



SAMPLE COURSE OUTLINE

ABORIGINAL LANGUAGES OF WESTERN AUSTRALIA
GENERAL YEAR 12

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Aboriginal Languages of Western Australia – General Year 12

Semester 1 – Unit 3 – People in the natural environment

Week	Learning contexts, content focus and assessment tasks	Key teaching points
1–7	<p>Learning context</p> <ul style="list-style-type: none"> relationships and responsibilities between people and Country, including oral language practices and technology <p>Content focus: language and social life; roles, relationships and responsibilities; language, culture and the environment; traditional language locations and links to the environment; traditional and Dreaming stories and story-telling.</p> <p>Assessment task 1 Response: Listening (Week 3) Listen to a text, spoken in the Language and respond in English or the Language to questions in English or the Language.</p> <p>Assessment task 2 Oral communication (Week 6) Participate in a conversation about the relationships and responsibilities between people and Country.</p>	<p>Introduction to the course and the unit Overview of the syllabus, the course outline for Unit 3 and the assessment outline for Units 3 and 4.</p> <p>Language knowledge and use Features of language</p> <ul style="list-style-type: none"> common vocabulary relating to the environment, relationships, responsibilities, oral language practices, technology and implements affixes in simple sentences, simple joining words in narrative (then, after that), noun classification, reciprocal and reflexive nouns, pronouns and/or verb tense appropriate use of question forms and responses, including non-verbal communication <p>Varieties of texts</p> <ul style="list-style-type: none"> simple description, explanation, procedure, interview, autobiography and biography, oral history, song, dance visual and written text types including multimedia: country and art, map, diagram, chart, list, report, documentary <p>Cultural understandings Country and community</p> <ul style="list-style-type: none"> roles, relationships and responsibilities of family and kin in own and other families seasonal activities and technology (past and present) <p>Learning and communication strategies as appropriate</p>
8–15	<p>Learning context</p> <ul style="list-style-type: none"> language revival and maintenance initiatives at the state level <p>Content focus: historical and current perspectives; development and impact of contemporary Indigenous languages; status of languages and reasons for differences in language health in WA; issues related to language revival and maintenance.</p>	<p>Language knowledge and use Features of language</p> <ul style="list-style-type: none"> affixes in simple sentences, simple joining words in narrative (then, after that), noun classification, reciprocal and reflexive nouns, pronouns and/or verb tense appropriate use of question forms and responses, including non-verbal communication expansion of metalanguage (in Language or English) to identify a range of language features and compare to English and other Aboriginal languages <p>Varieties of texts</p> <ul style="list-style-type: none"> simple description, explanation, procedure, interview, autobiography and biography, oral history, song, dance visual and written text types including multimedia: country and art, map, diagram, chart, list, report, documentary

Week	Learning contexts, content focus and assessment tasks	Key teaching points
	<p>Assessment task 3 Response: Viewing and reading (Week 9) Read/view texts in the Language and respond in English to questions in English.</p> <p>Assessment task 4 Written communication (Week 11) Describe the impact of Aboriginal English and Kriol on the local language.</p> <p>Assessment task 5 Externally set task (Week 13)</p>	<p>Cultural understandings Country and community</p> <ul style="list-style-type: none"> • roles, relationships and responsibilities of family and kin in own and other families • seasonal activities and technology (past and present) <p>Language and the environment</p> <ul style="list-style-type: none"> • seasonal activities <p>Language ecology</p> <ul style="list-style-type: none"> • language variety and use of different age groups • impact of contemporary Aboriginal languages, such as Aboriginal English and Kriol on the local language • status and differences in language health in WA, including regional language revival initiatives and issues <p>Cultural protocols in accessing, eliciting, recording and storing information</p> <ul style="list-style-type: none"> • practical skills for language recording • protocols for retrieving and recording information • storage and maintenance systems <p>Learning and communication strategies as appropriate</p>

Semester 2 – Unit 4 – Language today

Week	Learning contexts, content focus and assessment tasks	Key teaching points
1–8	<p>Learning context</p> <ul style="list-style-type: none"> language variety and change, including changing technologies <p>Content focus: key cultural practices, attitudes and beliefs; the influence of age of participants on language conventions and use; language varieties; influence of technology and media on language in today's world; influence of Australian government policies on language.</p> <p>Assessment Task 6 Response: Listening (Week 3)</p> <p>Assessment Task 7 Response: Viewing and reading (Week 6)</p> <p>Assessment Task 8 Oral communication (Week 8)</p>	<p>Introduction to the unit Overview of the course outline for Unit 4 and the assessment outline for Units 3 and 4.</p> <p>Language knowledge and use</p> <p>Features of language</p> <ul style="list-style-type: none"> affixes in more complex sentences, use of pronouns, noun class, verb tense, verb-pronoun-affix agreement vocabulary for comparison vocabulary relating to technology, language variety and change, Aboriginal world view, logic and timing culturally appropriate use of question forms to initiate and maintain conversations and to clarify ideas and information metalinguage appropriate to the above for discussion and comparison <p>Varieties of texts</p> <ul style="list-style-type: none"> simple description, explanation, procedure, interview, autobiography and biography, oral history, song, dance visual and written text types including multimedia: country and art, map, diagram, chart, brochure, list, letter, article, report, documentary archival record <p>Cultural understandings</p> <p>Country and community</p> <ul style="list-style-type: none"> cultural references to and interpretation of key practices, attitudes and beliefs <p>Language and the environment</p> <ul style="list-style-type: none"> similarities and differences between English and other Aboriginal languages <p>Language ecology</p> <ul style="list-style-type: none"> intergenerational change of language use, including technology/media and language in the workplace Australian government policies affecting language language revival and maintenance initiatives at state national and international level <p>Cultural protocols in accessing, eliciting, recording and storing information</p> <ul style="list-style-type: none"> develop practical skills in recording and retrieving language understand the system for accessing, retrieving and recording materials <p>Learning and communication strategies as appropriate</p>

Week	Learning contexts, content focus and assessment tasks	Key teaching points
9–15	<p>Learning context</p> <ul style="list-style-type: none"> national and international language revival and maintenance policies and initiatives <p>Content focus: Government policies affecting movement of language groups and use of language; national and international initiatives for language revival and maintenance; accessing, recording and retrieving language materials.</p> <p>Assessment Task 9 Written communication (Week 11)</p> <p>Assessment Task 10 Oral communication (Week 13)</p>	<p>Language knowledge and use</p> <p>Features of language</p> <ul style="list-style-type: none"> affixes in more complex sentences, use of pronouns, noun class, verb tense, verb-pronoun-affix agreement vocabulary for comparison vocabulary relating to technology, language variety and change, Aboriginal world view, logic and timing culturally appropriate use of question forms to initiate and maintain conversations and to clarify ideas and information metalinguage appropriate to the above for discussion and comparison <p>Varieties of texts</p> <ul style="list-style-type: none"> simple description, explanation, procedure, interview, autobiography and biography, oral history, song, dance visual and written text types including multimedia: country and art, map, diagram, chart, brochure, list, letter, article, report, documentary archival record <p>Cultural understandings</p> <p>Language ecology</p> <ul style="list-style-type: none"> language revival and maintenance initiatives at state, national and international level <p>Cultural protocols in accessing, eliciting, recording and storing information</p> <ul style="list-style-type: none"> develop practical skills in recording and retrieving language understand the system for accessing, retrieving and recording materials <p>Learning and communication strategies as appropriate</p>