



SAMPLE COURSE OUTLINE

ABORIGINAL LANGUAGES OF WESTERN AUSTRALIA
GENERAL YEAR 11

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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 11

Semester 1 – Unit 1 – The language in the local environment

Week	Learning context and content focus	Key teaching points
1–8	<p>Learning context</p> <ul style="list-style-type: none"> country and seasons <p>Content focus: physical features of the country; interdependence of environmental locations, seasons and plants; influence of weather and seasons on community life and activities; traditional bush foods (animals, plants) and their collection and use; current language locations; concepts of the protocols within the local community; diverse forms of communication; knowledge of the Dreaming.</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 Response: Viewing and reading (Week 5) Read/view texts in the Language and respond in English to questions in English.</p> <p>Assessment Task 3 Oral communication (Week 7) Explain the influence of the seasons on traditional community life.</p>	<p>Introduction to the course and the unit Overview of the syllabus, the course outline for Unit 1 and assessment outline for Units 1 and 2.</p> <p>Language knowledge and use Features of language</p> <ul style="list-style-type: none"> distinctive sounds of the language, sound and symbol relationships, orthography and syllables common vocabulary relating to the environment and seasons common nouns, common singular and non-singular pronouns and/or verbs, adjectives and affixes word order (flexible or specific) in simple formulaic phrases and sentences, such as simple commands, questions, greetings, descriptions, forms and protocols non-verbal communication basic metalanguage (to discuss features of language) <p>Varieties of texts</p> <ul style="list-style-type: none"> simple oral description, explanation, song and dance, Dreaming narrative <p>Cultural understandings Country and community</p> <ul style="list-style-type: none"> references specific to the local community, such as knowledge of the Dreaming, local place names and directions <p>Language and the environment</p> <ul style="list-style-type: none"> interdependence of environmental locations relationship between, and influence of seasons and weather on flora and fauna <p>Learning and communication strategies</p>

Week	Learning context and content focus	Key teaching points
9–15	<p>Learning context</p> <ul style="list-style-type: none"> history and health of the language of the local community <p>Content focus: traditional language locations, current language locations; history of the traditional language of the local community; language in the community; concepts of the protocols within the local community and for moving across boundaries; storage and maintenance processes.</p> <p>Assessment Task 4 Response: Viewing and reading (Week 9) Read about the history of the language community in the Language and respond to questions in English or the Language.</p> <p>Assessment Task 5 Writing (Week 12) Describe an Elder and their responsibilities as a community leader.</p>	<p>Language knowledge and use</p> <p>Features of language</p> <ul style="list-style-type: none"> distinctive sounds of the language, sound and symbol relationships, orthography and syllables common nouns, common singular and non-singular pronouns and/or verbs, adjectives and affixes word order (flexible or specific) in simple formulaic phrases and sentences, such as simple commands, questions, greetings, descriptions, forms and protocols basic metalanguage (to discuss features of language) <p>Varieties of texts</p> <ul style="list-style-type: none"> visual and written text types, including multimedia: country and art, diagram, map, drawing, informational chart, poster, picture dictionary, picture story, graffiti <p>Cultural understandings</p> <p>Country and community</p> <ul style="list-style-type: none"> appropriate behaviour relevant to the language in the local community (including sign, non-verbal language and register) <p>Language ecology</p> <ul style="list-style-type: none"> history and health of the language of the local community revival and maintenance initiatives in the local community, in particular for youth <p>Cultural protocols in accessing, eliciting, recording and storing information</p> <ul style="list-style-type: none"> protocols relating to Country within the local community respect for Elders as Country custodians basic storage and maintenance processes <p>Learning and communication strategies</p>

Semester 2 – Unit 2 – Past and present society

Week	Learning context and content focus	Key teaching points
1–5	<p>Learning context</p> <ul style="list-style-type: none"> identity, family and relationships <p>Content focus: family origins; the role of traditions and values in the language communities; social structure of the language community – family members, kin, totems; interdependence of relationships between people.</p> <p>Assessment Task 6 Response: Listening (Week 3) Listen to spoken texts in the Language and respond in English or the Language to questions in English or the Language.</p> <p>Assessment Task 7 Oral communication (Week 5) Participate in a conversation about traditions in the Language community.</p>	<p>Introduction to the unit Overview of the course outline for Unit 2 and assessment outline for Units 1 and 2.</p> <p>Language knowledge and use Features of language</p> <ul style="list-style-type: none"> stress patterns and rhythms in conveying meaning common vocabulary relating to people, family, relationships, kinship groupings common singular and non-singular pronouns, adjectives, time phrases and other adverbials and/or verb tense sentences, paragraphs and appropriate questions to access information, including non-verbal communication metalanguage <p>Varieties of texts</p> <ul style="list-style-type: none"> simple oral description, explanation, interview, autobiography and biography, oral history, song, dance visual and written text types, including multimedia: diagram, poster, picture story, educational game, bilingual dictionary <p>Cultural understandings Country and community</p> <ul style="list-style-type: none"> relationships between people, kinship and extended family, roles and responsibilities <p>Cultural protocols in accessing, eliciting, recording and storing information</p> <ul style="list-style-type: none"> respect for Elders as language specialists and in the local community appropriate forms of address and ways to retrieve information <p>Learning and communication strategies</p>

Week	Learning context and content focus	Key teaching points
6–10	<p>Learning context</p> <ul style="list-style-type: none"> family and community celebrations <p>Content focus: public ceremonies; community and family celebrations.</p> <p>Assessment Task 8 Written communication (Week 7) Create a narrative or a Dreaming story.</p> <p>Assessment Task 9 Response: Viewing and reading (Week 9) Read/view texts in the Language and respond in English or the Language to questions in English.</p>	<p>Language knowledge and use</p> <p>Features of language</p> <ul style="list-style-type: none"> stress patterns and rhythms in conveying meaning common vocabulary relating to celebrations, expressing time and order of events and simple comparisons common singular and non-singular pronouns, adjectives, time phrases and other adverbials and/or verb tense sentences, paragraphs and appropriate questions to access information, including non-verbal communication metalanguage <p>Varieties of texts</p> <ul style="list-style-type: none"> simple oral description, explanation, interview, autobiography and biography, oral history, song, dance visual and written text types, including multimedia: diagram, poster, picture story, bilingual dictionary <p>Cultural understandings</p> <p>Country and community</p> <ul style="list-style-type: none"> beliefs and celebrations <p>Cultural protocols in accessing, eliciting, recording and storing information</p> <ul style="list-style-type: none"> respect for Elders as language specialists and in the local community <p>Learning and communication strategies</p>

Week	Learning context and content focus	Key teaching points
11–15	<p>Learning context</p> <ul style="list-style-type: none"> attitudes to the language in the community and causes of language loss <p>Content focus: individual cultural heritage; language distribution and use; attitudes past and present; language shift and communication.</p> <p>Assessment Task 10 Response: Listening (Week 12) Listen to spoken texts in the Language and respond in English or the Language to questions in English or the Language.</p> <p>Assessment Task 11 Oral communication (Week 14) Deliver an oral presentation about your cultural heritage.</p>	<p>Language knowledge and use</p> <p>Features of language</p> <ul style="list-style-type: none"> stress patterns and rhythms in conveying meaning common vocabulary relating to people, family, relationships, kinship groupings, celebrations, expressing time and order of events and simple comparisons common singular and non-singular pronouns, adjectives, time phrases and other adverbials and/or verb tense sentences, paragraphs and appropriate questions to access information, including non-verbal communication metalanguage <p>Varieties of texts</p> <ul style="list-style-type: none"> simple oral description, explanation, interview, autobiography and biography, oral history, song, dance visual and written text types, including multimedia: diagram, poster, bilingual dictionary <p>Cultural understandings</p> <p>Language ecology</p> <ul style="list-style-type: none"> language distribution, use and attitudes in the language community why many languages have become endangered or extinct <p>Cultural protocols in accessing, eliciting, recording and storing information</p> <ul style="list-style-type: none"> basic storage and maintenance systems <p>Learning and communication strategies</p>