

# The Australian Curriculum

<b>Subjects</b>	Framework for Aboriginal Languages and Torres Strait Islander Languages
<b>Year levels</b>	Year 8

## Years 7 to 10 Content Descriptions

### Communicating

#### Socialising

Discuss topics of interest to immediate and wider community, explaining, comparing, summarising and justifying points of view and responding to different perspectives.

[Key concepts: ways of talking, community issues, social, environmental, educational issues, aspiration, perspective; Key processes: comparing, explaining, discussing, summarising, justifying]

(ACLFWC045 - Scootle [↗](#))



#### Elaborations

discussing their ways of interacting in a range of contexts and situations that involve different ways of talking, for example, using deferential speech styles with respected kin or authority figures and in relationships involving status, and more informal styles with friends and close family members

comparing personal reflections on shared experiences, such as visiting a metropolitan centre, a school excursion or a camp, noticing differences in their responses and perspectives

discussing community news items and events, such as local sport or celebrations, comings and goings of individuals and families, actions of community leaders, new infrastructure or extreme weather events, identifying facts from opinions and gossip and rumours from real events

discussing future learning and career pathways, comparing their aspirations and discussing and evaluating options

drawing on personal and community knowledge to participate in debates and discussions on social, environmental or educational issues that impact on their region/community, for example, effects of mining, farming, grazing or commercial fishing or tourism on community life, problems related to feral animals, endangered animals, introduced species, water quality, adequate infrastructure, public amenities, and health care, explaining and justifying points of view, and using strategies such as 'story' to make a point

canvassing differing opinions and perspectives on particular issues, for example, the challenge to traditional authority and transmission of knowledge posed by the technologies of literacy, the use of social media, the role of land councils in looking after Country/Place compared with traditional land and sea/water management practices, summarising arguments for or against particular points of view

critically analysing and discussing coverage in a range of news media of issues relating to Aboriginal and Torres Strait Islander communities

identifying and evaluating policies, actions and events that they believe contribute to the well-being of their community and other Aboriginal or Torres Strait Islander communities, explaining and discussing

their findings

Plan, participate in and evaluate events and activities that involve taking shared action, negotiating and problem-solving and that draw upon personal and community knowledge

[Key concepts: event, managing different perspectives; Key processes: organising, persuading, deciding, negotiating]

(ACLFWC046 - Scootle [↗](#))



Elaborations

discussing plans for community initiatives, taking account of different participants' roles and relationships, and deciding on appropriate and effective ways of communicating with the people involved

designing a campaign or developing a persuasive audio-visual text to promote awareness and invite action on an educational, community, social, environmental or health issue, such as the importance of learning the language at school or the benefits of being bilingual/multilingual

negotiating and planning a familiar and routine event, such as an excursion, celebration or social media forum

negotiating arrangements and solving problems that arise during collaborative learning tasks, weighing up alternatives, negotiating and managing different opinions and perspectives and reaching shared decisions

participating in a simulated job interview as either the employer or prospective employee

working with Elders to make their own hunting and gathering tools, for example, fishing nets, spears, digging sticks, baskets, and explaining special ways of cooking, cutting and sharing traditional foods, performing hunting activities in ways that are appropriate to local cultural traditions, including the use of signs and gestures

considering options and reaching shared decisions when planning performances or presentations to showcase their language and cultural Law learning

collaboratively planning and presenting a short documentary, for example, on an aspect of community life, a community, an environmental or ethical issue, a good news story or a community or school achievement

Engage in inclusive and respectful discussion that involves commentary, analysis and reflection on shared experience, such as that of learning and using the language in the school setting

[Key concepts: reflection, encouragement, literacy, learning strategies, respect; Key processes: discussing, analysing, reflecting, justifying]

(ACLFWC047 - Scootle [↗](#))



### Elaborations

reflecting on their experiences of giving oral presentations and considering ways to improve their delivery

developing language to support and extend discussion and debate, for example, by inviting opinions or further elaboration, clarifying or justifying their own statements, responding to others' perspectives and using reflective language

providing encouragement or critical feedback to others in constructive ways

reflecting on the usefulness of particular learning tasks, discussing their comparative language and literacy development in the language and in English, and documenting their use of their language in school, for example, through recorded notes in a reflective journal

identifying and comparing learning strategies that have supported the study of their language in the school context, for example, learning vocabulary and language structures associated with different domains of language use

discussing the advantages of being literate in the language and being bi-literate or multi-literate

developing the language of reflection

### Informing

Investigate, analyse and synthesise information obtained from a range of sources on topics and issues related to their Country/Place and community

[Key concepts: change, social and environmental issues, community initiatives/ projects, health and well-being; Key processes: researching, investigating, interviewing, comparing, summarising]

[\(ACLFWC048 - Scootle !\[\]\(fe3aebe81acea8d45108cd2768939da7\_img.jpg\)\)](#)



### Elaborations

researching social and community issues from the past, evaluating and summarising information on selected issues, comparing them to issues that impact on present times and presenting findings, for example, writing a report, giving a presentation

investigating how practices have changed over time, for example, those associated with trading, how things such as ochre, sea shells and pituri were traded traditionally; travelling outside one's country to trade; transitions from nomadic life to community settlements; changing land and sea management practices, such as the use of fire or waste disposal

interviewing key individuals and listening to local history stories about, for example, the coming of the Europeans, land rights, stolen generations, summarising findings in note form

explaining how language and culture help to promote sustainable care of the environment

investigating and explaining land and sea management practices for different times of the year, for example, burning time, waterhole maintenance, sea grass watch, turtle tagging, comparing these practices to western practices

investigating reasons for recent changes in elements of local ecologies

identifying, explaining, and evaluating practices adopted to support the protection and reintroduction of endangered species

developing a photographic record/portfolio of different animal and plant species with commentary/annotations to explain different parts and features, documenting and explaining the influence of seasonal changes and different uses

seeking information from Elders to assist in classifying living things according to Indigenous taxonomy systems, comparing these systems with those used in western approaches to the study of living systems

reflecting upon different ways that Indigenous and non-Indigenous people view land ownership and management, and on how such differences are reflected and realised in daily and seasonal practices, for example, firestick farming vs mechanised ploughing

working with rangers to record the GPS locations of places

giving a presentation of Country/Place by describing places and explaining how to get to various locations using directional and locational terms

reading and viewing local media reports and interviewing community members to gather information about current or proposed community initiatives and projects, evaluating pros and cons and likely impacts on community and environment; for example, new roads through to mine sites, community internet access, the construction of a swimming pool, new buildings, arts productions that involve marketing and royalties

researching social or environmental matters such as Indigenous Protected Areas, feral or endangered animals, using commentaries and information generated through community or media debates to construct and justify a personal position

gathering and presenting information about the nature of community roles and responsibilities, for example, by describing who has the rights for getting food from different places

researching and presenting biographies of significant identities from their community in oral, written or digital form

identifying, describing and evaluating various Aboriginal and Torres Strait Islander organisations that

provide services to their community

describing and explaining a range of practices relating to food gathering, such as the division and distribution of food from a hunting trip, for example, the awarding and use of different cuts of meat, special ways of cooking, cutting and sharing traditional food

investigating community store options in relation to nutritional value, value for money, impact on health and sustainability, making comparisons with traditional options for sourcing food

researching, recording and reporting on traditional ways of preventing sickness and staying healthy, including finding and preparing bush medicines under the supervision of Elders

describing how bush medicines and traditional healing practices can be used in conjunction with medicines from other cultures, such as Western medicine and different natural therapies

researching and presenting findings on different aspects of a selected business operating in the community, for example, enterprises related to arts, bush medicine, bush food, tourism, transportation, animal husbandry

researching and evaluating community health programs, outlining what they see to be associated benefits and challenges, and making suggestions/recommendations for possible improvements or modifications

collecting and presenting evaluations of various programs, initiatives and policies that contribute to the health and well-being of community, and analysing the significance of environmental factors, identity issues and connection with land/sea, water culture and language in relation to such initiatives

Convey information about events, experiences or topics of shared interest, using different modes of presentation to suit different audiences and contexts

[Key concepts: audience, Country/Place, community life; Key processes: describing, explaining, creating, annotating, reviewing, persuading, reporting, presenting, referencing]

[\(ACLFWC049 - Scootle !\[\]\(35dc653d59570f8f891c312eeece91a2\_img.jpg\)\)](#)



#### Elaborations

writing a review/report or create a mock commentary of an event such as a football match, school camp, school dance or music festival, using expressive and specialised language

creating a short documentary to present information and stories, for example, about their school, their community, Country/Place and social and cultural events

planning, drafting and publishing informative and persuasive texts, selecting appropriate language, visual and audio features to convey information and ideas, raise issues, report events and advance opinions

designing websites, posters or presentations that include visual representations and supporting commentary

reporting on their own or others' experiences of events using formats such as personal recounts, blogs or digital/oral presentations

interviewing and writing a biography of a significant individual or group from their region, for example, a sports person, community leader/negotiator/spokesperson, musician, artist

creating texts such as blog posts, contributions to school newsletters or letters to local media on social and environmental issues, using persuasive and emotive language to gain support from others in the community

producing fact sheets or informative videos about a current issue, an historical event, an aspect of their Country/Place

compiling a portfolio of texts in a range of modes/styles/genres related to a particular concept, purpose or audience, for example, a class anthology of stories from the community, a collection of procedural texts, histories of the region, profiles of community identities, using supporting evidence, and quotes and appropriate referencing conventions,

planning, rehearsing and giving presentations, selecting and sequencing appropriate content and incorporating multimodal elements to either promote a particular point of view or to reflect diversity of viewpoints

writing an article for a local newspaper or a letter to the editor or local council in relation to a community issue, using examples, stories and quotations to explain and substantiate a particular viewpoint

creating an interactive presentation for younger children or for the community that highlights the benefits of maintaining and strengthening their own/home/first language

creating spoken, written or multimodal texts, such as identity maps, timelines, digital presentations or family trees with captions and commentaries that describe key milestones and significant life influences, such as people, events, educational experiences, community affiliations, travel experiences, visits away from Country/Place, shifting place of residence, and considering how these shape identity

## Creating

**Interpret** and respond to a range of texts, sharing and comparing personal views and reactions, describing, explaining and comparing aspects of artistic expression and how these relate to land, people, plants, animals and social and ecological relationships

[Key concepts: representation, imagination; Key processes: interpreting, explaining, describing, discussing; Key **text** types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips, films]

(ACLFWC050 - Scootle [↗](#))



## Elaborations

explaining concepts such as social responsibility or knowledge of History portrayed through characters in traditional texts, discussing the relevance of such concepts and their portrayal in contemporary life

listening and responding to stories from Elders explaining how the actions of ancestral beings created the landscape of their Country/Place

interpreting and responding to texts such as songs, stories, films or video clips by recording key vocabulary and expressions, identifying and explaining main ideas, themes and sequences of events, and sharing personal views and reactions with others

interpreting and comparing representations of values, people and events in a range of traditional and contemporary texts in a range of environmental, social and ecological contexts

discussing how key messages and beliefs are communicated through stories and through performing arts and visual design, for example, comparing the role and representation of animals, people and landscapes through different texts and media

describing and explaining aspects of artistic expression, for example, traditional and contemporary paintings, design, dance, the different roles of social groups in relation to traditional song and dance, the use of favoured materials and processes in the making of artefacts or the construction of headdresses

listening to, viewing and sharing personal responses to popular contemporary music, interpreting and analysing lyrics and dialectical variations, comparing key messages, themes and styles of performance and considering how they incorporate commentary on social issues

viewing films, identifying and describing the ways they portray Country/Place through elements such as language features, images, soundtrack

discussing, debating, evaluating or reviewing a film or contemporary performance, justifying and comparing their individual opinions

listening to and viewing television programs, IndigiTUBE clips, contemporary songs, or raps, identifying elements that suggest either shifts in social or cultural attitudes from those reflected in traditional texts or evidence of continuing values and belief systems

telling the story of a painting rock art or etching in their own words, comparing their interpretations of the visual design, including the use of symbols and colours

providing a live commentary of a dance performance, interpreting movements, commenting on the



significance of body art and adornments and interpreting key messages of the performance

**Create** a range of spoken, written and multimodal texts involving real/imagined contexts and **characters**

[Key concepts: imagination, journey; Key processes: creating, collaborating, performing, **composing**;  
Key **text** types: raps, songs, dances, performances, stories, cartoons, advertisements, **digital texts**,  
video clips, skits, paintings and visual designs]

(ACLFWC051 - Scootle [↗](#))



#### Elaborations

collaborating with peers to create their own dramatic or humorous representations of people, situations or events encountered in their own lives

using aspects of texts in imaginative recreations, for example by re-situating a character from a contemporary text in a new situation

creating a rap or skit, including in digital formats, to perform to their peers that provides commentary on a local social, environmental or community issue that is important to them

creating and performing sketches that involve characterisation, context and dramatic tension, for example, interviewing a celebrity or sports star, or appearing on a television show

composing, performing or presenting songs, jingles or advertisements to create new interest in existing or imagined situations, services or products

creating own art work (visual and performing) to convey a message, using selected arts elements, visual design and conventions as appropriate

taking on the role of a character from a contemporary story and responding to questions in-role, or interviewing a character from a contemporary story

creating and presenting a radio segment for a community radio station, for example, an imaginary broadcast of a footy match, an interview with a sports star or celebrity, a community news or events flash

composing expressive texts such as protest statements, personal letters or persuasive speeches that require careful use of emotive or powerful language, noticing how they select language or imagery and the basis for this selection

creating a short visual text of an aspect of Country/Place, accompanied by a sound track containing music and sound effects from the region

developing storylines, characters and settings that explore themes or concepts that are relevant to their own social worlds

## Translating

Transcribe, translate and **interpret** texts from the **language** into other languages of the region and into English and vice versa, considering and explaining factors that influenced the **translation** from one **language** and discussing issues related to translating and interpreting

[Key concept: equivalence, representation, meaning, interpretation, ethics; Key processes: translating, interpreting, transcribing, comparing, explaining, analysing]

(ACLFWC052 - Scootle [↗](#))



### Elaborations

translating and interpreting short texts from the language into other known languages including English and vice versa, comparing their translations of particular sentences or phrases with those of their classmates, noting variations and considering why these occur

translating and interpreting a range of texts, for example, narratives, stories, song lyrics, dialogues, posters, stories from the past, considering how to explain elements that involve cultural knowledge or understanding

discussing the nature of translation with reference to strategies such as decoding literal meaning (word-for-word), reading for meaning (sense-for-sense) and cultural reading (between the lines), and strategies such as back-translation

analysing published bilingual texts such as children's stories, health charts or song lyrics, and commenting on how well the translations have captured original meaning

critically evaluating the effectiveness and accuracy of subtitles for films, video clips or documentaries, finding examples of meaning 'lost in translation'

researching interpreting services in their area, for example, identifying services provided, the role of interpreters, qualifications required, ethical dimensions, and issues around interpreting and translating in specialised contexts, for example, in health, education or tourism

understanding and applying culturally appropriate and ethical behaviour when interpreting and translating, for example, explaining ways people should act in interpreting contexts and considering potential consequences of inaccurate interpreting

role-playing interpreting in a range of contexts, for example, healthcare, education, training programs, social services, administrative, Indigenous communications and media

researching the types of texts which are transcribed within the school and wider community, discussing reasons for this

transcribing a range of text types, for example, life histories, stories, information and procedures, explaining and following accepted procedures and protocols

Produce short bilingual/multilingual texts such as digital stories, comics, animations, blogs and contributions to community newsletters

[Key concepts: [bilingualism](#), expression, interpretation; Key processes: creating, performing, designing, interpreting, annotating]

(ACLFWC053 - Scootle [↗](#))



Elaborations

creating bilingual/multilingual texts for the wider community, for example, creating subtitles, captions or commentaries for texts such as brochures, life histories, slide shows or video clips that inform the wider Australian community of significant aspects of their culture, community and personal identities

interviewing community members about their life stories and experiences to create bilingual texts that incorporate photos, maps and timelines, stories and songs

performing a role-play, skit, song or dance for a visiting student audience, using their language for the performance and English for supporting explanations and commentary

creating a bilingual/multilingual display, for example, a photographic display to showcase shared events and experiences, such as a trip to other communities or to the city

creating a bilingual information pack in print and/or digital form about their school and local region for a visiting school

producing bilingual/multilingual fact sheets or informative videos about a current issue, historical event, aspect of their Country/Place

creating a bilingual/multilingual video clip, for example, to express the importance of maintaining and developing their own language for themselves and for the community

creating glossaries and annotations in English that provide explanations for cultural and contextual references in songs, stories and dance

**Identity**

Investigate, explain and discuss the relationship between kinship, Law, land, sea/water and sky

[Key concepts: [identity](#), relationship, kinship, Law, connection, interrelatedness, rights, obligations; Key processes: exploring, discussing, investigating, describing, reflecting]

(ACLFWC054 - Scootle [↗](#))



Elaborations

exploring the concepts of connection and interrelatedness and discussing associated rights and

responsibilities

discussing kinship as it applies to adulthood and the resultant changes in practices, rights and obligations at this stage of life, for example, changes in ways of referring to people

describing kinship connections they have with the surrounding region and communities

understanding and discussing kinship as a system, and explaining its importance in maintaining and regulating social relationships

investigating and discussing how social groups form patterns across generations and determine relationships and behaviours, such as those associated with marriage, for example, classificatory in-laws, ceremonial peers

investigating how particular policies and practices affect the sense of individual and collective identity of Aboriginal and Torres Strait Islander peoples, for example, in relation to experiences such as language loss, separation from Country/Place/family/community, stolen generations

reflecting on how Indigenous Australians from different nations express their group identity, for example, through practices and symbols such as flags, Welcomes to Country, Indigenous rounds in sporting leagues

reflecting on how their biography, including family origins, traditions, beliefs, practices, interests and experiences, shape their sense of identity and ways of communicating

discussing the link between identity and connections to land/sea/water, culture and language and the health and well-being of individuals and community

Describe and discuss the relationship between people, community and Country/Place, and how individuals and groups demonstrate connections to areas of land and sea/water and their rights and obligations with respect to those areas

[Key concepts: Country/Place, land, water, sea, sky; rights and obligations, responsibility; Key processes: discussing, reflecting]

[\(ACLFWC055 - Scootle\)](#)



Elaborations

discussing with Elders how patterns of ownership and management of land, water, sea and sky and associated stories determine rights and responsibilities with respect to those elements

reflecting on how the language links the local, regional and national identity of its speakers with the land, water, sea and sky

talking about how family relationships are linked to looking after Country/Place

Investigate and discuss how connections between Law, story, ceremony, visual design, people and Country/Place are demonstrated and manifested in individual and community behaviour

[Key concepts: [identity](#), Law, behaviour, story, ceremony, guidance; Key processes: investigating, explaining, discussing]

(ACLFWC056 - Scootle [↗](#))



Elaborations

investigating and explaining the connections between rules, Law and kin systems, and how these can be demonstrated through visual design and performing arts

discussing Law for behaviour associated with cultural practices and traditions, for example, birth, naming and funeral ceremonies

learning from Elders different roles and responsibilities associated with ceremonies that are determined by kinship and social groupings

listening to and receiving guidance from Elders on how ceremony, place and Law and are connected through kinship, story and cosmology and how they are demonstrated in community behaviour

discussing how stories and songs often link neighbouring Aboriginal and Torres Strait Islander groups and nations

**Reflecting**

Reflect on the relationship between [language](#), [culture](#) and [identity](#), and how this shapes and reflects ways of communicating and thinking

[Key concepts: intercultural experience, perspective, insight, self-reflection; Key processes: comparing, analysing, discussing, explaining, reflecting]

(ACLFWC057 - Scootle [↗](#))



Elaborations

finding examples of interactions which are more appropriate in their own language than in English or vice versa, for example, using their first language to talk about community activities, family relationships, social and cultural activities, using English to talk about school work, excursions to other regions, towns, and considering why this is the case

monitoring and analysing their use of their own language(s) and English in different domains of language use, for example, by keeping a record of when they use each language for different functions or in different contexts

identifying and reflecting on instances when using both their own language and English in the same interaction makes for easier communication, and sharing their reflections with others

discussing the different things they need to consider, change and accommodate when interacting with speakers of different language backgrounds, for example, watching for signals of misunderstanding, being mindful of different perspectives and traditions

comparing how their relationships with people of different generations, gender and language backgrounds influence their ways of communicating

reflecting on intercultural learning at school and intercultural experience in and out of school

reflecting on the experience of using the language in the school context, for example, by identifying elements of experience that provide new challenges, such as having to adopt the full form of language as opposed to young people’s talk or regional varieties at home

discussing the concept of shared responsibility as it applies to intercultural communication, considering how effective interaction and exchange involves elements of noticing, analysing, reflecting, responding and adjusting

identifying ‘repair and recovery’ strategies that can be used to respond to miscommunication between speakers from different languages and cultural backgrounds, for example, self-correction, apology, asking for repetition and clarification, rephrasing

sharing and comparing cultural and intercultural experiences, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, additional insights and perspectives and opportunities for new/different experiences

identifying and comparing how emotions or attitudes such as respect, shyness, exuberance or embarrassment are shown/displayed across different languages and cultures

## Understanding

### Systems of language

Understand and explain sound patterns in the spoken language, representing these patterns with an expanding repertoire of written symbols and conventions

[Key concepts: sound system, writing system, intonation, rhythm, punctuation, conventions; Key processes: listening, recognising, analysing, comparing, reading aloud, transcribing]

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### Elaborations

reading aloud extended text to show flow of ideas

understanding the conventions adopted when citing others in language written for wide readership, and different ways of referencing these

editing their own texts for word-choice, spelling, grammar and punctuation

recognising how quotation marks may be used to mark parts of text as having special status, for example, quoted (direct) speech, and experimenting with the use of this device in own writing

comparing speech-sound constraints in different languages, for example, sets of vowel and consonant phonemes, allowable combinations of sounds, rules for word stress

describing the articulatory basis of speech sounds in their language(s)

developing a metalanguage to describe and talk about sounds and phonology, for example, *place and manner of articulation, intonation, and word and sentence stress*

understanding the major place of articulation categories in Aboriginal and Torres Strait Islander languages, for example, peripheral, laminal, apical, and their realisation across different languages and regions in Australia

recognising phonological affinity in related languages that use differing spelling systems

using their expanding knowledge of alphabetic conventions to transcribe speech sounds, syllables and words from a wide range of languages

comparing published phonology charts for a variety of different languages, noting the associated writing systems

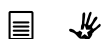
transcribing complete texts of spoken language, using a range of alphabetic and punctuation conventions, supported by their grammatical and vocabulary knowledge of the language

comparing and explaining the internal consistency of spelling systems for Aboriginal and Torres Strait Islander languages and English

Develop and use (meta)language to analyse a range of grammatical structures in their language(s) and English

[Key concepts: system, grammatical case, affixation, transitivity, particles, metalanguage; Key processes: explaining, discussing, making comparisons and connections]

(ACLFWU059 - Scootle [↗](#))



#### Elaborations

explaining the full range of case marking in their language(s), such as the sharing of several case functions by single markers, the use of different markers for the same function

discussing the use of case and gender in English pronouns, comparing with their language

identifying and explaining how verbs are derived from nouns

explaining how references to people, places, things and events may be varied and modified by using extra words, or particles, or by using affixes, for example, expressions for 'having', 'for want of', 'similar to', 'like', and the various forms of negation

analysing and explaining the delineation of time, manner, attitude and place in their language(s), for example, temporal expressions such as 'beforehand', 'afterwards', 'too late', 'originally', and attitudinal elements such as 'ought to', 'I wish', and terms expressing endearment or disavowal

explaining issues of agreement with transitive and intransitive verbs, including devices such as embedding and serialisation

discuss the differing treatment of transitivity in the language(s) and in English

making comparisons and connections within and across languages, for example, case systems used within different languages in Australia and elsewhere, the use of tense markers in verbs

demonstrating the main topical areas of the vocabulary, for example, groupings of natural species, cardinal directions, kinship systems, and contrasting these with English

discussing relationships between their language and languages of the region, for example, common words and structures

discussing some contrasts between their own language and English in relation to grammar, discourse structure and figurative use of language

Investigate the ways people communicate using spoken, written and visual modes and analyse the form and structures of a range of texts, including their use, role and relationship to other social processes

[Key concepts: [text](#), relationship; Key processes: analysing, investigating, linking and sequencing]

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#### Elaborations

analysing a range of texts, their role, use and relationship to other social processes, 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

discussing ways songs function to fix language and meaning in ways similar to literature in other cultures



investigating the use of sign language in their community and its relation to spoken language

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

linking and sequencing ideas to form a cohesive text, using appropriate grammatical forms and language features, for example, serialisation, connectives, embedding, headings and paragraphs

experimenting with language appropriate to particular text types, such as descriptive language in documentaries, reflective language in diary and journal entries and persuasive language in advertisements

### Language variation and change

Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships

[Key concepts: respect, silence, kinship, body language, code-switching; Key processes: examining, explaining, analysing]

(ACLFWU061 - Scootle [↗](#))



#### Elaborations

explaining how elements of communication, such as gestures, facial expressions, choice of language and use of silence, vary according to context, situation and kin relationships, for example, eye contact, pointing with lips

analysing the constraints that guide language use, for example by identifying and explaining why words become taboo, for example, the use of *Kumunjayi* and other word substitution as part of sorry business

recognising that there are specific ways of communicating that are associated with particular relationships and situations, for example, ways of behaving during sorry business, public events or meetings, topics only suitable for young fellas and girls, use of hand signs and body language, such as speaking to the side, using indirect references, silences, gestures or eye contact

distinguishing different registers of language, for example, language of ceremony, mother in-law language, talk used when communicating with older people

analysing intergenerational differences in language use, for example, young people's language when talking about popular culture, the strong 'right through' language of the older generation

explaining variations in language use that reflect different levels of formality, authority and status, for example, ways of talking to Elders at formal community events compared to everyday interactions

understanding connections between land, language and culture which are expressed by

shifting/switching between languages and varieties of language, for example, differences between parents' clan languages

Understand that languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular **culture**, media and new technologies

[Key concepts: contact, change; Key processes: exploring, observing, reflecting]

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Elaborations

exploring forms, usage and history of contact languages in their broader region, including creoles, pidgins and Aboriginal Englishes

observing changes to language that reflect changing lifestyles, cultural trends and emerging needs, for example, youth language, new technologies, language associated with music, media and technology

reflecting on changes in their own use of their language over time, noticing how and when new ways are adopted or existing ways adapted

**Language awareness**

Investigate and compare the ecologies of Aboriginal and Torres Strait Islander languages with indigenous languages in other countries, and consider issues such as languages policy, **language** rights, **language** loss, advocacy, reform and multilingualism

[Key concepts: environment, boundaries, policy, revival; Key processes: researching, investigating, exploring, considering]

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Elaborations

investigating the geographical location of the language and the number of its speakers historically and in contemporary times

considering what might be future challenges facing their language in the context of its current linguistic ecology

exploring the use of English, Aboriginal English and creoles in their community

researching the impact of historical events, government policies, legislation and judicial processes, such as stolen generations, mission schools and advocacy on Aboriginal and Torres Strait Islander languages

identifying social and government policies and practices linked to particular geographical regions that have impacted positively on language acquisition, for example, the performing of Welcome to

Country and the Acknowledgement of Country at events, on television programs and in films, efforts to raise the profile of Aboriginal and Torres Strait Islander languages in the wider Australian community

investigating the situation of indigenous languages in other countries, for example, New Zealand, Hawaii, North America, Japan, Latin America, considering issues such as language rights, language endangerment and revival and reclamation efforts, drawing comparisons with the situation of Aboriginal languages and Torres Strait Islander languages in Australia

understanding how the process of language-building expands existing linguistic and cultural resources in the Australian community

investigating and comparing the ecologies of Aboriginal and Torres Strait Islander languages with those of Indigenous languages in other countries, considering issues such as languages policy, language rights, language loss, advocacy and reform and multilingualism

Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages

[Key concepts: ownership, protocols, ethical behaviour; Key processes: acknowledging, investigating, applying]

[\(ACLFWU064 - Scootle !\[\]\(e474458956c9a37fbf9586ddb60a7fa1\_img.jpg\)](#))



#### Elaborations

acknowledging the cultural and intellectual property rights and copyright of the sources of their language work

understanding that permission and consent of the owners of languages must be sought by others when visiting their Country/Place

accessing, eliciting, recording and storing information appropriately according to cultural norms/mores

### Role of language and culture

Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge

[Key concepts: Indigenous knowledge, values transmission; Key processes: reflecting, exploring, analysing, comparing]

[\(ACLFWU065 - Scootle !\[\]\(b64b40baaee5acddc1eab8538ba84754\_img.jpg\)](#))



#### Elaborations

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

reflecting on the way their culture divides the natural and cultural world and comparing these to other systems such as other indigenous systems and western systems

analysing concepts related to cultural values in their language, for example, naming systems, kinship terms, nicknames, substitute words and pronoun systems, comparing to practices in other languages and cultures

exploring how language is important in maintaining traditional culture and society in relation to Aboriginal and Torres Strait Islander peoples and to all Australians

analysing and discussing core cultural concepts reflected in Aboriginal and Torres Strait Islander languages, such as respect, avoidance, reciprocity, obligation, responsibility

understanding that culturally significant attitudes and beliefs conveyed through language are related to the past, and to land, flora and fauna and ceremonies

considering how they use conversational strategies to avoid disrespect, such as using indirect language

drawing on their own experiences of using their own language(s) and English in different contexts to consider how language can be either empowering or disempowering and inclusive or exclusive

identifying and comparing how emotions or attitudes such as respect, shyness, happiness or embarrassment are expressed across different languages and cultures

recognising that there are multiple views on and partial explanations for events and issues

reflecting on the ways culture is interpreted by others, for example, by identifying how stereotypes influence ways of thinking

## Role of language building

Investigate programs, initiatives and techniques that keep Aboriginal and Torres Strait Islander languages strong

[Key concepts: [language](#) maintenance and development; Key processes: discussing, exploring, investigating, evaluating, [language](#) building, [language](#) engineering]

[\(ACLFWU066 - Scootle !\[\]\(248b91fcdac4810ffd15cf33fb6aec6f\_img.jpg\)](#))



## Elaborations

analysing the domains of language use where language building has occurred, considering why this is the case and investigating some of the techniques used, for example, language engineering, adapting sounds, coining new words

understanding the importance of intergenerational collaboration and transmission in keeping languages strong and discussing some of the associated challenges

investigating programs and initiatives that serve to maintain and strengthen language use, for example, school languages programs, bilingual education, research programs, recording and archiving of material, websites, databases, documentaries, language nests and Master-Apprentice programs

exploring the role and importance of advocacy in supporting the maintenance and development of language and culture

identifying keeping places for language texts, for example, in the community or national archives

understanding the importance of strong and viable Aboriginal and Torres Strait Islander languages for Indigenous and non-Indigenous Australians alike

considering domains where their language may grow in the future

understanding their role as contemporary documenters and users of the language, for example, by interviewing Elders and transcribing stories, reminiscences, advice, ways of doing things, rules for living

## Years 7 to 10 Content Descriptions

### Communicating

#### Socialising

Engage with peers, the teaching team and visiting Elders/community members to exchange information about interests, experiences, plans and aspirations

[Key concepts: experience, aspiration; Key processes: recounting, exchanging, connecting]

[\(ACLFWC174 - Scootle !\[\]\(5a132f13505a6571904d622757b7a8f0\_img.jpg\)\)](#)



#### Elaborations

expressing personal experiences, plans, goals and aspirations

asking and responding to open-ended questions, for example, *why*, *how*, *when*, using modelled sentence patterns

engaging in face-to-face or online discussions with peers about shared interests and experiences, such as sport, food, study, music or fashion

recounting experiences, such as holidays, special events, milestones, sports events or celebrations

sharing and comparing information about daily routines and responsibilities

sustaining and extending conversations by seeking additional information

exchanging information about family, friends, teachers, school subjects, entertainment and leisure activities

Engage in activities that involve collaboration, planning, organising, promoting and taking action

[Key concepts: event, experience; Key processes: planning, organising, negotiating]

[\(ACLFWC175 - Scootle !\[\]\(097cdd6c9c875b64d9b8c9a2409491c4\_img.jpg\)\)](#)



#### Elaborations

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

creating displays, presentations or performances for family, friends or the school community to showcase progress in learning and using the language

giving and following instructions, using hand signs as appropriate, for example, explaining how to cook bush tucker or to make artefacts

planning and participating in learning experiences that combine linguistic and cultural elements, such as an excursion to an art exhibition or performance, sharing responses and reactions

designing posters, displays and digital presentations to draw attention to issues relevant to the Country/Place, such as reinstating names of places and features, protection of significant trees and landmarks, endangered wildlife, erosion, urban development, the importance of learning the language of Country/Place at school

promoting events in the local community, such as festivals, sporting, music and cultural events that support/promote well-being and community development

promoting Reconciliation in community by showcasing local language learning and language revival activities

Interact in class activities that involve making suggestions, seeking clarification, praising or complimenting one another

[Key concepts: opinion, clarification, interaction; Key processes: requesting, negotiating, expressing, comparing, deciding, explaining]

[\(ACLFWC176 - Scootle !\[\]\(2b376d1a92330ab09dad2665d2f89bf5\_img.jpg\)\)](#)



#### Elaborations

making suggestions or providing clarification

using respectful language for agreeing or disagreeing

asking for clarification, for example, asking how to spell a word, say or write something, or asking for the meaning of a word or expression

giving help, responding to instructions, offering suggestions

asking and responding to closed and open-ended questions, for example, in relation to class assignments or due dates

apologising, praising, complimenting and encouraging one another

#### Informing

Investigate and summarise factual information obtained from a range of sources on a variety of topics and issues related to the Country/Place

[Key concepts: Indigenous knowledge, social and environmental issues, lifestyles - past and present

community initiatives and projects; ; Key processes: summarising, synthesising, referencing]

(ACLFWC177 - Scootle [↗](#))



### Elaborations

investigating the origins of Aboriginal/Torres Strait Islander names in their local area, regional area and state and territory, recording meanings where known, and identifying different source languages

interviewing an Elder/community member to gain an historical perspective about their use of particular words and language constructions, observing correct respect protocols and presenting findings in formats such as digital presentations, posters, wall charts or oral summaries

researching and creating a profile of a prominent member of the language community, for example, an artist, sportsperson or leader

developing a photographic record/portfolio of different animal and plant species found in Country/Place, with commentary/annotations

seeking information from Elders to assist in classifying living things according to culturally appropriate categories, comparing these classification systems with those used in western approaches to the study of living systems

identifying and describing the role of various Aboriginal and Torres Strait Islander organisations that provide services to their community

researching different aspects of a selected Indigenous 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

analysing a range of historical documents recorded in the language, 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

interviewing local community members about their experiences of living on the land, their relationship with language and culture and their recollections from the past, recording and presenting key findings

researching Aboriginal and Torres Strait Islander words used in English, using resources such as the Australian National Dictionary, and identifying and explaining words that come from the local language

Convey information about Country/Place events, experiences or topics of shared interest, using different modes of presentation

[Key concepts: [audience](#), Country/Place, community life; Key processes: describing, explaining,



creating, annotating]

[\(ACLFWC178 - Scootle !\[\]\(919a2cb85b99741a73c0c31a427236a8\_img.jpg\)](#))



#### Elaborations

creating a booklet/pamphlet/guide/brochure for the local community that explains the origins of local place names and features their meaning and significance, providing explanations in language and English as appropriate

creating a video clip or a photographic or journal record of activities such as an excursion, performance or sporting event to share with other language learners

creating and editing a presentation that includes text, images and sounds to record and explain aspects of the Country/Place

creating a short documentary to present information and features/stories, for example, about the Country/Place and associated social and cultural events, including, for example, interviews with and quotes from prominent identities

compiling a portfolio of texts about Country/Place, for example, a class anthology of stories and songs from the community, procedural texts, histories of the region, profiles of community identities

creating an interactive presentation for younger children that highlights the benefits of maintaining and strengthening the language of the Country/Place

#### Creating

**Interpret** and respond to texts by sharing personal reactions, comparing themes, describing and explaining aspects of artistic expression and how these relate to land, sky, sea, water, people, plants, animals and social and ecological relationships

[Key concepts: representation, imagination; Key processes: interpreting, explaining, describing, discussing; Key **text** types: songs, dances, stories, paintings and visual design, video clips, films]

[\(ACLFWC179 - Scootle !\[\]\(b4eeff342f60cc7bcd67d869b4fedca2\_img.jpg\)](#))



#### Elaborations

listening to Elders/community speakers tell stories on Country/Place, interpreting signs and gestures and using correct protocols to ask clarifying questions and to find out about the cultural role of storytelling

interpreting and responding to texts such as songs, stories, films or video clips by recording key vocabulary and expressions, identifying and explaining main ideas, themes and sequences of events, for example, by sharing personal reactions with others

discussing how key messages and beliefs are communicated through stories and visual and creative

arts, for example, comparing the role and representation of animals, people and landscapes in different expressive forms

discussing and explaining how land, sky, sea, people, plants, animals and social and ecological relationships are expressed through the arts

investigating traditional and contemporary arts, including paintings, weavings, artefacts, and identifying how they relate to or express elements of Country/Place and people


listening to, viewing and comparing personal responses to popular music, identifying key messages, themes and performance styles,, and considering how they incorporate social commentary

discussing how stories and songs often link neighbouring Aboriginal and Torres Strait Islander groups and nations

retelling stories belonging to Country/Place

Create a range of spoken, written and multimodal texts to entertain others, involving real or imagined contexts and characters

[Key concepts: imagination, journey; Key processes: creating, collaborating, performing, composing; Key text types : raps, songs, performances, stories, cartoons, advertisements, digital texts, video clips, skits, paintings, visual designs]

([ACLFWC180 - Scootle](#) )



#### Elaborations

creating a rap or skit to entertain others, including digital or performative elements,

creating own visual and performative art work, using symbols and techniques appropriate to Country/Place to convey a message or emotion

taking on the role of a character from a story and responding to questions in-role

creating and performing real or imagined experiences, using expressive language, gestures and supporting materials to create dramatic effect

creating animations, short plays or stories to present in class or to share with a wider virtual audience

composing simple songs, sporting chants, jingles, posters or advertisements for real or imagined situations or products

telling the story of a real or imagined journey, involving a variety of characters, places and events

collaborating with community to tell stories

## Translating

Translate and interpret texts from the language to English and vice versa, comparing their versions and considering how to explain elements that involve cultural knowledge or understanding

[Key concepts: equivalence, representation, meaning, interpretation, idiom; Key processes: comparing, explaining, interpreting]

(ACLFWC181 - Scootle [↗](#))



### Elaborations

translating and interpreting texts from the language to English and vice versa, comparing own interpretations with those of others and discussing what differs and why

translating and interpreting texts such as narratives, song lyrics, dialogues or posters, considering how to explain elements that involve cultural knowledge or understanding, and using resources such as dictionaries and grammars

using and explaining words and expressions that do not easily translate into English and considering choices made when conveying equivalent meaning in English

identifying and explaining concepts, practices and expressions in the language which do not easily translate into English, for example, the number system, terms for colour, language associated with time, daily and seasonal cycles, kinship terms

understanding and applying culturally appropriate and ethical behaviour when interpreting and translating

Create bilingual texts for the wider community collaboration with others

[Key concepts: interpretation, expression, bilingualism; Key processes: designing, explaining, classifying, glossing, annotating, composing]

(ACLFWC182 - Scootle [↗](#))



### Elaborations

creating shared bilingual learning resources, such as print or digital word banks or glossaries of expressions used in everyday interactions in the language and in English

creating bilingual learning resources for younger learners, for example, children's stories and games

performing a role-play or skit for a specified audience, using the language for the performance and English for supporting explanations and commentary

creating bilingual texts, using subtitles and captions, to inform the school community about aspects of the language and culture

creating a bilingual display, for example, a video-clip or photographic display to showcase events and shared experiences, such as a bush trip

creating bilingual digital texts such as song lyrics or dialogues which allow display in the language, in English or in both

## Identity

Consider and discuss their own and each other’s ways of communicating and expressing identity, reflecting on how the language links the local, regional and national identity of its speakers with the land [Key concepts: identity, perspective, biography; Key processes: sharing, comparing, considering, reflecting, analysing]

[\(ACLFWC183 - Scootle !\[\]\(c694a3ff3b077d76910920a6a1593ab4\_img.jpg\)](#))



### Elaborations

considering how their own biography, including elements such as family origins, traditions, beliefs, practices, interests and experiences, shapes their sense of identity and ways of communicating

describing kinship connections with the surrounding Country/Place or connections of an Elder or guest speaker

creating spoken, written or multimodal texts, such as identity maps, timelines, digital presentations or family trees with captions, to mark key milestones and significant influences in their lives, for example, key people, events, educational experiences, community affiliations, traditions or travel experiences, considering how these shape identity

comparing and reflecting on how identity is expressed across languages and cultures, for example, by considering the idea of ‘belonging’ as expressed in different languages

discussing the role that language and culture play in the identity and well-being of Aboriginal and Torres Strait Islander peoples

investigating how particular policies and practices affect the sense of identity of Aboriginal and Torres Strait Islander peoples, for example, the effect of language loss, separation from Country/Place/family/community

reflecting on how Aboriginal and Torres Strait Islander Peoples from different nations express their group identity, for example, through practices and symbols such as flags, Welcomes to Country, Indigenous rounds in sporting leagues

reflecting on how their own biography, including family origins, traditions, beliefs, practices, interests

and experiences, shapes their sense of identity and ways of communicating

discussing the link between identity and connections to land/water/sea/sky, culture and language and the health and well-being of individuals and community

reflecting on how the language links the local, regional and national identity of its speakers with the land, water, sea and sky

## Reflecting

Participate in intercultural interactions and consider own reactions when engaging with Elders and community members and resources

[Key concepts: intercultural experience, perspective, insight, self-reflection, ways of knowing and being, reconciliation, discrimination; Key processes: comparing, analysing, explaining, reflecting, choosing]

(ACLFWC184 - Scootle [↗](#))



### Elaborations

reflecting and reporting on how learning the language provides insights into the relationship between language and culture in general, and how their own assumptions about ways of knowing and being may change through the experience

reflecting on how learning the language provides a distinctive means of understanding the Country/Place, including the relationship between land, the environment and people, and issues of discrimination and reconciliation

keeping a journal of memorable experiences (humorous, satisfying or challenging) associated with learning and using the language in various contexts, noting personal responses and reflections over time and insights gained

identifying and comparing how emotions or attitudes such as respect, shyness, exuberance or embarrassment are shown, displayed and expressed across different languages and cultures

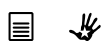
## Understanding

### Systems of language

Understand and explain the sound patterns in spoken language and use developing phonemic awareness to represent these patterns in written form

[Key concepts: metalanguage, patterns, phonetic articulation, syllable; Key processes: reading, investigating, comparing]

(ACLFWU185 - Scootle [↗](#))



### Elaborations

reading aloud for meaning to demonstrate comprehension of sound–symbol correspondences

developing metalanguage to describe and talk about sounds and phonology, for example, *place and manner of articulation, uncertain or missing sounds*

investigating sound patterns, for example, consonant and vowel sequences, and word-level patterns, for example, allowable word-final sounds, allowable consonant clusters, word stress

understanding the major categories of place of articulation in Aboriginal and Torres Strait Islander languages, for example, peripheral, laminal, apical, and their realisation across different languages and regions in Australia

establishing similarities in the sound systems of related languages otherwise masked by differing spelling systems

using their knowledge of alphabetic conventions for Aboriginal and Torres Strait Islander languages to transcribe spoken texts from a range of languages, for example, those related to the target language or those from neighbouring regions

comparing and explaining the relative consistency of Aboriginal and Torres Strait Islander languages and English in spelling words

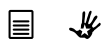
understanding the phonemic basis of alphabetic spelling systems and the fact that different sounds can be covered within a single phoneme or letter

exploring different writing systems that are based on different principles, for example, syllabic or ideographic

Expand vocabulary and understand and use a range of vocabulary sets and grammatical structures that are available in the [language](#)

[Key concepts: system, grammatical case, transitivity; Key processes: explaining, discussing]

(ACLFWU186 - Scootle [↗](#))



### Elaborations

understanding case and case marking on nouns, pronouns and adjectives

explaining how verbs can be derived from nouns and vice versa, comparing with similar processes in English and other known languages

composing and varying messages according to the available resources of the language, such as:

- suffixes, including ‘having’, ‘for want of’, ‘similar to’, ‘like’

- verbless sentences, for example, equative, descriptive, possessive
- verb categories, including intransitive, transitive, causative, inchoative, reflexive–reciprocal
- verb aspect, including continuous, transitory, perfective, imperfective
- verb-stem morphology, including compound verbs, reduplicated verbs, habitual/characteristic, derivation (nouns into verbs)

expressing time, manner, attitude and place, according to the available language resources, such as:

- elaborations of past tense
- temporal expressions, for example, ‘beforehand’, ‘afterwards’, ‘too late’, ‘originally’
- expressions of frequency, immediacy and duration, for example, ‘persistently’, ‘at once’, ‘a few times’, ‘for a while’
- attitudinal words, particles and interjections, for example, terms expressing endearment, embarrassment, shame or pity
- locational cases as used in locative phrases, and extensions of these, for example, expressing origin or causation

structuring and linking clauses, focusing on issues of agreement with transitive and intransitive verbs, using verb-linking devices, for example, serialisation and embedding

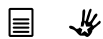
discussing lexical and grammatical relationships between the language and other languages of the region, for example, common words and structures

discussing grammatical and lexical contrasts between the language and English/ other known languages, for example, the figurative use of language, vocabulary associated with specialised domains

Discuss the purpose and roles of various spoken, written and visual texts in the [language](#)

[Key concepts: [text](#), relationship, intention; Key processes: analysing, investigating, linking and sequencing]

[\(ACLFWU187 - Scootle\)](#)



#### Elaborations

understanding the purpose and role of different types of text in the language, for example, declaring identity, acknowledging parts of traditional belief systems, acknowledging ancestors, passing on knowledge and information, mapping resources on Country and managing natural phenomena such as weather

understanding that Country/Place can be interpreted as text by the community

discussing ways that songs function to capture language and meaning in ways similar to literature in other cultures

linking and sequencing ideas to form cohesive texts, using appropriate grammatical forms and elements, for example, serialisation, connectives, embedding, headings and paragraphing

Investigate how the kinship system functions to integrate personal and community histories and relationships

[Key concepts: interconnectedness, human relationships, ownership, rights and responsibilities; Key processes: describing, explaining, investigating, exploring]

[\(ACLFWU188 - Scootle !\[\]\(6605b201d6f14d9b3bcb8ab5f274d107\_img.jpg\)\)](#)



#### Elaborations

understanding and discussing kinship as a system, and explaining its importance in maintaining and regulating social relationships in Aboriginal and Torres Strait Islander communities

investigating how the language community addresses gaps in knowledge about the kinship system

exploring how language is involved in the patterning of ownership and management of land and associated stories

understanding that different roles and responsibilities in community and public life can be determined by kinship and traditional social groupings

explaining how art forms, songs and dances identify people and places

### Language variation and change

Discuss variations in [language](#) use that reflect different social and cultural contexts, purposes and relationships

[Key concepts: respect, silence, kinship; Key processes: examining, explaining, analysing]

[\(ACLFWU189 - Scootle !\[\]\(2b17f17ebbacc911bb0ff784ab641779\_img.jpg\)\)](#)



#### Elaborations

understanding how elements of communication in Aboriginal languages and Torres Strait Islander languages, such as gestures, facial expressions, choice of language and use of silence, vary according to context, situation and kin relationships, for example, eye contact, pointing with lips

analysing and discussing intergenerational differences in language use, for example, young people's language compared to the language of older generations

explaining variations in language use that reflect different levels of formality, authority and status, for example, expressions used with respected kin, ways of asking questions of different people



Describe and reflect on how languages change over time and influence one another

[Key concepts: contact, change; Key processes: exploring, observing, reflecting]

(ACLFWU190 - Scootle [↗](#))



#### Elaborations

exploring form, usage, history and impact of contact languages, including creoles, pidgins and Aboriginal Englishes

investigating and describing how the language has changed over time

observing changes to language that reflect changing lifestyles, cultural trends and emerging needs, for example, youth language, the language of new technologies, the impact of music, media and technology on communication

reflecting on changes in their own use of their first language(s) over time, noticing how and when new ways are adopted or existing ways adapted

exploring changes in language over time, for example, by reviewing old films from state archives or early television shows that include Aboriginal and Torres Strait Islander actors

#### Language awareness

Investigate and compare the ecology of Aboriginal and Torres Strait Islander languages to Indigenous languages in other countries, and consider issues such as [language](#) policy, [language](#) rights, [language](#) loss, advocacy, reform and multilingualism

[Key concepts: environment, boundaries, policy, revival; Key processes: researching, investigating, exploring, considering]

(ACLFWU191 - Scootle [↗](#))



#### Elaborations

investigating the social, cultural and linguistic effects of language change and/or language loss in the region

understanding terms used in the discussion of language revival, for example, *revitalisation*, *reclamation*, *renewal*

investigating the geographical extent of use of the language in earlier times

considering the future prospects of the language in the context of its current linguistic ecology

exploring Indigenous multilingualism in various communities, including regional varieties, Aboriginal Englishes and creoles

researching the impact on Aboriginal and Torres Strait Islander languages in general, and on the target language in particular, of historical events, government policies, legislation and judicial processes, such as stolen generations, mission schools and advocacy

identifying social and government policies and practices that have impacted positively on language acquisition, for example, the performing of Welcome to Country and the Acknowledgement of Country at events, on television programs, in films, and efforts to raise the profile of Aboriginal and Torres Strait Islander languages in the wider Australian community and in particular geographical regions

investigating the situation of indigenous languages in other countries, for example, New Zealand, Hawaii, North America, Japan, Latin America, considering issues such as language rights, language endangerment, revival and reclamation, drawing comparisons with the situation of Aboriginal languages and Torres Strait Islander languages in Australia

researching current media debates in relation to Aboriginal language and Torres Strait Islander languages

comparing word lists of languages and dialects of the region, to understand similarities and differences and identify potential opportunities for reconstruction

Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages

[Key concepts: ownership, custodianship, ethical behaviour, intellectual property; Key processes: acknowledging, investigating, applying]

[\(ACLFWU192 - Scootle !\[\]\(3211b5d1d968fc1665909b34f9f16010\_img.jpg\)\)](#)



#### Elaborations

using culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities

acknowledging cultural and intellectual property rights and copyright over language work, including song holders, story keepers, language informers, composers and choreographers

### Role of language and culture

Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge

[Key concepts: Indigenous knowledge, value transmission; Key processes: reflecting, exploring, analysing, comparing]

[\(ACLFWU193 - Scootle !\[\]\(235bfe13ebf007ce2eea9e689707fac7\_img.jpg\)\)](#)



#### Elaborations

explaining the role of Aboriginal 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

reflecting on Indigenous taxonomies and the ways they divide the natural and cultural world and comparing these to other systems of classification

analysing concepts related to cultural values in Aboriginal and Torres Strait Islander languages, including naming systems, for example, the use of kinship terms, nicknames, substitute words and pronoun systems, comparing to ways of referencing relationships in their own language(s) and culture(s)

exploring how aspects of traditional culture and society have been preserved through language, and discussing the importance of maintaining Australian Aboriginal and Torres Strait Islander languages, for their speakers and for all Australians

analysing and discussing core cultural concepts reflected in Aboriginal languages and Torres Strait Islander languages, such as *respect, avoidance, reciprocity, obligation, responsibility*

understanding that culturally significant attitudes and beliefs conveyed through Aboriginal and Torres Strait Islander languages are related to the past, to land, plants and animals and to celebrations

identifying and comparing how emotions or attitudes, such as respect, affection or embarrassment, are shown/displayed across different languages and cultures

comparing elements of communication such as the role of silence or use/avoidance of eye contact in different cultural contexts and exchanges

recognising that there are multiple views on and partial explanations for events and issues

reflecting on the ways culture is interpreted by others, for example, by identifying how stereotypes influence perceptions of other groups or individuals

understanding that each Aboriginal or Torres Strait Islander 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, water or sea and of language

### Role of language building

Explore [language](#) building processes and protocols in communities

[Key concepts: [language](#) revival, protocols, lexical and grammatical resources, advocacy; Key processes: identifying, investigating, discussing]

([ACLFWU194 - Scootle](#) )



### Elaborations

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

understanding what lexical and grammatical resources and processes are available to build language, for example, linguistic resources and analogies from neighbouring languages, speakers, archival material

investigating/understanding protocols for filling gaps and extending semantic domains in the language, including protocols for borrowing from other languages, for creating words by analogy and drawing from within the resources of the language, and discussing associated ethical issues

investigating/researching the protocols for receiving, transferring and publishing linguistic resources

understanding the importance of intergenerational collaboration in reviving languages, and discussing some of the associated challenges

discussing the importance of reviving languages for the individual, the language community and the wider Australian society

identifying potential avenues/domains for expansion of the language and gaps to be filled, with the support of community language teams and Elders

appreciating the role of languages advocacy, education and research in building languages

understanding how the process of language-building expands existing linguistic and cultural resources in the Australian community

Investigate and explain techniques used to build [language](#), considering challenges involved and understanding their role as contemporary documenters of [language](#)

[Key concepts: [language](#) revival, [language](#) building, authenticity, linguistic techniques; Key processes: identifying, analysing, discussing]

[\(ACLFWU195 - Scootle !\[\]\(626ce8ac21792b9405bfddfea8e0c96a\_img.jpg\)\)](#)



### Elaborations

identifying and discussing the main areas of the language that could be served by language building

analysing the authenticity of historical sources used in language building and discuss the strengths and limitations of these

investigating different approaches that have historically been used to record language and what this means for language revival, for example, different spellings, different domains of use, lexical biases

understanding challenges in developing new words and structures for the language, and how these words might be developed within the existing resources of the language or by analogy from related languages

discussing techniques used to build language, such as analysing historical sources, interviewing/recording existing speakers

understanding the orthographic and grammatical choices of the contemporary community

considering domains of use where the language may grow in the future

trying out ways of making new words under the guidance of an Aboriginal or Torres Strait Islander languages specialist or of an Elder where appropriate

working with local Aboriginal and Torres Strait Islander communities in language-related projects, and contributing to local language records and resources through structured and research-based projects

understanding their role as contemporary documenters of the language, for example, listening and transcribing spoken texts, preserving language resources developed at school

developing a variety of resources for younger and future students of the language

investigating programs and initiatives that serve to maintain and strengthen language use, for example, school languages programs, bilingual education, research programs, recording and archiving material, websites, databases and documentaries

exploring the importance of advocacy in supporting the maintenance and development of language and culture

## Years 7 to 10 Content Descriptions

### Communicating

#### Socialising

Engage with peers, the teaching team and visiting Elders/community speakers to share interests, experiences and aspirations, to exchange information about teenage life and to express opinions and feelings

[Key concepts: experience, aspiration; Key processes: recounting, exchanging, connecting]

(ACLFWC109 - Scootle [↗](#))



#### Elaborations

expressing and exchanging personal experiences, feelings, plans, goals, aspirations and viewpoints, providing reasons or justification

asking and responding to open-ended questions, for example, *why*, *how*, *when* questions, using modelled sentence patterns

engaging in face-to-face or online discussions with peers about shared interests, cultural practices and experiences, such as sport, food, study, music or fashion, extending or elaborating meaning, for example, by using comparisons or contrasts

recounting experiences such as holidays, special events, milestones, sports events or celebrations

sharing and comparing information about teenage life, daily routines and responsibilities

sustaining and extending conversations by seeking additional information

exchanging opinions about family, friends, teachers, subjects, entertainment, sport and leisure

communicating with peers and other target language speakers in local or online communities, using active listening skills, turn-taking cues, requests for clarification and respectful language for agreeing or disagreeing

Engage in activities that involve collaboration, planning, organising and negotiating to take action

[Key concepts: event, experience, collaboration; Key processes: planning, organising, negotiating]

(ACLFWC110 - Scootle [↗](#))



#### Elaborations

participating in planning, making arrangements and negotiating details, using language related to

place and activity, for example, organising class events, such as holding a lunch, party or performance

creating displays, presentations or performances for family, friends or the school community to showcase progress in learning and using the target language

giving and following instructions to play games or follow procedures such as recipes or making everyday items used by the target language community

planning and preparing for a real or virtual visit to the target language community, preparing and rehearsing language forms, structures and vocabulary and considering appropriate behaviours

planning and participating in learning experiences that combine linguistic and cultural elements, such as an excursion to a target language art exhibition or performance

designing posters, displays and digital presentations to draw attention to issues relevant to the target language community, such as endangered wildlife, erosion, urban development, broadband access, roads and other infrastructure

promoting events in the target language community, such as music festivals or footy matches

Interact in class activities that involve making requests and suggestions, seeking clarification, negotiating changes and expressing opinions

[Key concepts: opinion, discussion, respect; Key processes: requesting, negotiating, expressing, comparing, deciding, explaining]

[\(ACLFWC111 - Scootle !\[\]\(d0262bbe9d2356661a2e89321dfcc781\_img.jpg\)](#))



#### Elaborations

stating opinions, making suggestions or providing clarification

negotiating with class members and members of the teaching team using respectful language when agreeing or disagreeing or negotiating changes

asking for clarification, such as the spelling or meaning of a word

making requests, offering and giving help and responding to instructions

asking and responding to closed and open-ended questions, for example, in relation to class assignments or due dates

expressing their responses to the experience of learning and using the target language, for example, by detailing preferences, likes and dislikes in relation to aspects/elements of the experience

## Informing

Identify, analyse and summarise factual information obtained from a range of sources on a variety of topics and issues related to the region of the target [language](#)

[Key concepts: Indigenous knowledge, social and environmental issues, lifestyles, community initiatives and projects, community life; Key processes: summarising, synthesising, referencing]

([ACLFWC112 - Scootle](#))



### Elaborations

interviewing an Elder/community speaker about topics such as community initiatives and projects or life histories, observing correct respect protocols and presenting findings in formats such as digital presentations, posters, wall charts or oral summaries

researching a social or environmental issue from the target language region, synthesising information and presenting findings on topics such as preservation of language, culture and land, health, education, transport, local food production and supplies, land management, feral animals, fish stocks, water supply

engaging with simple texts such as school and community magazines, interviews, TV programs, IndigiTUBE, to gather facts about events, social and cultural activities or people, and reporting the information to others, for example, by creating a profile/report and structured summary of a prominent community person or significant event

finding information and making comparisons between past and present ways of living in the target language community and presenting information using charts, pictures, PowerPoint presentations

comparing information accessed through photos, IndigiTUBE and talks by community speakers about lifestyles and activities in the target language communities, such as major events, footy matches, dance nights, road trips/distances travelled, modes of transport, entertainment

Convey information about events, experiences or topics of shared interest, using different modes of presentation to suit different audiences and contexts

[Key concepts: [audience](#), Country/Place, community life; Key processes: describing, explaining, creating, annotating]

([ACLFWC113 - Scootle](#))



### Elaborations

interpreting landscapes from photos or videos of the region and conveying information in spoken form

creating a video clip or a photographic or journal record to share with other target language learners of activities such as school camps, excursions, performances, sporting events or visits to the target language region



researching a social event from the target language region, such as a music festival, race meeting, sporting event, ceremony, anniversary of a key date, creating a multimodal text/resource that communicates key elements to other learners

creating a virtual introduction to their own school and neighbourhood for a sister school from the target language region

## Creating

Interpret and respond to a range of real and imaginative texts by sharing personal views, comparing themes, describing and explaining aspects of artistic expression and how these relate to land, people, plants, animals and social and ecological relationships

[Key concepts: representation, imagination; Key processes: interpreting, explaining, describing, discussing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips, films]

(ACLFWC114 - Scootle [↗](#))



### Elaborations

listening to stories told by Elders/community speakers, interpreting signs and gestures, using correct protocols to ask clarifying questions about the stories and to find out about the role of storytelling in traditional and contemporary times

interpreting and responding to texts such as songs, stories, films or video clips by recording key vocabulary and expressions, identifying and explaining main ideas, key themes and sequences of events and sharing personal views and reactions with others

discussing how key messages and beliefs are communicated through stories and through visual and creative arts, for example, comparing the role and representation of animals, people and landscapes in different types of texts

discussing and explaining how land, water, sea, sky, people, plants and animals and social and ecological relationships are expressed through arts, including stories, paintings, songs, dance

describing and explaining aspects of artistic expression to others, for example, traditional and contemporary paintings, design, dance and the different roles of social groups in relation to traditional elements of song and dance and in the use of favoured materials and processes in the making of artefacts or the construction of headdresses

listening to, viewing and sharing personal reactions/responses to popular contemporary music, identifying key messages, themes and styles of performance, and considering how they incorporate commentary on social issues

discussing how stories and songs often link neighbouring Aboriginal and Torres Strait Islander groups and nations

**Create** a range of spoken, written and multimodal texts to entertain others, involving real or imagined contexts and **characters**

[Key concepts: imagination, journey; Key processes: creating, collaborating, performing, **composing**; Key] **text** types: raps, songs, performances, story, cartoons, advertisements, **digital texts**, video clips, skits, paintings and visual designs]

(ACLFWC115 - Scootle [↗](#))



#### Elaborations

creating a rap or skit, including in digital formats, to perform to their peers that provides commentary on a social issue that is important or relevant to them

creating their own visual and performing art work (visual and performing) to convey a specific message, incorporating where appropriate elements and conventions of visual design from the target language community

taking on the role of a character from a story and responding to questions in-role

creating and performing real or imagined experiences, using expressive language, gestures and supporting materials to create dramatic effect

creating cartoons, short plays or stories to present in class or to share with a wider virtual audience about personal past or future imagined experiences

composing simple songs, jingles, posters and advertisements for real or imaginary situations or products

telling the story of a real or of an imagined journey involving a variety of characters, places and events

#### Translating

Translate and **interpret** a range of texts from the target **language** to English and vice versa, comparing their versions and considering how to explain elements that involve cultural knowledge or understanding

[Key concepts: equivalence, representation, meaning, interpretation, idiom; Key processes: comparing, explaining, interpreting]

(ACLFWC116 - Scootle [↗](#))



#### Elaborations

translating and interpreting short texts from the target language to English and vice versa, comparing their interpretations and discussing possible reasons for differences

translating and interpreting a range of texts, such as narratives, song lyrics, dialogues, posters, using resources such as dictionaries and grammars and considering how to explain elements that involve cultural knowledge or understanding

identifying, using and explaining target language words and expressions that do not easily translate into English

demonstrating and explaining elements of non-verbal communication in the target language that require interpretation, such as hand talk, gestures, facial expressions, eye contact, lip pointing

analysing published bilingual texts, such as children’s stories, health charts, films with sub-titles, commenting on differences between how each language represents meaning

identifying and explaining concepts, practices and expressions in the target language which do not easily translate into English, and vice versa, for example, number systems, time, colour daily and seasonal cycles, kinship terms, environmental sounds/elements/items/processes, such as ‘waving of bark in the wind’, noises that birds make

understanding and applying culturally appropriate and ethical behaviour when interpreting and translating the target language

Create bilingual texts in collaboration with others for the wider community

[Key concept: interpretation, bilingualism; Key processes: designing, explaining, classifying, glossing, annotating, composing]

(ACLFWC117 - Scootle [↗](#))



#### Elaborations

creating shared bilingual learning resources, such as print or digital word banks or glossaries of target language and English expressions used in everyday interactions

performing a role-play or skit for an audience, using target language for the performance and English for supporting explanations and commentary

creating bilingual texts, using subtitles and captions, to inform the school community about aspects of target language culture

creating a bilingual display, for example, a video-clip or photographic display showcasing events and experiences such as a trip to the target language community or a bush trip

creating bilingual digital texts, such as songs or dialogues, which allow display in either the target language or English or both

creating a bilingual information pack in print and/or digital form about their school and local region for

a sister school in the target language region

## Identity

Consider and discuss their own and each other's experiences and ways of expressing identity, reflecting on how the target language links the local, regional and national identity of its speakers with the land

[Key concepts: identity, perspective, biography; Key processes: sharing, comparing, considering, reflecting, analysing]

(ACLFWC118 - Scootle [↗](#))



### Elaborations

considering how their own biography, including elements such as family origins, traditions, beliefs, practices, interests and experiences, shapes their sense of identity and ways of communicating

creating spoken, written or multimodal texts, such as identity maps, timelines, digital presentations or family trees with captions and commentary, to describe key milestones and significant life influences, for example, key people, events, educational experiences, community affiliations, traditions or travel experiences, and considering how these different experiences and influences help to shape identity

comparing and reflecting on how identity is expressed across cultures and languages, for example by considering the idea of 'belonging' as expressed in different languages

discussing the role that language and culture play in the identity and well-being of Aboriginal and Torres Strait Islander peoples

considering their identity as a 'second language learner' and whether it involves changes in aspirations, career considerations or social-networking opportunities

investigating how particular policies and practices affect the sense of identity of Aboriginal and Torres Strait Islander peoples, for example, through language loss, separation from Country/Place/family/community

reflecting on how the language links the local, regional and national identity of its speakers with land, water, sea and sky

## Reflecting

Participate in intercultural interactions and consider own reactions when engaging with target language speakers and resources, and how these may reflect own language(s) and culture(s)

[Key concepts: intercultural experience, perspective, insight, self-reflection, ways of knowing and being, reconciliation, discrimination; Key processes: comparing, analysing, explaining, reflecting, choosing]

(ACLFWC119 - Scootle [↗](#))



## Elaborations

reflecting upon the experience of authentic or virtual interaction with the target language and culture, for example, through face-to-face or online interactions with other target language speakers, through visits to the target language community, or through interacting with visitors to their own school

reflecting on how their own ways of behaving may be interpreted when interacting with target language speakers, noticing their own body language and modifying certain behaviours, such as avoiding eye contact

reflecting and reporting on how learning the target language provides insights into language and culture in general, and how their own assumptions about target language speakers and ways of knowing and being are changing as a result of intercultural language learning

reflecting on how learning the target language provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people, and issues of discrimination and reconciliation

keeping a journal of humorous, satisfying or challenging experiences) associated with learning and using the target language in various contexts, noting personal responses and reflections over time, and insights gained into their own language(s) and culture(s)

identifying and comparing how emotions or attitudes such as respect, shyness, exuberance or embarrassment are shown/displayed/expressed across different languages and cultures

sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, additional insights and perspectives and opportunities for new experiences

## Understanding

### Systems of language

Produce sounds, stress, intonation patterns of the target language, using a developing phonemic awareness linked to the writing system

[Key concepts; metalanguage, patterns, phonetic articulation, syllable; Key processes: identifying, reading, investigating]

(ACLFWU120 - Scootle [↗](#))



### Elaborations

reading aloud to show comprehension of sound–symbol correspondences and flow of ideas

developing metalanguage to describe and talk about elements of sounds and phonology, for example, place and manner of articulation

investigating patterns such as consonant and vowel sequences and word level patterns, for example, allowable word final sounds, allowable consonant clusters

understanding the major categories of place of articulation in Aboriginal and Torres Strait Islander languages, for example, peripheral, laminal, apical and their realisation across different languages and regions in Australia

exploring writing systems based on principles such as syllabic or ideographic

Expand vocabulary and understand and use a range of grammatical structures in the target language, including inflectional and derivational processes

[Key concepts: system, grammatical case, affixation, voice, transitivity, particles, Key processes: explaining, constructing, compounding]

(ACLFWU121 - Scootle [↗](#))



### Elaborations

understanding case and case marking, for example, of nouns, pronouns and adjectives, noting the sharing of several case functions by single markers, the use of different markers for the same function

explaining how verbs can be derived from nouns and vice versa, and comparing with similar processes in English and other known languages

understanding how to construct concepts referring to people, places, things and events in building and varying the message, using:

- suffixes, including 'having', 'for want of', 'similar to', 'like'
- verbless sentences, for example, equative, descriptive, possessive
- verb categories, including intransitive, transitive, causative, inchoative, reflexive–reciprocal
- verb aspect, including continuous, transitory, perfective, imperfective
- verb-stem morphology, including compound verbs, reduplicated verbs, habitual/characteristic, derivation (for example, nouns into verbs).

expressing time, manner, attitude and place, using:

- elaborations of past tense
- temporal expressions, for example, 'beforehand', 'afterwards', 'too late', 'originally'
- expressions of frequency, immediacy and duration, for example, 'persistently', 'at once', 'a few times', 'for a while'
- attitudinal words, particles and interjections, for example, 'ought to'; 'I wish'; terms expressing endearment, embarrassment, 'shame', pity, including 'Don't know!', 'Really!', 'That's all!'
- locational cases as used in locative phrases, and extensions of these, for example,

expressing origin, causation

structuring and linking clauses, focusing on issues of agreement with transitive and intransitive verbs and using verb-linking devices such as serialisation

discussing relationships between the target language and other languages of the region, for example, shared words and structures

Investigate spoken, written and visual modes of communication and analyse the form and structures of different types of texts, including their use, function and relationship to social processes

[Key concepts: text structure, relationship; Key processes: analysing, investigating, linking, sequencing] ([ACLFWU122 - Scootle](#))



#### Elaborations

analysing a range of texts, identifying their function, use and relationship to different social processes, for example, declaring identity, acknowledging traditional belief systems and ancestors, passing on knowledge and information, mapping resources on Country and managing natural phenomena such as weather

understanding that Country/Place can be interpreted as text by a community

discussing ways in which songs function to stabilise language and meaning in ways similar to literature in other cultures

investigating the use of sign language in the target language community and its relation to spoken language

applying principles of text organisation when developing both oral and written texts and presenting ideas, noticing differences in form and function between the two modes of expression

linking and sequencing ideas to form cohesive texts, using appropriate grammatical forms and elements, for example, serialisation, connectives, embedding, headings and paragraphs

Investigate how connections between Law, story, ceremony, people and Country/Place are demonstrated and evident in community behaviour

[Key concepts: interconnectedness, human relationships, ownership, rights, responsibilities; Key processes: describing, explaining, investigating, exploring] ([ACLFWU123 - Scootle](#))



#### Elaborations

describing how ceremony, place and Law are connected through kinship, story and cosmology, and how these connections are demonstrated and reflected in community behaviour

explaining how art forms such as body markings, designs, paintings, funeral poles, songs and dances serve to identify people and places

investigating how social groups form patterns across and through generations and determine relationships, behaviours and marriage practices

understanding and discussing kinship as a system, and explaining its importance in maintaining and regulating social relationships in Aboriginal and Torres Strait Islander communities

exploring how patterns of ownership, management of land and associated stories determine rights and responsibilities with respect to that land

understanding that different roles and responsibilities in ceremonies are determined by kinship and social groupings

### Language variation and change

Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships

[Key concepts: respect, silence, kinship; Key processes: examining, explaining, analysing]

(ACLFWU124 - Scootle [↗](#))



#### Elaborations

examining how elements of communication such as gestures, facial expressions, choice of language and use of silence vary according to context, situation and kin relationships, for example, eye contact, pointing with lips

recognising there are specific ways of communicating messages that are linked with particular relationships, for example, in situations of bereavement or childbirth

distinguishing different registers of language, for example, mother-in-law language

investigating constraints that guide forms of address and social interactions such as in certain kin relationships

analysing intergenerational differences in language use, for example, young people's language when talking about popular culture, the strong 'right through' language of the older generation

explaining variations in language use that reflect different levels of formality, authority and status, for example, speech styles used with respected kin, ways of asking questions of different people

understanding connections between land, language and culture which are expressed by shifts



between languages and varieties of language

Understand that languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular [culture](#), media and new technologies

[Key concepts: contact, change; Key processes: exploring, observing, reflecting]

(ACLFWU125 - Scootle [↗](#))



Elaborations

exploring forms, usage, history and impact of contact languages, including creoles, pidgins and Aboriginal Englishes

observing changes to language that reflect changing lifestyles, cultural trends and emerging needs, for example, youth language, words and expressions associated with new technologies, the impact of music, popular culture and media

reflecting on changes in their own use of their first language(s) over time, noticing how and when new ways are adopted or existing ways adapted

**Language awareness**

Investigate and compare the ecologies of Aboriginal and Torres Strait Islander languages with Indigenous languages in other countries, and consider issues such as languages policy, [language](#) rights, [language](#) loss, advocacy, reform and multilingualism

[Key concepts: environment, boundaries, policy, revival; Key processes: researching, investigating, exploring, considering]

(ACLFWU126 - Scootle [↗](#))



Elaborations

investigating the geographical location of the target language and the number of its historical and contemporary speakers

considering the future prospects of the target language in the context of its current linguistic ecology

exploring the use of the target language, English, Aboriginal English and creoles in the speech community, and understanding the nature of Indigenous multilingualism

researching the impact on Aboriginal and Torres Strait Islander languages in general and on the target language in particular of historical events, government policies, legislation and judicial processes, such as stolen generations, mission schools and advocacy

identifying social and government policies and practices that have impacted positively on processes of language acquisition, for example, the performing of Welcome to Country and the Acknowledgement of Country at events, on television, in films; efforts to raise the profile of Aboriginal

and Torres Strait Islander languages in the wider Australian community and in particular geographical regions

investigating the situation of indigenous languages in other countries, for example, New Zealand, Hawaii, North America, Japan, Latin America, considering issues such as language rights, language endangerment, revival and reclamation, drawing comparisons with the situation of Aboriginal languages and Torres Strait Islander languages in Australia

understanding how the process of language-building expands existing linguistic and cultural resources in the Australian community

Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages

[Key concepts: ownership, ethical behaviour; Key processes: acknowledging, investigating, applying]

(ACLFWU127 - Scootle [↗](#))



#### Elaborations

using culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities

acknowledging cultural and intellectual property rights and copyright over language work, in relation to song holders, story keepers, language informers, composers and choreographers

understanding that permission and consent of the owners of languages must be sought when visiting Country/Place, investigating processes for seeking permission from cultural authorities to visit or to gain information about Country/Place/particular sites, stories and family histories

accessing, eliciting, recording and storing information appropriately according to cultural norms/mores

### Role of language and culture

Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge

[Key concepts: Indigenous knowledge, value transmission; Key processes: reflecting, exploring, analysing, comparing]

(ACLFWU128 - Scootle [↗](#))



#### Elaborations

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

reflecting on ways the target language community divides the natural and cultural worlds and comparing this to other indigenous and western systems of classification

analysing concepts related to cultural values in the language, including naming systems, such as kinship terms, nicknames, substitute words and pronoun systems, comparing to similar conceptual characteristics of their own language(s) and culture(s)

exploring how aspects of traditional culture and society have been preserved through the target language, and discussing the importance of maintaining Australian Aboriginal and Torres Strait Islander languages, for their speakers and for all Australians

identifying and discussing core cultural concepts reflected in Aboriginal languages and Torres Strait Islander languages, such as *respect, avoidance, reciprocity, obligation, responsibility*

understanding that culturally significant attitudes and beliefs conveyed through the target language are related to the past, to land, plants, animals and celebrations

identifying and comparing how attitudes or emotions or such as respect or embarrassment are shown/displayed/concealed across different languages and cultures

comparing non-verbal elements of communication such as the use of silence or eye contact in different cultural contexts and exchanges

considering how and why target language speakers use particular conversational strategies, such as indirect language to avoid conflict

recognising that there are multiple views on and partial explanations for many events and issues

reflecting on ways culture is interpreted by others, for example, by identifying how stereotypes influence perceptions among different groups and communities

understanding that each Aboriginal or Torres Strait Islander 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, water/ sea and language

### Role of language building

Investigate programs, initiatives and techniques that keep Aboriginal and Torres Strait Islander languages strong

[Key concepts: [language](#) maintenance, development, building; Key processes: discussing, exploring, investigating, evaluating, [language](#) building, [language](#) engineering]

(ACLFWU129 - Scootle [↗](#))



Elaborations

analysing domains of language use where language building has occurred, considering why this is the case and investigating some of the techniques used, for example, language engineering, adapting sounds, coining new words

understanding the importance of intergenerational collaboration and transmission in keeping languages strong, and discussing associated challenges

investigating programs and initiatives that maintain and strengthen language use, for example, school languages programs, bilingual education, research programs, recording and archiving of material, the creation/development of websites, databases and documentaries

exploring the role of advocacy in supporting the maintenance and development of languages and associated cultures

identifying keeping places for language texts and the contexts in which they exist, for example, in the community, national archives

understanding the importance of strong and viable Aboriginal and Torres Strait Islander languages for both Indigenous and non-Indigenous Australians

considering domains where the target language may grow in the future