

OFFICIAL



LANGUAGES

**Framework for Aboriginal Languages and
Torres Strait Islander Languages
Language Revival pathway (LR)
Years F-10**
For consultation

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

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F–10 AUSTRALIAN CURRICULUM: LANGUAGES – FRAMEWORK FOR ABORIGINAL LANGUAGES AND TORRES STRAIT ISLANDER LANGUAGES

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Languages curriculum recognises features that all languages share as well as the distinctiveness of each language.

Languages includes language-specific curricula for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Learners of languages in Australia comprise 3 major groups:

1. **Second-language learners:** Second-language learners are introduced to learning the target language at school as an additional, new language. The first language used before they start school (and/or the language used at home) is not the language being learnt.
2. **Background-language learners:** Background-language learners may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of, and proficiency in, the language being learnt. These learners have a base for literacy development in the language.
3. **First-language learners:** First-language learners are learners who use, and/or identify with, the language as their mother tongue; learners use the language for primary socialisation and/or education and/or literacy development.

Rationale

Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning a language(s) broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability solely in English can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning language(s) develops learners’:

- communication skills
- literacy skills in their first and additional languages
- intercultural capabilities
- understanding of, and respect for, diversity and difference, and an openness to different experiences and perspectives
- understanding and appreciation of how culture shapes world views and extends their understanding of themselves, their own heritage, values, culture and identity
- critical and creative thinking.

Learning a language provides opportunities for the community to engage socially, culturally and economically in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

For First Nations Australian students, opportunities to learn their own languages are beneficial to overall learning and achievement, to develop a sense of identity and recognition, and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. Ongoing and necessary reclamation and revitalisation of these languages contribute to reconciliation.

Aims

The 3 interrelated aims of Languages are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

Structure

Languages is presented in 2 sequences that offer different entry points into language learning; from Foundation to Year 10 or Year 7 to Year 10.

The Foundation to Year 10 sequence is presented in bands of 2-year levels after the Foundation year. The Years 7 to 10 sequence is presented in bands of 2-year levels; Years 7 and 8, and Years 9 and 10.

Content in Languages is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 1.

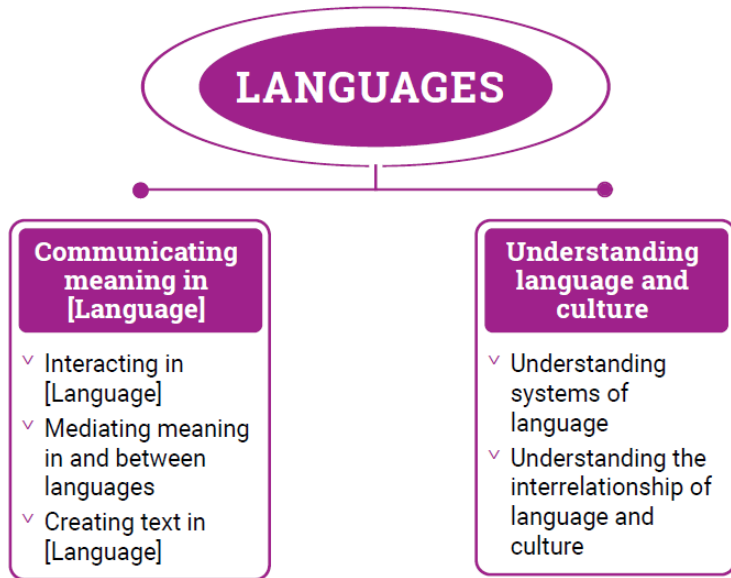


Figure 1: Languages content structure

Strand: Communicating meaning in [Language]

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

Interacting in [Language]

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

Mediating meaning in and between languages

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

Creating text in [Language]

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Strand: Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

Understanding systems of language

Understanding the linguistic features of the language, including sound, writing, grammatical and textual conventions.

Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

Key considerations

Flexible entry points to F-10 and Years 7-10 sequences

Languages provides 2 learning sequences to cater for different entry points into language learning. The curriculum recognises that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students in their teaching and learning contexts.

Use of English

Students should use the target language to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and use metalanguage to talk about and compare languages and cultures.

Macro skills

The macro skills of listening, speaking, reading, viewing and writing – also known as language modes – are interrelated. The learning of one often supports and extends the learning of others. To acknowledge these interrelationships, content in Languages incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students' effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, visual, written and multimodal texts.

The macro skills are aligned most strongly to the *Communicating meaning in [Language]* strand, and are implicit in the content of the sub-strands and across the content descriptions, as shown in Table 1.

Table 1: The relationship between macro skills and the Communicating meaning in [Language] strand

Communicating meaning in [Language]	Macro skills				
	Listening	Speaking	Reading	Viewing	Writing
✓ Interacting in [Language]	✓	✓	✓	✓	✓
✓ Mediating meaning in and between languages	✓	✓	✓	✓	✓
✓ Creating text in [Language]		✓			✓

Texts

Texts can be spoken, written, visual, multimodal, and in print and digital/online forms. Multimodal texts combine language with other means of communication such as visual images and audio or spoken words in film or digital media. Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs and pictograms. Texts provide important opportunities for learning about aspects of students' experiences of languages and cultures. Many of the tasks that students undertake in and out of school involve understanding and producing informative and imaginative texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of materials for students to listen to, read, view, write and create. They provide purposeful activities that can be organised around these materials to meet the needs of the students in their classes.

Protocols for engaging First Nations Australians

When planning teaching activities involving engagement with First Nations Australians, teachers should follow protocols that describe principles, procedures and behaviours for recognising and respecting First Nations Australians and their intellectual property. Teachers should use approved resources such as those that may be provided by their state or territory education systems, First Nations Australians education consultative groups or other protocols accredited by First Nations Australians.

While the Australian Curriculum uses the terms 'First Nations Australians' and 'Australian First Nations Peoples', there may be other terms that First Nations Australians of a particular area or location prefer. It is important to use the terms preferred in a particular area or location.

Meeting the needs of diverse learners

The Australian Curriculum values diversity by providing for multiple means of representation, action, expression and engagement, and allows schools the flexibility to respond to the diversity of learners within their community. All schools have a responsibility when implementing the Australian Curriculum to ensure that students' learning is inclusive, and relevant to their experiences, abilities and talents.

For some students with diverse languages, cultures, abilities and talents it may be necessary to provide a range of curriculum adjustments so they can access age-equivalent content in Languages and participate in learning on the same basis as their peers.

The study of languages is important in the multilingual societies and the global economy in which we live. Students with diverse identities, languages, cultures, abilities and talents benefit from the study of languages when an appropriate learning environment is provided.

Languages is intended for all students, and it is recognised that some students may require adjustments to support how they see, hear, and/or process language. Students may require access to a wide range of approaches and resources including, and not limited to:

- multi-sensory visual, auditory, tactile, and/or kinesthetic experiences and resources

- simultaneous learning channels such as combinations of listening, speaking, reading, viewing and writing resources to teach a language concept
- resources such as picture cues for words or hand and mouth movements to illustrate a sound, or colour-coding to illustrate gender or subject/verb agreements
- modified equipment and tools
- multilingual labels, signs and posters around the classroom
- devices, mnemonics, rhythms and rhymes to reinforce vocabulary, expressions and features
- peer-assisted learning
- open-ended tasks that provide flexibility and can be completed at different levels of complexity
- challenging individual and group extension activities.

Key connections

General capabilities

General capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities support and deepen student engagement with learning area content and are best developed within the context of learning areas.

Opportunities to develop general capabilities in learning area content vary. In addition to Literacy and Numeracy, which are fundamental to all learning areas, the general capabilities of most relevance and application to Languages are Intercultural Understanding, Critical and Creative Thinking, Personal and Social capability, and Digital Literacy. These general capabilities are identified in content descriptions when they are developed or applied through the Languages content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

Literacy

Languages develops students' ability to listen to, read, view, create, and perform a range of spoken, written and multimodal texts in the target language. It provides opportunities for students to move between the target language and English to analyse, interpret and reflect on texts. Students enhance and extend their knowledge and understanding of English literacy, and use their knowledge of English literacy to support their learning in the target language. They develop increasing fluency in the second or additional language. They also develop the ability to reflect on and discuss their understanding of language as a system, using the metalanguage of English.

Learning an additional language(s) and English is mutually beneficial to literacy development. This is reflected in the links between language learning and the National Literacy Learning Progression (NLLP) in Languages. Content is linked to the expected level of literacy development that students, typically, would have achieved at each year/band of years. For example, students in Year 8 are likely to be operating at Level 6 in the Speaking sub-element of the NLLP. These students may not be operating at Level 6 Speaking in a second or additional language(s). However, the teacher can make connections and draw on students' English literacy skills to support their learning of the second or additional language(s).

Intercultural Understanding

The Intercultural Understanding capability is core to Languages. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs including their own. Students learn about the strong interrelationships between languages and cultures and how these shape identity. They develop and apply intercultural understanding to value and respect diverse ways of communicating, thinking and behaving. They recognise how these are reflected in social and cultural practices, and language use. Students develop connections with communities and cultures, become aware of similarities and differences, and cultivate mutual respect. The Intercultural Understanding capability assists students to navigate and reflect on language use, perspectives and behaviours.

Critical and Creative Thinking

Languages develops students' ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

Personal and Social capability

Languages enhances students' personal and social capability. Through the *Communicating meaning in [Language]* strand, students develop a range of interpersonal skills essential to effective communication, such as decision-making, negotiation, and collaboration. Content in both the *Communicating meaning in [Language]* and *Understanding language and culture* strands encourages students to develop an appreciation of diverse cultures and perspectives, and recognise how these influence identity, including their own.

Digital Literacy

Languages develops students' digital literacy capability as they use a range of digital tools to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can use digital tools to access diverse language-speaking communities and authentic texts. They evaluate and analyse information in digital formats and develop understanding of their intended context, purpose and audience.

Numeracy

Languages develops students' numeracy capability as they communicate in real or simulated real-life situations. Students use number in the target language to share information (time, directions, etc.) and understand how these might be represented in diverse languages and cultures. They use aspects of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All 3 cross-curriculum priorities have some relevance and meaning to the Languages curriculum.

Aboriginal and Torres Strait Islander Histories and Cultures

Languages recognises the interrelationship of languages and cultures. Languages together with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority enable students to develop knowledge and understanding by engaging students with the languages and cultures of First Nations Australians. Students can make interlinguistic and intercultural connections across languages with First Nations Australian languages and their cultural expression. They develop understanding of concepts related to the diverse linguistic landscape of Australia.

The *Framework for Aboriginal Languages and Torres Strait Islander Languages* provides opportunities for all students to learn languages of First Nations Australians. Each language is recognised as belonging to a group of people who are its Custodians. Schools must seek advice and consent from the Custodians when developing language-specific curricula and planning language programs.

Asia and Australia's Engagement with Asia

Languages provides learning opportunities in combination with the Asia and Australia's Engagement with Asia cross-curriculum priority. Students develop knowledge and understanding by engaging with the languages and cultures of Asia, and people of Asian heritage.

Languages enables students to learn languages of the Asian region and to communicate, interact and explore concepts, experiences and perspectives from within and across Asian cultures. Students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies. They learn how national linguistic and cultural identities continuously evolve in local, regional and international contexts.

Sustainability

Languages provides students with opportunities to develop the world views necessary to contribute to a sustainable future by reflecting on how they interpret and engage with the world and its peoples. The learning contexts in which students develop their language learning provide opportunities for them to explore actions to improve sustainability in local, national and global communities.

When learning a second or additional language, students develop understanding of diverse attitudes, beliefs and values, and ways of thinking and being. They learn that sustainability is relevant to the dynamic nature of language and its continuous changes and variations over time and place. They develop understanding that sometimes, due to globalisation, societal and political influences, languages may become vulnerable and at risk of losing their uniqueness or usage. Students consider the value of sustaining language knowledge and use, and reflect on its important connection to cultural expression.

Learning areas

Languages provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Sciences and The Arts.

Languages and English

Languages and English support students' literacy development. Both learning areas share the focus for students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. Languages and English help students to understand the relationship between spoken and written language and recognise how cultural context shapes meaning. They develop students' understanding of, and ability to use, grammatical and language features.

Languages and Humanities and Social Sciences

Languages and Humanities and Social Sciences subjects share learning contexts that progressively shape the students' world. In both learning areas, students' learning involves perspectives of their personal worlds, such as personal and family histories and events, their local communities, and national and global contexts. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

Languages and The Arts

Languages and The Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities, and recognise how these are exemplified in and through linguistic and artistic practices and behaviours.

Resources

A scope and sequence representation of the curriculum, the glossary, and comparative information about Version 8.4 and Version 9 are available as a download from the Australian Curriculum Version 9 website.

Language support resource

Each language curriculum has an optional support resource, developed to support teachers as they plan teaching and learning programs. This resource provides suggestions for sequential development in language structures and features, and thematic contexts for language use. Teachers can use

suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. These documents are available as downloads.

ABOUT THE FRAMEWORK FOR ABORIGINAL LANGUAGES AND TORRES STRAIT ISLANDER LANGUAGES

[The published curriculum will include statements from [Language] Custodians and speakers]

Purpose

The Framework for Aboriginal and Torres Strait Islander Languages (the Framework) is to guide the development of language-specific curricula and teaching and learning programs for Aboriginal Languages and Torres Strait Islander Languages. By providing a framework, it is intended that curriculum development and school programs are nationally consistent, as well as providing for flexibility in developing unique programs for local contexts.

Background

There are at least 250 distinct Aboriginal languages and Torres Strait Islander languages, many having several dialects. Each language has an intimate connection with Country/Place, the areas of land, water, sea and sky to which they belong. Each Aboriginal or Torres Strait Islander person inherits language as part of his or her birthright, along with membership of a particular group and attachment to Country/Place. In this way, people become owners and Custodians of areas of land, water, sea, and of language.

Since 1788, most of the traditional languages are no longer able to be used for everyday communication. Aboriginal and Torres Strait Islander peoples were forced to stop speaking their languages as a result of government policies aimed at assimilating communities into the non-Indigenous population. However, communities across Australia are working actively towards strengthening, reviving and revitalising languages back into everyday use. The Framework can assist this work in school contexts.

Rationale

Aboriginal languages and Torres Strait Islander languages are the original languages of this country. Each Aboriginal and Torres Strait Islander language belongs to its Country/Place. It gives voice to the landscapes, thoughts and ways of seeing and interpreting the world. When the language of the land is spoken, it brings together the elements of the landscape and its people. It encompasses the relationships of these people with one another and with the landscape, past, present and future.

Aboriginal languages and Torres Strait Islander languages are fundamental to the identity of Aboriginal and Torres Strait Islander peoples. It is also the right of Aboriginal and Torres Strait Islander peoples to have access to education in and about their own languages, as enshrined in the United Nations Declaration on the Rights of Indigenous Peoples (resolution 61/295, adopted 13 September 2007, www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf).

Education systems can play a significant role in facilitating access to language learning and supporting community language revival and maintenance. Empowering young people to learn their own Aboriginal or Torres Strait Islander languages is vital for their overall achievements and well-being, as it fulfills their needs and rights to preserve and embrace their cultural heritage.

For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the Country/Place in which they live, including the relationship between land, the environment and people. The ongoing and necessary revival, maintenance and development of these languages also contribute to reconciliation. The learning of an Aboriginal or Torres Strait Islander language facilitates students' deep engagement with ways of being and ways of knowing. It develops in students an understanding of historical, current and ongoing connection to Country/Place and culture. Through learning them, all students gain access to knowledge and understanding of Australia that can only come from an Aboriginal or Torres Strait Islander perspective. Learning to use these unique languages can play an important part in the development of a strong sense of identity, pride and self-esteem for all Australian students.

Structure

To cater for differences among languages, the communities who are owners and Custodians of the languages, and the diversity of learner backgrounds, the Framework has three pathways, with a Foundation to Year 10 sequence for each pathway. The pathways recognise two key variables: the nature of the learner and the nature of the language. As these variables, and therefore the pathways, are not mutually exclusive, they lend themselves to flexibility of use in localised programs:

- First Language Learner Pathway (L1)
- Second Language Learner Pathway (L2)
- Language Revival Pathway (LR).

Each pathway has the following bands of years of learning:

- Foundation
- Years 1 to 2
- Years 3 to 4
- Years 5 to 6
- Years 7 to 8
- Years 9 to 10.

The Framework is designed to be flexible in use for developing language-specific curricula and programs. Aspects of the content and achievement standards from the three learner pathways can be selected, adapted and modified in ways that best suit a particular language, to ensure that the curriculum and programs are appropriately pitched and recognise the nature of the language, the nature of the learners and the context of learning.

Pathways

The three pathways are:

First-language Learner Pathway (L1)

First language learners are typically Aboriginal or Torres Strait Islander students who have learnt the language from their families as a first language and continue to use it at home and play. Students may have varying skills in other languages, including varieties of English.

Languages studied in the First Language Learner Pathway (L1) are typically used in spoken form as the language of everyday communication by whole communities across all generations. Typically, but not exclusively, L1 programs will occur on Country/Place and will have constant involvement from Elders and/or community members.

The First Language Learner Pathway provides students with an opportunity to study a first language at school. For these students, having the opportunity to learn their own language supports their cognitive development and signals recognition of the value and status of their language and ways of using and understanding language. Learning and using one's own language at school also meets a widely held community aim to strengthen students' identity and their connection between their families, community and Country/Place.

The curriculum content and achievement standards in the First Language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a first language. The curriculum will need to be adapted when developing language-specific curricula or programs.

Second-language Learner Pathway (L2)

Second-language learners may be students who are from the [Language] community but who did not grow up speaking the language. For these students, learning [Language] is an opportunity to reaffirm their cultural identity.

Learners may also be students who are not from the [Language] community with little or no experience of the language and culture. They are introduced to learning [Language] at school as a second or additional language.

The curriculum content and achievement standards in the Second-language Learner Pathway are generalised in order to cater for the range of Aboriginal or Torres Strait Islander languages that may be learnt as a second or additional language. The curriculum will need to be adapted when developing language-specific curricula or programs.

Language Revival Pathway (LR)

The Language Revival Pathway (LR) provides opportunities for students to study Aboriginal or Torres Strait Islander languages that are being revived by their owners or Custodians and are in various stages of revitalisation, renewal and reclamation. The majority of Aboriginal languages and Torres Strait

Islander Languages are considered to be in the LR category. Learners may identify with the language as first-language learners, or may be learning the language as a second or additional language.

Schools teaching the Language Revival Pathway (LR) are likely to be located on [Language] Country/Place. Learners may include students who relate closely to the language and culture, those with varying degrees of affiliation with the language and culture, and some with little or no connections to the language and culture.

The Language Revival Pathway takes into account variables such as: how much is known about and documented for the language; the extent to which the language is used or remembered and/or the extent to which it is spoken by Elders and/or community members; and the extent to which the language has been reintroduced into the community of owners and Custodians. This pathway acknowledges the following broad categories of language revival:

- Language Revitalisation: where there are fluent L1 speakers (typically members of the older generation) but intergenerational transmission of the language has been interrupted. Younger generations may understand some of the language and may use some words and phrases but they do not speak it as their first language.
- Language Renewal: where there are a number of adult speakers who use the language to varying degrees in the community, and where other language resources are drawn upon.
- Language Reclamation: where language revival by necessity relies primarily on historical documentation of the language in the absence of active community knowledge of it.

Strands and sub-strands

Content in the Framework is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are represented in Figure 2.

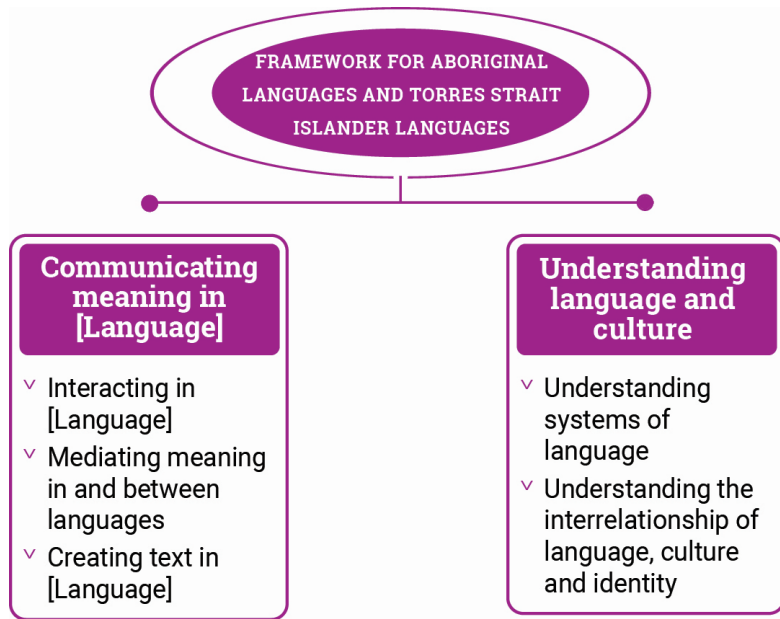


Figure 2: Framework content structure

Strand: Communicating meaning in [Language]

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

Interacting in [Language]

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

Mediating meaning in and between languages

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

Creating text in [Language]

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Strand: Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

Understanding systems of language

Understanding the linguistic features of [Language], including sound, writing, grammatical and textual conventions.

Understanding the interrelationship of language, culture and identity

Analysing and reflecting on the role of language and culture in shaping identity and meaning; understanding the significance of building and maintaining [Language].

GUIDING PRINCIPLES AND PROTOCOLS FOR THE DEVELOPMENT OF ABORIGINAL LANGUAGES AND TORRES STRAIT ISLANDER LANGUAGES CURRICULA AND PROGRAMS

Introduction

The Framework caters for the development of language-specific curricula and programs for Aboriginal languages and Torres Strait Islander languages and language learners, whether the language be of everyday communication used by a community, a language at a point in the continuum of revival, or one of the creole languages that have evolved through the history of language contact in Australia.

The Framework is designed to be flexible. The content of the three pathways is not mutually exclusive so that, when developing language-specific curricula and programs, elements from across the pathways can be selected, adapted and modified in ways that best suit the particular language, its context and learners.

A crucial part of a person's identity is sourced through language and Country/Place. This has important implications for the framing of appropriate principles and protocols for the provision of school-based programs in Aboriginal languages and Torres Strait Islander languages. It also emphasises the need for ongoing consultation with relevant language communities in developing school programs.

Appropriate consultations with language Custodians are central to the development of language-specific curricula and the provision of language learning programs in schools. State and territory educational systems and authorities have locally-designed principles, protocols and practices in relation to consultation with First Nations community organisations that have interests and responsibilities in local languages. These principles, protocols and practices should be followed in the development of language-specific curricula and programs for Aboriginal languages and Torres Strait Islander languages.

The following guiding principles and protocols are integral to the development and provision of language curricula and programs at all stages of development, implementation and evaluation and are intended to reinforce and/or complement state and territory guidelines.

Principles

Each Aboriginal language or Torres Strait Islander language belongs to a group of people who are its Custodians. This means that permission and consent must be sought from the owners when developing language-specific curricula and planning language programs, including visits, excursions to the Country/Place and use of cultural material as part of the teaching and learning program.

Sufficient time and resources should be allowed for thorough and ongoing consultation processes in accordance with local contexts and situations. There may be more than one Aboriginal or Torres Strait Islander language represented in the local setting, so a decision needs to be reached as to which language or languages will be developed and taught and who is appropriate to teach and learn the language(s). The ultimate authority regarding the choice of language rests with the local Aboriginal and/or Torres Strait Islander community.

Protocols

Consultation should occur with all local community organisations that have interests and responsibilities in local languages, and these might include local language centres, health centres, land councils, native title bodies, professional associations, representative bodies, networks of schools, local Aboriginal education consultative groups or equivalent, groups of educators and any other relevant key stakeholders.

A comprehensive survey of the local language situation should be conducted before a language-specific curriculum is developed or a language program is commenced. The development of a language-specific curriculum that is not the language of the land also requires consultation with both the local community and the community of the language.

The curriculum development team at either school or systems level needs to identify the appropriate persons in the local Aboriginal and/or Torres Strait Islander community to consult. These would typically be local Elders, traditional Custodians, individuals with historical links to the language, and relevant local community organisations. Issues for schools and local educational authorities to consider might include:

- whether the proposed language is the language of the Country/Place on which it will be learnt
- the proportion of students in the proposed program identifying directly with the language
- the availability of appropriate school staff and community members for developing and teaching the language
- the level of documentation and resources available for the language, including issues of copyright and Indigenous cultural and intellectual property (ICIP)
- the availability of Keeping Places for language and cultural materials produced for the program.

Developing language-specific curricula or programs

[The published curriculum will include statements from [Language] Custodians and speakers]

The Framework may be used by state and territory education jurisdictions, schools, and communities to develop language-specific curricula and programs. Consideration must be given to the availability of appropriate jurisdictional and school staff, and community members to develop the curriculum, and to the level of documentation and resources available for the particular language.

Determining the appropriate pathway

In selecting the pathway, or combination of pathways' content, consideration should be given to the nature of the language, the nature of the learners, and the context of learning.

When developing language-specific curricula and programs, aspects of the content and achievement standards from across the pathways can be selected, adapted and modified in ways that best suit the particular language, its context and its learners. For example, language-specific curriculum or a program for

a language that is being revived, could potentially adapt and modify some aspects of the content and achievement standards from the L1, L2 and LR pathways.

Adapting content

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written as a Foundation – Year 10 learning sequence across the bands of years Foundation, Years 1 to 2, Years 3 to 4, Years 5 to 6, Years 7 to 8, and Years 9 to 10. The content and achievement standards could require modification if the language-specific curriculum or program is to be written for different entry points, for example, developing a curriculum or program for a Year 5 entry point.

The content is not specific to any Aboriginal language or Torres Strait Islander language and may need to be adapted and exemplified with language-specific terminology, structures and features, vocabulary and expressions, and examples of use.

Content elaborations develop aspects of each content description by providing activities, illustrations, descriptions, or examples to indicate opportunities for learning. They are intended as complementary support material and are neither prescriptive nor comprehensive. Content elaborations from different pathways may suit language-specific curricula and programs, as appropriate to the ecology of the language, context for learning, and the diversity of learners. For example, for a language revival curricula or program, the language may have first language speakers, may be regaining fluent speakers, and have substantial resources. Or it may be a language where there are major gaps in knowledge and/or documentation, in which case consideration needs to be given to how far the curriculum content and achievement standards can be realised and sustained for long-term, cumulative learning.

Content elaborations may contain exemplars of language use. These are predominantly in English, in italics, for teachers to consider, if appropriate to the language they are teaching. It is understood that the language structures and features in the English examples may not be able to be directly translated, or may not be appropriate to use in [Language].

Developing literacy

Learning languages develops students' ability to listen to, read, view, create, and perform a range of spoken, written and multimodal texts. When Aboriginal and Torres Strait Islander students are learning their first language which may not be English, or students are learning an Aboriginal or Torres Strait Islander language as a second or additional language, it provides them with opportunities to move between languages to analyse, interpret and reflect on texts. Students enhance and extend their literacy as they develop increasing fluency in their first, a second or additional languages, and/or English.

Terminology

The Framework uses particular terms for people, places, stories and languages. There are other terms Peoples of a particular area or location prefer. It is important to use the terms preferred in a particular area or location.

For example:

- the Australian Curriculum uses the terms 'First Nations Australians' and 'Australian First Nations Peoples'
- the Framework references stories using the term 'Creation, Dreamtime and traditional stories'
- in the Framework, Language owners are referred to as Custodians
- in the Framework, the term 'Keeping Places' refers to the safe-keeping and custodianship of cultural objects, materials, artworks, and knowledge

Abbreviations:

- ICIP – Indigenous Cultural and Intellectual Property

Accessing resources

Languages' Custodians, communities and teachers are, increasingly, developing resource banks of materials to support revival and maintenance. There are also languages that may only be known from wordlists, some may have incomplete grammars, others may have recorded texts from which some grammar structures may be deduced; some, which are no longer in everyday use, may have audio and film resources. In the case of languages which have limited documented written, sound or video resources and/or language users, there will be gaps to fill. In these latter cases, source materials may need to be interpreted through comparison with closely related languages, if documentation of such languages exists.

Documentation might include its use in the public domain, for example, public speeches, Welcomes to Country, Acknowledgements of Country, naming various public entities and institutions; its use in educational programs and the degree of development of contemporary resources, for example, alphabet books, dictionaries, grammars, learner's guides, readers, animations, audio and video clips and programs, websites with online language lessons, and digital apps.

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

Foundation

Year level description

In Foundation, [Language] learning builds on the Early Years Learning Framework and each student's prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. Students may have opportunities to interact with Elders and/or community members. They strengthen and extend their communication and interpersonal skills by interacting with peers in [Language] through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.

Students experience and imitate the sounds and gestures of [Language]. They participate in shared listening and viewing of texts that represent [Language] and [Language] contexts. Spoken, written and multimodal texts may include on Country/Place experiences, animated cartoons and films, artworks, conversations, performances, picture books, songs and stories, if appropriate. They learn that languages and cultures are connected, and that what is familiar to one person can 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 language and culture contribute to their own and others' cultural identity.

Foundation	
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>
<p>with support, recognise and communicate meaning in [Language] AC9LRFF01</p>	<ol style="list-style-type: none"> 1. using appropriate greetings and gestures in daily activities, for example, waving when saying goodbye in [Language] 2. 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 3. participating in songs and chants by singing and performing actions, for example, singing 'Heads, Shoulders, Knees and Toes' in [Language] or singing a traditional song in [Language], if appropriate 4. reproducing the sounds and rhythms of [Language] rhymes and songs 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 5. transitioning to activities through traditional music, for example, moving to a new activity while singing or dancing 6. responding to teacher and peers, for example, expressing thanks in [Language] 7. using [Language] to reinforce daily habits, for example, using flashcards to learn the names of daily habits such as handwashing and brushing teeth 8. responding to texts such as stories, rhymes and songs through role-playing or movement, illustrating characters, events or scenes, for example, acting out the 'Three Little Pigs' using some modelled [Language] 9. playing with [Language] in a tactile way such as fingerpainting or drawing in the sand, for example, putting down two shells on the ground with a flashcard of the number 2 in [Language] 10. participating in simple dialogues through role-playing that involve taking turns, for example, playing shops using classroom objects such as 'boat, bucket, doll', choosing a toy or object by asking for it in [Language]
<p>explore, with support, language features of [Language] noticing similarities and differences between [Language] and English AC9LRFF02</p>	<ol style="list-style-type: none"> 1. using word walls to focus on words in [Language] and in English, for example, matching or sorting words using their starting letter to place on a word wall 2. singing children's songs in [Language] and comparing them with the English versions, for example, singing a school song with a verse in [Language] and in English

	<p>3. tracing simple words in both [Language] and English, noticing similarities and differences</p>
<p>explore connections between language and culture AC9LRFF03</p>	<ol style="list-style-type: none"> 1. exploring different languages and cultures of class members and identifying different ways of expressing common terms such as <i>yes/no, greetings, hello, goodbye and thank you</i> in [Language] 2. sharing with the class words and phrases they know in other languages and cultures, for example, creating anchor charts for display or placing them on the classroom word wall 3. engaging with traditions, customs, traditional dress, food, in [Language]-speaking communities, for example, gardening for sustainability based on traditional foods or dancing for parents in traditional dress 4. 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 5. noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians

Years 1–2

Band level description

In Years 1 and 2, [Language] learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with Elders and/or community members if appropriate, peers and teachers, and through 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 key words and phrases, imitate language gestures, and use modelled language to communicate with others. They transition from spoken to written language and apply their knowledge of written forms of language to transliterate spoken text. They create simple imaginative and informative 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, animated cartoons and films, artworks, conversations, performances, picture and story books and songs, if appropriate. 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] 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 imitate 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 People, and is connected with culture, and notice how this is reflected in their own language(s), culture(s) and identity.

Strand: Communicating meaning in [Language]		Years 1–2
Sub-strand: Interacting in [Language]		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>recognise and respond to modelled greetings, instructions and routines; and personal introductions</p> <p>AC9LRF2C01</p>	<ol style="list-style-type: none"> 1. 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 2. participating in everyday exchanges, such as greeting and interacting with the teaching team and using appropriate behaviours and forms of address to show respect to visiting Elders and/or community members 3. listening to questions such as what, who, where about self, family, friends, and immediate environment, and responding with words and actions, including gesture 4. 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 5. using appropriate language such as <i>thank you, please, may I?</i> in [Language] 6. using some spontaneous expressions with peers, for example, <i>Oh I like that! What do you mean? But why? How come? Oh no!</i> in [Language] 7. building vocabulary and language forms for thinking and talking about being out on Country/Place or at school 8. using [Language] to describe feelings, for example, using modelled language on a word wall with labelled faces to describe how they are feeling 	
<p>participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues</p> <p>AC9LRF2C02</p>	<ol style="list-style-type: none"> 1. participating in games, tasks, and activities that involve turn-taking, guessing, matching, and choosing objects, for example, a memory game grouping and sorting natural objects from Country/Place 2. participating in action games, dancing and songs such as 'Heads, shoulders, knees and toes' with matching actions, 'Aunty Says', or taking turns in skipping games with a song 3. following directions by moving around or locating objects, such as a treasure hunt in the classroom or a guided walk on Country/Place 4. working collaboratively to adapt and perform a story through a dance 5. participating in group activities according to the seasonal calendar 6. using ways of talking and listening that are appropriate to particular activities, for example, sitting and listening to a story, and following teacher instructions such as <i>be in a shell</i> (get ready to listen) in [Language] 	

Sub-strand: Mediating meaning in and between languages	
<p>locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>AC9LRF2C03</p>	<ol style="list-style-type: none"> 1. 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 doing the matching gesture for an animal word 2. ordering or matching key information in relation to different texts, such as sequencing pictures from the text to reflect the correct order of events and responding to questions about the text, for example, identifying and labelling animal tracks 3. 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 about their experience and asking questions 4. listening to Elders and/or community members' stories about their local Country/Place and retelling their stories using modelled language or actions 5. listening to Rangers talk about dangerous animals or the environment and taking action, for example, tree planting or participating in a Clean Up day on the beach 6. identifying and discussing key messages expressed in stories, songs, dance, and visual design using titles, blurbs, covers, and illustrations 7. learning to use the seasonal calendar 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 8. 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
<p>notice that language carries cultural meaning in greetings, introductions, instructions and routines</p> <p>AC9LRF2C04</p>	<ol style="list-style-type: none"> 1. using classroom resources such as word banks, wall charts, visual dictionaries, word lists, and pictures to translate the meaning of words and expressions 2. explaining the meaning of words, phrases and gestures used in everyday contexts and situations, either from [Language] to another known language or vice versa 3. noticing that different forms of address and kinship terms are used depending on the relationship between participants 4. showing others how different signs, hand talk, or gestures are used, especially for elements of the natural environment such as water and animals 5. creating bilingual/multilingual texts or resources for various purposes, for example, writing captions or texts in [Language] to match a simple story 6. noticing and naming symbols and explaining their meanings to others, for example, animal tracks or understanding the direction to take in a track noticing bent branches 7. playing matching-pair games using words used in everyday conversations in [Language] and in other languages

	<p>8. performing simple presentations for the school community that involve elements from both [Language] and other known languages, such as a contribution to an assembly or a performance for the wider community</p>
<p>Sub-strand: Creating text in [Language]</p>	
<p>use words, familiar phrases and modelled language to create spoken, written and multimodal texts AC9LRF2C05</p>	<ol style="list-style-type: none"> 1. 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, <i>up, down, near, far</i> and using modelled topographical words such as <i>swamp, soakage, reef</i> in [Language] 2. presenting information about the [Language] language region, for example, in relation to animals, plants, food, artefacts, using modelled sentences, captions and pictures 3. recounting details about shared events, such as sports day, excursions or a class visit from an Elder, for example, by collaboratively making a Big Book, digital presentation or display 4. using secure digital tools to record their ideas, for example, taking photos on Country/Place and recording voice observations or using modelled sentences to write or draw about events of the day 5. 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, to school or on Country/Place and labelling it in [Language] 6. creating posters or a simple skit to convey important messages, for example, in relation to health and well-being or caring for Country/Place, for example, creating a poster or skit around healthy local food using modelled language or making a poster referencing the seasonal calendar 7. engaging in artistic activities 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 8. describing oneself and their family, for example, by drawing pictures of immediate family members or creating a photo story or a family tree and labelling it with appropriate kinship terms 9. creating own stories by sequencing a series of pictures and adding captions or commentary, or by creating a storyboard with labels

Strand: Understanding language and culture		Years 1–2
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>recognise that [Language] has an oral tradition and imitate the sounds and rhythms to construct meaning</p> <p>AC9LRF2U01</p>	<ol style="list-style-type: none"> 1. noticing similar sounds between [Language] and English 2. 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 different Aboriginal languages and Torres Strait Islander languages 3. copying teacher pronunciation of short vowels in [Language] 4. recognising the sounds and syllables of familiar spoken words, for example, jumping, clapping or drumming along to words with a different amount of syllables 5. using picture flashcards to play games focusing on pronunciation 6. recognising when original [Language] is being spoken or if the word has come from an English word, for example, stand up the word is an original word in [Language] and sit down when the word is from English 7. 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 'Brown Bear' adapted to [Language] or 'The River' 8. learning that writing systems represent sounds and meanings, for example, reading texts aloud to strengthen familiarity with sound-symbol relationships and experiment with rhyme and alliteration 	
<p>recognise that [Language] has language conventions and grammatical structures and has an oral tradition that can be represented in written form</p> <p>AC9LRF2U02</p>	<ol style="list-style-type: none"> 1. understanding word order differences compared to English or other known languages 2. recognising verbs to talk about actions 3. using pronouns such as <i>I, you</i> in [Language] 4. recognising imperatives that are formed by the addition of a suffix to a base verb 5. recognising particular forms and structures in the language for specifying, identifying, describing, questioning and commanding 6. observing the formation of new words within the language itself, rather than through borrowing words from other languages and finding examples in [Language] 	

	<ol style="list-style-type: none"> 7. checking for inclusion of relevant punctuation, including capital letters for sentence beginnings, full stops, question marks and exclamation marks 8. learning that written text in the language has conventions relating to words, spaces between words, layout on the page
<p>notice that [Language] has features that may be similar to or different from English AC9LRF2U03</p>	<ol style="list-style-type: none"> 1. recognising that written texts are made up of words, groups of words and illustrations or images that together make meaning 2. developing language awareness and using metalanguage to describe word types, for example, choosing favourite adjectives 3. understanding that texts have a purpose, for example, Creation, Dreamtime, or traditional stories, paintings, songs, dances and Country/Place experiences 4. identifying some features of narratives, for example, they are usually about journeys across Country/Place, involving landforms, people, animals and plants 5. recognising that communication can also occur through sign language in [Language] and English and can 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 6. understanding that texts can take many forms; that they can be very short, for example, a sign, or quite long, for example, a story, song or multimodal presentation 7. recognising words in the language that are borrowed from English 8. recognising that some words in the language have come from other Aboriginal languages and Torres Strait Islander languages 9. noticing and describing Aboriginal languages and Torres Strait Islander languages' words and phrases used in everyday Australian life
<p>Sub-strand: Understanding the interrelationship of language, culture and identity</p>	
<p>recognise that Aboriginal languages and Torres Strait Islander languages belong to Country/Place and People AC9LRF2U04</p>	<ol style="list-style-type: none"> 1. understanding that there is varying strength and status of Aboriginal languages and Torres Strait Islander languages in Australia because of aspects such as not being allowed to use the language for a long time 2. understanding the diversity of Aboriginal languages and Torres Strait Islander languages in Australia through viewing traditional and contemporary songs and dances from other Country/Place 3. 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 4. developing an understanding of the protocols surrounding the retelling and sharing of stories

	<ol style="list-style-type: none"> 5. recognising that Aboriginal languages and Torres Strait Islander languages have been maintained and passed down through generations by an oral tradition of storytelling, performances, songs and viewing Country/Place as text 6. recognising that Elders are the ideal primary source of language knowledge and that archived documentation or recording of Elders is often necessary as a way of rebuilding [Language] 7. considering why learning an Aboriginal and/or Torres Strait Islander language is important
<p>notice that people use language in ways that reflect cultural identity</p> <p>AC9LRF2U05</p>	<ol style="list-style-type: none"> 1. understanding the purpose and significance of Welcomes to Country or Acknowledgements of Country 2. sharing experiences of viewing or participating in Welcomes to Country or Acknowledgements of Country 3. noticing respectful behaviors in the presence of visiting Elders and/or community members and during visits to important sites 4. noticing how respect for Elders, community members and Country/Place is built into [Language] 5. celebrating significant dates and understanding the reasoning behind the event, for example, NAIDOC week 6. exploring the concept of collective identity, including symbols, flags, and items of traditional clothing 7. recognising the relationship between language, place, and family in the formation of identity, for example, visiting a local meeting place and understanding the significance of it throughout the generations 8. recognising significant symbols and features in the language and culture, for example, in song, visual design, dance moves

Years 3–4

Band level description

In Years 3 and 4, [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] to interact with Elders and/or community members if appropriate, peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore [Language] 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, imitating [Language] language sounds, pronunciation and intonation. They use their literacy capabilities in English, to locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed [Language] texts such as on Country/Place experiences, advertisements, animated and digital games, artworks, performances, picture books, recipes, stories and timetables, if appropriate. They recognise that 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 the Country/Place, 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 imitate 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 is connected with culture and identity. They identify how this is reflected in their own language(s), culture(s) and identity.

Commented [vDA1]: To be changed in the same way as L2 (the needs to be shifted)

Strand: Communicating meaning in [Language]		Years 3–4
Sub-strand: Interacting in [Language]		
Content descriptions	Content elaborations	
<i>Students learn to:</i>	<i>This may involve students:</i>	
<p>initiate exchanges and respond to modelled questions about self, others, and learning environment, using formulaic expressions</p> <p>AC9LRF4C01</p>	<ol style="list-style-type: none"> 1. greeting peers and teachers appropriately, for example, introducing themselves, their family and pets and/or their name, their tribal area and totem and which family member they are from, when appropriate 2. describing oneself in relation to daily routines and hobbies, for example, discussing foods or sports 3. asking and answering questions using modelled language such as completing information gap activities to find out key information, for example, interviewing each other about their favourite animals 4. initiating and responding to language for classroom routines and needs, for example, using formulaic language to ask questions such as <i>May I get a drink?</i> In [Language] 5. showing interest and respect for others by expressing praise and encouragement, for example, encouraging peers to join in on games or sports using phrases such as <i>come and play</i> in [Language] 6. using modelled sentences to communicate about personal experiences, for example, sharing information about what they did on the weekend such as <i>I went fishing on the weekend</i> in [Language] 7. providing opinions about personal interests and leisure activities, for example, expressing preferences for traditional games, music, dances, or sports specific to their culture 8. describing others, including family members, friends, and teachers, by recognising their relationships, physical appearances, and qualities, for example, saying <i>That dress looks pretty</i> in [Language] or describing what people are good at 9. introducing parents or carers to language that has been learnt at school 	
<p>participate in activities that involve planning with others, using a range of familiar phrases and modelled structures</p> <p>AC9LRF4C02</p>	<ol style="list-style-type: none"> 1. interacting with Elders and/or community members, following step-by-step instructions, for example, weaving a fish out of palm fronds or weaving bracelets out of grass 2. 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 of [Language] 3. working with others, such as producing a poster or invitation for a special event or creating a garden 4. engaging in shared tasks which involve planning and collaborating, for example, rehearsing for presentations and performances, such as performing a skit or dance for a school assembly 	

	<ol style="list-style-type: none"> 5. participating in national and local community celebrations and significant events, for example, NAIDOC Week, Reconciliation Week, Harmony Day and Mabo Day 6. collaborating to create a shared text in [Language], for example, a digital photo story after a class activity or event such as an overnight camping trip on Country/Place or at school
Sub-strand: Mediating meaning in and between languages	
<p>locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts</p> <p>AC9LRF4C03</p>	<ol style="list-style-type: none"> 1. 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 2. conveying understanding of plot and sequence in texts, for example, watching a short video in [Language] and writing a timeline with simple supporting commentary 3. listening to Elders and/or community members telling stories and singing songs and making connections with their own lives, for example, hearing from Elders about only collecting some turtle eggs to maintain the life cycle of turtles and understanding how to apply sustainability in their own futures 4. identifying different ways of telling a story through dance and paintings, interpreting artistic traditions and visual design rooted in First Nations culture, for example, using string to tell Creation, Dreamtime or traditional stories 5. identifying key messages, values and histories expressed in stories, songs, and dance, for example, listening to Elders tell their stories about what life was like when they were young and then, using modelled language, comparing this with their own lives in a Venn diagram in [Language] 6. 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 and contemporary First Nations media 7. making predictions about the development or flow of ideas in First Nations texts, using contextual and visual cues 8. learning songs in [Language] and then arranging the written lyrics in order
<p>develop strategies to comprehend and adjust [Language] language in familiar contexts to convey cultural meaning</p> <p>AC9LRF4C04</p>	<ol style="list-style-type: none"> 1. reviewing simple translations in [Language] and English, noticing similarities, differences and challenges 2. translating parts of texts such as songs or photo stories using modelled language 3. explaining visual design and performances to others, for example, listening to and watching Elders perform a traditional dance and students identifying the cultural meaning 4. identifying similar cultural gestures in [Language] and English, for example, nodding or shaking of the head, thumbs up or down or rolling the eyes if appropriate to [Language]

	<ol style="list-style-type: none"> 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]	
<p>create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions</p> <p>AC9LRF4C05</p>	<ol style="list-style-type: none"> giving 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 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 families or Elders or an excursion organising and presenting information about traditional and contemporary aspects of the [Language] culture, for example, art, dance, sports, and artefacts, using modelled language and simple sentence structures, familiar vocabulary, and concrete materials, such as giving a show and tell telling a story through photo stories, e-books, dance or drawings, for example, writing a simple imaginative story to match pictures designing visual representations, such as artworks, 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	Content elaborations
<i>Students learn to:</i>	<i>This may involve students:</i>
<p>recognise and use modelled combinations of sounds, pronunciation and intonation patterns of [Language] to form words and phrases</p> <p>AC9LRF4U01</p>	<ol style="list-style-type: none"> using a table of consonants and vowels to read [Language] aloud 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 linking written morphemes, words, and phrases with the spoken forms of the language

	<ol style="list-style-type: none"> 4. playing spelling and sound games such as focusing on learning two to three syllables, for example, racing to say insects in language using the correct amount of syllables 5. using word flashcards to play games focusing on pronunciation 6. creating new focus words or phrases of the week for the whole school or grade to practise, with a focus on spelling and pronunciation 7. developing pronunciation, phrasing and intonation skills by singing, reciting or reading a short text aloud
<p>recognise [Language] language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9LRF4U02</p>	<ol style="list-style-type: none"> 1. noticing patterns in languages, such as free and fixed word order and tenses in verbs making sentences without verbs, for example, <i>This (is) my bag</i> in [Language] 2. adding a suffix to a verb to describe the number of people doing the action in simple sentences, for example, <i>I sing, you sing, they sing, we sing</i> in [Language], if appropriate 3. using pronouns and possessives, for example, <i>he, she</i> or <i>your</i> in [Language], such as <i>She is my mother</i> in [Language] 4. recognising collective nouns for family members to describe kinship 5. adjusting words using prefixes and suffixes, for example, the prefix of the word being the head of the word with a different timing and the suffix is the tail of the word with a different timing 6. using repetition to express adverbs, intensifying meaning, for example, saying sick twice can mean you are very sick 7. recognising temporal expressions, <i>before, after, soon</i> in [Language] 8. using modelled expressions of frequency, for example, <i>often, always, once, briefly</i> in [Language] 9. recognising and using modelled locational cases such as <i>in, at, near, besides, to, from</i> in [Language], for example, a mapping activity or treasure hunt, giving directions or labelling a picture 10. recognising and using imperatives in games, instructions, and procedures, for example, listening to classroom instructions in [Language] and following them or in games, such as saying <i>take your turn</i> in [Language] 11. using simple conjunctions to join two sentences, using <i>and</i>, in [Language], for example, introducing themselves and joining this with what tribe they are in or what their totem is, if appropriate

<p>recognise familiar [Language] language features and compare with those of English, in known contexts AC9LRF4U03</p>	<ol style="list-style-type: none"> 1. discussing differences between spoken and written texts 2. developing metalanguage for talking about language, for example, nouns, adjectives and tense, using resources from both [Language] and English 3. distinguishing the purpose of a text and its features, for example, a local story to teach a lesson with a beginning, middle, end, a problem with a solution or a seasonal calendar to teach knowledge of Country/Place 4. recognising language features such as metaphor and symbols typically associated with familiar texts, for example, using directional features in [Language] in a seasonal calendar or how metaphors in stories relate back to the meaning 5. investigating the purpose and use of sign language in [Language] and English, for example, using eye contact to gesture towards another person 6. comparing and matching key words in [Language] and English, for example, using a word wall or playing word matching activities 7. linking ideas using appropriate grammatical forms
<p>Sub-strand: Understanding the interrelationship of language, culture and identity</p>	
<p>recognise that Aboriginal languages and Torres Strait Islander languages are passed down by Custodians from generation to generation AC9LRF4U04</p>	<ol style="list-style-type: none"> 1. understanding that there is varying strength and status of Aboriginal languages and Torres Strait Islander languages in Australia because of aspects such as not being allowed to use the language for a long time and due to displacement 2. exploring ways communities are revitalising 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 knowledge down 3. developing an understanding of the protocols surrounding the retelling and sharing of stories 4. understanding the importance of story and informal yarning in passing on and sustaining language, culture, and traditional knowledge 5. exploring ways that language and culture have been maintained and strengthened in their community, for example, by using the language in families and school language programs and story-telling and recording stories in written form 6. understanding that for many Aboriginal languages and Torres Strait Islander languages, conventions of written text are in the process of being developed, for example, grammar guides and websites being developed

<p>identify connections between [Language] language, culture, Country/Place and identity</p> <p>AC9LRF4U05</p>	<ol style="list-style-type: none"> 1. understanding how Welcomes to Country or Acknowledgments of Country relate to self and Country/Place, for example, learning through watching tribal Elders perform Welcome to Country, if appropriate 2. giving a Welcome to Country, where appropriate, or an Acknowledgement of Country in [Language] using modelled language, for example, doing part of the Acknowledgement of Country with a group of students 3. demonstrating respectful behaviors in the presence of visiting Elders and/or community members and during visits to important sites 4. learning from Elders and/or community members about roles and responsibilities in caring for Country/Place and how this connects to the importance of preserving cultural heritage 5. knowing that certain songs, dances, items, tools, places are only allowed for people with cultural connections to them, for example, some sacred places are for men or women only 6. exploring cultural practices and language related to foods, for example, doing gardening and using [Language], such as feasting on the bogong moth or celebrating when a sand bar opens by eating freshwater fish and prawns 7. identifying and discussing the meanings of personal and family names and how this relates to identity, reflecting ancestral connections to 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 8. talking about ways a community expresses elements of identity, for example, using local [Language] in media greetings on the radio, buildings, parks, streets, sporting events, designing public transport with [Language] art or having placards at places with connected First Nations stories
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Years 5–6

Band level description

In Years 5 and 6, [Language] learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with Elders and/or community members if appropriate, peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and 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 digital access if appropriate. They work independently and in groups with ongoing support from modelling, and from digital and print resources.

Students engage with a range of spoken, written and multimodal texts that may include on Country/Place experiences, invitations, notes, posters, procedures, stories, if appropriate, 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, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and 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 and how some language reflects cultural practices. They consider how this is reflected in their own language(s), culture(s) and identity.

Strand: Communicating meaning in [Language]		Years 5–6
Sub-strand: Interacting in [Language]		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and learning environment</p> <p>AC9LRF6C01</p>	<ol style="list-style-type: none"> 1. 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 harvesting of the first fruit as a family celebration 2. describing others and talking about roles and responsibilities within their culture or describing characteristics valued in their community 3. asking and answering questions to describe people, animals, and objects based on color, size, number, and location, for example, discussing traditional clothing styles or describing unique animals found in their cultural region 4. 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 5. showing interest and respect for others by expressing praise and encouragement, for example, appreciating cultural performances or recognising accomplishments within their cultural context 6. engaging in face-to-face or online conversations and discussions, sharing viewpoints on shared interests, for example, exchanging opinions about issues in daily life 7. practicing language skills for classroom interactions for example, practicing how to ask the teacher for help, or checking if their pronunciation is correct, for example, asking <i>How do I say this?</i> or saying <i>Please speak slowly</i> in [Language] 8. expressing feelings in [Language] in response to teacher questions, for example, how they are feeling about the workload or level of difficulty 9. apologising and expressing concern, respect and sympathy to friends and family members, for example, apologising for a mistake or recognising own role in Sorry Business, if appropriate 	
<p>participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas</p>	<ol style="list-style-type: none"> 1. interacting with Elders, community members and teachers and following instructions/procedures, for example, making a tool or preparing food from the garden 	

<p>AC9LRF6C02</p>	<ol style="list-style-type: none"> 2. creating a skit or performance to introduce a buddy class to aspects of the [Language] language and culture, for example, protocols for introducing others or expressions that have particular social/cultural significance 3. taking collaborative action such as improving or planning and implementing a recycle program at school 4. creating a shared digital presentation based on a traditional story incorporating [Language] and drama to develop public speaking skills 5. contributing to national and local celebrations and significant events, for example, NAIDOC Week, Reconciliation Week, Harmony Day, Mabo Day, Children's Day, Flag Day 6. providing peer feedback and support using comments and questions to check in on others, for example, asking, <i>How are you going?</i> in [Language] and keeping the conversation going with questions and own information 7. sharing ideas about the experience of learning and using [Language], identifying own strengths and preferred learning styles 8. learning games from Elders and/or community members or from recorded resources in [Language], for example, making animal shapes in string games
<p>Sub-strand: Mediating meaning in and between languages</p>	
<p>locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose</p> <p>AC9LRF6C03</p>	<ol style="list-style-type: none"> 1. producing a timeline of 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 2. mapping sites, landforms, and other features of Country/Place in a traveling story, incorporating knowledge of the land, including significant cultural sites, Dreaming tracks, songlines and environmental connections 3. interacting with artistic expression and techniques, engaging with the diversity of all art forms relating to Country/Place, and exploring the cultural meanings and stories conveyed through these mediums 4. discussing key messages, social values, and traditional histories expressed in stories, songs, and dance, such as the importance of kinship and preservation of cultures 5. 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 such as <i>"How do you feel about learning your own language?"</i> or <i>"How do you feel about Elders coming to school and sharing?"</i> or <i>"What do you think might happen if [Language] isn't taught in school?"</i> and sharing the results

	<ol style="list-style-type: none"> 6. creating digital profiles of characters from [Language] texts or stories, providing physical and character descriptions, examples of their ways of communicating and behaving, and exploring their cultural significance and representation 7. making predictions about the development of ideas in [Language] texts, for example in seasonal calendars, considering cultural nuances and storytelling techniques employed within First Nations narratives 8. responding to a creative contemporary text by manipulating the original to create a new version, for example, re-sequencing events, adding a new element, changing location or character, or creating an alternative ending
<p>apply strategies to interpret and convey meaning in [Language] language in familiar non-verbal, spoken and written cultural contexts</p> <p>AC9LRF6C04</p>	<ol style="list-style-type: none"> 1. translating texts, identifying culture-specific concepts and expressions that do not easily translate into English, for example, language related to tools, place names, landforms, kinship relations, ways of being 2. identifying and discussing contexts in community where translators and interpreters are required 3. exploring how symbolism in art works or performances, is relevant to Country/Place and what is being described or represented 4. 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 5. creating bilingual/multilingual texts such as Creation, Dreamtime or traditional stories, cartoons, songs, photo stories, and reflecting on how different meanings are communicated in different languages for different audiences 6. creating bilingual/multilingual captions and commentaries for a school display, for example, an art display 7. identifying words that are the same as or similar to neighbouring language(s)
<p>Sub-strand: Creating text in [Language]</p>	
<p>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</p> <p>AC9LRF6C05</p>	<ol style="list-style-type: none"> 1. presenting information in spoken, print, and digital forms about the [Language] region, events, and daily activities, for example, creating a radio advertisement for daily activities coming up, a poster for an event or a puppet show at a school assembly 2. creating a profile of a prominent community figure such as Eddie Koiki Mabo from childhood onwards, for example, a sports personality, community negotiator/spokesperson, musician, or artist 3. 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

	<ol style="list-style-type: none"> 4. experimenting with different storytelling methods, using various texts such as oral texts, photo stories, e-books, dance, visual design, or drawing 5. creating shared visual or performance artwork using elements, symbols, and conventions from [Language] culture/community to tell a story 6. inventing a game focusing on key language and using expressions for playing games, for example, a board game 7. creating and performing imaginative texts, such as skits or raps, using digital techniques, for example, using grammatical patterns to create original songs 8. incorporating hand signs and gestures into performed texts to enrich the texts and entertain others 9. creating entertaining texts for younger audiences, for example, cartoons or short video clips, using language and images that enhance the visual or listening experience
<p>Strand: Understanding language and culture Years 5–6</p>	
<p>Sub-strand: Understanding systems of language</p>	
<p>Content descriptions <i>Students learn to:</i></p>	<p>Content elaborations <i>This may involve students:</i></p>
<p>apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LRF6U01</p>	<ol style="list-style-type: none"> 1. understanding how to use sound-symbol relationships and developing knowledge of spelling conventions 2. using phrasing and intonation to link multiple sentences when holding a conversation with a partner, for example, giving feedback to each other or to the group 3. transcribing written morphemes, words and phrases of the spoken forms of the language, for example, recording in their language book to build an archive of language knowledge to refer to 4. categorising words into syllable groups 1 to 5 syllables, for example, words to describe the movement of the sun and moon in [Language] 5. reciting or performing a dramatised skit of well-known [Language] stories, applying knowledge of pronunciation patterns and working on fluency 6. practising different intonation for statements, questions, exclamations and instructions 7. using knowledge of sound-symbol correspondences to read words, phrases, sentences, and extended texts aloud 8. paying attention to consistency in spelling, checking spelling with Elders and/or community members/teachers, grammar guides, using dictionaries and other sources, if appropriate

<p>use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts</p> <p>AC9LRF6U02</p>	<ol style="list-style-type: none"> 1. understanding that rules vary between languages, including word formation and word order 2. changing tenses of verbs by adding a suffix to a base verb, if appropriate in [Language] 3. using imperatives that are formed by the addition of a suffix to a base verb, if appropriate in [Language] 4. constructing expressions that refer to people, places, things and events 5. recognising collective nouns for family members to describe extended kinship 6. exploring known word formation processes, for example, changing a word with the addition or change of a suffix or prefix to convey different meanings 7. recognising temporal expressions, for example, day–night cycle, lunar and seasonal cycles, <i>before</i>, <i>after</i>, <i>soon</i>, <i>recent</i>, <i>long ago</i> in [Language] expressions for cosmological time 8. adverbs of manner, location and time, for example, <i>again</i>, <i>more</i>, <i>in turn</i>, <i>too late</i>, <i>as well</i> in [Language] 9. using a range of conjunctions to join groups of sentences together, for example, using <i>because</i>, <i>so</i> in [Language]
<p>compare some [Language] language structures and features with those of English, using some familiar metalanguage</p> <p>AC9LRF6U03</p>	<ol style="list-style-type: none"> 1. working with a range of text types, for example, listening to interviews of Elders and/or community members and connecting these with a timeline and reading a short matching biography 2. developing metalanguage for talking about language, for example, noun phrases, suffixes and prefixes, for example, understanding ways of approaching verbs such as <i>I sit</i>, <i>you sit</i>, <i>they sit</i>, <i>we sit</i> (exclusive and inclusive) in [Language], if appropriate 3. 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 4. explaining own or others artwork or visual representations of stories through labelling or describing metaphors or symbols 5. 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, car 6. discussing the history of words and comparing with English such as starfish in English and [Language], or place names that have been taken from [Language] and changed 7. building sentences with understanding of word order using verbs, nouns, adjectives and adverbs, for example, <i>The dog has a short tail. The dog is black and hairy</i> in [Language]

Sub-strand: Understanding the interrelationship of language, culture and identity	
<p>understand how [Language] and all Aboriginal languages and Torres Strait Islander languages can be revived, maintained and strengthened</p> <p>AC9LRF6U04</p>	<ol style="list-style-type: none"> 1. exploring some of the complexities, challenges and barriers involved in keeping oral traditions strong 2. recognising the importance of cultural ownership and traditional kinship systems in songs, stories, dances, tools and designs, where specific cultural groups hold custodial rights and responsibilities over these expressions 3. understanding that songs, stories, dances and designs are connected through and belong to kinship and other social groupings, place, history and story 4. 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 letter using modelled language 5. exploring ways that language and culture have been maintained and strengthened in their community, for example, by using the language in writing, recording, archiving material, media services, ceremonies, celebrations, songs, and music, visual design 6. engaging and asking questions of local community members about the history and experiences of their language(s), for example, asking which aspects of language they learned through songs and stories 7. researching how local language has developed and identifying historical connections to other local languages
<p>recognise that identity is shaped by language, culture and Country/Place and that this impacts on communication</p> <p>AC9LRF6U05</p>	<ol style="list-style-type: none"> 1. identifying examples of language that carries cultural elements, for example, in Welcomes to Country or Acknowledgements of Country, place names or greetings 2. presenting a Welcome to Country or an Acknowledgement of Country in [Language] 3. using appropriate modelled language and behaviours for different relationships, considering cultural contexts, such as understanding protocols of respect when interacting with Elders or in-laws 4. 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 5. understanding that there are open and closed versions of stories and ceremonies and discussing why this is 6. exploring cultural practices and language, for example, using an open fireplace in traditional cooking as an oven, knowing the names of vegetables, fish and reflecting on how this way of cooking is linked to own Country/Place and identity, if appropriate 7. identifying markers of identity across cultures, including family, community, location, language, age, and gender, and considering how these markers manifest differently in various cultural contexts

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| | <ol style="list-style-type: none">8. evaluating personal learning progress, for example, discussing cultural factors that influence their language learning experience and reflecting on how cultural awareness enhances their language proficiency9. recognising the role of identity in contributing to individual, group, and community well-being, such as how cultural pride and connection to culture, Country/Place can positively impact mental health and social cohesion |
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Years 7–8

Band level description

In Years 7 and 8, [Language] learning builds on each student’s prior learning and experiences. Students use [Language], in person or via 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 and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently and in groups, and continue to receive feedback and support from peers and teachers.

Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include on Country/Place experiences, advertisements, artworks, audio and video clips, performances and stories, if appropriate. They use their English literacy knowledge of metalanguage 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 initiate and maintain interactions in [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 between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. 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] Custodians pass down knowledge and cultural norms, and how these are interconnected with identity. They compare these interrelationships with their own language(s), culture(s) and identity.

Strand: Communicating meaning in [Language]		Years 7–8
Sub-strand: Interacting in [Language]		
Content descriptions	Content elaborations	
<i>Students learn to:</i>	<i>This may involve students:</i>	
<p>initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others</p> <p>AC9LRF8C01</p>	<ol style="list-style-type: none"> 1. 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 2. discussing aspects of their everyday lives with others and expressing personal experiences and feelings 3. 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 4. 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 5. sharing their responses to the experience of learning and using the [Language] within their cultural context 6. engaging in face-to-face or online conversations with peers about shared interests such as discussing favourite Indigenous music or art 7. using visual cues such as gestures, hand signs, body language and eye contact to interact in a culturally appropriate manner 8. communicating with peers and other [Language] speakers in local or online communities, using active listening skills, turn-taking cues, requests for clarification 9. sharing past events or experiences and/or future goals and aspirations with their teachers and peers 10. 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 11. using [Language] in real-life experiences on Country/Place, for example, through cooking traditional food, basket weaving, wood carving etc 	

<p>collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events</p> <p>AC9LRF8C02</p>	<ol style="list-style-type: none"> 1. planning culturally respectful interview questions to ask an Elder and/or community member, or local First Nations person visiting the school 2. participating in an exchange of opinions to form conclusions or solve issues on topics relating to their personal worlds such as working collaboratively to make a shield on Country/Place, choosing the correct tree, bark, tools appropriate to the function of the shield 3. 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, Reconciliation Week, using expressions such as <i>What shall we do? What do you think about? Who wants to create the invitation? What time of foods are we going to have? Who wants to perform? What about the music? Who shall we invite?</i> in [Language] 4. designing posters, displays and digital presentations to draw attention to issues relevant to the Country/Place and People such as the importance of learning [Language] at school 5. creating collaborative presentations to showcase language learning progress such as creating displays or performances for Elders, family, friends, or the school community 6. giving and following instructions, using hand signs or gestures as needed, for example, explaining how to cook bush foods 7. initiating student-led lunch time or out of school hours programs to encourage their peers to read, exercise, improve technology literacy 8. promoting community events such as festivals or cultural activities, for example, promoting music festivals or football matches in [Language] community by making posters, posting on secure school site 9. making a video or multimodal presentation to exchange information about the area in which they live and places of significance for them 10. researching traditional ways of bartering such as negotiating for tools, weapons, instruments and artefacts and presenting information in preferred presentation mode 11. 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 12. 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]
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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

1. accessing a range of texts such as articles, scientific data and evidence and Creation, Dreamtime and traditional stories to demonstrate the truth in shared world views and to exchange information about the world, science, astronomy etc
2. discussing and explaining how land, sky, sea, people, plants, animals, and social and ecological relationships are expressed through the arts
3. developing a photographic record or portfolio of different animal and plant species found in Country/Place, providing a spoken or written commentary or annotations
4. identifying how geographical location relates to or expresses elements of Country/Place and People and investigating how this may be manifested in traditional and contemporary arts, including paintings, weavings, artefacts
5. researching the origins of First Nations names in their local regional, state or territory, recording meanings where known, and identifying different source languages and comparing similarities to or shared words with own language
6. responding to texts such as stories or video clips by recording key vocabulary and expressions, identifying main ideas and sequences of events
7. identifying and describing the role of various First nations organisations that provide services to their community
8. researching different aspects of a selected First Nations business operating in the community, for example, an enterprise associated with arts, bush medicine, bush food, tourism, transportation or animal husbandry, and presenting findings in digital formats or oral presentation mode
9. researching First Nations words used in English, and identifying and explaining words that come from the local language
10. researching and exchanging opinions about important historical events concerning the local community
11. listening to, viewing, and sharing personal responses to popular contemporary First Nations music, identifying key messages, themes
12. reading a Creation, Dreamtime or traditional story, and placing the events in chronological order, or translating a section of the story
13. investigating how stories and songs often link neighbouring First Nations groups and nations and recreating or acting out their own stories or songs
14. reading and performing a song or dance, and explaining it to younger students

	<p>15. providing live commentary of a dance performance, interpreting 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, meaning of movements</p>
<p>interpret and adjust non-verbal, spoken and written language to convey meaning in [Language] language in familiar and some unfamiliar cultural contexts AC9LRF8C04</p>	<ol style="list-style-type: none"> 1. translating short texts from the [Language] to English and vice versa, comparing their interpretations and discussing possible reasons for differences 2. translating song lyrics or dialogues and discussing how cultural knowledge or understanding influences interpretation such as interpreting Acknowledgements of Country or Welcoming to Country 3. identifying expressions in the [Language] that do not easily translate into English including discussing the number system, terms for colour, language associated with time, and explaining the cultural connotations behind them 4. comparing different versions of translations from online translators or reference materials and selecting correct meanings, considering the need to go beyond literal meaning 5. demonstrating and explaining elements of non-verbal communication in [Language] that require interpretation, such as hand talk, gestures, facial expressions, eye contact, lip pointing 6. developing bi-lingual wordlists to accompany stories and songs in [Language] 7. 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 8. creating shared bilingual digital texts such as songs or dialogues or learning resources such as print or digital word banks or glossaries of [Language] and English expressions used in everyday interactions 9. 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 10. performing a role-play or skit for an audience, using the [Language] for the performance and English for supporting explanations and commentary to convey cultural meaning 11. understanding and applying culturally appropriate and ethical behaviour when interpreting and translating
<p>Sub-strand: Creating text in [Language]</p>	
<p>create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical</p>	<ol style="list-style-type: none"> 1. creating a journal record of activities such as excursions, performances, or sporting events to share with teacher and peers 2. writing the biography of a significant Elder or community member to share with teacher, family and peers 3. creating a family tree to explore kinship and naming systems, relationships, responsibilities etc

<p>structures, features and conventions appropriate to text type and context</p> <p>AC9LRF8C05</p>	<ol style="list-style-type: none"> 4. describing a typical day during the school week or on the weekend in their preferred presentation mode 5. creating a rap or skit to entertain others, including digital or performative elements 6. creating and editing a multimodal presentation in [Language] to explain aspects of the local Country/Place, for example, importance of geographical features, spiritual significance, uniqueness of flora and fauna 7. creating an interactive presentation for younger children that highlights the benefits of maintaining and strengthening the language of and connection to the Country/Place and People 8. reviewing a film, computer game, novel or performance and writing a review using key words, phrases and expressions 9. taking on the role of a character from a First Nations story and responding to questions in-role of that character 10. telling the story of a real or imagined journey, involving a variety of characters connected to Country/Place or events and choosing preferred mode of storytelling such as miming, performing, dancing, animating or recounting the story 11. creating own visual and performative artwork, using symbols and techniques appropriate to Country/Place and People to convey a message or emotion, for example, a dance using movement to convey the meaning /message/theme of the story 12. 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
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Strand: Understanding language and culture		Years 7–8
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>apply knowledge of conventions of spoken [Language] to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts</p> <p>AC9LRF8U01</p>	<ol style="list-style-type: none"> reading aloud for meaning using appropriate intonation, stress and tone to demonstrate comprehension of sound–symbol relationship adjusting and applying intonation for statements, questions, exclamations and instructions, for example, <i>Today is Wednesday. Is today Wednesday? Oh my goodness, it's Wednesday! Put the garbage out it is Wednesday!</i> in [Language] applying pronunciation of unique [Language]-specific sounds such as consonant and pure vowel sounds using their knowledge of alphabetic conventions for Aboriginal languages and Torres Strait Islander languages to transcribe spoken texts from [Language] 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, articulated at lip or soft palate (peripheral), involving the flat of the tongue (laminal), obstructing the air passage with tip of the tongue (apical) investigating sound patterns, for example, consonant and vowel sequences, for example, allowable word-final sounds, allowable consonant clusters and minimal pairs such as <i>dh</i> as in <i>dhana</i> and <i>d</i> as in <i>dana</i>; <i>ng</i> as in <i>ngaya</i> and <i>n</i> as in <i>naya</i> understanding the phonemic basis of alphabetic spelling systems and that different sounds can be covered within a single phoneme or letter 	
<p>apply understanding of grammatical structures and expressions to compose and respond to texts</p> <p>AC9LRF8U02</p>	<ol style="list-style-type: none"> understanding that the languages structures, features and vocabulary of Aboriginal languages and Torres Strait Islander languages are varied, multi-faceted and complex and connected to Country/Place and People understanding case and case marking on nouns, pronouns, and adjectives understanding and explaining verb morphology and how verbs can be derived from nouns and vice versa, comparing with similar processes in English and other known languages 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 <i>having, in need or want of, similar to, like</i> 	

	<ol style="list-style-type: none"> 5. identifying the rules of the different categories of verbs, for example, verb-stem morphology, including compound verbs and reduplicated verbs 6. adding suffixes to form tenses such as past, present and future 7. understanding that in certain situations verbless phrases, sentences and expressions are appropriate, for example, in informal exchanges 8. expressing when, how, where, for example, time - <i>beforehand, afterwards, too late, originally</i>; manner - <i>politely, respectfully, greedily</i>; attitude - <i>in a worried way, in a silly way</i>; place - <i>there, here, behind and down</i> in [Language] 9. using expressions of frequency – <i>each day</i>; repetitive actions – <i>persistently, a few times</i>; immediacy – <i>at once and duration- for a while</i> in [Language] 10. using attitudinal words, particles, and interjections, for example, terms expressing endearment, embarrassment, shame, or pity 11. using suffixes to show locations for example, <i>next to ..., on, near, by, close by</i> in [Language] 12. understanding and applying agreement with transitive and intransitive verbs, using verb-linking devices 13. structuring and linking clauses for cohesion and sequencing of action, events etc 14. discussing lexical and grammatical relationships between the language and other languages of the region, for example, common words, shared words and structures 15. 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, <i>fast</i> if repeated means <i>very fast</i>; <i>blue</i> and if repeated means <i>black</i>; <i>stomach</i> if repeated means <i>doctor</i> 16. understanding that some Aboriginal languages and Torres Strait Islander languages have marker word(s) that function as markers to express <i>to make, to do, to become, to be and to feel</i>; to link transitive and intransitive verbs; and can be used to link Person to Country/Place 17. considering domains where the language may grow in the future
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<p>reflect on similarities and differences between [Language] and English language structures and features, using metalanguage</p> <p>AC9LRF8U03</p>	<ol style="list-style-type: none"> 1. 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 2. 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 3. understanding and observing that texts have different purposes, for example, to entertain, to inform or to persuade different audiences 4. understanding that differences of language use may reflect cultural perspectives, for example, the setting where the interaction/debate is occurring, the gestures, hand signs used in an oral text or following cultural protocols when addressing an Elder 5. investigating the use of gestures and sign language such as hand signals in their community and its relation to spoken language and comparing this with English and other languages 6. comparing non-verbal elements of communication such as the use of silence or eye contact in different cultural contexts and exchanges 7. identifying and using aspects of text organisation when developing both oral and written texts to develop or present ideas 8. discussing grammatical and lexical contrasts between [Language] and English/other known languages, for example, the figurative use of language, vocabulary associated with specialised domains 9. recognising the format and stylistic conventions of different texts such as addressing audience in formal and informal speeches, letters, emails and signing off 10. analysing how texts in [Language] and English establish register by identifying words and expressions that suggest degrees of formality, audience and context
<p>Sub-strand: Understanding the interrelationship of language, culture and identity</p>	
<p>reflect on how language Custodians pass down knowledge and cultural norms from generation to generation</p> <p>AC9LRF8U04</p>	<ol style="list-style-type: none"> 1. acknowledging that there are cultural norms related to interaction between genders, for example, men's and women's business, if appropriate 2. understanding the importance of intergenerational collaboration and passing down of knowledge in keeping languages strong and discussing associated challenges 3. using culturally appropriate protocols when engaging with and learning from Aboriginal 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

	<ol style="list-style-type: none"> 4. researching the concept of kinship and skin ship, traditional marriage lore, matriarchal and patriarchal systems 5. exploring the role and importance of advocacy in supporting the maintenance and development of language and culture 6. investigating/researching the protocols for receiving, transferring, and publishing linguistic resources 7. exploring how aspects of traditional culture and society have been preserved through the [Language], and discussing the importance of maintaining Aboriginal languages and Torres Strait Islander languages, for their speakers and for all Australians 8. identifying keeping places for language texts, such as in the community or national archives 9. investigating language 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 local communities 10. identifying potential avenues/domains for expansion of the language and gaps to be filled, with the support of Elders and/or community language teams 11. 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, sky, waters and language
<p>reflect on and explain how identity is shaped by language, cultures, and Country/Place</p> <p>AC9LRF8U05</p>	<ol style="list-style-type: none"> 1. 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 History 2. reflecting on ways the [Language] community divides the natural and cultural worlds and comparing this to other indigenous and western systems of classification 3. understanding that culturally significant attitudes and beliefs conveyed through [Language] are related to the past, to land, plants, animals, and celebrations 4. analysing concepts related to cultural values in the language, including naming systems, such as kinship terms and nicknames 5. identifying and discussing core cultural concepts reflected in Aboriginal languages and Torres Strait Islander languages, such as respect, avoidance, reciprocity, obligation, responsibility 6. considering how and why [Language] speakers use particular conversational strategies, such as indirect language to avoid conflict

Commented [vDA2]: To change

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| | <ol style="list-style-type: none">7. reflecting on ways culture is interpreted by others, for example, by identifying how stereotypes influence perceptions among different groups and communities8. acknowledging that Indigenous Cultural Intellectual Property (ICIP) rights must be respected and applied when using First Nations traditional resources for their language work |
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Years 9–10

Band level description

In Years 9 and 10, [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 and view, and write to communicate with Elders and/or community members if appropriate, peers and teachers 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 from peers and teachers.

Students access an increasing range of authentic and purpose-developed resources which may include on Country/Place experiences, audio and video clips, stories, social media and television programs and stories, if appropriate. 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] in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret 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 apply and use complex structures to create and respond to spoken and written texts. They use language devices to sequence events and 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 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.

Strand: Communicating meaning in [Language]		Years 9–10
Sub-strand: Interacting in [Language]		
Content descriptions	Content elaborations	
<p><i>Students learn to:</i></p> <p>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</p> <p>AC9LRF10C01</p>	<p><i>This may involve students:</i></p> <ol style="list-style-type: none"> 1. interacting with class members and others, using respectful language and gesture, aligned with kinship relationships, cultural perspectives and values 2. expressing and exchanging experiences and aspirations, such as encouraging peers to attend or participate in a creative, cultural or sporting event 3. sharing stories and comparing totemic information about the significance of Country/Place, such as the intricate connections among plants, animals, food systems, medicines, and seasons 4. using strategies to initiate and sustain interactions and conversations by seeking opinion and agreement, to excuse and apologise, clarify and make requests 5. acknowledging elements of others' arguments or challenging ideas in a respectful manner in debates or discussions, for example, apologising for misinterpreting or misunderstanding in interactions, or giving encouragement, criticism or praise to peers, for example, <i>That was a great way to argue your point about ... , I understand what you mean but I disagree because ... , I beg your pardon, I misunderstood what you meant. Thank you for clarifying! Even though your presentation was a bit long, the graphics were amazing and I learnt a lot in [Language]</i> 6. engaging in face-to-face or online discussions with peers about shared cultural interests and practices, and experiences, such as land management, food systems and trade routes, or discussing personal interests in current issues as art, environment, literature, media, science or sport 7. 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 <i>What do you mean? When did that happen? That's deadly!</i> in [Language] 8. reviewing others' work constructively and responding to feedback, providing and justifying comments on general and specific points such as the equivalent of, <i>that's expressed really clearly, the lines are good, you projected your voice, perhaps next time you could include ... thank you for your advice, I will include more examples next time</i> in [Language] 	

	<ol style="list-style-type: none"> 9. engaging with an Elder 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 10. promoting an event and providing reasons or justification with a focus on cultural practices and values such as seasonal fishing after the rains 11. exchanging opinions about cultural heritage sites, clan groups or cultural preservation efforts, such as a local ranger program
<p>contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences</p> <p>AC9LRF10C02</p>	<ol style="list-style-type: none"> 1. promoting Reconciliation in the community by showcasing local language learning and language revival activities such as a multimodal Welcome to Country or Acknowledgement of Country in [Language] 2. 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 3. planning and organising a community initiative, taking into account different participants' roles, responsibilities and relationships, for example, designing a yarning circle or community garden and documenting the process 4. designing digital, visual or multimodal displays or presentations, for example, promoting events in the local community, such as festivals, sporting, music and cultural events 5. preparing and presenting information in groups about a chosen topic, for example, related to visual or performing arts, and responding to questions from teacher and peers 6. giving and following instructions, using hand signs or gestures as needed, for example, explaining cooking methods or artefact making 7. researching and consulting on issues relevant to the Country/Place, such as reinstating and creating dual names for school and community places and events 8. planning an excursion to a place of cultural significance, including preparation of native food such as damper, kangaroo, mullet, wild apple, quandong 9. 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, deciding on an appropriate gift

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

1. discussing and explaining First Nations Peoples' spiritual and cultural connections to Country/Place, land, waters, sky and all living things, and how this is expressed through the arts
2. analysing the role and representation of people, animals and landscapes in different types of texts about First Nations People and Country/Place
3. collate 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
4. interviewing local community members, listening to local history stories and collating information about significant events, for example, European colonisation, land rights and stolen generations
5. responding to an email or correspondence written in [Language] from peers or family members, addressing all information and questions raised
6. researching a topic and presenting the information in [Language] in diagrammatic, graphic, or symbolic form
7. presenting findings related to the investigation of a social or cultural issue, and summarising opinions and attitudes collected from surveys, interviews or media sources
8. 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
9. viewing animations and responding to contexts by developing word lists, categorising cultural elements interpreting and translating meaning
10. discussing how key messages and beliefs are communicated through stories, visual and creative arts such as Creation, Dreamtime and traditional stories, songs and dance and how these may link neighbouring First Nations Peoples' groups and nations
11. listening to, viewing, and sharing personal responses to music in [Language], identifying key messages, themes, and performance styles
12. comparing details from a range of dances or stories relating to special occasions and ceremonies, identifying culture-specific terms and/or representations and/or dialectic differences

<p>interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p> <p>AC9LRF10C04</p>	<ol style="list-style-type: none"> 1. using flashcards or wordlists to acquire vocabulary and keywords to categorise parts of speech such as nouns, verbs and interpret levels of meaning of phrases and expressions 2. using dictionaries or online translation tools to find meaning of words or expressions and applying familiar [Language] structures to suit context 3. 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 4. comparing own translations of a text such as narratives, song lyrics, dialogues, posters with those of peers, including versions created by online translators, and discussing any variations 5. developing and performing a Welcome to Country or Acknowledgement of Country in [Language] and English for the school community 6. providing [Language] translation for familiar English stories, songs to read, or explain to or perform with younger students 7. explaining concepts and practices in [Language] that do not easily translate into English, for example, daily and seasonal cycles, kinship terms and discussing cultural variations 8. analysing animations or films with captions or subtitles in [Language], commenting on differences between how each language represents meaning, for example, exploring the impact of cultural references on meaning 9. applying cultural sensitivity when interpreting and translating [Language], for example, considering multiple definitions of words and phrases and adhering/considering/guided by cultural norms and values of Country/Place and People
<p>Sub-strand: Creating text in [Language]</p>	
<p>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</p> <p>AC9LRF10C05</p>	<ol style="list-style-type: none"> 1. creating a multimodal presentation, to share with others, 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 2. preparing culturally appropriate questions to ask in an interview with Elders and/or community members for a documentary about local customs, history and cultural heritage 3. 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 4. creating a class podcast on forms of cultural expression to explain and clarify, for example, the Uluru Statement from the Heart, language revival and building 5. presenting to peers or the school community information about foods and their relationship with seasons, medicinal plants and qualities and connection with Country/Place

	<ol style="list-style-type: none"> 6. creating texts such as a profile, photo montage or avatar, choosing what aspects to share about themselves or to create superheroes based on Creation, Dreamtime or traditional stories or totems 7. designing an informative multimodal text about introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place in their Country/Place 8. creating a short documentary about procedures/methods for creating traditional artefacts such as carving, weaving or extracting and preparing traditional medicines 9. 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 10. creating interactive presentations or resources that highlight the benefits of maintaining or strengthening language or culture, for example, showcasing traditional storytelling, songs or dances 11. 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 12. using multimodal presentations to showcase First nations traditional resources and businesses commenting on Indigenous Cultural Intellectual Property (ICIP) rights 13. 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 People 14. creating bilingual texts, using subtitles and captions, to inform the school community about aspects of [Language] culture, for example, creating bilingual texts that incorporate 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 <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>apply features and conventions of spoken [Language] to extend fluency in responding to and creating texts in familiar and unfamiliar contexts</p> <p>AC9LRF10U01</p>	<ol style="list-style-type: none"> 1. 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 2. recognising and reproducing the rhythm of extended sentences such as the correct pausing for clauses in a complex sentence for effect 3. practising complex sounds for fluency using tongue twisters 4. listening to and/or viewing excerpts of authentic texts in familiar and some unfamiliar contexts, and identifying pronunciation patterns, for example, pronunciation of phonemes <i>g</i>, <i>gg</i> in Gangulu- <i>mungu munggu</i>; rolling of <i>r</i> or <i>rr</i> in Ngarrindjeri and meaning of word; sound of <i>dh</i> and <i>tj</i> 5. understanding the major place of articulation categories in Aboriginal languages and Torres Strait Islander languages, for example, articulation at lip or soft palate (peripheral), involving the flat of the tongue (laminal), obstructing the air passage with tip of the tongue (apical), and their realisation across different languages and regions in Australia 6. 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 7. understand and apply the conventions or rules of consonant, vowels (short, long blend) and diphthongs 	
<p>apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and/or ideas</p> <p>AC9LRF10U02</p>	<ol style="list-style-type: none"> 1. using placemats as a reference to vocabulary, phrases, expressions, linguistic features such as nouns, verbs, suffixes 2. explaining how verbs can be changed into nouns by using appropriate suffixes 3. forming nouns, pronouns and bound pronouns and adjectives 4. understanding the role of suffixes in case and case marking for nouns, pronouns and adjectives, for example, <i>I came from Mount Morgan, The dog goes to the tree, The boy is standing next to the tree, The dog bit the girl.</i> 5. understanding and applying the rules of the different verb categories, for example, verb-stem morphology, including compound verbs, reduplicated verbs, habitual and characteristic verbs, transitive and intransitive verbs 	

	<ol style="list-style-type: none"> 6. adding suffixes to verb stems to identify the action and to determine the tense and number, for example, past, present, future, and singular, dual and plural 7. understanding that verbs have different functions such as causative, inchoative (the beginning of an action such as <i>to fall silent, to get in</i>), reflexive-reciprocal 8. using adverbs or modifiers of time, manner, feelings, number and description 9. writing compound clauses using conjunctions or clause linking devices 10. taking existing words and creating new ones using suffixes 11. using correct word order such as verb+tense indicator+pronoun 12. understanding and using free word order or structure to make meaning 13. researching how the process of language-building expands existing linguistic and cultural resources in the Australian community
<p>reflect on and evaluate [Language] texts, using metalanguage to analyse language structures and features</p> <p>AC9LRF10U03</p>	<ol style="list-style-type: none"> 1. 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 2. 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 3. analysing how texts are constructed, including cohesive devices such as conjunctions, and coherence devices such as time markers 4. 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 5. linking and sequencing ideas to form a cohesive text, using appropriate grammatical forms and language features, for example, compound and complex sentences 6. recognising ways in which written language is different from spoken language 7. discussing ways how songs and storytelling function to adjust and evolve language and meaning whilst at the same time retaining the essence of the song or story, in ways similar to the place/role/function of literature in other cultures 8. 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 phonemes, sound systems and linguistic structures

	<p>9. understanding that languages borrow from each other and acknowledging the origin of loan words from Aboriginal languages and Torres Strait Islander languages in English</p>
<p>Sub-strand: Understanding the interrelationship of language, culture and identity</p>	
<p>understand and apply protocols associated with language learning, language using and language building AC9L1RF10U04</p>	<ol style="list-style-type: none"> 1. using existing structures such as suffixes to language build and create new words or phrases and to make new meaning 2. applying culturally-appropriate protocols and consulting with Elders and/or community members when accessing language use of neighbouring cultural groups to access and build vocabulary, phrases and linguistic structures in [Language] 3. investigating the current status of Aboriginal languages and Torres Strait Islander languages and understanding why some are endangered or critically endangered, some need to be reclaimed/revived and others are strong and vibrant 4. investigating language 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 5. understanding what resources and processes are available to build language, for example, linguistic resources and analogies from neighbouring languages, speakers, archival material 6. understanding the importance of intergenerational collaboration in reviving languages, and discussing some of the associated challenges and successes 7. analysing the authenticity of historical sources used in language building and discuss the strengths and limitations of these 8. 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 9. investigating programs and initiatives that maintain and strengthen language use, such as school languages programs, bilingual education, research programs, recording and archiving of material, websites, databases, and documentaries 10. 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

<p>reflect on and evaluate how identity is shaped by language(s), culture(s) and Country/Place, and how these affect ways of communicating</p> <p>AC9L1RF10U05</p>	<ol style="list-style-type: none"> 1. inviting Elders and/or community members to share knowledge relating to language, culture, identity and Country/Place 2. 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 3. 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 history 4. reflecting on First Nations ways of classifying the natural and cultural world and how this is connected to People, cultural knowledge, Country/Place and identity, and comparing these to other systems of classification 5. discussing that there are multiple views on and explanations for current and past events and issues concerning First Nations People and debating ways to promote awareness and bring about positive action, outcomes and change for the future 6. 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 how this affects language, culture, people and identity 7. exploring the role and importance of advocacy in supporting the maintenance of the language, culture, knowledge and traditional practices of the First Nations of Australia - the oldest living continuous culture in the world - for the benefit of all Australians
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