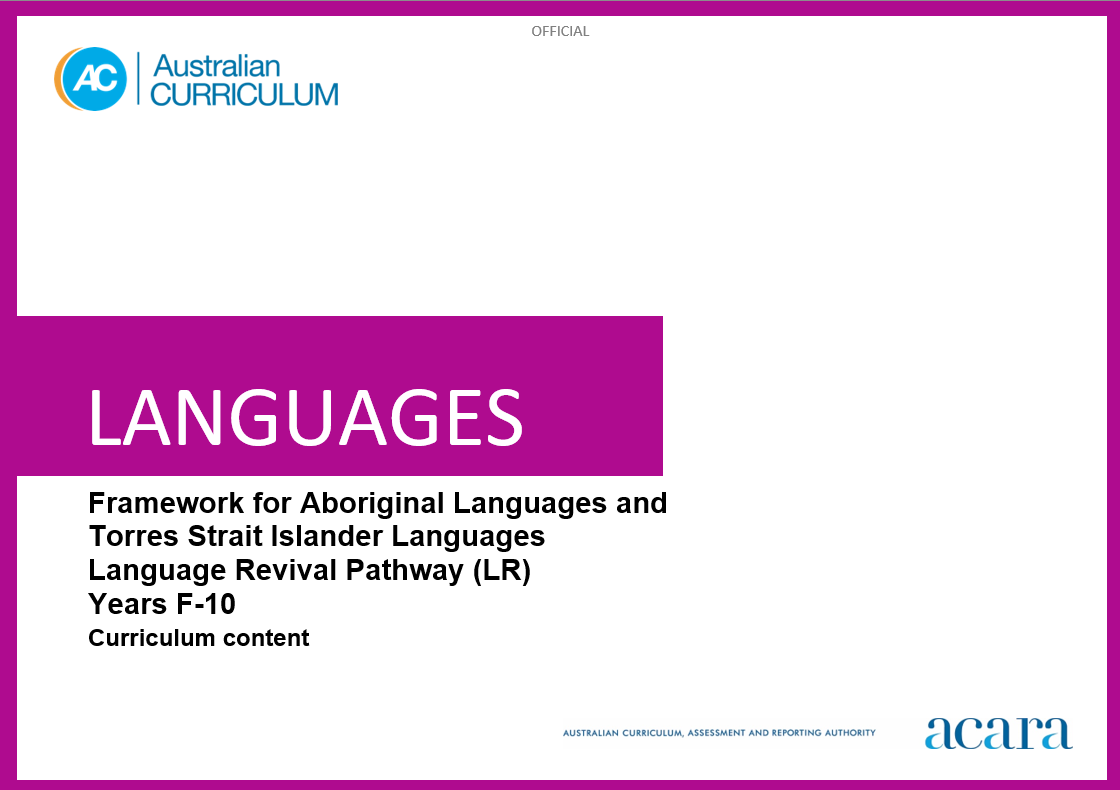
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FRAMEWORK FOR ABORIGINAL LANGUAGES AND TORRES STRAIT ISLANDER LANGUAGES LR CURRICULUM ELEMENTS

Foundation

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| **Year level description** |
| In Foundation, [Language] language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with teachers and peers and may have opportunities to interact with Elders and/or community members, using appropriate protocols. They strengthen and extend their communication and interpersonal skills by interacting in [Language] through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.  Students experience and reproduce the sounds and gestures of [Language]. They listen to and view texts that represent [Language] and [Language] contexts. Spoken, written and multimodal texts may include on Country/Place experiences if appropriate, animated cartoons and films, artworks, conversations, dances, performances, picture books, songs and stories. They learn that languages and cultures are connected, and that what is familiar to one person may be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create [Language] texts, with support. They identify that [Language] and English are different. They recognise that there are languages and cultures as well as their own, and that aspects of languages and cultures contribute to their own and others’ cultural identity. |

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|  | | **Foundation** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| with support, recognise and communicate meaning in [Language]  AC9LRFF01 | * using appropriate greetings and gestures in daily activities in [Language] * participating in routine exchanges, such as responding to the class roll call or describing the season and weather, for example, choosing the picture and word for the season and weather of the day on a class calendar * participating in songs and chants by singing and performing actions, for example, singing a traditional song in [Language] if appropriate or singing ‘Heads, shoulders, knees and toes’ in [Language] * reproducing the sounds and rhythms of [Language] songs and chants by reciting, singing and imitating, for example, listening to the teacher saying animal names and/sounds, and repeating and miming the movement of the animal * transitioning to activities/routines through traditional and contemporary music, for example, moving to a new activity while singing or dancing * responding to teacher and peers in [Language] * using [Language] to reinforce daily habits, for example, using flashcards to learn the names of daily habits such as handwashing and brushing teeth * responding to texts such as stories and songs through role-play or movement, illustrating characters, events or scenes, for example, acting out a popular Aboriginal story or Torres Strait Islander story using some modelled [Language] * playing with [Language] in a tactile way such as fingerpainting or drawing in the sand, for example, putting 2 shells on the ground with a flashcard of the number 2 in [Language] * participating in simple dialogues through role-plays that involve taking turns, for example, playing shops using classroom objects or choosing a toy or object by asking for it in [Language] | |
| explore, with support, language features of [Language], noticing similarities and differences between [Language] and English  AC9LRFF02 | * using word walls to focus on words in [Language] and in English and/or other known language(s), for example, using the starting letter to match or sort words and placing them on a word wall * singing children’s songs in [Language] and comparing them with English versions, for example, singing a school song with a verse in [Language] and in English and discussing similarities and differences * tracing simple words in both [Language] and English if appropriate, or other known language(s), noticing similarities and differences | |
| identify connections between language and culture  AC9LRFF03 | * noticing different languages and cultures of class members and identifying different ways of expressing common terms such as agreement, greetings, welcome, appreciation or equivalent as appropriate in [Language] * sharing with the class words and phrases they know in other languages and cultures, for example, creating anchor charts for display or placing the words/phrases on a classroom word wall * engaging with traditions, customs, traditional dress and food of [Language]-speaking communities if appropriate, for example, gardening for sustainability based on traditional foods, or dancing for parents in traditional dress and with permission from Elders and/or community members * using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia * noticing that local names of streets, places and landmarks may have their origins in language(s) of First Nations Australians | |

Years 1–2

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| **Band level description** |
| In Years 1 and 2, [Language] language learning builds on each student’s prior learning and experiences with language. Students use appropriate protocols to continue to communicate and work in collaboration with Elders and/or community members, teachers and peers. They engage with purposeful and structured activities involving listening, speaking and viewing. They interact in [Language] to share information about themselves and their immediate environments, using play-based and action-related learning. In informal settings, they use local and digital resources to explore [Language]-speaking communities on Country/Place if appropriate. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise and reproduce pronunciation, key words and phrases, and use modelled language and gestures to communicate with others. They transition from spoken to written language and apply their knowledge of written forms of language. They create simple informative and imaginative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include on Country/Place experiences if appropriate, animated cartoons and films, artworks, conversations, dances, performances, picture books, songs and stories. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between [Language] language and culture and their own. |
| **Achievement standard** |
| By the end of Year 2, students use [Language] language to interact and share information related to Country/Place, the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.  Students reproduce the sounds and rhythms of spoken [Language]. They demonstrate understanding that [Language] has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of [Language] and English. They understand that [Language] belongs to Country/Place and Peoples, and is connected with their culture, and notice how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in [Language]** | | **Years 1–2** |
| **Sub-strand: Interacting in [Language]** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and respond to modelled greetings, instructions and routines; and personal introductions  AC9LRF2C01 | * introducing and describing self, family, friends, pets, and totems where appropriate, using familiar and modelled language supported by visual props such as drawings and photos, for example, creating self-profiles with a family tree * participating in everyday exchanges, such as greeting and interacting with the teaching team and using appropriate behaviours, silences and forms of address to show respect to visiting Elders and/or community members * listening to questions such as *what, who, where* questions about self, family, friends and the immediate environment, and responding with words and actions including gestures * participating in routine classroom or on Country/Place exchanges, such as responding to the class roll, asking and answering questions, making requests and beginning to express opinions appropriately * using language and/or gestures to express gratitude, appreciation or equivalent as appropriate in [Language] * using some spontaneous expressions with peers such as *But why?*, *Oh no!* or equivalent as appropriate in [Language] * developing words and phrases for talking about being on Country/Place or at school * using [Language] to describe feelings, for example, using modelled language from a word wall to label faces to describe how they are feeling | |
| participate in a range of guided, play-based language activities, using formulaic expressions and visual and spoken cues  AC9LRF2C02 | * participating in games, tasks and activities that involve turn-taking, guessing, matching and choosing objects, for example, a memory game or grouping and sorting natural objects from Country/Place if appropriate * participating in action games, dancing and songs, such as playing ‘Aunty says’ with matching actions or taking turns in skipping games with a song * following directions by moving around or locating objects, such as a treasure hunt in the classroom or a guided walk on Country/Place if appropriate * working collaboratively to adapt and perform a story through a traditional dance, with permission from Elders and/community members * participating in group activities according to the seasonal calendar * using ways of talking and listening that are appropriate for particular activities, for example, sitting and listening to a story and following teacher instructions such as *Get ready to listen* or similar culturally-appropriate expressions in [Language] | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, with support, key information in familiar texts and respond using gestures, images, words and formulaic phrases  AC9LRF2C03 | * listening for specific words and expressions in spoken texts, songs or stories, for example, raising hands when they hear key words or notice missing words, or showing the gesture to match an animal word * ordering or matching key information in relation to different texts and responding to questions, for example, identifying and labelling pictures of animal tracks, or sequencing pictures from a text to reflect the correct order of events * identifying and engaging with local community members who are involved in language-revival efforts, for example, listening to stories in [Language] or English from Elders and/or community members about their experiences and asking questions using appropriate protocols * listening to Elders and/or community members’ stories about their local Country/Place and retelling their stories using modelled language or actions * listening to Rangers talk about local flora and fauna, and caring for Country/Place and the environment, and taking action, for example, planting trees or participating in a Clean Up day on the beach * identifying and discussing key messages expressed in stories, songs, dances and visual designs, using titles, blurbs, book/media covers, and illustrations * learning to use First Nations seasonal calendars to predict events, for example, listening to a story about a bird flying in the sky and predicting that the story will then have windy weather * demonstrating understanding and early literacy skills by labelling, matching, clicking and dragging, drawing, miming and using actions, for example, clicking on favourite animals in a digital application | |
| notice that language carries cultural meaning in greetings, introductions, instructions and routines  AC9LRF2C04 | * using classroom resources such as word banks, wall charts, visual dictionaries, word lists and pictures to translate the meaning of words and expressions * explaining the meaning of words, phrases, silences and gestures used in everyday contexts and situations in [Language], English and/or other known language(s) * noticing that different forms of address and kinship terms are used depending on the relationship between participants * showing others how different signs, gestures or hand talk are used, in particular for elements of the natural environment such as water and animals * creating bilingual/multilingual texts or resources for various purposes, for example, writing captions or texts in [Language] to match a simple story * noticing and naming signs and symbols and explaining their meanings to others, for example, animal tracks or understanding the direction to take in a track noticing bent branches * playing matching-pair games using words used in everyday conversations in [Language], English and/or other known language(s) * performing simple presentations for the school community that involve elements from [Language], English and/or other known language(s), such as a contribution to an assembly or a performance for the wider community | |
| **Sub-strand: Creating text in [Language]** | | |
| use words, familiar phrases and modelled language to create spoken, written and multimodal texts  AC9LRF2C05 | * using key words and simple phrases to annotate a picture, diagram or photo, for example, using some location terms to talk about the region of the [Language] language, such as, *up, down, near, far* and using modelled topographical words such as *swamp, soakage, reef* or equivalent as appropriate in [Language] * presenting information about the [Language] region, for example, in relation to animals, plants, food and artefacts, using modelled sentences, captions and pictures * recounting details about shared events such as sports day, excursions or a class visit from Elders and/or community members, for example, by collaboratively making a big book, digital presentation or display * using secure digital tools to record their ideas, for example, taking photos on Country/Place if appropriate, and making voice recordings of observations or using modelled sentences to write or draw about the events of the day * labelling aspects of daily routines, selecting captions or attaching word bubbles and sharing the information with others, for example, adding pictures of what to do when arriving at home, school or on Country/Place and labelling them in [Language] * creating posters or a simple skit to convey important messages, for example, using modelled language related to health and wellbeing or caring for Country/Place to create a poster or skit about nutritional, local cuisine or referencing the seasonal calendar * engaging in artistic activities with guidance from Elders and/or community members, such as creating dances, paintings or visual designs inspired by [Language] and culture, for example, creating art based on the seasonal calendar, such as paintings showing how the Country/Place, land, waters, sky and all living things are connected, and then contributing this art to a local art exhibition * describing self and their family, for example, drawing pictures of family members or creating a photo story or a family tree and labelling it with appropriate kinship terms * creating their own stories by sequencing a series of pictures and adding captions or commentary, or by creating a storyboard with labels | |

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| **Strand: Understanding language and culture** | | **Years 1–2** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise that [Language] has an oral tradition; and reproduce the sounds and rhythms of [Language]  AC9LRF2U01 | * using a table of consonants and vowels to read [Language] aloud * noticing similar sounds between [Language], English and/or other known language(s) * noticing alphabet sounds that do not exist in English, for example, the rolling *r* sound, *ng* at the start of the word or *dh* in some different Aboriginal languages and Torres Strait Islander languages * copying teacher pronunciation of short vowels in [Language] * recognising the sounds and syllables of familiar spoken words, for example, jumping, clapping or drumming along to words with a different number of syllables * using picture flashcards to play games focusing on pronunciation * recognising when original [Language] is being spoken or if a word has come from an English word, for example, playing a game where the students stand up when the word is an original word in [Language] and sit down when the word is from English * experimenting with sound patterns in songs and noticing how words and expressions can be separated into syllables to fit different tunes and rhythms, for example, playing with pronunciation from a story such as ‘The River’ or ‘Brown Bear, Brown Bear, What Do You See?’ adapted in [Language] * learning that writing systems represent sounds and meanings, for example, strengthening familiarity with sound-symbol relationships and experimenting with onomatopoeia and alliteration by reading texts aloud | |
| recognise that [Language] has language conventions and has an oral tradition that can be represented in written form  AC9LRF2U02 | * recognising that verbs indicate actions * using pronouns such as *I, you* or equivalent as appropriate in [Language] * recognising imperatives that are formed by the addition of a suffix to a base verb and creating a word chart to show a range of instructions and directions * recognising particular words, phrases and structures in [Language] for specifying, identifying, describing, questioning and requesting * checking for inclusion of relevant punctuation, including capital letters for sentence beginnings, full stops, question marks and exclamation marks, for example, using colour-coding or highlighting to indicate punctuation * learning that written text in [Language] has conventions relating to words, spaces between words, and page layout | |
| notice that [Language] has features that may be similar to or different from English  AC9LRF2U03 | * recognising that written texts are made up of words, groups of words, and illustrations or images that together make meaning * developing language awareness and using metalanguage to describe word types, for example, choosing favourite adjectives * understanding that texts have a purpose, for example, Creation, Dreamtime, Dreaming, or traditional stories, paintings, songs, dances and Country/Place experiences if appropriate * identifying some features of narratives in [Language], for example, recurring themes of journeys across Country/Place involving landforms, people, animals and plants * recognising that communication may occur through hand signs and gestures in [Language], English and/or other known language(s), and these may be the same or different, for example, nodding or using the hand signal for stop or using eyes to tell someone to go or to sit * noticing word order differences between [Language], English and/or other known language(s) * understanding that texts may take many forms; that they may be very short texts such as a sign, or quite long texts such as a story, song or multimodal presentation * recognising words in [Language] that are borrowed from English * recognising that some words in [Language] have come from other Aboriginal languages and Torres Strait Islander languages * noticing and describing Aboriginal language and Torres Strait Islander language words and phrases that are in widespread use in Australia | |
| **Sub-strand: Understanding the interrelationship of language, culture and identity** | | |
| recognise that Aboriginal languages and Torres Strait Islander languages belong to Country/Place and Peoples  AC9LRF2U04 | * understanding that some Aboriginal languages and Torres Strait Islander languages in Australia are being reclaimed and revived due to aspects such as not being allowed to use the language over a long period of time, and displacement * understanding the diversity of Aboriginal languages and Torres Strait Islander languages in Australia through viewing traditional and contemporary songs and dances from another Country/Place and Peoples * understanding that each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are the language owners or Custodians * developing an understanding of the protocols surrounding the retelling and sharing of stories * recognising that Aboriginal languages and Torres Strait Islander languages have been maintained and passed down through generations by an oral tradition of storytelling, performances and songs, and viewing Country/Place as text * recognising that Elders are the ideal primary source of language knowledge and that archived documentation or recordings of Elders are often necessary as a way of reclaiming, revitalising and rebuilding [Language] * considering why learning an Aboriginal language and/or Torres Strait Islander language is important | |
| notice that people use language in ways that reflect cultural identity  AC9LRF2U05 | * understanding the purpose and significance of a Welcome to Country or an Acknowledgement of Country * sharing experiences of viewing or participating in a Welcome to Country if appropriate, or an Acknowledgement of Country * noticing respectful behaviours in the presence of visiting Elders and/or community members if appropriate and during visits to significant sites * noticing how respect for Elders, community members and Country/Place is built into [Language] * celebrating significant dates and understanding the importance behind the event, for example, NAIDOC Week * exploring the concept of collective identity, including symbols, flags and items of traditional clothing * recognising the relationship among language, place and family in the formation of identity, for example, visiting a local meeting place and understanding its significance throughout generations * recognising significant symbols and features in [Language] and culture, for example, in dance moves, songs and visual designs | |

Years 3–4

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| **Band level description** |
| In Years 3 and 4, [Language] language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work collaboratively through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use [Language] and appropriate protocols to interact with Elders and/or community members, teachers and peers. They plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore [Language]-speaking communities as appropriate. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, reproducing [Language] language sounds, pronunciation and intonation. They use their literacy capabilities in English to recognise some similarities and differences between [Language] and English. They locate information, respond to and create informative and imaginative texts. They access authentic and purpose-developed [Language] texts such as on Country/Place experiences if appropriate, advertisements, animated and digital games, artworks, dances, performances, picture books, recipes, songs, stories and timetables. They recognise that [Language] language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use [Language] language to initiate structured interactions to share information related to Country/Place, the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.  Students reproduce sound combinations and rhythms of spoken [Language]. They demonstrate understanding that [Language] has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in [Language] and make comparisons between [Language] and English. They understand that the [Language] language is passed down from generation to generation by its Custodians and connected with culture and identity. They identify how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in [Language]** | | **Years 3–4** |
| **Sub-strand: Interacting in [Language]** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate exchanges and respond to modelled questions about self, others and the learning environment, using formulaic expressions  AC9LRF4C01 | * greeting teachers and peers appropriately, for example, introducing themselves, their family and pets and/or using their name, their tribal area and totem, and which family member they are from when appropriate * describing oneself in relation to daily routines and hobbies, for example, discussing favourite foods or sports * asking and answering questions, using modelled language when completing information-gap activities to find out key information, for example, interviewing each other about their favourite animals * initiating and responding to language for classroom routines and needs, for example, using formulaic language to ask and answer questions in [Language] * showing interest and respect for others by expressing praise and encouragement, for example, encouraging peers to join in games or sports using phrases such as *come and play* or equivalent as appropriate in [Language] * using modelled sentences to communicate about personal experiences, for example, sharing information about what they did on the weekend in [Language] * providing opinions about personal interests and leisure activities, for example, expressing preferences for traditional games, dances, music or sports specific to their own culture(s) * describing others, including family members and friends, recognising their relationships, physical appearances and qualities, or describing what people are good at in [Language] * introducing parents or significant others to [Language] language that has been learnt at school | |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LRF4C02 | * interacting with Elders and/or community members, using appropriate protocols and following step-by-step instructions, for example, weaving a fish out of palm fronds or weaving bracelets out of grass * participating in action games, dancing and songs such as playing 'Dog and the bone' in [Language] or choreographing gesture dances in groups to match the meaning in [Language], with guidance from Elders and/or community members * working with others, for example, producing a poster or invitation for a special event or creating a garden * engaging in shared tasks which involve planning and collaborating, for example, rehearsing for presentations or performances such as a skit, or a traditional dance with permission from Elders and/or community members, for a school assembly * participating in national and local community celebrations and significant events, for example, NAIDOC Week, National Reconciliation Week, Harmony Day and Mabo Day * collaborating to create a shared text in [Language], for example, producing a digital photo story after a class activity or event such as an overnight camping trip on Country/Place if appropriate, or at school | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LRF4C03 | * identifying the gist of information in short spoken texts with some unfamiliar language, for example, listening to a story in [Language] and understanding or predicting the ending * conveying understanding of plot and sequence in texts, for example, watching a short video in [Language] and writing a timeline with simple supporting commentary * listening to Elders and/or community members tell stories and sing songs, and making connections with their own lives, for example, hearing from Elders about limiting turtle egg collection so that there are enough remaining eggs to maintain the life cycle of turtles, and understanding how to apply sustainability in their own futures * identifying different ways of telling a story through dances and paintings, interpreting artistic traditions and visual designs rooted in First Nations culture, for example, using string to tell Creation, Dreamtime, Dreaming or traditional stories with guidance from Elders and/or community members as appropriate * identifying key messages, values and histories expressed in dances, songs and stories, for example, listening to Elders and/or community members tell their stories about what life was like when they were young and then using modelled language to compare this with their own lives in a Venn diagram in [Language] * participating in and responding to shared and guided reading, retelling, or re-enacting parts of stories in spoken, written, or multimodal form, including traditional stories passed down through generations with permission from Elders and/or community members, or contemporary First Nations media * making predictions about the development or flow of ideas in First Nations texts, using contextual and visual cues * learning songs in [Language] and then arranging the written lyrics in order | |
| develop strategies to comprehend and adjust [Language] language in familiar contexts to convey cultural meaning  AC9LRF4C04 | * reviewing simple translations in [Language] and English, and vice versa, noticing similarities, differences and challenges * translating parts of texts such as songs or photo stories, using modelled language * explaining visual designs and performances to others, for example, students listening to and watching Elders perform a traditional dance and then students identifying the cultural meaning * identifying similar cultural gestures in [Language] and English and/or other known language(s), for example, nodding or shaking of the head, thumbs up or down or rolling the eyes if appropriate to [Language] * creating a bilingual/multilingual brochure about their community for a visitor, including a map of key features * creating bilingual/multilingual resources for 'buddy classes', for example, making card games with [Language] on one side and English on the other | |
| **Sub-strand: Creating text in [Language]** | | |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions  AC9LRF4C05 | * preparing the script for a talk about Country/Place, using a range of location and direction terms * creating profiles of significant people to present to the class, for example, Elders and/or community members who have made significant contributions to the community, music groups, celebrities or community leaders * recounting stories about their own experiences, such as describing a visit to Country/Place, or sharing cultural practices such as talking about a walk with Elders and/or community members as appropriate, family or going on an excursion * organising and presenting information about traditional and contemporary aspects of the [Language] culture with permission from Elders and/or community members, such as, art, artefacts, dance, sports, and using modelled language and simple sentence structures, familiar vocabulary, and concrete materials, for example, giving a 'show and tell' * telling a story through photo stories, ebooks, dances or drawings, for example, writing a simple imaginative story to match pictures * designing visual representations such as artworks, with guidance from Elders and/or community members, concept maps or posters, to showcase their local community activities such as a fishing event, bottle canoe racing or creating a poster to represent the clans and their shields, if appropriate * creating imaginative texts, such as adapting and performing a story or song, for example, changing the places or characters * creating entertaining texts for younger audiences, for example, audio big books or puppet shows | |
| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of [Language] to form words and phrases  AC9LRF4U01 | * practising pronunciation with peers or adults, for example, asking how to say new words, or going for a walk on Country/Place and listening to how Elders and/or community members introduce words, as appropriate * linking written morphemes, words and phrases with the spoken forms of [Language] * playing spelling and sound games such as focusing on learning 2 to 3 syllables, for example, racing to say insects in [Language] using the correct amount of syllables * using word flashcards to play games focusing on pronunciation and intonation patterns * practising different intonation for statements, questions, exclamations and instructions * developing and using pronunciation, phrasing and intonation skills by singing, reciting or reading a short text aloud * choosing new focus words or phrases of the week for the whole school or grade to practise, with a focus on spelling and pronunciation | |
| recognise [Language] language conventions, grammatical structures and basic syntax, in familiar texts and contexts  AC9LRF4U02 | * noticing patterns in languages, such as free and fixed word order and tenses in verbs, and making sentences without verbs * adding a suffix to a verb to describe the number of people doing the action in simple sentences, for example, creating and completing a table to show variation in suffixes for verbs in [Language], such as *I sing, you sing, they sing, we sing* or equivalent as appropriate in [Language] * using pronouns and possessives, for example, *he/his, she/her* or you/*your* or equivalent as appropriate in [Language] * recognising collective nouns for family members to describe kinship and documenting in a word chart * adjusting words using prefixes and suffixes * using repetition to express adverbs, intensifying meaning, or to express plurality, for example, saying *sick* twice can mean you are very sick * recognising temporal expressions, *before, after, soon* or equivalent as appropriate in [Language] and completing a quiz to practise * using modelled expressions of frequency, for example*, often, always, once, briefly* or equivalent as appropriate in [Language] to complete an information-gap activity * recognising and using modelled locational cases such *as in, at, near, besides, to, from* or equivalent as appropriate in [Language], for example, giving directions or labelling a picture in a mapping activity or treasure hunt * recognising and using imperatives in games, instructions and procedures, for example, listening to and following classroom instructions in [Language] or playing games such as saying, *Take your turn* in [Language] * using simple conjunctions to join 2 sentences in [Language], for example, introducing themselves and adding the name of the clan group to which they belong or their totem, if appropriate | |
| recognise familiar [Language] language features and compare with those of English, in known contexts  AC9LRF4U03 | * discussing differences between spoken and written texts * developing metalanguage for talking about language, for example, noun, adjective and tense, using resources from both [Language] and English * distinguishing the purpose of a text and its features, for example, a local story to teach a lesson with a beginning, middle and end, or a problem with a solution, or a seasonal calendar to teach knowledge of Country/Place * recognising language features such as metaphors and symbols typically associated with familiar texts, for example, using directional features in [Language] in a seasonal calendar, or noticing how metaphors in stories relate to the meaning * investigating the purpose and use of gestures and hand signs in [Language], English and/or other known language(s), for example, using eye contact, lips, mouth or chin to gesture towards another person * comparing and matching key words in [Language] and English, for example, using a word wall or playing word-matching activities * comparing how ideas are linked using appropriate grammatical forms in [Language] and English | |
| **Sub-strand: Understanding the interrelationship of language, culture and identity** | | |
| recognise that Aboriginal languages and Torres Strait Islander languages are passed down by Custodians from generation to generation  AC9LRF4U04 | * understanding that some Aboriginal languages and Torres Strait Islander languages are being reclaimed and revived due to aspects such as not being allowed to use the language over a long period of time, and displacement due to colonisation * noticing ways communities are revitalising, strengthening or continuing language, for example, learning about ceremonies and traditions from Elders and/or community members, or performing with and for Elders who have passed down the knowledge, if appropriate * recognising that language and culture are being reclaimed and revitalised in their community, for example, by using [Language] within families, in school language programs, and in storytelling and recording stories in written form * researching ways that language and culture are being reclaimed and revitalised in their community * developing an understanding of the protocols surrounding the retelling and sharing of stories * understanding the importance of story and informal yarning in passing on and sustaining language, culture and traditional knowledge * understanding that for many Aboriginal languages and Torres Strait Islander languages, conventions of written text are in the process of being documented, for example, grammar guides and websites are being developed, recorded and shared | |
| identify connections between [Language] language, culture, Country/Place and identity  AC9LRF4U05 | * understanding how a Welcome to Country or an Acknowledgment of Country relate to self and Country/Place, for example, learning through watching tribal Elders perform a Welcome to Country, if appropriate * demonstrating respectful behaviours in the presence of visiting Elders and/or community members, and during visits to important sites * learning from Elders and/or community members, if appropriate, about roles and responsibilities in caring for Country/Place and how this connects with the importance of preserving cultural heritage * knowing that certain songs, dances, items, tools and places are only for people with cultural connections with them, for example, some sacred places are for men only or women only * comparing cultural practices and language related to food, for example, using [Language] associated with gardening, or when feasting on the bogong moth, or when celebrating a sand-bar opening by eating freshwater fish and prawns * identifying and discussing the meanings of personal and family names and how they relate to identity and reflects ancestral connections with Country/Place, land, waters, sky and all living things, for example, making links between family names and Land when a name has originated from Country/Place * talking about ways a community expresses elements of identity, for example, using [Language] in the local community for media greetings on the radio, on buildings, in parks and streets, at sporting events, on public transport decorated with [Language] art, or on placards at places connected with First Nations stories | |

Years 5–6

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| **Band level description** |
| In Years 5 and 6, [Language] language learning builds on each student’s prior learning and experiences with language. Students use appropriate protocols to communicate and work in collaboration with Elders and/or community members; and teachers and peers. They engage with purposeful, creative and structured activities involving listening, speaking, reading, viewing and writing. They interact in [Language] to exchange information and ideas relating to their interests, school and local environment, and engage with [Language]-speaking communities in person or via secure digital access if appropriate. They may work independently and in groups, with support. They use digital and print resources to extend their learning.  Students engage with a range of spoken, written and multimodal texts that may include on Country/Place experiences if appropriate, advertisements, animated and digital games, invitations, messages, posters, procedures, stories, and visual and performing arts. They use their English literacy knowledge to identify [Language] structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in [Language] language that are related to their immediate environment. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts. They demonstrate understanding by responding in [Language] or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules of pronunciation and intonation in spoken [Language]. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in [Language]. They compare language structures and features in [Language] and English, using some metalanguage. They show understanding of why language should be revived following the appropriate protocols, and how some language reflects cultural practices. They consider how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in [Language]** | | **Years 5–6** |
| **Sub-strand: Interacting in [Language]** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal worlds and learning environment  AC9LRF6C01 | * describing oneself in relation to aspects of school and home life, for example, discussing cultural traditions such as celebrations, sporting activities, or things they like to do with their families such as celebrating the harvest of the first fruit * describing others and talking about roles and responsibilities within their culture or describing characteristics valued in their community * asking and answering questions to describe people, animals and objects, based on colour, size, number and location, for example, discussing traditional clothing styles or describing native animals that are unique to their local area * sharing and reflecting on learning experiences, using visual aids to support discussions, for example, sharing about visits to culturally-significant sites or participating in community activities specific to their cultural background, if appropriate * showing interest and respect for others by expressing praise and encouragement, for example, appreciating cultural performances or recognising accomplishments within their cultural context, if appropriate * discussing plans, using appropriate sentence structures, for example, projects they plan to participate in, such as recycling water, and using [Language] to explain the process or their involvement to Elders and/or community members, using appropriate protocols * engaging in face-to-face or online conversations and discussions, sharing viewpoints about common interests, for example, exchanging opinions about issues in daily life * practising language skills for classroom interactions for example, rehearsing how to ask the teacher for help, or checking that their pronunciation in [Language] is correct * expressing feelings in [Language] in response to the teacher's questions, for example, how they are feeling about the workload or level of difficulty * apologising and expressing concern, respect and sympathy to friends and family members, for example, apologising for a mistake or recognising their role in Sorry Business, if appropriate | |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LRF6C02 | * interacting with Elders and/or community members, if appropriate, and teachers, and following instructions/procedures, for example, making a tool or preparing food from the garden * creating a skit or performance to introduce a buddy class to aspects of [Language] language and culture, for example, protocols for introducing others or expressions that have particular social/cultural significance * taking collaborative action such as improving or planning and implementing a recycling program at school * creating a shared digital presentation based on a traditional story with permission from Elders and/or community members, incorporating [Language] and drama to develop public speaking skills * contributing to national and local celebrations and significant events, for example, NAIDOC Week, Reconciliation Week, Harmony Day, Mabo Day and Children’s Day * providing peer feedback and support using comments and questions to check in on others, for example, asking, *How are you going?* in [Language], and keeping the conversation flowing with questions and their own responses * sharing ideas about the experience of learning and using [Language], identifying their own strengths and what helps them learn * learning games from Elders and/or community members or from recorded resources in [Language], for example, making animal shapes in string games | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LRF6C03 | * producing a timeline of the main events in a story or creating storyboards to represent key events in different types of texts, including captions or word bubbles to fit moods or feelings * mapping sites, landforms and other features of Country/Place in a travelling story, incorporating knowledge of the land and including significant cultural sites, Dreaming tracks, songlines and environmental connections * interacting with artistic expression and techniques, engaging with the diversity of all art forms relating to Country/Place, with permission from Elders and/or community members as appropriate, and noticing the cultural meanings and stories conveyed through these art forms * discussing key messages, social values and traditional histories expressed in stories, songs and dances, such as the importance of kinship and preservation of cultures * compiling and presenting information from a survey of peers and displaying results, for example, a case study of language in the school or a survey using questions asking, *How do you feel about learning your language?* or *How do you feel about Elders coming to school and sharing their language and culture?* or *What do you think might happen if [Language] isn’t taught in school?* or the equivalent in [Language] as appropriate, and sharing the results * creating digital profiles of characters from [Language] texts or stories, with guidance from Elders/and/or community members as appropriate, providing physical and character descriptions, examples of ways of communicating and behaving, and expressing their cultural significance and representation * making predictions about the development of ideas in [Language] texts such as seasonal calendars, considering cultural nuances and storytelling techniques employed within First Nations narratives * responding to a contemporary text by manipulating the original to create a new version, for example, re-sequencing events, adding a new element, changing the location or character(s), or creating an alternative ending * identifying Indigenous Peoples in the Australasia region and creating a wall display with photos of aspects of language and material culture | |
| apply strategies to interpret and convey meaning in [Language] language in familiar non-verbal, spoken and written cultural contexts  AC9LRF6C04 | * translating texts and identifying culture-specific concepts and expressions that do not easily translate into English, for example, language related to tools, placenames, landforms, kinship relations, and ways of being * identifying and discussing contexts in the community where translators and interpreters are required * identifying how the content and symbolism being described or represented in artworks or performances is relevant to Country/Place * reflecting on how they communicate in [Language] with their own family, if appropriate, and with friends and people less close to them, noticing differences in language use and communicative behaviour * creating bilingual/multilingual texts such as Creation, Dreamtime, Dreaming or traditional stories following appropriate protocols, cartoons, songs and photo stories, and reflecting on how different meanings are communicated in different languages for different audiences * creating bilingual/multilingual captions and commentaries for a school display, for example, an art display * identifying words in [Language] that are the same as or similar to neighbouring First Nations language(s) | |
| **Sub-strand: Creating text in [Language]** | | |
| create and present a range of informative and imaginative spoken, written and multimodal texts, using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type  AC9LRF6C05 | * presenting information in spoken, print, and digital forms about the [Language] region, events and daily activities, for example, creating a radio advertisement for up-coming daily activities, or a poster for an event, or an announcement at a school assembly about a puppet show * creating a profile of a prominent community figure such as Eddie Koiki Mabo from childhood onwards, or a sports personality, community negotiator/spokesperson, musician or artist * recounting stories about their own family and community, using different presentation styles, for example, recording a multimedia presentation or writing a recount about a real or imaginary trip * experimenting with different storytelling methods, using various texts such as oral texts, photo stories, ebooks, dances, visual designs or drawings * creating, with permission from Elders and/or community members, shared visual or performance artwork, using elements, symbols and conventions from the [Language] culture/community to tell a story * inventing a game focusing on key language features and using expressions for playing games, for example, a board game * creating and performing imaginative texts such as skits or raps, using digital techniques, for example, using grammatical patterns to create original songs * incorporating gestures and hand signs into performed texts to enrich the texts and entertain others * creating texts to entertain younger audiences, such as cartoons or short video clips, using language and images that enhance the visual or listening experience | |
| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to known words and phrases  AC9LRF6U01 | * understanding how to use sound-symbol relationships and developing knowledge of spelling conventions * using phrasing and intonation to link multiple sentences when holding a conversation with peers, for example, giving feedback to each other or to the group * transcribing written morphemes, words and phrases of the spoken forms of [Language], for example, recording in their language book to build an archive of language knowledge for reference * categorising words into syllable groups of 1 to 5 syllables, for example, words to describe the movement of the sun and moon in [Language] * reciting or performing a dramatised skit of well-known [Language] stories, with guidance from Elders and/or community members as appropriate, applying knowledge of pronunciation patterns and working on fluency * using knowledge of sound-symbol correspondences to read words, phrases, sentences and extended texts aloud * paying attention to consistency in spelling, checking spelling with Elders and/or community members if appropriate, and teachers, and using grammar guides, dictionaries and other sources | |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts  AC9LRF6U02 | * understanding that rules vary between languages, including word formation and word order * changing tenses of verbs by adding a suffix to a base verb if appropriate in [Language] and completing an information-gap activity * using imperatives that are formed by the addition of a suffix to a base verb and completing a table if appropriate in [Language] * constructing expressions that refer to people, places, things and events * recognising collective nouns for family members to describe extended kinship * identifying known word formation processes, for example, changing a word with the addition or change of a prefix or suffix to convey different meanings * recognising temporal expressions, for example, day-night cycle, lunar and seasonal cycles, *before, after, soon, recent, long ago* or equivalent if appropriate in [Language] expressions for cosmological time * identifying adverbs of manner, location and time, for example, *again, more, in turn, too late, as well* or equivalent if appropriate in [Language] and placing them in a word chart according to category * using a range of conjunctions to join groups of sentences together, for example, using *because, so* or equivalent if appropriate in [Language] | |
| compare some [Language] language structures and features with those of English, using some familiar metalanguage  AC9LRF6U03 | * working with a range of text types, for example, listening to interviews with Elders and/or community members, connecting these with a timeline and reading a short matching biography * developing metalanguage for talking about language, such asnoun phrases, prefixes and suffixes, for example, understanding ways of approaching verbs such as *I sit, you sit, they sit, we* *sit* (exclusive and inclusive) or equivalent if appropriate in [Language] * distinguishing the purpose and reason for a range of texts such as different types of archived language texts, for example, dictionaries with recordings of words, stories and their translations, grammar guides or children’s books * explaining their own or others' artwork or visual representations of stories, through labelling or describing metaphors or symbols * discussing loan words that have been incorporated from other languages to describe new concepts, for example, engineered words to describe technological innovations such as computer, skyscraper and car * discussing the etymology of words and comparing with English such as starfish in [Language] and English, or placenames that have been taken from [Language] and changed * building sentences with an understanding of word order, using verbs, nouns, adjectives and adverbs, for example, *The dog has a short tail. The dog is black and hairy.,* in [Language] as appropriate | |

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| **Sub-strand: Understanding the interrelationship of language, culture and identity** | |
| understand how [Language] and Aboriginal languages and Torres Strait Islander languages can be revived, maintained and strengthened  AC9LRF6U04 | * understanding terms used in discussions about some Aboriginal languages and Torres Strait Islander languages, such as revitalisation, reclamation and renewal * identifying some of the complexities, challenges and barriers involved in keeping oral traditions strong, such as colonisation and present-day global influences * recognising the importance of cultural ownership and traditional kinship systems in dances, songs, stories, tools and designs, and how specific cultural groups hold custodial rights and responsibilities over these expressions * understanding that dances, songs, stories and designs are connected through and belong to kinship and other social groupings, place, histories and stories * recognising and using principles and protocols of cultural safety when engaging with cultural material or property, for example, seeking permission and explaining the purpose of a visit to someone else’s property or Community by writing an entry-request letter using modelled language * researching ways that language and culture have been revitalised and strengthened in their community, for example, by using [Language] in writing, recording, archiving material, media services, ceremonies, celebrations, songs and music, and visual designs * engaging and asking questions of local community members about the histories and experiences of their language(s), for example, asking which aspects of language they learnt through songs and stories * researching how local language has developed and identifying historical connections with other local languages |
| recognise that identity is shaped by language(s), culture(s) and Country/Place, and that this impacts on communication  AC9LRF6U05 | * identifying examples of language that carry cultural elements, for example, a Welcome to Country or an Acknowledgement of Country, placenames and greetings * using appropriate modelled language and behaviours for different relationships, considering cultural contexts for example, understanding protocols of respect when interacting with Elders or in-laws * learning from Elders and/or community members about roles and responsibilities in caring for Country/Place, such as understanding traditional land-management practices, for example, fire-management practices * understanding that there are open and closed versions of stories and ceremonies, and discussing why * identifying cultural practices and associated language, for example, using an open fireplace as an oven in traditional cooking, knowing the names of vegetables and fish, and reflecting on how this way of cooking is linked to their own Country/Place and identity * identifying markers of identity across cultures, including family, community, location, language, age and gender, and considering how these markers may vary in different cultural contexts * evaluating personal learning progress, for example, discussing cultural factors that influence their language-learning experiences and reflecting on how cultural awareness enhances their language proficiency * recognising the role of identity in contributing to individual, group and community wellbeing, such as how cultural pride and connection with culture and Country/Place can positively impact mental health and social cohesion |

Years 7–8

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| **Band level description** |
| In Years 7 and 8, [Language] language learning builds on each student’s prior learning and experiences. Students use [Language], in person or via secure digital access, to interact and collaborate within and beyond the classroom on Country/Place with Elders and/or community members if appropriate. They listen, speak, read, view and write to exchange information, ideas and opinions about their worlds. They work with increasing independence, and in groups, and continue to receive feedback and support.  Students access spoken, written and multimodal texts from a range of authentic sources which may include on Country/Place experiences if appropriate, and advertisements, animated and digital media, feature articles, songs, stories, and visual and performing arts. They use their English literacy in an increasing range of contexts to reflect on similarities and differences between [Language] and English language structures and features. They recognise that language choices reflect cultural identity, beliefs and values. |
| **Achievement standard** |
| By the end of Year 8, students contribute to and maintain interactions in [Language] language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use [Language] to negotiate solutions and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences among languages, in both familiar and some unfamiliar cultural contexts, by adjusting responses to suit context, purpose and audience. They select and use vocabulary, sentence structures and expressions to create texts.  Students apply the conventions of spoken [Language] to enhance fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of [Language] text, using metalanguage. They reflect on how language communities pass down, maintain or revive [Language], knowledge and cultural norms following appropriate protocols, and how these are interconnected with identity. They reflect on their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in [Language]** | | **Years 7–8** |
| **Sub-strand: Interacting in [Language]** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LRF8C01 | * using culturally-appropriate greetings and terms of address depending on cultural status such as when interacting with Elders and/or community members, taking into consideration kinship, relationships, identity, gender and age when communicating between men and women, and the young * discussing aspects of their everyday lives with others and expressing personal experiences and feelings * discussing aspects of their personal worlds, such as home, school and social lives, including their use of different languages and involvement in different cultural practices * using fillers, asking questions or clarification, requesting more details or how to spell or say a word, phrase or expression in [Language] to sustain interaction * sharing their responses to the experience of learning and using [Language] within their cultural context * engaging in face-to-face or online conversations with peers about shared interests such as discussing favourite Indigenous music or art * using visual cues such as gestures, hand signs, body language and eye contact to interact in a culturally-appropriate manner * communicating with peers and other [Language] speakers in local or online communities if appropriate, using active listening skills, turn-taking cues, and requests for clarification * sharing past events or experiences and/or future goals and aspirations with their teachers and peers * inviting Elders and/or community cultural-knowledge holders to share information about their local culture and engaging in respectful discussion such as responding to and asking questions * using [Language] in real-life experiences on Country/Place, for example, through cooking traditional food, basket weaving, and wood carving | |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving, to plan projects and events  AC9LRF8C02 | * participating in planning and making arrangements, using language related to place and activity, for example, organising class events such as holding a lunch, party or performance for NAIDOC Week and/or Reconciliation Week, using expressions such as *What shall we do?, What do you think about …?, Who wants to create the invitation?, What type of food are we going to have?, Who wants to perform?, What about the music?, Who shall we invite?* or equivalent as appropriate in [Language] * designing posters, displays and digital presentations, with guidance from Elders and /or community members, to draw attention to issues relevant to the Country/Place and Peoples, such as the importance of learning [Language] at school * creating collaborative presentations to showcase language-learning progress, such as creating displays or performances for Elders and/or community members, friends or the school community * participating in an exchange of opinions to form conclusions or solve issues on topics related to their personal worlds, such as working collaboratively to make a shield on Country/Place, with guidance from Elders and /or community members, and choosing the correct tree, bark and tools required for the function of the shield, if appropriate * giving and following instructions, using gestures or hand signs as needed, for example, explaining how to cook bush foods * promoting community events such as festivals or cultural activities, for example, making posters for music festivals or football matches in the [Language] community and posting on a secure school site * initiating student-led lunchtime or out-of-school hours programs to encourage their peers to read, exercise and improve technology literacy * making a video or multimodal presentation to provide information about the area in which they live and places of significance to them * researching traditional ways of bartering, such as negotiating for tools, weapons, instruments and artefacts, and presenting information in their preferred presentation mode * participating in a collaborative project, such as contributing to a school newsletter, secure blog or making posters to promote awareness and understanding of an important issue for the school community * creating resources collaboratively to help others, such as compiling helpful hints for new students at the school, for example, creating a student handbook in [Language] * planning culturally respectful interview questions to ask an Elder and/or community member or local First Nations person visiting the school * researching and presenting how local resources such as ochre or quartz have been sourced and used continuously by First Nations Peoples | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LRF8C03 | * accessing a range of texts such as articles, scientific data and evidence, and Creation, Dreamtime, Dreaming and traditional stories, to demonstrate that there are shared universal world views and to exchange information about the world, science, astronomy, etc. * responding to texts such as stories or video clips by recording key vocabulary and expressions, identifying main ideas and sequences of events * discussing and explaining how land, waters, sky, people, plants, animals, and social and ecological relationships are expressed through the arts * identifying how geographical location relates to or expresses elements of Country/Place and Peoples, and investigating how this may be manifested in traditional and contemporary arts, including paintings, weavings and artefacts * listening to, viewing and sharing personal responses to popular First Nations traditional and contemporary music, identifying key messages and themes * investigating how stories and songs often link neighbouring First Nations groups and nations, and recreating or acting out their own stories or songs * researching the origins of First Nations names in their local regional, state or territory, recording meanings where known, and identifying different source languages, comparing similarities to or shared words with their own language * providing live commentary of a dance performance, with guidance from Elders and/or community members, commenting on movements, the role and positioning of the dancers and musicians, the significance of body art, symbols and adornments, and interpreting key messages of the performance and the meaning of movements * developing a photographic record or portfolio of different animal and plant species found on Country/Place, providing a spoken or written commentary or annotations * identifying and describing the role of various First Nations organisations that provide services to their community * researching different aspects of a selected First Nations business operating in the community, for example, an organisation or enterprise associated with the arts, bush medicine, bush food, tourism, transportation or animal husbandry, and presenting findings in a digital format or oral presentation mode * researching First Nations words used in English, and identifying and explaining words that come from the local language * researching and exchanging opinions about important historical events concerning the local community * reading a Creation, Dreamtime, Dreaming or traditional story, and placing the events in chronological order or translating a section of the story * reading and performing a traditional song or dance with permission from Elders and/or community members, and explaining it to younger students |
| interpret and adjust non-verbal, spoken and written language to convey meaning in [Language] language in familiar and some unfamiliar cultural contexts  AC9LRF8C04 | * translating short texts from the [Language] to English, and vice versa, comparing their interpretations and discussing possible reasons for differences * translating song lyrics or dialogues and discussing how cultural knowledge or understanding influences interpretation such as a Welcome to Country or an Acknowledgement of Country * identifying expressions in [Language] that do not easily translate into English, including discussion about the number system, terms for colour, language associated with time, and explaining the cultural connotations behind them * comparing different versions of translations from online translators or reference materials and selecting correct meanings, considering the need to go beyond literal meaning * demonstrating and explaining elements of non-verbal communication in [Language] that require interpretation, such as gestures, hand talk, facial expressions, eye contact, and lip pointing * developing bilingual wordlists to accompany stories and songs in [Language] and English * comparing published bilingual texts, such as children’s stories or film segments with subtitles, commenting on differences between how each language represents meaning, for example, discussing how cultural references are conveyed differently in each language * creating shared bilingual digital texts such as songs, dialogues, word banks or glossaries, and expressions used in everyday interactions in [Language] and English, and creating a bilingual display, for example, a video clip or photographic display showcasing events and experiences, such as an excursion to a significant Country/Place * performing a role-play or skit for an audience, using [Language] for the performance and English for the translation, captions and/or supporting explanations and commentary to convey cultural meaning * understanding and applying culturally-appropriate and ethical behaviour when interpreting and translating |
| **Sub-strand: Creating text in [Language]** | |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures and features, and conventions appropriate to text type and context  AC9LRF8C05 | * creating a journal record of activities such as excursions, performances or sporting events to share with teacher and peers * writing the biography of a significant Elder or community member to share with teacher, family and peers * creating a family tree to explore kinship and naming systems, relationships and responsibilities, etc. * describing a typical day during the school week or on the weekend * creating a rap or skit to entertain others, including digital or performative elements * creating an interactive presentation for younger children that highlights the benefits of reclaiming and revitalising the language of and connection with the Country/Place and Peoples * reviewing a film, computer game, novel or performance and writing a review using key words, phrases and expressions * taking on the role of a character from a First Nations story and responding to questions in-role of that character * telling the story of a real or imagined journey, involving a variety of characters connected with Country/Place or events and choosing a preferred mode of storytelling, such as miming, performing, dancing, animating or recounting the story * creating their own visual and performative artwork and, after consultation with and permission from Elders and/or community members, using symbols and techniques appropriate to Country/Place and Peoples to convey a message or emotion, for example, a dance using movement to convey the meaning /message/theme of the story * creating animations, songs, short plays, sporting chants/jingles or stories to present in class or to share with the local community or with a wider, virtual audience * creating and editing a multimodal presentation in [Language] to explain aspects of the local Country/Place, for example, the importance of geographical features, spiritual significance, uniqueness of flora and fauna * researching and sharing information about other Indigenous Peoples in Asia, for example, the Ainu people of Northern Japan |

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| **Strand: Understanding language and culture** | | **Years 7–8** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply knowledge of conventions of spoken [Language] to enhance fluency, and respond to and create texts, in familiar and some unfamiliar contexts  AC9LRF8U01 | * reading aloud for meaning using appropriate intonation, stress and tone to demonstrate comprehension of sound-symbol relationships * adjusting and applying intonation for statements, questions, exclamations and instructions * applying pronunciation of unique [Language]-specific sounds such as consonants, consonant blends and pure vowel sounds and diphthongs * using their knowledge of alphabetic conventions for Aboriginal languages and Torres Strait Islander languages to transcribe spoken texts from [Language] * recognising that not all consonant, vowel and diphthong sounds in Aboriginal languages and Torres Strait Islanders languages can be accurately represented by the Roman alphabet * developing metalanguage to describe and talk about sounds and phonology, such as the articulation categories in Aboriginal languages and Torres Strait Islander languages, for example, the shape of the mouth and lips, the position of the tongue in relation to teeth, palate and air passage, and rolling or trilling of the tongue * investigating sound patterns such as consonant and vowel sequences, for example, allowable word-final sounds, consonant clusters and minimal pairs such as *dh* as in *dhana* and *d* as in *dana*; *ng* as in *ngaya* and *n* as in *naya* or equivalent patterns and combinations in [Language] | |
| apply understanding of grammatical structures and features to compose and respond to texts  AC9LRF8U02 | * understanding that the vocabulary and language structures and features of Aboriginal languages and Torres Strait Islander languages are varied, multifaceted and complex, and connected with Country/Place and Peoples * understanding case and case marking on nouns, pronouns and adjectives, and completing an information-gap activity using correct case in context * understanding and explaining verb morphology and how verbs can be derived from nouns, and vice versa, comparing with similar processes in English and/or other known language(s) * identifying the rules of the different categories of verbs, for example, verb-stem morphology such as *to sit, sitting, sat* or *e*quivalent in [Language], including compound verbs and reduplicated verbs * understanding and applying agreement with transitive and intransitive verbs, using verb-linking devices * understanding that some Aboriginal languages and Torres Strait Islander languages have marker word(s) that function as markers to express *to make, to do, to become, to be* and *to feel;* to link transitive and intransitive verbs; and can be used to link Person to Country/Place * applying the complex system of affixes such as prefixes for short bound pronouns placed to show singular, dual and plural or to place an object or person in a location; and suffixes for *having, in need* or *want of,* *similar to, like* or equivalentin [Language] * adding suffixes to form tenses such as past, present and future in a table or word chart, using suffixes to show locations, for example, *next to …, on, near, by, close by* or equivalentin [Language] * understanding that in certain situations verbless clauses, sentences and expressions are appropriate, for example, in informal exchanges * expressing when, how, where, for example, time – *beforehand, afterwards, too late*, *originally*; manner - *politely, respectfully, greedily;* attitude – *in a worried way, in a silly way;* place – *there, here, behind*, *down*, or equivalent in [Language] * using expressions of frequency – *each day*; repetitive actions – *persistently, a few times*; immediacy – *at once* and duration – *for a while*,or equivalentin [Language] * using attitudinal words, particles and interjections, for example, terms expressing endearment, embarrassment, shame or pity * structuring and linking clauses for cohesion and sequencing of action, events, etc. * understanding and applying the rules and functions of reduplication that may emphasise the meaning of a word, change the emphasis or change the meaning of a word, for example, *fast* if repeated can mean *very fast;* *blue* if repeated can mean *black*; *stomach* if repeated can mean *doctor* * discussing lexical and grammatical relationships between [Language] and other languages of the region, for example, words in common and similar structures * considering domains where [Language] may evolve in the future, for example, in the field of technology, media | |
| reflect on similarities and differences between [Language] and English language structures and features, using metalanguage  AC9LRF8U03 | * comparing [Language] and English language use in similar situations and in texts with similar content, for example, many Aboriginal languages and Torres Strait Islander languages have subject+object+verb structure or no fixed structure where meaning is conveyed by use of marker word, while English has a consistent subject+verb+direct/indirect object structure * developing metalanguage for identifying and explaining different types of sentence structures relating to grammatical functions such as subject, object and predicate, and comparing with English * understanding and observing that texts have different purposes, for example, to entertain, to inform or to persuade different audiences * understanding that differences of language use may reflect cultural perspectives, for example, the setting where the interaction/discussion is occurring, the gestures and hand signs used in an oral text, or following cultural protocols when addressing an Elder * investigating the use of gestures and hand sign language such as hand signals in their community, and in relation to spoken language, and comparing this with English and other languages * comparing non-verbal elements of communication, such as the use of silence or eye contact in different cultural contexts and exchanges * identifying and using aspects of text organisation when developing both oral and written texts to develop or present ideas * discussing grammatical and lexical contrasts between [Language] and English and/or other known language(s), for example, the figurative use of language, and vocabulary associated with specialised domains * recognising the format and stylistic conventions of different texts, such as addressing an audience in formal and informal speeches, letters, emails and signing off * analysing how texts in [Language] and English establish register by identifying words and expressions that suggest degrees of formality, audience and context * discussing ways that songs and storytelling function to adjust and evolve language and meaning while retaining the essence of the song or story, in ways similar to the place/role/function of literature in other cultures | |
| **Sub-strand: Understanding the interrelationship of language, culture and identity** | | |
| reflect on how language conveys cultural knowledge, practices and norms  AC9LRF8U04 | * acknowledging that there are cultural norms related to interaction between genders, for example, men’s business and women’s business if appropriate * using culturally-appropriate protocols when engaging with and learning from Aboriginal Peoples and communities and Torres Strait Islander Peoples and communities, for example, understanding that permission and consent of the Custodians of language and land must be sought when visiting their Country/Place * researching the concept of kinship, moieties, traditional marriage Lore, matriarchal and patriarchal systems * acknowledging the role and importance of advocacy and government policy in supporting the maintenance and development of language and culture * understanding how aspects of traditional culture and society have been preserved through [Language], and discussing the importance of maintaining and strengthening Aboriginal languages and Torres Strait Islander languages, for their speakers and for all Australians * identifying Keeping Places for language texts, such as in the community or national archives * understanding that each First Nations person inherits language as part of their birthright, along with membership of a particular group and attachment to Country or Place, and that they become Custodians and owners of land, waters, sky and language * understanding the importance of intergenerational collaboration and passing down of knowledge in keeping languages strong, and discussing associated challenges * explaining how stories, songs and dances link First Nations Peoples groups and nations * acknowledging that Indigenous Cultural and Intellectual Property (ICIP) rights must be respected and applied when using First Nations traditional resources for their language work | |
| reflect on and explain how identity is shaped by language(s), culture(s), and Country/Place, and how these impact on communication  AC9LRF8U05 | * explaining the role of language in relation to culture and identity, and in passing on knowledge, such as sustainable care of the environment, rules for living, ways of behaving, spiritual and cultural functions, and histories * reflecting on ways the [Language] community classifies natural and cultural worlds, and comparing these with other indigenous and western systems of classification * understanding that culturally-significant attitudes and beliefs conveyed through [Language] are related to the past, to land, plants, animals and celebrations * analysing concepts related to cultural values in [Language], including naming systems, such as kinship terms and nicknames * identifying and discussing core cultural concepts reflected in Aboriginal languages and Torres Strait Islander languages, such as respect, avoidance, reciprocity, obligation and responsibility * considering how and why [Language] speakers use particular conversation strategies such as indirect language to avoid conflict * reflecting on ways culture is interpreted by others, for example, identifying how stereotypes influence perceptions among different groups and communities | |

Years 9–10

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| **Band level description** |
| In Years 9 and 10, [Language] language learning builds on each student’s prior learning and experiences. Students use [Language] to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, view and write to communicate with Elders and/or community members if appropriate, and teachers and peers, through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support.  Students access an increasing range of authentic and purpose-developed resources which may include on Country/Place experiences if appropriate, advertisements, animated and digital video clips, feature articles, social media, songs, stories, and visual and performing arts. They expand their knowledge and control of [Language] pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, beliefs and values. |
| **Achievement standard** |
| By the end of Year 10, students contribute to and extend interactions in [Language] language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret and respond to texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They use complex structures to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken [Language] to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of [Language] texts, using metalanguage. They understand that there are appropriate protocols that relate to learning and using [Language]. They reflect on their own cultural perspectives and identity, and draw on their experience of learning [Language], to evaluate how this learning influences their ideas and ways of communicating. |

Constellations

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| **Strand: Communicating meaning in [Language]** | | **Years 9–10** |
| **Sub-strand: Interacting in [Language]** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LRF10C01 | * using strategies to initiate and sustain interactions and conversations by seeking opinion and agreement, to excuse and apologise, clarify and make requests * acknowledging elements of others’ contributions in a respectful manner, in discussions about topics where participants have a variety of opinions * expressing and exchanging experiences and aspirations, such as encouraging peers to attend or participate in a creative, cultural or sporting event * apologising for misinterpreting or misunderstanding in interactions, for example, saying, I’m sorry or I misunderstood what you meant or equivalent in [Language] * engaging in face-to-face or online discussions with peers about shared cultural interests, practices and experiences, such as land management, food systems and trade routes, or discussing personal interests in current issues such as art, environment, literature, media, science or sport * initiating and sustaining conversation by using strategies such as active listening, asking for clarification or confirmation, and expressing agreement/negation, using feeling cards, gestures and known expressions for example, the equivalent of saying, What do you mean? or When did that happen? or That’s deadly! in [Language] * reviewing others’ work constructively and responding to feedback, providing and justifying comments on general and specific points * engaging using appropriate protocols with an Elder and/or community member to facilitate a cultural event for students, staff and school community, such as a class Q and A or workshop in the lead-up to NAIDOC Week * promoting an event and providing reasons or justification for the event, with a focus on cultural practices and values, such as seasonal fishing after the rains * exchanging opinions about cultural heritage sites, clan groups or cultural preservation efforts such as a local Ranger program * interacting with class members and others, using respectful language and gesture, aligned with kinship relationships, cultural perspectives and values, if appropriate * sharing points of view on a range of personal interests such as artistic, cultural, environment, media and journalism, literature and writing, science or sport | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LRF10C02 | * showcasing local language-learning and language-revival activities * negotiating with class members and members of the teaching team using respectful language when agreeing or disagreeing or negotiating changes, considering cultural perspectives and values * planning and organising a community initiative, taking into account different participants' roles, responsibilities and relationships, for example, designing a yarning circle space or community garden and documenting the process * designing digital, visual or multimodal displays or presentations, for example, designing a poster to promote events in the local community, such as festivals, sporting, music and cultural events * preparing and presenting information in groups about a chosen topic such as a topic related to visual or performing arts, and responding to questions from teacher and peers * giving and following instructions, using gestures or hand signs as needed, for example, explaining cooking methods or artefact making * researching and consulting on issues relevant to the Country/Place, such as reinstating and creating dual names for school and community places, and events * planning an excursion to a place of cultural significance, including preparation of native food such as damper, kangaroo, mullet, wild apple and quandong * asking for advice on issues and suggesting possible solutions to others’ problems, for example, deciding on a place for an excursion, who to invite to an event, organising a surprise celebration, or deciding on an appropriate gift | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LRF10C03 | * discussing and explaining First Nations Peoples’ spiritual and cultural connections with Country/Place, land, waters, sky and all living things, and how this is expressed through the arts * analysing the role and representation of people, animals and landscapes in different types of texts about First Nations Peoples and Country/Place * collating information from interviews in [Language] and/or English about a significant person, and develop a personal profile, biography, poster or story board for the class * interviewing local Elders and/or community members using appropriate protocols, listening to local history stories and collating information about significant events, for example, European colonisation, land rights and stolen generations * responding to an email or correspondence written in [Language] from peers or family members, addressing all information and questions raised * researching a topic and presenting the information in [Language] in diagrammatic, graphic or symbolic form * presenting findings related to the investigation of a social or cultural issue, and summarising opinions and attitudes collected from surveys, interviews or media sources * interpreting and responding to texts such as songs, stories, films or video clips, identifying and explaining main ideas and themes, and sharing personal views and reactions with others * viewing animations and responding to contexts by developing word lists, categorising cultural elements, interpreting and translating meaning * discussing how key messages and beliefs are communicated through stories, visual and creative arts such as Creation, Dreamtime, Dreaming and traditional stories, songs and dances, and how these may link neighbouring First Nations Peoples’ groups and nations * listening to, viewing and sharing personal responses to music in [Language], identifying key messages, themes and performance styles * comparing details from a range of dances or stories related to special occasions and ceremonies, identifying culture-specific terms and/or representations and/or dialectic differences |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LRF10C04 | * using flashcards or wordlists to acquire vocabulary and keywords to categorise parts of speech such as nouns and verbs, and interpret levels of meaning of phrases and expressions * using dictionaries or online translation tools to find the meaning of words or expressions and applying familiar [Language] structures to suit context * identifying language structures and features in [Language] to identify words that are not easily translated and/or may cause misunderstandings, and writing simple explanations to convey meaning * comparing their own translations of texts such as narratives, song lyrics, dialogues and posters with translations created by peers and online translators, and discussing any variations * providing translations for familiar stories or songs, in [Language] or English, to explain to or perform for younger students * explaining concepts and practices in [Language] that do not easily translate into English, for example, daily and seasonal cycles and kinship terms, and discussing cultural variations * analysing animations or films with captions or subtitles in [Language], commenting on differences in how each language represents meaning, for example, reflecting on the impact of cultural references on meaning * applying cultural sensitivity when interpreting and translating [Language], for example, considering multiple definitions of words and phrases, and adhering to/considering/being guided by cultural norms and values of Country/Place and Peoples |
| **Sub-strand: Creating text in [Language]** | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences  AC9LRF10C05 | * creating a multimodal presentation to share with others, after consultation with and permission given by Elders and/or community members, for example, a video clip of a traditional dance performance or a photographic record of a cultural festival, or creating and performing a skit that re-enacts historical events significant to the community * preparing culturally-appropriate questions to ask in an interview with Elders and/or community members, for a documentary about local customs, histories and cultural heritage * writing an email, letter or creating an oral text to introduce themselves in [Language] to teacher, peers, family and/or known community members, providing personal information, likes and interests, etc. * creating a class podcast about forms of cultural expression to explain and clarify, for example, the Uluru Statement from the Heart and language-revival processes * presenting to peers or the school community, information about foods and their relationship with seasons, medicinal plants and their qualities, and connections with Country/Place * creating texts such as a profile, photo montage or avatar, choosing aspects to share about themselves or to create superheroes based on Creation, Dreamtime, Dreaming, or traditional stories or totems, with guidance from Elders and/or community members as appropriate * designing an informative multimodal text about introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, or a guide to their favourite place in their Country/Place * creating a short documentary about procedures/methods for creating traditional artefacts such as carving, weaving or extracting and preparing traditional medicines * using key words or expressions to compose a description of characters, significant people, events or Country/Place, in different types of informative or imaginative texts * creating interactive presentations or resources that highlight the benefits of reclaiming and revitalising or maintaining and strengthening language or culture, for example, showcasing traditional storytelling, songs or dances, with permission from Elders and/or community members * composing and performing songs, jingles or advertisements, for example, composing a song that celebrates cultural heritage, creating an advertisement promoting traditional handicrafts or creating a jingle about emu oil * using multimodal presentations to showcase First Nations traditional resources and businesses, commenting on Indigenous Cultural and Intellectual Property (ICIP) rights, and with permission given by Elders and/or community members * obtaining permission from Elders or local community to create artwork that reflects traditional motifs, or to perform a traditional dance that tells a cultural story, respecting cultural norms and sensitivity appropriate to Country/Place and Peoples * creating bilingual texts, using subtitles and captions, to inform the school community about aspects of [Language] culture, for example, a multimodal presentation that incorporates photos, maps, timelines, stories and songs to showcase cultural events and experiences |

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| **Strand: Understanding language and culture** | | **Years 9–10** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features and conventions of spoken [Language] to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LRF10U01 | * applying authentic pitch, rhythm, stress, pronunciation and intonation modelled on [Language] speech in spoken texts, for example, in Ngarrindjeri the first syllable of a word is stressed * recognising and reproducing the rhythm of extended sentences, such as the correct pausing for clauses in a complex sentence for effect * practising complex sounds for fluency using tongue twisters * listening to and/or viewing excerpts of authentic texts in familiar and some unfamiliar contexts, and identifying pronunciation patterns, for example, pronunciation of phonemes *g, gg* inGangulu *– mungu munggu;* rolling of *r* or *rr* in Ngarrindjeri and meaning of word; sound of *dh* and *tj* * understanding the major place of articulation categories in Aboriginal languages and Torres Strait Islander languages, for example, articulation at lip or soft palate, involving the flat of the tongue and position of the tongue in relation to teeth, and obstructing the air passage with tip of the tongue, and recognising their realisation across different languages and regions in Australia * using their knowledge of alphabetic conventions for Aboriginal languages and Torres Strait Islander languages to transcribe spoken texts from a range of languages, for example, those related to the [Language] or those from neighbouring regions * understand and apply the conventions or rules for consonants, vowels (short, long blend) and diphthongs | |
| apply knowledge of grammatical structures and features to predict meaning and compose texts that contain some complex structures and ideas  AC9LRF10U02 | * using correct word order such as verb+tense indicator+pronoun in an information-gap activity * understanding and using free word order or structure to make meaning, for example, subject+object+verb or object+verb+subject, using the appropriate case marker for the object/receiver of the action * using placemats as a reference to vocabulary, phrases, expressions, and linguistic features such as nouns, verbs, suffixes * explaining how verbs can be changed into nouns by using appropriate suffixes * adding suffixes to verb stems to identify the action and to determine the tense and number, for example, past, present and future, and singular, dual and plural * understanding the role of suffixes in case and case marking for nouns, pronouns and adjectives, for example, *I came from Mount Morgan*, *The dog goes to the old tree*, *The boy is standing next to the tree*, *The vicious dog bit the little girl,* or equivalent in [Language] * taking existing words and creating new words using suffixes * forming nouns, pronouns and bound pronouns and adjectives * understanding and applying the rules of the different verb categories, for example, verb-stem morphology, including compound verbs, reduplicated verbs, habitual and characteristic verbs, and transitive and intransitive verbs * understanding that verbs have different functions such as causative, inchoative (the beginning of an action such as *to fall silent, to get in*), reflexive-reciprocal * using adverbs or modifiers of time, manner, feelings, number and description * joining clauses with conjunctions and linking devices | |
| reflect on and evaluate [Language] texts, using metalanguage to analyse language structures and features  AC9LRF10U03 | * analysing a range of texts, for example, in respect to declaring identity, acknowledging traditional belief systems, acknowledging Ancestors, passing on knowledge and information, mapping resources on Country/Place, and managing natural phenomena such as weather * using metalanguage for identifying and evaluating different types of sentence structures, idiomatic expressions and imagery, and reflecting how these are used to convey cultural meaning * analysing how texts are constructed, including cohesive devices such as conjunctions, and coherence devices such as time markers * applying principles of text organisation when developing both oral and written texts to develop or present ideas, noticing differences in characteristic features of oral and written discourse, and comparing with English and/or other known language(s) * linking and sequencing ideas to form a cohesive text, using appropriate grammatical forms and language features, for example, compound and complex sentences * discussing the effect of non-verbal elements of communication such as the use of silence or eye contact in different cultural contexts and exchanges * reflecting on ways in which written language is different from spoken language * comparing and explaining the relative consistency of Aboriginal languages and Torres Strait Islander languages and English in spelling words, and recognising that English does not capture all Aboriginal languages and Torres Strait Islander languages phonemes, sound systems and linguistic structures * understanding that languages borrow from each other and acknowledging the origin of loan words from Aboriginal languages and Torres Strait Islander languages in English * discussing how songs and storytelling function to adjust and evolve language and meaning while retaining the essence of the song or story, in ways similar to the place/role/function of literature in other cultures | |
| **Sub-strand: Understanding the interrelationship of language, culture and identity** | | |
| understand and apply protocols associated with language learning and language using in cultural contexts  AC9L1RF10U04 | * using existing structures such as suffixes to language build and create new words or phrases and to make new meaning * applying culturally-appropriate protocols to consult with Elders and/or community members regarding processes used to access and build vocabulary, phrases and linguistic structures in [Language], for example, accessing language use of neighbouring cultural groups * understanding what resources and processes are available to build language, for example, linguistic resources and analogies from neighbouring languages, speakers, archival material * investigating the current status of Aboriginal languages and Torres Strait Islander languages and understanding why some languages are endangered or critically endangered, some need to be reclaimed/revived and others are strong and vibrant * investigating language reclamation and revival efforts in their own community and neighbouring regions, for example, who and what is involved, successes, challenges and protocols, and what these efforts mean to Elders and local communities * understanding the importance of intergenerational collaboration in reclaiming and reviving languages, and discussing some of the associated challenges and successes * analysing, in collaboration with Custodians of [Language], the authenticity of historical sources used in language building and discuss their strengths and limitations * researching the impact of historical events, government policies and legislation on Aboriginal languages and Torres Strait Islander languages * investigating/researching the protocols for receiving, transferring and publishing linguistic resources * using culturally-appropriate protocols when engaging with and learning from First Nations Elders, community members and educators, for example, acknowledging the cultural and intellectual property rights and copyright of the sources of their language work and cultural knowledge, such as song holders, story keepers, language informers, medicinal knowledge, composers and choreographers * investigating programs and initiatives that reclaim and revitalise language use, such as school languages programs, bilingual education, research programs, recording and archiving of material, websites, databases and documentaries * analysing historical documents and classifying content according to categories such as date, text genre (wordlist, letter), topic (Indigenous knowledge, environment, traditions, fishing/navigation, rules), purpose of the text and intention of the writer (to inform, prescribe, describe, assert authority); and presenting findings in chart or table form or by giving a presentation * identifying potential avenues/domains for expansion of [Language] and gaps to be filled, with the support of Elders and/or community members and educators * researching how the process of language building, under the custodianship of Elders and/or community members, expands existing linguistic and cultural resources in the community | |
| reflect on and evaluate how identity is shaped by language(s), culture(s) and Country/Place, and how these affect ways of communicating  AC9L1RF10U05 | * applying culturally-appropriate protocols when inviting Elders and/or community members to share knowledge relating to language, culture, identity and Country/Place * analysing and discussing attitudes or emotions such as respect, embarrassment, shame, avoidance, reciprocity, obligation or responsibility and how these are culturally expressed or concealed across First Nations Peoples * explaining the role of Aboriginal languages and Torres Strait Islander languages and cultures in passing on knowledge, such as sustainable care of the environment, rules for living, ways of behaving, spiritual and cultural functions and histories * reflecting on First Nations ways of classifying the natural and cultural world, and how this is connected with Peoples, cultural knowledge, Country/Place and identity, and comparing these with other systems of classification * discussing that there are multiple views on and explanations for current and past events and issues concerning First Nations Peoples, and discussing ways to promote awareness, and advocating for positive action, outcomes and change for the future * investigating how practices have changed over time, such as trading practices, transitions from traditional life to settlements, and changes in land and sea management practices, and considering how these changes affect language, culture, people and identity * researching the role and importance of advocacy in supporting the reclamation and revitalisation of the languages, cultures, knowledge and traditional practices of the First Nations of Australia – the oldest living continuous culture in the world – for the benefit of all Australians | |