarrindjeri, Nharangga, Pitjantjatjara, Wirangu and Yankunytjatjara, among others.</strong>&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Listens and responds to requests, using the target language, and accompanied by appropriate gesture (eg using mainly gestures for requests—close the door, pass out books, tidy up your table).&lt;br&gt;<strong>Listening</strong>&lt;br&gt;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).&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Records, in written form, spoken words and phrases in the target language (eg uses a word processor, Kid Pix, PowerPoint).&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Beats and counts the number of syllables in target language words (eg uses clap sticks, hands).&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Participates in and directs games using words and phrases in the target language. G:2, 10&lt;br&gt;<strong>Listening</strong>&lt;br&gt;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’).&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Pronounces, accurately and confidently, familiar and practised words and phrases in the target language (eg practises with a partner).</td>
<td><strong>2.1</strong>&lt;br&gt;<strong>Recognises meaning in morphemes, words, phrases and sentences and responds in routine classroom activities and social exchanges.</strong>&lt;br&gt;In T C KC2</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong>&lt;br&gt;Students engage in interactions in familiar settings to exchange meaning and to explore different purposes of communication.</td>
<td><strong>2.2</strong>&lt;br&gt;<strong>Responds to interactions and experiments with language to make meaning with others.</strong>&lt;br&gt;Id C</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong>&lt;br&gt;Listens and responds to requests using the target language only (eg in a small group role-play).&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Identifies key words in the target language in oral texts (eg listens to audio tape, target language speaker or teacher).&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Lists and listens to words, phrases and sentences in the target language (eg makes a video with a partner and retells a story).&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Beats and counts the number of syllables in target language words and phrases (eg from a word list, says, beats out and counts syllables).&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Models commands and responses in the target language in a wide variety of games. G:8&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Identifies and uses a variety of greetings and responses in the target language (eg arriving, departing, in the morning, in the afternoon). <strong>аст</strong>&lt;br&gt;<strong>Listening</strong>&lt;br&gt;Composes new verses in the target language to known songs (eg rhymes, repetitive texts) and sings them.</td>
<td><strong>POSSIBLE TOPICS:</strong>&lt;br&gt;- People&lt;br&gt;- Community&lt;br&gt;- Birds and animals—features, habitat&lt;br&gt;- Time (day and year)&lt;br&gt;- Clothing</td>
<td></td>
</tr>
</tbody>
</table>

**KEY TO SYMBOLS**

**Essential Learnings:**

- **F** Futures<br>- **Id** Identity<br>- **In** Interdependence<br>- **T** Thinking

- **C** Communication
**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.

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

---

**KEY TO SYMBOLS**

**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:**
* See target language linguistic items and cultural aspects p75
G: Game
W: Website

---

**ASSESSMENT**
Prepares a role-play with a partner, initiating and responding to greetings in the target language, 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.

---

**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.
## Learning Area: Languages (Australian Indigenous) Pathway 1A
### Strand: Communication  
**Band: Primary Years**  
**Standard: 2**

### KEY IDEAS
- 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.

### OUTCOMES
- 2.3 Identifies key information and ideas, and anticipates meaning of new morphemes, words, phrases and sentences in texts.

### READING

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towards Standard 2</td>
<td>Standard 2</td>
</tr>
</tbody>
</table>

- **Year 3**
  - Reads short texts in the **target language** (e.g., 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 (e.g., 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 (e.g., a family picture matched with speech bubbles introducing each family member).
  - Participates in reading games in the **target language**.
  - Observes **target language** formal, non-verbal signing and expresses the meaning (e.g., views a video, CD-ROM or role-play and records it in writing, and reads to a peer).

- **Year 4**
  - Reads sentence strips in the **target language** (e.g., 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** (e.g., illustrated story, video, short illustrated non-fiction text).
  - Reads texts in the **target language** and checks predictions of meanings (e.g., in a bilingual dictionary, word list, class-made dictionary).
  - Selects captions in the **target language** to match a set of sequenced illustrations (e.g., storyboards, cartoon speech bubbles).
  - Participates in reading games in the **target language**.
  - Observes and 'reads' formal, non-verbal signings and shares understanding (e.g., poster, contributes to a class book).

### ASSESSMENT
- **Year 3**
  - Reads a short **target language** text to a **target language** speaker and explains the meaning in English and then reads the text to a small group of peers.
  - **Criteria**
    - Demonstrates good fluency.
    - Reads with accurate **target language** pronunciation.
    - Identifies the meaning of key words and phrases.

- **Year 4**
  - Rearranges familiar **target language** jumbled sentences from a **target language** cultural story, in correct sequence, illustrates it and reads to a peer.
  - **Criteria**
    - Demonstrates recognition of **target language** sentences.
    - Reads fluently in the **target language**.
    - Uses appropriate inflection.
    - Approximates correct pronunciation in the **target language**.

---

**T C KC1 KC2 relating to outcome 2.3**
Learning Area: Languages (Australian Indigenous) Pathway 1A

**Strand:** Communication  
**Band:** Primary Years  
**Standard:** 2

### OUTCOMES

<table>
<thead>
<tr>
<th>Year 3 Towards Standard 2</th>
<th>Year 4 Standard 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OUTCOMES</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 3

**Outcomes:**

- **Towards Standard 2**
  - **Used knowledge of initial, final and middle sounds and 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).**
  - **Uses knowledge of initial, final and middle sounds and 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).**
  - **Continues to write conventions of the target language (eg Pitjantjatjara, Antikirinya, Yankunytjatjara—underlined letters, Ngarrindjeri—colons).**
  - **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 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).**
  - **Identifies and writes in the target language appropriate words 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).**

#### Year 4

**Outcomes:**

- **Uses written target language independently, supported by a picture dictionary and word lists (eg writes names of animals, plants, birds, people).**
- **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 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).**
- **Identifies and writes in the target language appropriate words 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).**

#### Assessment

**Assessment:**

- **Uses written target language independently, supported by a picture dictionary and word lists (eg writes names of animals, plants, birds, people).**
- **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 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).**
- **Identifies and writes in the target language appropriate words 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).**

**Criteria**

- **Uses correct word order in the target language.**
- **Uses correct genre.**
- **Accesses a target language dictionary or word list.**

**Assessment**

- **Uses correct word order.**
- **Sequences sentences correctly in the target language.**
- **Accesses a target language dictionary and word lists.**
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p19 for Early Years)</th>
<th>(refer p37 for Years 5–6)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>• Discusses use of the target language for particular purposes (eg use of gesture, non-verbal language, greetings, and introductions for special guests).&lt;br&gt; • 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).&lt;br&gt; • Discusses the conventions of the target language in writing (eg punctuation and suffixes) and in speech (eg intonation, syllable stress in words).&lt;br&gt; • Explores how the target language culture and other Australian Indigenous cultures use language in a variety of forms to pass on important aspects of their culture from one generation to the next (eg Dreaming Stories using oral language, ceremonies and celebrations through signing and gesture).</td>
<td>• Discusses the use of the target language in defining relationships in the target language culture (eg nuclear families, extended families, kinship).&lt;br&gt; • Compares the origins of both the English and target language names for geographical features in the target language country (eg explores the target language names of geographical features and their association to stories about the formation of the feature, then compares to equivalent English names).&lt;br&gt; • Begins to develop an understanding of particular sound systems in the target language (eg as Pitjantjatjara—no s, f, b; Kaurna—no ng at the end of a word; Adnyamathanha—no e, o).&lt;br&gt; • 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, Aboriginal Australia).</td>
<td></td>
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</tbody>
</table>

**ASSESSMENT**

Creates and names a new language, in a small group, with words and signing to communicate and performs a role-play of a ceremony, celebration or story using the created language words and signing.

**Criteria**
- Recognises that language is used to exchange meaning.<br> - Recognises that language is a way that culture is expressed and passed on.

**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.

**Criteria**
- Demonstrates ability to research specific information.<br> - Locates and accurately records information on a map.<br> - Explains reasons for Indigenous place names.
### Learning Area: Languages (Australian Indigenous) Pathway 1A

**Strand: Understanding culture**  
**Band: Primary Years**  
**Standard: 2**

#### KEY IDEAS

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.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.6</strong> Identifies how cultural values are expressed, and demonstrates awareness of diversity in cultural practices and values.</td>
</tr>
</tbody>
</table>

#### OUTCOMES

<table>
<thead>
<tr>
<th>Year 3 Towards Standard 2</th>
<th>Year 4 Standard 2</th>
</tr>
</thead>
<tbody>
<tr>
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<td><strong>Standard 2</strong></td>
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</tr>
<tr>
<td>Reflects on the importance of Australian Indigenous language awareness for all Australians to promote effective interaction and cultural understanding (eg discusses as a class how to develop such awareness in order to achieve these goals—leaflets, posters, video, PowerPoint).</td>
<td></td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>Analyses 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).</td>
<td></td>
</tr>
<tr>
<td>Identifies local Australian Indigenous organisations and their role in the community (eg sporting clubs, health centres, legal aid).</td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENT**

Locates on a blank map of Australia, the target language country and two other Indigenous language countries and records information accurately.

**Criteria**

- Locates accurately on a blank map Indigenous language countries.
- Records accurately the names of three Indigenous languages.

**ASSESSMENT**

Identifies three local Indigenous organisations, and presents an explanation of their roles (eg in a speech, PowerPoint presentation, poster, film, essay).

**Criteria**

- Explain each Indigenous organisation’s role clearly in English.
- Presents information appropriate to the audience.
- Delivers oral presentation with attention to clarity, volume, pace and tone.

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(References to other outcomes and standards are noted as necessary.)
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 future of Australian Indigenous languages
- consider how multilingualism may shape their own and their community’s future.

**Identity**
Learners:
- establish themselves as individuals and as members of groups, using a variety of means, including 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
- appreciate that language learning may build links beyond the immediate here and now.

**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

## Strand: Communication

### Band: Primary–Middle Years

#### Standard: 3

### Key Ideas

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

### Outcome 3.1

- Identifies factual information in texts to collaborate in activities and share meaning with others.
  - **In T C KC1**

### Outcome 3.2

- Speaks to build relationships and convey information, and to express own ideas in social interactions.
  - **In C KC1 KC4**

### Listening and Speaking

#### Year 5 (Towards Standard 3)

- **Target languages and cultures include Adnyamathanha, Antikirinya, Arabana, Kaurna, Ngarrindjeri, Nharangga, Pitjantjatjara, Wirangu and Yankunytjatjara, among others.**

- Listens and responds in the **target language** to vocabulary specific to the unit of work (e.g., through a range of games and activities). **G:1, 2, 8, 11**

- Practises listening and responding in new vocabulary in the **target language** (e.g., role-plays, asking and responding to questions).

- Prepares with support, and tells, a short story in the **target language** of three to four sentences (e.g., recounts traditional narrative, own experience).

- Listens and responds in the **target language** to instructions of more than one word (e.g., classroom routines, body actions).

- Listens to **target language** texts (e.g., 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 (e.g., role-plays extended interactions—‘Have you just arrived?’ ‘Yes, just this morning’).

- Uses **target language** with confidence to make requests (e.g., new pencil, fresh sheet of paper, drinks, toilet).

- Engages in discussions in the **target language** about familiar topics (e.g., sport, family, food, hobbies).

#### Year 6 (Standard 3)

- **POSSIBLE TOPICS:**
  - Plants
  - Seasons
  - Extended family relationships
  - Emotions

- **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**

- **F** - Futures
- **Id** - Identity
- **In** - Interdependence
- **T** - Thinking
- **C** - Communication
<table>
<thead>
<tr>
<th>Year 5 Towards Standard 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td>Students listen and respond to spoken texts of increasing complexity and interpret meaning. They link ideas within and beyond the texts.</td>
</tr>
<tr>
<td>In T KC2 KC6 relating to outcome 3.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 6 Standard 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

| **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

**Suggested resources:**
* See target language linguistic items and cultural aspects p75
G: Game
W: Website

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>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.</th>
</tr>
</thead>
</table>
| 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. |

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>Prepares, in a small group, a video presentation in the target language, about a specific location in the target language country.</th>
</tr>
</thead>
</table>
| 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

**Strand:** Communication  
**Band:** Primary–Middle Years  
**Standard:** 3

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p26 for Year 4)</th>
<th>READING</th>
<th>(refer p43 for Year 7)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read and respond to texts of increasing complexity to make meaning and link ideas within and beyond the texts.</td>
<td></td>
<td>Year 5 Towards Standard 3</td>
<td>Year 6 Standard 3</td>
<td>3.3 Identifies specific information in texts. T KC1</td>
</tr>
<tr>
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<tr>
<td>Uses a dictionary or bilingual word lists to find meaning of <strong>target language</strong> words in texts (eg Big Books, class book).</td>
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<tr>
<td>Views and interprets some signing and gesture in the <strong>target language</strong> (eg works with a partner and takes turns using signing and gesture).</td>
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<tr>
<td>Reads texts aloud showing a beginning knowledge of sound–symbol relationships in the <strong>target language</strong> (eg reads to a <strong>target language</strong> speaker, makes an aural recording).</td>
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<tr>
<td>Reads words in <strong>target language</strong> texts and identifies known words or parts of words (eg Antikirinya, Pitjantjatjara, Yankunytjatjara, malu ~ malungku for ‘red kangaroo’).</td>
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<tr>
<td>Identifies, with support, the purpose of written texts in the <strong>target language</strong> (eg letters, stories, sets of instructions).</td>
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<tr>
<td>Completes cloze exercises in the <strong>target language</strong> (eg reads to a <strong>target language</strong> speaker).</td>
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<tr>
<td>Participates in reading games in the <strong>target language</strong>. G:9</td>
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<tr>
<td>Shares an understanding of some signing and gesture in the <strong>target language</strong> (eg role-plays with a partner and responds to signing and gesture).</td>
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</tr>
<tr>
<td>Reads texts aloud in the <strong>target language</strong> showing knowledge of sound–symbol relationships.</td>
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</tr>
<tr>
<td>Reads, with support, words in texts in the <strong>target language</strong> and identifies known words or parts of words (eg refers to dictionary or teaching team for unknown words).</td>
<td></td>
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</tr>
<tr>
<td>Identifies the purpose of a written text in the <strong>target language</strong> and discusses in English (eg examines short texts such as poetry, prose and argument).</td>
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<tr>
<td>Completes cloze exercises in the <strong>target language</strong> (eg completes the missing words in a short text).</td>
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<tr>
<td>Participates in reading games in the <strong>target language</strong>. G:10</td>
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<tr>
<td>Reads a book in the <strong>target language</strong> and completes a reading contract about the book using a resource to provide support. <strong>+</strong></td>
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</tr>
</tbody>
</table>
Students read and respond to texts of increasing complexity to make meaning and link ideas within and beyond the texts.  

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

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

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**Year 5**  
**Towards Standard 3**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>Year 6</th>
<th><strong>Standard 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads a <strong>target language</strong> text in a small group, selects a <strong>target language</strong> written text of a cultural story, reads the text and reproduces the story in a bilingual Big Book form with illustrations, and reads the Big Book to younger students.</td>
<td>3.3 Identifies specific information in texts.</td>
<td>T KC1</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Matches the English text accurately with the <strong>target language</strong>.</td>
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<tr>
<td>- Uses illustrations accurately to match the <strong>target language</strong> and English text.</td>
<td></td>
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</tr>
<tr>
<td>- Demonstrates accurate pronunciation of the <strong>target language</strong> and English.</td>
<td></td>
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<tr>
<td>- Reads fluently, with appropriate tone and inflection.</td>
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</tr>
</tbody>
</table>
Learning Area: Languages (Australian Indigenous) Pathway 1A  
**Strand: Communication**  
Band: Primary–Middle Years  
**Standard: 3**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th><strong>(refer p27 for Year 4)</strong></th>
<th><strong>WRITING</strong></th>
<th><strong>(refer p45 for Year 7)</strong></th>
<th><strong>OUTCOMES</strong></th>
</tr>
</thead>
</table>
| **Year 5** Towards Standard 3 | | | | 3.4 Writes phrases and sentences to convey messages, information and ideas.  
**Id T C KC1 KC2 relating to outcome 3.4** |
| • 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). | | • Creates and writes word lists with meanings in the **target language** of a selected topic related to the **target language** culture. | |
| • Uses some **target language** signing and gesture and records the 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). | | • Records independently in the **target language**, signing and gesture and their meanings. | |
| • Begins to write simple connectives in the **target language** such as ‘and’ and ‘then’ (eg uses a word processor). | | • Continues to write connectives in the **target language** (eg ‘after that’, ‘for the purpose of’). | |
| • Uses available resources to write new vocabulary and extend text in the **target language** (eg dictionaries, word lists). *| | • Uses available resources to write new vocabulary in the **target language** and extend texts (eg dictionaries, word lists, displayed classroom models). *+ | |
| • Writes independently in the **target language** a written text to share (eg a class book or **PowerPoint** presentation). | | • 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 and spelling contracts using words in the **target language**. | | • Completes writing, spelling and reading contracts in the **target language**. | |
| • Continues to develop structures and conventions of **target language** written texts. *+ | | • Writes **target language** words into a bilingual dictionary (eg imports **target language** words into a word processor, bilingual dictionary). | |
| | | • 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.

**ASSESSMENT**

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

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

**Year 5**
**Towards Standard 3**

- **Id T C KC1 KC2**

**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 accurate 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.

**Year 5**
**Towards Standard 3**

- **Id T C KC1 KC2**

**Year 6**
**Standard 3**

**3.4**

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

- **Id T C KC2**
### Learning Area: Languages (Australian Indigenous) Pathway 1A

**Strand: Understanding language**  
**Band: Primary–Middle Years**  
**Standard: 3**

#### KEY IDEAS

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Year 6</th>
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</thead>
<tbody>
<tr>
<td>Towards Standard 3</td>
<td>Standard 3</td>
</tr>
</tbody>
</table>

- Discusses that the **target language** does not translate directly into English (eg ‘Woman [ergative] water pours’ versus ‘The woman pours the water’).
- Discusses patterns and basic rules of sentence construction in their own speech and writing (eg Standard Australian English, Aboriginal English).
- Makes up words in the **target language** using a syllable chart and checks for validity of words using a dictionary or word list.<sup>3.5</sup>
- Discusses the use of the **target language** as a part of contemporary formal ceremonies in the **target language** country (eg the use of Kaurna language at the Adelaide Festival Opening Ceremony and Adelaide conferences).
- Discusses the use of specific words in the **target language** to connect clauses (eg Pitjantjatjara *ka*, *munu*).

#### ASSESSMENT

**Year 5**

- **Criteria**
  - Uses correct word order in the **target language** and English.
  - Writes sentences in a logical sequence.
  - Identifies, accurately, **target language** and English patterns and basic rules and compares.

**Year 6**

- **Criteria**
  - Uses correct word order in the **target language**.
  - Uses connectives correctly in writing in the **target language**.
  - Highlights connectives accurately, when reading.

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**OUTCOMES**

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towards Standard 3</td>
<td>Standard 3</td>
</tr>
</tbody>
</table>

- Compares English and the **target language** in patterns and basic rules of sentence construction in speech and writing.
- Identifies **target language** words amongst a word group and checks validity with a dictionary or word list.<sup>3.5</sup>
- Begins to develop an understanding that all 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).
- Discusses how, in the **target language**, connectives are used.

---

**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.**
Learning Area: Languages (Australian Indigenous) Pathway 1A

Strand: Understanding culture

Band: Primary–Middle Years

Standard: 3

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>3.6 Reflects on cultural practices and compares how these are expressed across cultures. F Id In T KC1</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td><strong>Year 6</strong></td>
</tr>
<tr>
<td><strong>Towards Standard 3</strong></td>
<td><strong>Standard 3</strong></td>
</tr>
<tr>
<td>• Recognises the roles of Indigenous people in the community in both paid and unpaid employment, and visits workplaces or invites Indigenous people to school to discuss their work.</td>
<td>• 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).</td>
</tr>
<tr>
<td>• Begins to explore the historical events that threatened the survival of the target language and culture.</td>
<td>• Identifies and discusses the effects of historical events that threatened or led 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).</td>
</tr>
<tr>
<td>• Reads historical texts to develop awareness of Australian Indigenous languages, destruction, maintenance and revival (eg European contact, stolen generation biographies, and particular texts relating to South Australian Indigenous cultures).</td>
<td>• Researches the features of South Australian Indigenous languages that are being taught in schools across South Australia, locating these on a map showing the names and borders of South Australian Indigenous countries.</td>
</tr>
<tr>
<td>• Researches the cultural practices of another country (not in Australia), exploring peoples’ customs, lifestyles, foods and housing.</td>
<td></td>
</tr>
<tr>
<td>• Compares the cultural practices of the researched country with the target language country.</td>
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</tr>
<tr>
<td>• Presents research to demonstrate comparisons with the researched country (eg a PowerPoint presentation, poster, graph).</td>
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</tr>
</tbody>
</table>
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.

**ASSESSMENT**

Surveys the employment of Australian Indigenous people in the local community (e.g., schools, banks, local shops, restaurants) and 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 with a well-mannered approach.

**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 (e.g., 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.
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:
- understand 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.

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.

Interdependence
Learners:
- deepen their understanding of their own and others’ worlds as being mediated by languages
- support each other in language learning strategies.
Learning Area: Languages (Australian Indigenous) Pathway 1A

Strand: Communication

Band: Middle Years

Standard: 4

KEY IDEAS

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

LISTENING AND SPEAKING

Year 7 Towards Standard 4

- 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 records an audio tape).
- 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).

Year 8 Standard 4

- 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 am I?’).
- Poses questions to a target language speaker-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).

OUTCOMES

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

POSSIBLE TOPICS:
- Comparative study of monsters and spirits in the target language culture and other cultures
- Leisure activities
- Significance of places in the target language culture

Target languages and cultures include Adnyamathanha, Antikirinya, Arabana, Kaurna, Ngarrindjeri, Nharangga, Pitjantjatjara, Wirangu and Yankunytjatjara, among others.
- Applies, in speaking, patterns and conventions of the target language (e.g., prepares a class oral presentation for assembly). *L*
- Plays target language oral language games to develop listening skills and sound and syllable knowledge. G:4

**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 (appropriate eye contact, attentive listening during speech).

**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.

Listens to a target language spoken text of 5–6 items of information and records these in writing in the target language.

**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

**Strand: Communication**  
**Band: Middle Years**  
**Standard: 4**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p33 for Years 5–6)</th>
<th>READING</th>
<th>(refer p51 for Years 9–10)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong> Towards Standard 4</td>
<td><img src="#" alt="Diagram" /></td>
<td><img src="#" alt="Diagram" /></td>
<td><img src="#" alt="Diagram" /></td>
<td>4.3 Organises and explores key points of information in texts. T KC1</td>
</tr>
<tr>
<td><strong>Year 8</strong> Standard 4</td>
<td><img src="#" alt="Diagram" /></td>
<td><img src="#" alt="Diagram" /></td>
<td><img src="#" alt="Diagram" /></td>
<td></td>
</tr>
</tbody>
</table>

#### 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**

- 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 lifestyle, artefacts, art, beliefs).

- 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, 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, lifestyle, artefacts, art and beliefs).
Students read and respond to texts of increasing complexity to make meaning and link ideas within and beyond the texts.

### ASSESSMENT

**Year 7**

Towards Standard 4

**Year 8**

Standard 4

**T C K C1 K C2 K C6 relating to outcome 4.3**

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 target language written texts 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 good fluency, tone, inflection and expression.
### Learning Area: Languages (Australian Indigenous) Pathway 1A

**Strand: Communication**

**Band: Middle Years**

**Standard: 4**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p35 for Years 5–6)</th>
<th>WRITING</th>
<th>(refer p52 for Years 9–10)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong> TOWARDS STANDARD 4</td>
<td></td>
<td><strong>Year 8</strong> STANDARD 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students write their own texts to share information, viewpoints and ideas about aspects of personal and group identity, and other topics. <strong>Id T C KC1 KC2 relating to outcome 4.4</strong></td>
<td></td>
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</tr>
</tbody>
</table>

#### OUTCOMES

**Year 7**

- 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, writing in the appropriate format for a birthday or wedding).

**ASSESSMENT**

Watches a **target language** visual text and writes a summary of the text in English.

**Criteria**

- Sequences information accurately.
- Demonstrates cohesion and flow of ideas and information.
- Spells words accurately in English.
- Uses correct English grammar.
- Conveys understanding.

**Year 8**

- 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).
## Learning Area: Languages (Australian Indigenous) Pathway 1A
### Strand: Understanding language
### Band: Middle Years
### Standard: 4

#### KEY IDEAS
- 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**

#### OUTCOMES

**Year 7**
- Towards Standard 4

**Year 8**
- Standard 4

#### 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.

**Criteria**
- Expresses ideas clearly.
- Identifies accurately the target language feature.
- Designs the learning aid to maximise learning support for others.

**ASSESSMENT**
Participates in a cross-age tutoring program by preparing target language materials and information to share and use with younger students.

**Criteria**
- Selects examples appropriate to the developmental level of the younger students.
- Demonstrates thorough preparation.
- Expresses target language clearly.

**(refer p37 for Years 5–6)**

- Discusses and compares the 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).

- Views, interprets and discusses target language signing and gesture (eg observes a target language speaker communicating using signing and gesture).

- Identifies target language specific sounds (eg explores the sounds of the target language and other Australian Indigenous languages).

**ASSESSMENT**
- Discusses the use of Aboriginal English (eg views the video Yolngu Boy and/or Australian Rules and refers to oral and written texts).

- Discusses the use of short form pronouns and their place in words in the target language (eg Pitjantjatjara pungkukunganta not pungkukuntaa, Adnyamathanha nhakuthina not nhakunathu).

- Uses a target language dictionary and word lists to compile a list of double words and discusses these (eg Pitjantjatjara kawa-kawa, Wirangu buliny-buliny).

- 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).

**ASSESSMENT**
- Expresses ideas clearly.
- Identifies accurately the target language feature.
- Designs the learning aid to maximise learning support for others.

**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**

**Year 8**
- Standard 4
Learning Area: Languages (Australian Indigenous) Pathway 1A
Strand: Understanding culture
Band: Middle Years
Standard: 4

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p38 for Years 5–6)</th>
<th>(refer p54 for Years 9–10)</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong> Towards Standard 4</td>
<td><strong>Year 8</strong> Standard 4</td>
<td></td>
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</tr>
<tr>
<td>• Recognises the importance of cultural values and beliefs in the <strong>target language</strong> 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).</td>
<td>• Prepares scripts and presents plays in the <strong>target language</strong> and English which include role reversals (eg views Babakiiueria and analyses the concept of role reversals).</td>
<td>4.6 Reflects on cultural identity, values and practices, and challenges assumptions about these. F Id In T KC1</td>
<td></td>
</tr>
<tr>
<td>• Identifies and debates national Australian Indigenous issues (eg housing, employment, health, land rights).</td>
<td>• 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)).</td>
<td></td>
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</tr>
<tr>
<td>• Reads English texts by Australian Indigenous writers and compares differences with <strong>target language</strong> texts.</td>
<td>• Demonstrates the importance of the maintenance of Australian Indigenous language and culture (eg records aspects of culture such as art, environmental knowledge, dance, stories).</td>
<td></td>
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</tr>
<tr>
<td>• Identifies 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.</td>
<td>• Compares visual and written text descriptions of a similar subject from the <strong>target language</strong> culture and another culture (eg monsters and spirits).</td>
<td></td>
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</tr>
<tr>
<td>• Investigates the <strong>target language</strong> culture’s traditional food gathering practices and contemporary <strong>target language</strong> cultural practices (eg researches written texts, videos, CD-ROMs, and interviews a <strong>target language</strong> culture person).</td>
<td>• Reflects on personal knowledge about and experiences with the <strong>target language</strong> culture, sharing with the class <strong>target language</strong> 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).</td>
<td></td>
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</table>

**ASSESSMENT**
Identifies and presents, in writing and orally, an opinion on an Australian Indigenous issue.

**Criteria**
- 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.

**ASSESSMENT**
Reads or listens to stories about monsters 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.

**Criteria**
- 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
Strand: Communication      Band: Middle–Senior Years      Standard: 5

### KEY IDEAS

<table>
<thead>
<tr>
<th>Listening</th>
<th>SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Students speak and interact to exchange ideas, information and outlooks, and demonstrate ways of working towards shared goals.</td>
</tr>
</tbody>
</table>

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

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

### OUTCOMES

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towards Standard 5</td>
<td>Standard 5</td>
</tr>
</tbody>
</table>

**Target languages and cultures include Adnyamathanha, Antikirinya, Arabana, Kaurna, Ngarrindjeri, Nharangga, Pitjantjahara, Wirangu and Yankunytjatjara, among others.**

- 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 **Publisher**, internet graphics, aural tapes).
- 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 **Publisher**, internet graphics, aural tapes).

**POSSIBLE TOPICS:**
- Healthy living
- Contemporary life on traditional lands
- The environment—beneficial and detrimental effects of fire, wind and water
### 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:

- See target language linguistic items and cultural aspects p75
- G: Game
- W: Website

### ASSESSMENT

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

Interviews a target language speaker and then introduces that person 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.

#### 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.
### Learning Area: Languages (Australian Indigenous) Pathway 1A

#### Strand: Communication      Band: Middle–Senior Years

**KEY IDEAS**

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

#### READING

<table>
<thead>
<tr>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reads in the <strong>target language</strong> and identifies layers of meaning (e.g., works with a group and identifies main points and supporting detail).</td>
<td>- Explores the impact of features in <strong>target language</strong> texts (e.g., repetition, exclamations and contrasts).</td>
</tr>
<tr>
<td>- Reads for historical information about the <strong>target language</strong> (e.g., explores the origin of the name of the <strong>target language</strong> and two other Australian Indigenous languages).</td>
<td>- Uses a range of resources and techniques to interpret <strong>target language</strong> texts (e.g., decoding words, identifying suffixes and using dictionaries and word lists).</td>
</tr>
<tr>
<td>- Uses research skills to access information from written texts about an aspect of the <strong>target language</strong> culture and language (e.g., phrases well-focused inquiry questions and scans to access pertinent information).</td>
<td>- Identifies words in the <strong>target language</strong> that are derived from other languages (e.g., researches <strong>target language</strong> texts—videos, websites, CD-ROMs, written texts) and produces a written text of word derivation and meaning (e.g., uses Publisher, PowerPoint, word processor).</td>
</tr>
<tr>
<td>- Reads <strong>target language</strong> texts and discusses the content which describes a particular activity (e.g., about a shopping, sporting, social event).</td>
<td>- Reads <strong>target language</strong> texts in a group, identifies unfamiliar items and finds their meaning.</td>
</tr>
<tr>
<td>- Reads a description in the <strong>target language</strong> and creates question cards in the <strong>target language</strong> (e.g., reads the text to peers and then asks questions using the question cards).</td>
<td>- Makes choices about sources of information when researching (e.g., age of source, qualifications of author, authenticity of information).</td>
</tr>
</tbody>
</table>

#### ASSESSMENT

**ASSESSMENT**

Reads a poem in the **target language** to a **target language** speaker and answers questions in the **target language** about the meaning.

**Criteria**

- Pronounces words accurately in the **target language**.
- Uses appropriate rhythm.
- Responds accurately to questions about the poem in the **target language**.

**OUTCOMES**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3 Identifies written ideas and key points of information in purposefully engaging with texts. T C KC1 KC2</td>
</tr>
</tbody>
</table>

51
# Learning Area: Languages (Australian Indigenous) Pathway 1A

**Strand: Communication**

**Band: Middle–Senior Years**

**Standard: 5**

## KEY IDEAS

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. *(refer p45 for Year 8)*

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Towards Standard 5</strong></td>
<td><strong>Standard 5</strong></td>
</tr>
<tr>
<td>- Writes a role-play in the <strong>target language</strong>, based on target language cultural behaviour relating to social arrangements.</td>
<td>- Summarises <strong>target language</strong> written texts, maintaining the ideas and points of view presented in the original.</td>
</tr>
<tr>
<td>- Writes a personality profile in the <strong>target language</strong> for a character (eg writes role-plays and takes turns with a partner to act them out).</td>
<td>- Selects appropriate formats to present particular <strong>target language</strong> information (eg PowerPoint presentations for factual texts, short story picture books for narratives).</td>
</tr>
<tr>
<td>- Reads and edits own writing in the <strong>target language</strong>, checking for coherence and flow.</td>
<td>- Writes a personality profile for two characters in the <strong>target language</strong> (eg works in a small group and role-plays the characters).</td>
</tr>
<tr>
<td>- Summarises, with support, written texts in the <strong>target language</strong> (eg individually or in a small group activity).</td>
<td>- Edits own work in the <strong>target language</strong> by checking for coherence, flow and grammatical correctness.</td>
</tr>
<tr>
<td>- Writes to <strong>target language</strong> users in other schools for a specific purpose (eg gathers personal details or school information using e-mails and letters).</td>
<td>- Writes for different purposes and audiences (eg a report about the maintenance of Australian Indigenous languages in schools, a procedure for cooking damper).</td>
</tr>
<tr>
<td>- Writes in the <strong>target language</strong> the ending to a partly written <strong>target language</strong> narrative.</td>
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</table>

## ASSESSMENT

**WCED**

4: **Students write to convey personal experiences, ideas, outlooks, aspirations and information about people, places, things, and events.**

<table>
<thead>
<tr>
<th>Writing</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.4</strong></td>
<td>5.4 <strong>Writes</strong> to convey personal experiences, ideas, outlooks, aspirations and information about people, places, things, and events.</td>
</tr>
</tbody>
</table>

**Criteria**

- 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**.
**Learning Area: Languages (Australian Indigenous) Pathway 1A**

**Strand: Understanding language**

**Band: Middle–Senior Years**

**Standard: 5**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
</tr>
</thead>
</table>
| Students continue to reflect on and explore systems within and across languages and continue to apply these understandings in their own learning. | Year 9 Towards Standard 5
| Year 10 Standard 5 |
| **YEAR 9** | **YEAR 10** |
| **OUTCOMES** | **OUTCOMES** |
| **Reflected on questions such as:** | **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’).** |
| - ‘What is language?’ | - Performs or produces in a professional manner. |
| - ‘What range of functions do languages have?’ | - Conveys a clear message for the audience. |
| - ‘Are dialects and languages different things?’ | | |
| **Examines verb forms and case markers in the target language and compares these with English.** | **Investigates changing use of letters in text in the target language (eg Pitjantjatjara, Yankunytjatjara rr).** |
| **Explores appropriate language structures and cultural behaviour relating to social situations in the target language culture.** | | |
| **Explores forms and usages of Australian Indigenous creoles.** | | |
| **ASSESSMENT** | **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 Powerpoint, Publisher, overhead transparencies, oral and written texts, and graphics. | 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. |
| **Criteria** | **Criteria**
| - Reports information accurately. | - Portrays Australian Indigenous language learning accurately in the production. |
| - Demonstrates the meaning of specific words and phrases. | - Performs or produces in a professional manner. |
| - Expresses ideas clearly and logically. | - Contributes as a team member leading up to and during the performance. |
| - Applies knowledge of Australian Indigenous cultures. | - Demonstrates clear vocals, with appropriate tone, volume and pace. |
| | - Conveys a clear message for the audience. |
### Learning Area: Languages (Australian Indigenous) Pathway 1A
### Strand: Understanding culture
### Band: Middle–Senior Years
### Standard: 5

#### KEY IDEAS

**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**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
</tr>
</thead>
</table>

1. Devises possible **target language** words for new **target language** material (e.g., technology, everyday things in contemporary living such as Kaurna mukarndo for ‘computer’, literally ‘lightning brain’).
2. Reviews a selection of Australian Indigenous encyclopaedias (e.g., date of publication, evaluates authenticity of the information).
3. Surveys local library for Australian Indigenous language and culture resources.
4. Records interviews with **target language** speakers about their experiences of maintaining land and reclaiming the **target language**.
5. Considers how Australian Indigenous languages can be continually revitalised; in particular, the **target language**.
6. Explores the history of Australian Indigenous creoles as an example of how Australian Indigenous communities develop their own linguistic identities.
7. Investigates **target language** culture features in the environment and their relationship to the Dreaming.
8. Researches texts about Aboriginal cultures of South Australia to gain a deeper understanding of Australian Indigenous local history.
9. Discusses appropriate **target language** structures and cultural behaviour relating to a **target language** cultural social arrangement (e.g., works in pairs to plan a social event, role-plays a telephone conversation relating to social arrangements).

10. Promotes the **target language** to the wider community through performance (e.g., song, dance, stories) and writing articles for the local paper.
11. Promotes public awareness of Australian Indigenous issues (e.g., listens to recorded interviews and watches videos to prepare a school debate).
12. Views a range of fictional contemporary and earlier texts and discusses the portrayal of Australian Indigenous people (e.g., Jedda, The Last Wave, Australian Rules, the series Women of the Sun).
13. Reviews past and present articles in newspapers regarding Australian Indigenous issues, and projects towards preferred futures.
14. Explores a range of Australian Indigenous authors and different writing styles (e.g., poetry: Oodgeroo Noonuccal (Kath Walker); drama: Jack Davies; children’s stories: Margaret Brushnahan).
15. Reads and views texts to gain an understanding of the issues that affect Aboriginal people today in South Australia.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
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</table>

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

**F Id In T KC2**
**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**

<table>
<thead>
<tr>
<th><strong>Year 9</strong></th>
<th><strong>Towards Standard 5</strong></th>
<th><strong>Year 10</strong></th>
<th><strong>Standard 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td>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.</td>
<td></td>
<td><strong>5.6</strong> Reflects on issues of cultural diversity and the meaning of this in past, present and future contexts. F Id In T KC2</td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td>- Presents findings in a systematic manner and in a form appropriate to the contents.</td>
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<tr>
<td></td>
<td>- Investigates the breadth of available material (storybooks for young children through to scientific texts).</td>
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<td></td>
<td>- Spells words accurately and uses correct English grammar.</td>
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</table>

| **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 appropriate cultural context. | | |
| | - Presents both traditional and contemporary examples of cultural material. | | |
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 indigenous languages
- imagine how their own language learning may expand future choice.

Identity
Learners:
- explore how different 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

### Strand: Communication

#### Band: Middle Years

#### Standards: 4 and 5

### KEY IDEAS

<table>
<thead>
<tr>
<th>Listening</th>
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</table>
| 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.  
Target languages and cultures include Adnyamathanha, Antikirinya, Arabana, Kaurna, Ngarrindjeri, Nharangga, Pitjantjatjara, Wirangu and Yankunytjatjara, among others.  
- Listens to target language speakers and identifies specific target language sounds used and not heard in English (eg Yankunytjatjara, Pitjantjatjara and Ngarrindjeri ng at the beginning of words; Adnyamathanha nh).  
- Responds to interactions and experiments with language to make meaning with others.  
POSSIBLE CONCEPTS:  
- Comparative study of monsters and spirits in target language culture and other cultures  
- Leisure activities  
- Healthy living  
- Living and non-living things in the environment  
- Significant places in target language culture |

<table>
<thead>
<tr>
<th>Speaking</th>
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</table>
| Students engage in interactions in familiar settings to exchange meaning and to explore different purposes of communication.  
Id In T C KC2 KC4  
- 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).  
- 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 Nhiki kutha, thalpa ... 'This is water, a leaf ...').  
- 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). |

### LISTENING AND SPEAKING

<table>
<thead>
<tr>
<th>Year 8 Standard 4</th>
<th>Year 9 Towards Standard 5</th>
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(out refer p67 for Year 10)

### OUTCOMES

<table>
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<tr>
<th>OUTCOMES</th>
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</table>
| 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  
5.3 Presents spoken information and viewpoints in social interactions.  
In C KC2 |

POSSIBLE CONCEPTS:

- Comparative study of monsters and spirits in target language culture and other cultures
- Leisure activities
- Healthy living
- Living and non-living things in the environment
- Significant places in target language culture
**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.

- Listens to and begins to initiate conversation in the **target language** (e.g., 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 (e.g., in a group, listens to a number of texts to ascertain the genre and discusses the identifying aspects).

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

- Listens to and begins to initiate conversation in the **target language** (e.g., 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 (e.g., in a group, listens to a number of texts to ascertain the genre and discusses the identifying aspects).

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

- Listens to a spoken text of 5–6 items of information in the **target language** and records these in writing in the **target language**.

**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.

**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 accurately the information gathered in the **target language**.
# Learning Area: Languages (Australian Indigenous) Pathway 1B

**Strand: Communication**  
**Band: Middle Years**  
**Standards: 4 and 5**

## KEY IDEAS

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

## Year 8

| Standard 4 | (refer p69 for Year 10) | **OUTCOMES** | 5.3 Organises and explores key points of information in texts. T KC1

## Year 9

| Towards Standard 5 |  

| **READING** |  

| **KEY TO SYMBOLS** |  

<table>
<thead>
<tr>
<th>Essential Learnings:</th>
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<tbody>
<tr>
<td>F Futures</td>
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<tr>
<td>Id Identity</td>
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<tr>
<td>In Interdependence</td>
</tr>
<tr>
<td>T Thinking</td>
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<tr>
<td>C Communication</td>
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</tbody>
</table>

### Year 8 Standard 4

- 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). *
- 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**.
- Reads a range of short texts in the **target language** (eg letters and **target language** books).

### Year 9 Towards Standard 5

- 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, narration, poem).
- 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).
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.

**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.**

**Suggested resources:**
- *L* See target language linguistic items and cultural aspects p75
- **G:** Game
- **W:** Website

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**ASSESSMENT**

Reads or listens to stories about monsters 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 about 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.

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**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.
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>WRITING</th>
<th>OUTCOMES</th>
</tr>
</thead>
</table>
| 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 |

| Year 8  
Standard 4 | Year 9  
Towards Standard 5 |
|-------------|---------------------|
| - 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 and 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). |
| - 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 spelling and grammar accuracy.  
- 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 met his friend Johanna.’).  
- 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 Tucker by Ian Abdula, My place by Nadia Wheatly) and writes a personality profile for a character. |
| 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**  
Watches a target language visual text and presents a summary of the text in English.  
**Criteria**  
- 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.  

**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.  

4.4 Creates texts to share ideas and information.  
C KC2  
5.4 Writes sentences and cohesive text to convey messages, experiences, viewpoints, information and ideas.  
Id T C KC2
## KEY IDEAS

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**

### OUTCOMES

#### Year 8

**Standard 4**

- 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 *kuula* ‘school’ from English, Pitjantjatjara *nyanytju* ‘horse’ from Kauuma *nantu*).
- 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 *Yolngu Boy* or *Australian Rules*).
- Discusses the use of short form pronouns in the **target language** and their place in words (eg Pitjantjatjara *pungkukunta* not *pungkukuntan*, Adnyamathanha *nhakuthina* not *nhakuinathu*).
- Uses a **target language** dictionary and word lists to compile a list of double words and discusses these (eg Pitjantjatjara *kawa-kawa*, Wirangu *dyurn-dyurn*).

#### Year 9

**Towards Standard 5**

- 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:
  - ‘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’).

### (refer p72 for Year 10)

- **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**
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.

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

**ASSESSMENT**
Researches and writes a report in English about the development of the written form of the target language, using the Roman alphabet.

**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.

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

**Year 9**
**Towards Standard 5**

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

**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.
**Learning Area: Languages (Australian Indigenous) Pathway 1B**

**Strand: Understanding culture**

**Band: Middle Years**

**Standards: 4 and 5**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
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<tbody>
<tr>
<td>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.</td>
<td><strong>4.6</strong> Reflects on cultural practices and compares how these are expressed across cultures. <strong>Id In KC1</strong></td>
</tr>
<tr>
<td>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.</td>
<td><strong>5.6</strong> Reflects on cultural identity, values and practices, and challenges assumptions about these. <strong>F Id In T KC1</strong></td>
</tr>
</tbody>
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<th>Year 8</th>
<th>Year 9</th>
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<tbody>
<tr>
<td><strong>Standard 4</strong></td>
<td><strong>Towards Standard 5</strong></td>
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</tbody>
</table>

- 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, Crocfest, 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 contextual texts written by Australian Indigenous people (eg with a local environmental and cultural focus).
- 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 monsters from Australian Indigenous cultures and other cultures (eg werewolf from Germany, Mulyawongk from Ngarrindjeri culture).
- Records interviews with **target language** speakers using a predetermined set of 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 *mukarndo* for ‘computer’, literally ‘lightning brain’).
- Reviews the *Encyclopaedia of Aboriginal Australia* (eg date of publication, 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 how Australian Indigenous languages can be continually revitalised, in particular the **target language**.
- Considers the history of Australian Indigenous creoles as an example of how Australian Indigenous communities develop their own linguistic identities.
- Views visual texts with Australian Indigenous creoles in the language of the text and discusses its use.
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

**ASSESSMENT**

Investigates and presents, using English text and graphics presented through PowerPoint, Publisher, 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 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.
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
- ranks main ideas against supporting detail when examining texts
- manipulates the 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

### Strand: Communication      Band: Middle–Senior Years     Standard: 5

### KEY IDEAS

#### 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**

### LISTENING AND SPEAKING

**Target languages and cultures include Adnyamathanha, Antikirinya, Arabana, Kaurna, Ngarrindjeri, Nharangga, Pitjantjatjara, Wirangu and Yankunytjatjara, among others.**

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<tr>
<th><strong>Year 9</strong> Towards Standard 5</th>
<th><strong>Year 10</strong> Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Listening</strong></td>
</tr>
<tr>
<td>Listens to target language speakers and identifies words and phrases (eg responds to questions from target language speakers about information contained in the text).</td>
<td>Listens to the target language through different media (eg videos, aural texts, teacher) and identifies the message or purpose of the text.</td>
</tr>
<tr>
<td>Develops conversation skills in the target language (eg uses rehearsed questions and answers to interact with a peer).</td>
<td>Engages in conversation in the target language using questions and answers (eg ‘How are you?’, ‘I am well’).</td>
</tr>
<tr>
<td>Initiates conversation in the target language (eg in a small group, role-plays a conversation).</td>
<td>Responds to oral instructions in the target language to complete a task or procedure (eg a set of directions, a recipe).</td>
</tr>
<tr>
<td>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).</td>
<td>Responds in the target language to simple, factual, open-ended questions (eg ‘How?’, ‘Where?’).</td>
</tr>
<tr>
<td>Shares in the target language information gathered from the class survey.</td>
<td>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).</td>
</tr>
<tr>
<td>Listens to and explains the meaning of new words in the target language using context clues or prior knowledge (eg Arabana Nhiki kutha, thalpa … ‘This is water, a leaf …’).</td>
<td>Composes in the target language and presents in oral form information and viewpoints about researched topics (eg using PowerPoint, video, Publisher).</td>
</tr>
<tr>
<td>Conveys meaning when speaking in the target language (eg uses appropriate and relevant stress patterns, intonation and pace).</td>
<td>Initiates, responds to and concludes an interaction or presentation in the target language (eg selects a topic, prepares questions and answers, presents to peers).</td>
</tr>
<tr>
<td>Presents information and ideas in the target language to others (eg works in teams to create text).</td>
<td>Organises ideas and information in the target language and uses props to present information in spoken form (eg dramatisation of a cultural story).</td>
</tr>
<tr>
<td>Extends vocabulary of the target language (eg by using words in context from current topic).</td>
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</tbody>
</table>

### KEY TO SYMBOLS

**Essential Learnings:**

- **F** Futures
- **I** Identity
- **In** Interdependence
- **T** Thinking
- **C** Communication

### OUTCOMES

**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**

### POSSIBLE TOPICS:

- Healthy living
- Contemporary life on traditional lands
- The environment—beneficial and detrimental effects of fire, wind and water
- Literature by Australian Indigenous authors
- Portrayal of Australian Indigenous people in a range of texts
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

Suggested resources:
* See target language linguistic items and cultural aspects p75
G: Game
W: Website

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 accurately the information gathered in the target language.

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.
<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>(refer p59 for Year 8)</th>
<th>READING</th>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<tr>
<td><strong>TC KC1 KC2 KC6 relating to outcome 5.3</strong></td>
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</tbody>
</table>

**KEY IDEAS**

- 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 (e.g., a variety of genres—report, narration, poem).
- Explores, as a part of a group, information in **target language** texts, recording information to be used in their own writing (e.g., 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 (e.g., uses research skills such as note-taking and scanning when accessing information).

**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.

**ASSESSMENT**

- Explores the purpose, structure and meaning of a variety of **target language** texts.
- Reads **target language** texts and refines skills through practice (e.g., fluency, pronunciation, inflection).
- Identifies **target language** linguistic structures (e.g., case markers and word order) and explains how these influence the text.
- Reads in the **target language** and processes information to discuss with others (e.g., 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 (e.g., decoding words and using dictionaries and word lists).

**OUTCOMES**

5.3 Organises and explores key points of information in texts. **T KC1**
### KEY IDEAS

(Refer p61 for Year 8)

<table>
<thead>
<tr>
<th>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</th>
</tr>
</thead>
</table>

### WRITING

#### Year 9
Towards Standard 5

- Writes prose in the **target language** using a range of conventions and genres (e.g., 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 spelling and grammar accuracy.
- Structures ideas in writing to form a cohesive **target language** text (e.g., 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 (e.g., ‘The old man walked to the shop to buy some bread. On the way he met his friend Johanna.’).
- Practises writing text in the **target language** (e.g., corresponds with other learners in the **target language** through short informal letters and e-mails).
- Researches an Australian Indigenous character in a fiction story (e.g., *Tucker* by Ian Abdula, *My place* by Nadia Wheatley) and writes a personality profile for a character.

#### Year 10
Standard 5

- Writes, using the **target language**, to increase knowledge of written genres (e.g., drafts and writes a letter to a friend).
- Reads **target language** texts and answers questions in both English and the **target language** (e.g., 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** (e.g., writes a summary of the information using text and graphics in a *PowerPoint* presentation).
- Edits their own **target language** writing (e.g., uses dictionary, word list).
- Selects and uses a range of written formats to present **target language** cultural information (e.g., *PowerPoint* presentations of factual texts, short story picture books for narratives).
- Corresponds in the **target language** with other **target language** users (e.g., 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**

#### Year 9
**Towards Standard 5**

**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.

#### Year 10
**Standard 5**

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

**Id T C KC2**

| 5.4 | Year 9
Towards Standard 5 |
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<tbody>
<tr>
<td><strong>Id T C KC2 relating to outcome 5.4</strong></td>
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</table>

**ASSESSMENT**
Writes a set of instructions for a procedure in the **target language** and then reads the instructions for other class members to follow (e.g. 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 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.
Learning Area: Languages (Australian Indigenous) Pathway 1B
Strand: Understanding language
Band: Middle–Senior Years
Standard: 5

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td>Students identify patterns of structure and meaning, and create models of language from these. <strong>In T C KC1 KC4 KC6 relating to outcome 5.5</strong></td>
<td><strong>OUTCOMES</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9 Towards Standard 5</th>
<th>Year 10 Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Explores the origins of the names of Australian Indigenous language groups.</td>
<td>- Explores the derivations or origins of words in the <strong>target language</strong> (eg English words in the <strong>target language</strong> and <strong>target language</strong> words across Australian Indigenous language groups—Adnyamathanha <em>vuruka</em> ‘frock’ from English, Pitjantjatjara <em>nyanytju</em> ‘horse’ from Kaurna <em>nanto</em>).</td>
</tr>
<tr>
<td>- Discusses verb forms and case markers in the <strong>target language</strong> and compares these with English and other languages (eg compares two texts, one in English and one in the <strong>target language</strong> containing the same information).</td>
<td>- Explores the use of <strong>target language</strong> in a range of situations (eg greetings, stories, ceremonies, dialogue).</td>
</tr>
<tr>
<td>- Discusses forms and usages of Australian Indigenous creoles.</td>
<td>- Judges the validity of information and its source when researching the <strong>target language</strong> culture (eg age of source, qualifications of author, consultation with <strong>target language</strong> culture people).</td>
</tr>
<tr>
<td>- Reflects on questions such as:</td>
<td>- Writes and records <strong>target language</strong> songs and music as a resource for the wider school community (eg interviews and records a <strong>target language</strong> musician).</td>
</tr>
<tr>
<td>- ‘What is language?’</td>
<td></td>
</tr>
<tr>
<td>- ‘What range of functions do languages have?’</td>
<td></td>
</tr>
<tr>
<td>- ‘Are dialects and languages different things?’</td>
<td></td>
</tr>
<tr>
<td>- Reviews <strong>target language</strong> 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’).</td>
<td></td>
</tr>
</tbody>
</table>

**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.

**ASSESSMENT**
Takes part in a performance in the wider community that incorporates aspects of the **target language** and **target language** culture learning, and production and performance roles.

**Criteria**
- Portrays the **target language** and **target language** culture 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 1B

**Strand: Understanding culture**  
**Band: Middle–Senior Years**  
**Standard: 5**

<table>
<thead>
<tr>
<th>KEY IDEAS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(refer p64 for Year 8)</td>
<td>Year 9 Towards Standard 5</td>
</tr>
<tr>
<td>- 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. <strong>F Id In KC1 KC2 KC4 relating to outcome 5.6</strong></td>
<td>- Records interviews with <strong>target language</strong> speakers using a predetermined set of questions, written in the <strong>target language</strong>.</td>
</tr>
<tr>
<td>- Devises possible <strong>target language</strong> words for new items that become part of contemporary living (eg new technologies such as Kaurna <em>mukarndo</em> for ‘computer’, literally ‘lightning brain’).</td>
<td>- Reviews the <em>Encyclopaedia of Aboriginal Australia</em> (eg date of publication, authenticity of information).</td>
</tr>
<tr>
<td>- Surveys the local library for Australian Indigenous language and cultural resources and, in particular, resources about the <strong>target language</strong> culture.</td>
<td>- Records interviews with <strong>target language</strong> speakers about their experiences of maintaining land and reclaiming the <strong>target language</strong>.</td>
</tr>
<tr>
<td>- Considers how Australian Indigenous languages can be continually revitalised, in particular the <strong>target language</strong>.</td>
<td>- Considers the history of Australian Indigenous creoles as an example of how Australian Indigenous communities develop their own linguistic identities.</td>
</tr>
<tr>
<td>- Views visual texts with Australian Indigenous creoles in the language of the text and discusses its use.</td>
<td>- Reviews visual texts that depict historical Australian Indigenous events (eg historical authentic film, contemporary news reports).</td>
</tr>
<tr>
<td>- Investigates new words and terms needed in the <strong>target language</strong> for modern, everyday functions and, in particular, technological terms (eg computer equipment).</td>
<td></td>
</tr>
<tr>
<td>- Reviews visual texts with Australian Indigenous creoles in the language of the text and discusses its use.</td>
<td></td>
</tr>
</tbody>
</table>

**OUTCOMES**

<table>
<thead>
<tr>
<th>OUTCOMES</th>
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</thead>
<tbody>
<tr>
<td>5.6 Reflects on cultural identity, values and practices, and challenges assumptions about these. <strong>F Id In T KC1</strong></td>
</tr>
</tbody>
</table>
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.

**ASSSESSMENT**

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 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.

**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.
LINGUISTIC ITEMS AND CULTURAL ASPECTS

Adnyamathanha linguistic items and cultural aspects 76
Suggested resources
Syllable chart

Antikirinya linguistic items and cultural aspects 77
Suggested resources
Syllable chart

Arabana linguistic items and cultural aspects 78
Suggested resources
Syllable chart

Kaurna linguistic items and cultural aspects 79
Suggested resources
Syllable chart

Ngarrindjeri linguistic items and cultural aspects 80
Suggested resources
Syllable chart

Nharangga linguistic items and cultural aspects 81
Suggested resources
Syllable chart

Pitjantjatjara linguistic items and cultural aspects 82
Suggested resources
Syllable chart

Wirangu linguistic items and cultural aspects 84
Suggested resources
Syllable chart

Yankunytjatjara linguistic items and cultural aspects 85
Suggested resources
Syllable chart

Special note: The syllable charts for each language list the most common syllables.
# SYLLABLE CHART

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Vowel</th>
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</table>
ANTIKIRINYA LINGUISTIC ITEMS AND CULTURAL ASPECTS

Suggested resources

### Syllable chart

<table>
<thead>
<tr>
<th>Vowel–Vowel</th>
<th>Vowel–Consonant</th>
<th>Vowel–Consonant</th>
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<tbody>
<tr>
<td>a i u</td>
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<td>Vowel</td>
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<td>aa ii uu</td>
<td>am im um</td>
<td>al il ul</td>
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<td>ang ing ung</td>
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<td>Consonant–Vowel</td>
<td>Consonant–Vowel</td>
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<td>nga ngi ngu</td>
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<td>ma mi mu</td>
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ARABANA LINGUISTIC ITEMS AND CULTURAL ASPECTS

Suggested resources

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<td>Consonant–Vowel</td>
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<td>Vowel–Consonant</td>
<td>Vowel–Consonant</td>
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KAURNA LINGUISTIC ITEMS AND CULTURAL ASPECTS

Suggested resources
Hercus L (1992) *A Nukunu dictionary*. Canberra, ACT.

Syllable chart

**Special note:** Kaurna syllables detailed below are in phonemic spelling, whereas actual orthographical conventions may differ.

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NGARRINDJERI LINGUISTIC ITEMS AND CULTURAL ASPECTS

Suggested resources

Department for Education and Children’s Services (nd) Thukeri: A Ngarrindjeri dreaming story. (Pic-a-Print Curriculum Resources) DECS SA.


Syllable chart

Special note: Ngarrindjeri syllables detailed below are in phonemic spelling, whereas actual orthographical conventions may differ.

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Long Vowel

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**Nharangga Linguistic Items and Cultural Aspects**

**Suggested resources**
Department for Education and Children’s Services (nd) *Winda: A Narrunga Dreaming story*. (Pic-a-Print Curriculum Resources) DECS SA.

**Syllable chart**

**Special note:** Nharangga syllables detailed below are in phonemic spelling, whereas actual orthographical conventions may differ.

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PITJANTJATJARA LINGUISTIC ITEMS AND CULTURAL ASPECTS

Suggested resources

In 1994, 1999 and 2000, the Department of Education, Training and Employment published *Pitjantjatjara stage A framework years R–2*, *Pitjantjatjara stage B framework years 3–5* and *Pitjantjatjara stage 2 framework years 6–9*. These books document a range of learning descriptors and, they are rich, comprehensive, supporting documents for Indigenous language learning.


Department of Education, Training and Employment (Draft) *Pitjantjatjara stage 2—years 6–8 syllabus for second language learners in the Middle Years.* SA: DETE.


Department of Education, Training and Employment (Draft) *Pitjantjatjara stage B—years 3–5 syllabus for second language learners in the Primary Years.* SA: DETE.


## Syllable chart

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WIRANGU LINGUISTIC ITEMS AND CULTURAL ASPECTS

Suggested resources

Syllable chart

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## YANKUNYTJATJARA LINGUISTIC ITEMS AND CULTURAL ASPECTS

### Suggested resources

- Department of Education, Training and Employment (1994) *Yankunytjatjara stage A—years R–2 syllabus for second language learners at Junior Primary Level*. SA: DETE.

### Syllable chart

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**GLOSSARY**

**Blaikman Tok**: sometimes called ‘Broken’, is the term used for the creole spoken by Torres Strait Islanders.

**Compares**: looks for differences and similarities.

**Creoles**: evolve from pidgins (auxiliary languages) as they expand, become more complex and gain a community of first-language speakers.

**Dictionary** (bilingual): a full alphabetical listing of the words of a language, each matched with an equivalent in, or explained in terms of, another language. A dictionary differs from a word list by attempting comprehensiveness in terms of both the number of words and the range of meanings and usages for each word.

**Finder-list**: some bilingual dictionaries may include a brief word list, from English to the target language, to help learners find the target language word in the main body of the dictionary. Finder-lists need to be used with care because they contain no grammatical information and the English word may have more than one meaning (eg ‘light’).

**Genre**: culturally-specific text types, each one of which moves through recognisable stages in order to achieve a social purpose (see DECS (2003b) *R—7 English teaching resource, SACSA companion document series*: p76).

**Kriol**: is the term used for the creole spoken across northern Australia, sometimes referred to as the ‘Top End Kriol’.

**Word list** (bilingual): an alphabetical listing of words from a language, each matched with an equivalent in, or explained in terms of, another language. Word lists are not necessarily a complete listing of the language and are often restricted to, or arranged according to, particular topics.

**CEREMONIES AND SPECIAL EVENTS**

**Aboriginal Cultural Awareness Week**: is always the first full week of September. Many schools spend term 3 teaching about Australian Indigenous cultures, past and present and for the future, and celebrate their achievements during Aboriginal Cultural Awareness Week by inviting Australian Indigenous community members to visit the school and see children’s written, art and performance work and to interact with them.

**Croc Fest**: is always held in term 3 and is a performing arts festival that young people, both Indigenous and from the wider community, participate in.

**NAIDOC Week**: National Aboriginal and Islander Day Observance Committee week is the first full week of July, beginning on the Sunday. NAIDOC Week often falls in school holidays in South Australia, so many schools celebrate Australian Indigenous culture in Aboriginal Cultural Awareness Week.

**Reconciliation Week**: is always 27 May to 3 June each year.

**Sorry Day**: is always on 26 May each year and is called *Journey of Healing* in South Australia.
Language names of South Australian Indigenous languages being taught in South Australian schools, and their traditional location:

- **Adnyamathanha**
  location: northern Flinders Ranges (map references 11, 12, 29, 31)

- **Antikirinya**
  location: north-west of Coober Pedy and Oodnadatta (map reference 4)

- **Arabana**
  location: western Eyre Basin (map reference 21)

- **Kaurna**
  location: Adelaide Plains (map reference 18)

- **Ngarrindjeri**
  location: Coorong and Lower Murray (map references 36, 37, 38, 40, 41)

- **Nharangga**
  location: Yorke Peninsula (map reference 17)

- **Pitjantjatjara**
  location: Petermann Ranges and south (map reference 1)

- **Wirangu**
  location: West Coast, including Ceduna and Koonibba (map reference 9)

- **Yankunytjatjara**
  location: Musgrave Ranges and south (map reference 2)

For additional reference refer to:
BIBLIOGRAPHY

REFERENCES


SUGGESTED RESOURCES
Aboriginal Curriculum Unit Board of Studies NSW (1995) Invasion and resistance: Untold stories (Kit).


Education Department of South Australia (1988) *Aboriginal Dreaming stories*. Darlington SA: EDSA.

Education Department of South Australia (1988) *Dreaming trails and culture contact*. Darlington SA: EDSA.

Education Department of South Australia (1988) *Aboriginal people and their communities today*. Darlington SA: EDSA.

Education Department of South Australia (1988) *The Dreaming and the environment*. Darlington SA: EDSA.

Education Department of South Australia (1988) *Home*. Darlington SA: EDSA.


**SUGGESTED GAMES (G:)**

1. **Fly swat:** Students are divided into teams. One learner from each team has a fly swat. A word 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 by calling out the letters as they skip in time, letter by letter.

3. **Simplified Simon says:** The teacher or a selected student says a part of the body and the other learners place their hands on the part of the body as directed—‘on your head’, ‘on your knees’, ‘on your neck’ etc.

4. **Simon says:** Traditional game where ‘Simon’s’ name is changed to a name from the target language. The teacher or a student directs this game by saying ‘Simon says put your hands on your head’, and the participating students respond by doing as requested. If the leader says ‘Put your hands on your head’, students do not follow the direction as it does not have the ‘Simon says …’ at the beginning of the statement. The last student to follow accurately as required wins the game.

5. **Directed actions:** Teacher or student leader says an action and the group then does what it is told—‘jump’, ‘sit’, ‘stand’, ‘walk’ etc.

6. **Beginning sounds:** Teacher gives a sound/syllable and students brainstorm the words that they know beginning with that sound/syllable.
I spy flash cards: Flash cards are placed on the board or around the room. A selected student makes the statement ‘I see a word beginning with (the sound/syllable)’. Students then guess what the person can see. The person who guesses correctly then is the ‘leader’.

OUTREACH AND OTHER SERVICES

Aboriginal Education Unit (DECS), 5 Harewood Avenue, Enfield SA 5085 Phone (08) 8343 6500 Fax (08) 8343 6515 Web http://www.lmrc.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 http://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), Robson Road, Hectorville SA Phone (08) 8366 8530 Fax (08) 8365 0571 Web http://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 8530 Fax (08) 8365 0571 http://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

Tandanya National Aboriginal Cultural Institute, 253 Grenfell Street, Adelaide SA 5000 Phone (08) 8224 3200 Fax (08) 8224 3250
SUGGESTED WEBSITES (W:)
1. Aboriginal Education Unit (DECS): Web http://www.aboriginaleducation.sa.edu.au
2. Languages and Multicultural Resource Centre (DECS), Robson Road, Hectorville SA Phone (08) 8366 8530 Fax (08) 8365 0571 Web http://www.lmrc.sa.edu.au