

LANGUAGES

**Framework for Aboriginal Languages and
Torres Strait Islander Languages
First-language learner pathway (L1)
Years F-10
For consultation**

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

ABOUT THE LEARNING AREA

Introduction

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

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

Learners of languages in Australia comprise 3 major groups:

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

Rationale

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

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

Learning language(s) develops learners’:

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

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

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

Aims

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

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

Structure

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

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

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

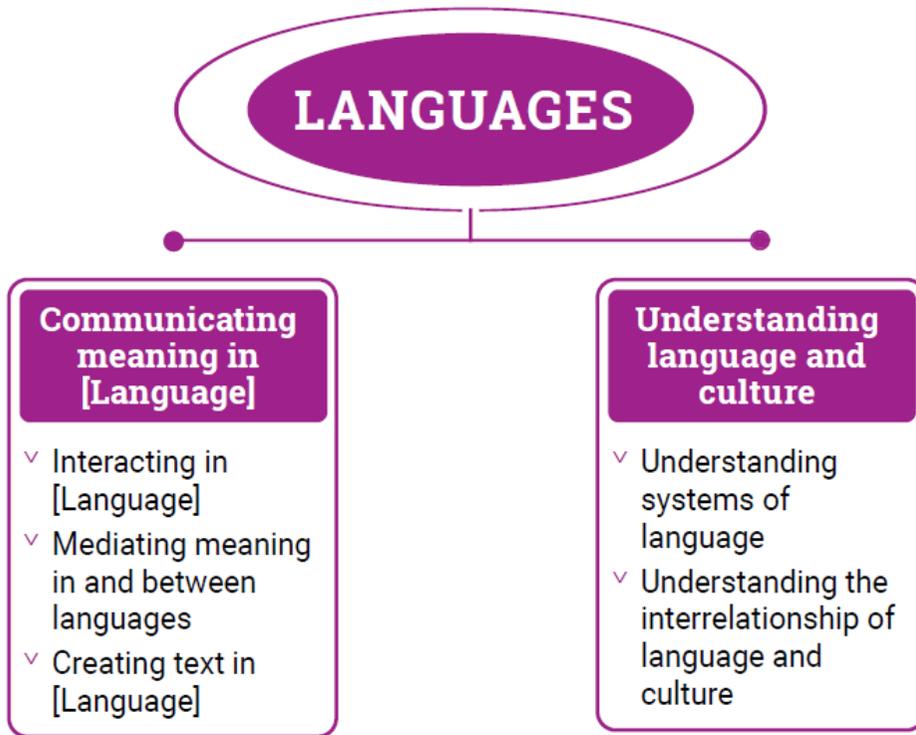


Figure 1: Languages content structure

Strand: Communicating meaning in [Language]

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

Interacting in [Language]

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

Mediating meaning in and between languages

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

Creating text in [Language]

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

Strand: Understanding language and culture

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

Understanding systems of language

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

Understanding the interrelationship of language and culture

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

Key considerations

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

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

Use of English

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

Macro skills

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

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

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

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

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

Texts

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

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

Protocols for engaging First Nations Australians

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

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

Meeting the needs of diverse learners

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

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

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

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

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

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

Key connections

General capabilities

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

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

Literacy

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

Learning an additional language(s) and English is mutually beneficial to literacy development. This is reflected in the links between language learning and the National Literacy Learning Progression (NLLP) in Languages. Content is linked to the expected level of literacy development that students, typically, would have achieved at each year/band of years. For example, students in Year 8 are likely to be operating at Level 6 in the Speaking sub-element of the

NLLP. These students may not be operating at Level 6 Speaking in a second or additional language(s). However, the teacher can make connections and draw on students' English literacy skills to support their learning of the second or additional language(s).

Intercultural Understanding

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

Critical and Creative Thinking

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

Personal and Social capability

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

Digital Literacy

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

Numeracy

Languages develops students' numeracy capability as they communicate in real or simulated real-life situations. Students use number in the target language to share information (time, directions, etc.) and understand how these might be represented in diverse languages and cultures. They use aspects

of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

Cross-curriculum priorities

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

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

Aboriginal and Torres Strait Islander Histories and Cultures

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

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

Asia and Australia's Engagement with Asia

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

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

Sustainability

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

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

Learning areas

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

Languages and English

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

Languages and Humanities and Social Sciences

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

Languages and The Arts

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

Resources

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

Language support resource

Each language curriculum has an optional support resource, developed to support teachers as they plan teaching and learning programs. This resource provides suggestions for sequential development in language structures and features, and thematic contexts for language use. Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. These documents are available as downloads.

ABOUT THE FRAMEWORK FOR ABORIGINAL LANGUAGES AND TORRES STRAIT ISLANDER LANGUAGES

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

Purpose

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

Background

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

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

Rationale

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

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

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

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

Structure

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

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

Each pathway has the following bands of years of learning:

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

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

Pathways

The three pathways are:

First-language Learner Pathway (L1)

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

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

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

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

Second-language Learner Pathway (L2)

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

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

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

Language Revival Pathway (LR)

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

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

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

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

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

Strands and sub-strands

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

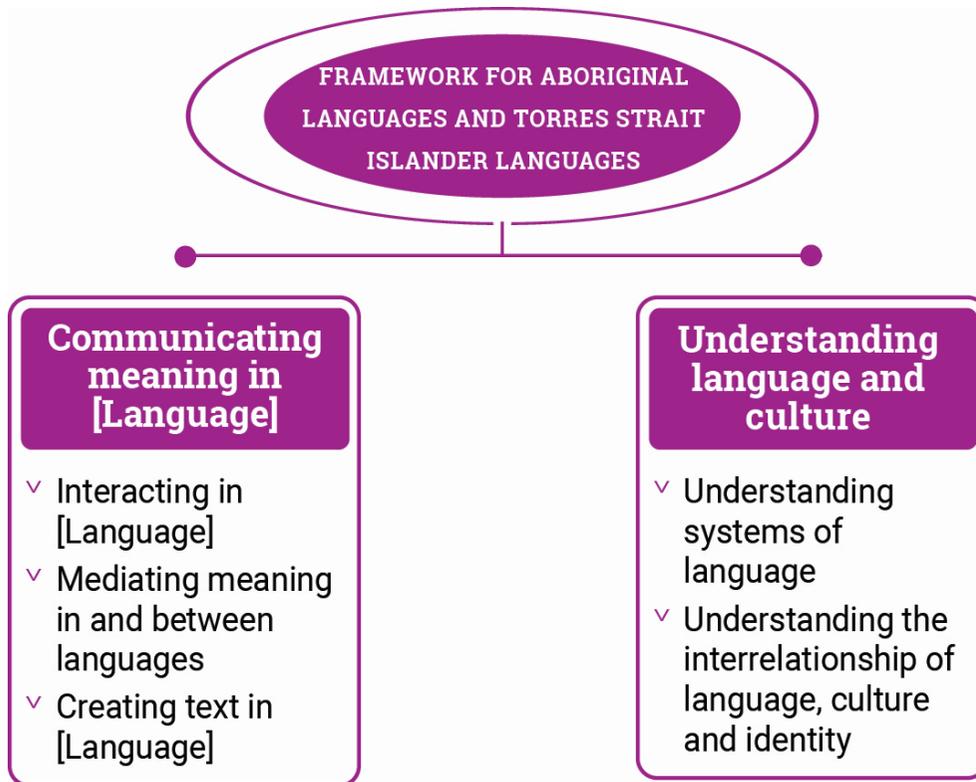


Figure 2: Framework content structure

Strand: Communicating meaning in [Language]

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

Interacting in [Language]

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

Mediating meaning in and between languages

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

Creating text in [Language]

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

Strand: Understanding language and culture

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

Understanding systems of language

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

Understanding the interrelationship of language, culture and identity

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

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

Introduction

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

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

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

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

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

Principles

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

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

Protocols

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

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

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

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

Developing language-specific curricula or programs

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

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

Determining the appropriate pathway

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

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

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

Adapting content

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

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

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

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

Developing literacy

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

Terminology

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

For example:

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

Abbreviations:

- ICIP – Indigenous Cultural and Intellectual Property

Accessing resources

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

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

FRAMEWORK FOR ABORIGINAL LANGUAGES AND TORRES STRAIT ISLANDER LANGUAGES L1 CURRICULUM ELEMENTS

Foundation

Year level description

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

Students experience and imitate the sounds and gestures of [Language]. They participate in shared listening to and viewing of texts that represent [Language] and [Language] contexts. Spoken, written and multimodal texts may include on Country/Place experiences, animated cartoons and films, conversations, performances, picture books, songs and stories, if appropriate. They may bring examples of known cultural contexts or texts to the classroom. They learn that language can be represented in different ways, including using gestures in [Language], art, performance and written forms. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else.

Achievement standard

By the end of the Foundation year, students use play and imagination to interact and create [Language] texts, with support. They identify that [Language] and English are different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

Foundation	
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>
<p>with support, recognise and communicate meaning in [Language]</p> <p>AC9L1FF01</p>	<ol style="list-style-type: none"> 1. using appropriate greetings when interacting with peers and teachers including terms of respect and forms of address for visiting Elders and/or community members 2. participating in routine exchanges such as responding to the class roll call or describing the season and weather, for example, choosing the picture and word for the season and weather of the day on a class calendar 3. participating in songs and chants by singing and performing actions, for example, singing and using gestures such as in 'Heads, Shoulders, Knees and Toes' in [Language] or using flashcards to match actions to words in [Language] and English 4. reproducing the sounds and rhythms of [Language] rhymes and songs by reciting, singing and imitating, for example, listening to sentences in Creation, Dreamtime or traditional stories and repeating the sentences with matching movements 5. transitioning to activities through traditional music, for example, moving to a new activity while singing in [Language] or dancing 6. responding to teacher and peers, for example, expressing thanks in [Language] 7. using [Language] to reinforce daily habits, for example, using flashcards to learn the names of daily habits such as handwashing and brushing teeth 8. responding to texts such as stories, rhymes and songs through role-playing or movement, illustrating characters, events or scenes, for example, singing '5 Little Ducks' or 'Twinkle Twinkle Little Star' in [Language] or replacing words in rhymes with [Language] 9. playing with [Language] in a tactile way such as fingerpainting or drawing in the sand, for example, putting down two shells on the ground with a flashcard of the number 2 in [Language] or grouping or sorting objects from Country/Place, shells, sticks or rocks 10. participating in simple dialogues through role-playing that involve taking turns, for example, playing shops using classroom objects such as 'boat, bucket, doll', choosing a toy or object by asking for it in [Language]

<p>explore, with support, language features of [Language] making connections between [Language] and English</p> <p>AC9L1FF02</p>	<ol style="list-style-type: none"> 1. using word walls to focus on words in [Language] and in English, for example, matching or sorting words using their starting letter to place on a word wall or playing bingo and using flashcards in [Language] 2. singing children’s songs in [Language] and comparing them with the English versions, for example, singing a school song with a verse in [Language] and in English 3. tracing simple words in both [Language] and English, noticing similarities and differences
<p>explore connections between language and culture</p> <p>AC9L1FF03</p>	<ol style="list-style-type: none"> 1. exploring different languages and cultures of class members and identifying different ways of expressing common terms such as <i>yes/no, greetings, hello, goodbye and thank you</i> in [Language] 2. sharing words and phrases they know in other languages and cultures with the class, for example, creating anchor charts for display or placing them on the classroom word wall 3. engaging with traditions, customs, traditional dress, food, in [Language]-speaking communities, for example, gardening for sustainability based on traditional foods and learning the name and season of the foods grown or dancing for parents or at community events in traditional dress 4. using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice and locate the language(s) of First Nations Australians in their local area and/or across Australia 5. noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians

Years 1–2

Band level description

In Years 1 and 2, [Language] learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with Elders and/or community members, peers and teachers through purposeful and structured activities involving listening, speaking, viewing and early writing skills. They interact in [Language] to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore and interact with [Language]-speaking communities on Country/Place. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.

Students recognise key words and phrases, imitate gestures and pronunciation, and use modelled language to communicate with others. They bring prior knowledge of oral language and gestures to the classroom. Students transition from spoken to written language and create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include on Country/Place experiences, animated cartoons and films, conversations, picture books, performances, songs and story books, if appropriate. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between languages and cultures.

Achievement standard

By the end of Year 2, students use [Language] to interact and share information related to Country/Place, the classroom and themselves. They use cues to respond to questions and instructions, using modelled language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students recognise and use the sounds and rhythms of spoken [Language]. They demonstrate understanding that [Language] has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of [Language] and English. They understand that [Language] belongs to Country/Place and People, and is connected with culture, and notice how this is reflected in their own language(s), culture(s) and identity.

Strand: Communicating meaning in [Language]		Years 1–2
Sub-strand: Interacting in [Language]		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>recognise and respond to modelled greetings, instructions and routines; and personal introductions</p> <p>AC9L1F2C01</p>	<ol style="list-style-type: none"> 1. interacting with peers, the teaching team, visiting Elders and/or community members, using appropriate ways of speaking, including terms of respect and forms of address, and using sign language as appropriate 2. participating in routine classroom or on Country/Place exchanges, such as responding to the class roll, asking and answering questions, making requests and expressing opinions in appropriate ways 3. participating in and contributing to discussions on Country/Place and in class using appropriate strategies for turn-taking 4. engaging in small and whole group discussions, listening to others and exchanging ideas on topics such as favourite books, seasons, animals and stories 5. encouraging and praising others using appropriate language and interaction behaviours 6. recounting experiences they have shared together, for example, giving a morning story, talking about meals they have shared, trips to the bush or town, school events, sports days or meeting special guests 7. using appropriate language and behaviours with Elders and/or community members, for example, showing respect by knowing not to intrude on Elders when they are in discussion and also when approaching sites of significance and Country/Place, for example, whispering, silences, making their presence known 8. identifying and naming features of Country/Place that belong to their own family and kinship groups, using drawings, maps or photos to explain to others 9. talking in appropriate ways about feelings and emotions and discussing possible strategies or responses when they experience such feelings, for example, role playing different scenarios and describing how they feel 10. talking about stories, songs and dances from their own traditional Country/Place and People, for example, talking about how if the wind blows in a southeast direction, this belongs to a tribe (and the child has a connection to the wind), if appropriate 11. describing the totems or colours of the tribe relevant to their own identity, for example, wearing tribal colours during NAIDOC week or any other significant celebrations 	
<p>participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues</p>	<ol style="list-style-type: none"> 1. participating in games, tasks, and activities that involve turn-taking, guessing, matching, and choosing objects, for example, categorising names of students in the class into clans, moieties and other sub-groupings, and where appropriate their affiliations with the natural environment, for example, salt versus fresh water, north versus south wind 	

<p>AC9L1F2C02</p>	<ol style="list-style-type: none"> 2. participating in action games and songs, for example, sand story telling or using toy animals to demonstrate or copy stories 3. listening to and following guidance from an Elder/community member, for example, gathering and using traditional materials such as ochre, nuts, twigs, bark, seeds, shells, feathers and decorating musical instruments, tools or making bush toys 4. working collaboratively on a class performance or activity, for example, creating a performance or video for a school assembly or making a class Big Book with a specific topic that delivers a key message 5. participating in group activities according to the seasonal calendar, for example, pointing to key areas of a floor seasonal calendar according to questions they hear such as <i>When is the perfect time to catch a (name) fish?</i> in [Language] 6. practising personal skills such as active listening and showing self-discipline and respect for others in interactive group situations, for example, playing 'pass the secret message' or playing 'Aunty Says' with different instructions
<p>Sub-strand: Mediating meaning in and between languages</p>	
<p>locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>AC9L1F2C03</p>	<ol style="list-style-type: none"> 1. listening for key information specific words and expressions in spoken texts, songs or stories, for example, listening to directions such as <i>north, south, east</i> and <i>west</i> in [Language] and the students turning in the right direction or moving towards the direction of winds 2. using [Language] to classify animals, plants and objects collected from home or from the local area, if appropriate, for example, edible/non-edible, meat/non meat, salt water/fresh water, day/night animals, wood/rock, rough/smooth, hard/soft, things that live in trees/in water, plants that grow together/alone, native/introduced animals 3. identifying and learning about language revival efforts, for example, listening to stories in [Language] or English from Elders and/or community members about their experience of acquiring or learning [Language] and asking questions 4. listening to Elders and/or community members stories about their local Country/Place in [Language], for example, stories about aspects of the past such as bush toys and children's games, hunting, fishing and gathering food, how food was prepared and cooked, implements used, animals that were eaten, ways of travelling from place to place, kinds of dwellings, how water was found and discussing how old ways inform current or future practices 5. listening to Rangers talk about dangerous animals or the environment and taking action, for example, tree planting or participating in a Clean Up day on the beach 6. naming and discussing key ceremonies and social or cultural events in [Language] such as the times of year at which they occur and associated activities in the community

	<ol style="list-style-type: none"> 7. learning to use the seasonal calendar to predict events, for example, listening in [Language] to a story about a bird flying in the sky and predicting that the story will then have windy weather 8. identifying, naming and labelling key places and topographical features such as creeks, springs or estuaries, using some location and directional terms such as <i>up, down, near, north</i>, etc. or labelling and drawing inside and outside body parts in [Language] 9. learning to use senses to read and listen to Country/Place with Elders' and/or community members' guidance, for example, by looking for tell-tale signs such as trees and branches, animal tracks and fruit fall, migratory birds, turtle tracks, animal behaviour or fresh diggings around a lair 10. recording information such as how many turtles come up on a beach or how many fish are caught in a day and representing information with pictures or words on a graph or table with teacher guidance
<p>notice that language carries cultural meaning in greetings, introductions, instructions and routines</p> <p>AC9L1F2C04</p>	<ol style="list-style-type: none"> 1. using classroom resources such as word banks, wall charts, visual dictionaries, word lists, and pictures to translate the meaning of words and expressions 2. explaining the meaning of words, phrases and gestures used in everyday contexts and situations, either from [Language] to another known language or vice versa 3. playing matching-pair games using words and phrases used in everyday conversations in [Language] and in other languages 4. showing others how different signs, hand talk, or gestures are used, especially for elements of the natural environment such as water and animals 5. creating bilingual/multilingual texts or resources for various purposes, for example, writing captions or texts in [Language] to match a story 6. noticing and naming symbols and explaining their meanings to others, for example, animal tracks or understanding the direction to take in a track, noticing bent branches 7. creating and performing short bilingual/multilingual chants, songs, raps that move between [Language] and other known languages 8. performing simple presentations for the school community that involve elements from both [Language] and other known languages, such as a contribution to an assembly or a performance for the wider community

Sub-strand: Creating text in [Language]

use words, familiar phrases and modelled language to create spoken, written and multimodal texts

AC9L1F2C05

1. presenting information in written form about the [Language] region, for example, about different weather and seasons of their Country/Place in a picture diary or a series of paintings or flashcards and annotating them with changes that occur throughout a year, including the seasonal behaviour of animals or plants that grow in particular seasons
2. presenting spoken information about the [Language] region, for example, in relation to animals, plants, food, artefacts, using key language in sentences and visual aids such as pictures with labels or captions
3. recounting details in chronological order about shared events, such as sports day, excursions or a class visit from an Elder, for example, by making a Big Book, digital presentation or display
4. using secure digital tools to record their ideas, for example, taking photos on Country/Place and recording voice observations or using modelled sentences to write or draw about events of the day
5. labelling aspects of daily routines, selecting captions or attaching word or sentence bubbles and sharing the information with others, for example, adding pictures of what to do when arriving at home, to school or on Country/Place and labelling it in [Language]
6. creating posters or a simple skit to convey important messages, for example, in relation to health and well-being or caring for Country/Place, for example, creating a poster or skit around healthy local food using modelled language or making a poster referencing the seasonal calendar
7. engaging in artistic activities such as creating dances, paintings, or visual designs inspired by [Language] and culture, for example, creating art based on the seasonal calendar such as paintings showing how Country/Place, land, waters, sky and all living things are connected and then contributing this art to a local art exhibition
8. describing oneself and their family, for example, by drawing pictures of immediate family members or creating a photo story or a family tree and labelling it with appropriate kinship terms
9. creating own imaginative stories using some modelled language

Strand: Understanding language and culture		Years 1–2
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>recognise that [Language] has an oral tradition and imitate the sounds and rhythms to construct meaning</p> <p>AC9L1F2U01</p>	<ol style="list-style-type: none"> 1. noticing words which sound similar or the same in [Language] but which have different meanings, for example, <i>bakir</i> can mean ‘rock’ and ‘money’ in Merim Mir of the Torres Strait Islands, or <i>walang</i> can mean ‘stone’ or ‘money’ in Wiradjuri (Wiradyuri) of NSW 2. identifying alphabet sounds that do not exist in English, for example, the rolling ‘r’ sound, ‘ng’ at the start of the word or ‘dh’ in different Aboriginal and Torres Strait Islander Languages 3. recognising the sounds and syllables of familiar spoken words, for example, jumping, clapping or drumming along to words with a different amount of syllables 4. noticing how words and expressions can be separated into syllables to fit different tunes and rhythms, for example, playing with pronunciation from a story such as ‘Brown Bear’ adapted to [Language] or in the story ‘The River’ 5. learning with the visual support of writing how speech sounds join to form syllables, morphemes and complete words and phrases, for example, <i>ebur</i> with the suffix <i>ira</i> becomes <i>eburira</i> ‘belongs to the bird’ in Meriam Mir of the Torres Strait Islands 6. recognising high-frequency sight words and morphemes, for example, using the board or flashcards to drill or play with words such as demonstrating changing meaning when words are added together 7. developing visual and morphemic knowledge to spell known or less familiar words 8. learning that writing systems represent sounds and meanings, for example, reading texts aloud to strengthen familiarity with sound-symbol relationships 	
<p>recognise that [Language] has language conventions and grammatical structures and has an oral tradition that can be represented in written form</p> <p>AC9L1F2U02</p>	<ol style="list-style-type: none"> 1. understanding word order differences compared to English or other known languages 2. recognising common prefixes and suffixes in the language and how they change a word’s function 3. identifying people, places, things, and events using nouns, pronouns and adjectives 4. using particular forms and structures in the language for specifying, identifying, describing, questioning, and commanding 5. observing the formation of new words within [Language], rather than through borrowing words from other languages, and finding examples in [Language] 	

	<ol style="list-style-type: none"> 6. checking for inclusion of relevant punctuation, including capital letters for sentence beginnings, full stops, question marks and exclamation marks 7. learning that written text in the language has conventions relating to words, spaces between words, layout on the page
<p>notice that [Language] has features that may be similar to or different from English</p> <p>AC9L1F2U03</p>	<ol style="list-style-type: none"> 1. recognising that written texts are made up of words, groups of words and illustrations or images that together make meaning 2. developing language awareness and using metalanguage to describe word types, for example, noun, verb, using available terminology in [Language], as appropriate 3. understanding that texts have a purpose, for example, Creation, Dreamtime or traditional stories, paintings, songs, dances and Country/Place experiences 4. understanding that there are different ways of telling a story, such as Elders yarning, through song, dance and music and associated visual design and through painting (body, bark, rock, sand) 5. recognising that communication can also occur through sign language in [Language] and English and can be the same or different, for example, nodding or using the hand signal for stop or using eyes to tell someone to go or to sit 6. noticing how texts such as storybooks are sequenced and organised in [Language] and English, for example, by identifying the main title and connections between pictures and written text 7. understanding that texts can take many forms; that they can be very short, for example, a sign, or quite long, for example, a story, song or multimodal presentation 8. recognising words in the language that are borrowed from English 9. recognising that some words in the language have come from other Aboriginal languages or Torres Strait Islander languages 10. noticing and describing Aboriginal languages and Torres Strait Islander languages words and phrases used in everyday Australian life

Sub-strand: Understanding the interrelationship of language, culture and identity

<p>recognise that Aboriginal languages and Torres Strait Islander languages belong to Country/Place and People AC9L1F2U04</p>	<ol style="list-style-type: none"> 1. understanding that there is varying strength and status of Aboriginal languages and Torres Strait Islander languages in Australia because of aspects such as not being allowed to use the language for a long time 2. understanding the diversity of Aboriginal and Torres Strait Islander languages in Australia through viewing traditional and contemporary songs and dances from other Country/Place and People 3. understanding that each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are the language owners or Custodians 4. developing an understanding of the protocols surrounding the retelling and sharing of stories 5. recognising that Aboriginal languages and Torres Strait Islander languages have been maintained and passed down through generations by an oral tradition of storytelling, performances, songs and viewing Country/Place as text 6. recognising that Elders are the ideal primary source of language knowledge and that archived documentation or recording of Elders is often necessary as a way of rebuilding [Language] 7. considering why learning an Aboriginal and/or Torres Strait Islander language is important
<p>notice that people use language in ways that reflect cultural identity AC9L1F2U05</p>	<ol style="list-style-type: none"> 1. understanding the purpose and significance of Welcomes to Country and Acknowledgements of Country 2. sharing experiences of participating in a Welcome to Country and/or Acknowledgement of Country 3. noticing respectful behaviors in the presence of visiting Elders and/or community members and during visits to important sites 4. noticing how respect for Elders, community members and Country/Place is built into [Language] 5. celebrating significant dates and understanding the reasoning behind the event, for example, NAIDOC week 6. exploring the concept of collective identity, including symbols, flags and items of traditional clothing 7. recognising the relationship between language, place, and family in the formation of identity, for example, visiting a local meeting place and understanding the significance of it throughout the generations 8. recognising significant symbols and features in language and culture, for example, in song, visual design and dance moves 9. acknowledging that a first language is a birthright which establishes their identity with respect to Country/Place and its traditions 10. orally identifying which Country/Place belongs to their mother's side and which to their father's side

Years 3–4

Band level description

In Years 3 and 4, [Language] learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with Elders and/or community members, peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use [Language] to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. They bring their experience of interacting in [Language] in their local community to the classroom. In informal settings, they use local and digital resources to explore [Language]-speaking communities on Country/Place. They may continue to need support through modelling, scaffolding, repetition and the use of targeted resources.

Students develop active listening skills and use gestures, words and modelled expressions, imitating [Language] sounds, pronunciation and intonation. They bring knowledge of words and expressions from their local community to the classroom. They use their literacy capabilities in [Language] and/or English to recognise some similarities and differences between [Language] and English, such as the use of alphabets to transcribe both languages. They locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed [Language] texts such as on Country/Place experiences, advertisements, animated and digital games, performances, picture books, recipes, songs, stories, and timetables, if appropriate. They recognise that language and culture reflect practices and behaviours.

Achievement standard

By the end of Year 4, students use [Language] to initiate structured interactions to share information related to Country/Place, the classroom and their personal worlds. They use familiar language to participate in spoken and written activities that involve planning and transacting. They locate, organise and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use familiar and formulaic language and basic syntax to create texts.

Students use the sounds, tones, pronunciation and intonation patterns of spoken [Language]. They demonstrate understanding that [Language] has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in [Language] and make comparisons between [Language] and English. They understand that the [Language] language is passed down from generation to generation by its Custodians and is connected with cultural identity. They identify how this is reflected in their own language(s), culture(s) and identity.

Strand: Communicating meaning in [Language]		Years 3–4
Sub-strand: Interacting in [Language]		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>initiate exchanges and respond to modelled questions about self, others, and learning environment, using formulaic expressions</p> <p>AC9L1F4C01</p>	<ol style="list-style-type: none"> 1. using appropriate ways of talking and interacting in different social situations or with different social groups, including talking to people from different areas/Countries/Places or Elders and respected community members 2. negotiating and following class rules and demonstrating understanding of class/school/teacher/community expectations in relation to respectful relationships, behaviour, and ways of talking in class, at school and on Country/Place 3. engaging in face-to-face or online discussions with other young language learners to exchange information about cultural practices, experiences and shared interests, for example, discussing traditional ways of preventing sickness and staying healthy or comparing how they get to and from school 4. participating in class, group and paired discussions, noticing and talking about how the same event can be presented from different perspectives, for example, comparing experiences of participating in traditional dances from different cultures and languages 5. using the language of classroom interaction, for example, by asking relevant questions, prompting and checking individual and group understanding 6. sharing and describing recent events, pastimes and personal experiences, for example, a sporting event, a fishing trip, a trip to a waterhole, calling in on family or visiting a neighbouring community 7. providing opinions about personal interests and leisure activities, for example, expressing preferences for traditional games, music, dances, or sports specific to their culture 8. talking about significant people in their lives, staying safe and healthy, and role playing ways of asking for assistance 	
<p>participate in activities that involve planning with others, using a range of familiar phrases and modelled structures</p> <p>AC9L1F4C02</p>	<ol style="list-style-type: none"> 1. following instructions from Elders and/or community members, for example, learning to make necklaces or making bush shampoo after collecting beans, shells etc 2. using [Language] in action games, and to compose dancing and songs such as teaching each other string games to make different animals 3. working with visual, print and digital modes of expression to create texts such as invitations to or programs for a class performance or event, for example, a digital PowerPoint to present about a market night or preparing art annotated with [Language] for a fundraiser 	

	<ol style="list-style-type: none"> 4. engaging in shared tasks which involve planning and collaborating, for example, rehearsing for presentations and performances, such as performing a skit or dance for a school assembly 5. participating in national and local community celebrations and significant events, for example, NAIDOC Week, Reconciliation Week, Harmony Day and Mabo Day 6. collaborating to create a shared text in [Language], for example, a digital photo story after a class activity or event such as an overnight camping trip on Country/Place or at school 7. developing language that supports planning of learning tasks and activities, for example, organising a class garden and taking roles such as working on a persuasive task such as encouraging participation in a water-saving program and justifying reasons for this 8. knowing appropriate questions to ask specific audiences, for example, formulating appropriate types of questions to ask a class visitor or Elder and/or community member, such as open and closed questions and when, why and how questions 9. conducting, recording and presenting observations and findings of collaborative science experiments, for example, monitoring the water in a tank for trout, recording the growth of corn or beans from a seed or going through the process of incubating and hatching eggs 10. collaborating to design an item such as a [Language] flag, instrument, tool, logo or totem that incorporates elements of importance to the [Language] community, for example, making traditional hand shakers using recycled and traditional materials and painting a flag under the handle for a performance 11. participating in shared reading of texts or activities with lyrics of songs, self-correcting when the reading does not make sense, using pictures, context, meaning, phonics and grammatical knowledge to help comprehension
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Sub-strand: Mediating meaning in and between languages

locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts

AC9L1F4C03

1. learning key information about Country/Place from Elders and/or community members or Rangers, for example, after a guided walk on Country/Place with an Elder, drawing and labelling different tracks and writing captions and comments in [Language] to make a class book
2. making and recording observations of habitats and how living things such as insects, frogs or plants develop through their life cycles, recognising the effect of different environmental factors on these cycles
3. listening to Elders and/or community speakers telling stories and singing songs and making connections with their own lives, for example, hearing from Elders about only collecting some turtle eggs to maintain the life cycle of turtles and understanding how to apply sustainability in their own futures
4. creating and responding to task cards for a treasure hunt with directions or pictures, using words such as *near* and *far*, *above* and *below*, *beside* and *opposite* in [Language]
5. mapping Country/Place in various forms, for example, on paper, online, in sand or mud, labelling key landmarks, topographical features and infrastructure and key community facilities, indicating distances and describing Country/Place from a birds-eye view, for example, mapping a local waterhole
6. comparing photographs, journals and drawings from the past to the present, identifying and discussing elements of both change and continuity, for example, using the book 'My Place' to compare the past and present
7. comparing traditional and contemporary roles and places in the community, for example, the roles of storekeeper, ocean diver, nurse, teacher, park ranger, traditional healer and people responsible for Law, song and dance and places such as settlements, schools and roads and tracks
8. identifying and recording indicators of seasonal and weather changes and using this to describe the seasons, for example, behaviour of animals, reptiles, birds, insects, plants or changes in wind direction
9. asking Elders and/or community members or visiting a community organisation, art centre or First Nations Knowledge Centre about traditional objects such as baskets, carvings, canoes, instruments, tools, mats etc, and identifying and describing how they are used, how they are made and maintained, what materials they are made from
10. researching information through websites, books or asking Elders, Rangers and community members about practices that care for Country/Place, for example, waterhole management and protection, fire management, flora and fauna management
11. collecting information about each other's likes, dislikes or interests to create a class profile, chart or database, using checklists, surveys or question cues, for example, asking each other about favourite animals, food, hobbies or their learning goals in [Language]

	<ol style="list-style-type: none"> 12. listening to Rangers and writing short stories based on the information that has been shared, for example, hearing about sharks swimming into warmer waters to during breeding time and writing a diary from the perspective of the shark in [Language] 13. conveying understanding of plot and sequence in texts, for example, by re-creating a sequence using a storyboard, labelling key events or creating a timeline with supporting commentary
<p>develop strategies to comprehend and adjust [Language] language in familiar contexts to convey cultural meaning</p> <p>AC9L1F4C04</p>	<ol style="list-style-type: none"> 1. translating short, simple spoken texts, such as instructions or procedures, for example, how to make a coolamon or fishtrap, or how to dig for honey ants, identifying words and phrases that have more than one meaning 2. identifying concepts, practices and expressions in the language which do not easily translate into English, and vice versa, for example, the number system, time, terms for colour, daily and seasonal cycles, kinship terms, environmental sounds and elements such as noises made by different birds 3. translating and matching words to describe family and relationships in the language and English, finding examples of words that have no English equivalents 4. demonstrating and explaining to others elements of non-verbal communication in the language that require interpretation, such as hand talk, sign language, facial expressions, eye contact or lip pointing 5. creating bilingual/multilingual texts to promote school or community events, such as, invitations, brochures, digital presentations, posters, maps, newsletter items 6. creating bilingual/multilingual resources for 'buddy classes', for example, stories, animations or vocabulary games 7. creating bilingual/multilingual texts such as cartoons, songs, photo stories, reflecting on how different meanings are communicated in different languages for different audiences
<p>Sub-strand: Creating text in [Language]</p>	
<p>create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions</p> <p>AC9L1F4C05</p>	<ol style="list-style-type: none"> 1. creating profiles of significant people to present to the class, for example, Elders who have made significant contributions to the community, music groups, celebrities or community leaders 2. creating and editing a presentation that includes text, images and sounds to record and explain aspects of life in their school, community or region 3. recounting an event, an experience or a journey such as a hunting trip, for example, providing details such as how they travelled, who was with them, what animals they tracked and sighted, who cooked the animal 4. writing procedural texts, for example, a recipe including how to grow, prepare and cook food, or simple instructions on how to make and decorate tools, replica artefacts

	<ol style="list-style-type: none"> 5. creating an informative or imaginative video clip, for example, promoting sustainable practices through using a story board to create and plan the story such as demonstrating how to husk a coconut or how to look after waterways 6. telling a story through mime, photo stories, e-books, dance or drawings, for example, composing songs in groups based on a story line to share with peers, or giving a show and tell about an object or topic of interest 7. designing visual representations, such as artworks, concept maps or posters, to showcase their local community activities such as a fishing event, bottle canoe racing or creating a poster to represent the clans and their shields, if appropriate 8. composing dialogues between real or imagined characters in challenging or amusing situations, using expressions and behaviours that convey emotion or humour 9. telling the story of a real or imagined journey with characters, places or animals and presenting them through performance, digital display or visual representation such as shadow puppets to entertain younger audiences
<p>Strand: Understanding language and culture Years 3–4</p>	
<p>Sub-strand: Understanding systems of language</p>	
<p>Content descriptions <i>Students learn to:</i></p>	<p>Content elaborations <i>This may involve students:</i></p>
<p>recognise and use modelled combinations of sounds, pronunciation and intonation patterns of [Language] to form words and phrases</p> <p>AC9L1F4U01</p>	<ol style="list-style-type: none"> 1. recognising that there are constraints in the ways speech sounds may be ordered to form words, for example, sounds allowed at the beginnings and ends of words or consonants that may cluster together 2. noticing the role of parts of the mouth, nose and throat in the production of speech sounds 3. linking written morphemes, words and phrases with the spoken forms of the language 4. reading, reciting or retelling Creation, Dreamtime or traditional stories with a focus on pronunciation 5. linking written devices/techniques to spoken differentiation between statements, questions, requests, exclamations, as well as to beginnings, pauses and ends 6. using knowledge of sound–symbol correspondences to read syllables and familiar words, phrases, sentences and extended texts aloud 7. using morphemes and syllabification to break up simple words and using visual memory to write more complex or less familiar words 8. identifying different uses of commas in texts, including to separate clauses and items in a list and associating this with pauses when reading connected text

	<p>9. paying attention to consistency in spelling, checking spelling using dictionaries (if available) and other sources such as linguists or Elders and/or community members</p>
<p>recognise [Language] language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9L1F4U02</p>	<ol style="list-style-type: none"> 1. identifying patterns in languages, such as free and fixed word order and tenses in verbs, making sentences without verbs, for example, <i>This (is) my bag</i> in [Language] 2. adding a suffix to a verb to describe the number of people doing the action in simple sentences, for example, <i>I sing, you sing, they sing, we sing</i> in [Language] 3. discussing the formation of words, for example, the addition or change of a suffix or prefix to convey different meanings 4. describing how word classes are treated differently in the language and in other known languages, including English, for example, the use of number in nouns and pronouns (singular, dual, plural) 5. using collective nouns for family members to describe kinship 6. noticing similarities between particular vocabulary sets in languages from the same region, such as words for body parts 7. recognising temporal expressions, for example, day–night cycle, lunar and seasonal cycles, <i>before, after, soon, recent, long ago</i> in [Language] expressions for cosmological time 8. applying emerging knowledge of text conventions using classroom models, for example, determining points in written versions of oral texts at which commas, full stops and paragraph breaks might be used
<p>recognise familiar [Language] language features and compare with those of English, in known contexts AC9L1F4U03</p>	<ol style="list-style-type: none"> 1. becoming familiar with the conventions of a range of text types, for example, narratives, reports and instructions 2. developing metalanguage for talking about language, for example, noun phrases, suffixes, prefixes, transitivity, for example, experimenting with ways of approaching verbs such as <i>I sit, you sit, they sit, we sit</i> (exclusive and inclusive) in [Language] 3. distinguishing the purpose of a text and its features, for example, a local story to teach a lesson with a beginning, middle, end and a problem with a solution or a seasonal calendar to teach knowledge of Country/Place and People 4. recognising language features such as metaphor and symbols typically associated with familiar texts, for example, using directional features in [Language] in a seasonal calendar or how metaphors in stories relate back to the meaning 5. investigating the purpose and use of sign language, for example, for hunting, for recently bereaved, for communicating at a distance, for restricting who can understand the message

	<p>6. identifying differences between spoken and written texts, for example, by comparing a written story with a spoken version of the same story</p>
<p>Sub-strand: Understanding the interrelationship of language, culture and identity</p>	
<p>recognise that Aboriginal languages and Torres Strait Islander languages are passed down by Custodians from generation to generation AC9L1F4U04</p>	<ol style="list-style-type: none"> 1. understanding that there is varying strength and status of Aboriginal languages and Torres Strait Islander languages in Australia because of aspects such as not being allowed to use the language for a long time and due to displacement 2. exploring ways communities are revitalising or continuing language, for example, learning about ceremonies and traditions from Elders and/or community members or performing with and for Elders who have passed the knowledge down 3. developing an understanding of the protocols surrounding the retelling and sharing of stories 4. understanding the importance of story and informal yarning in passing on and sustaining language, culture, and traditional knowledge 5. exploring ways that language and culture have been maintained and strengthened in their community, for example, by using the language in families and school language programs and story-telling and recording stories in written form 6. understanding that for many Aboriginal languages and Torres Strait Islander languages conventions of written text are in the process of being developed, for example, grammar guides and websites being developed
<p>identify connections between [Language] language, culture, Country/Place and identity AC9L1F4U05</p>	<ol style="list-style-type: none"> 1. understanding how the Welcome to Country relates to own tribe, Place and their families, for example learning through watching tribal Elders and/or community members perform Welcome to Country 2. giving a Welcome to Country in [Language] with support, for example, doing part of the Welcome to Country with a group of students 3. demonstrating respectful behaviors in the presence of visiting Elders and/or community members and during visits to important sites 4. learning from Elders and/or community members about roles and responsibilities in caring for Country/Place and how this connects to the importance of preserving cultural heritage 5. knowing that certain songs, dances, items, tools, places are only allowed for people with cultural connections to them, for example, some sacred places are for men or women only

	<ol style="list-style-type: none"> 6. exploring cultural practices and language related to foods, for example, doing gardening and using [Language], such as feasting on the bogong moth or celebrating when a sand bar opens by eating fresh water fish and prawns 7. identifying and discussing the meanings of personal and family names and how this relates to identity, reflecting ancestral connections to the land, waterways, sea, or sky, for example, making links between names and land when a name has originated from Country/Place 8. talking about ways a community expresses elements of identity, for example, community activities such as Rangers helping students identify and name local sea grasses and native birds so that students feel connected to Country/Place or running other community events with a focus on sharing information about local practices or culture 9. identifying and naming traditional Country/Place of parents and grandparents within their local area, for example, using a short family tree to introduce themselves in this context in modelled [Language]
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Years 5–6

Band level description

In Years 5 and 6, [Language] learning builds on each student's prior learning and experiences with language. Students communicate and work in collaboration with Elders and/or community members, peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in [Language] to exchange information and ideas relating to their interests, school and local environment, and engage with [Language]-speaking communities on Country/Place in person or via digital access. They work independently and/or in groups to collaborate and share learning, with support. Students use print and digital resources to extend their learning.

Students engage with a range of spoken, written and multimodal texts that may include on Country/Place experiences, invitations, notes, performances, posters, procedures, songs and stories, if appropriate. They may share authentic resources from their community with their peers. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values.

Achievement standard

By the end of Year 6, students initiate and use strategies to maintain interactions in [Language] language that are related to their experiences and views. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in [Language] or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a range of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of pronunciation and intonation in spoken [Language] to enhance fluency. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in [Language]. They compare language structures and features in [Language] and English, using some metalanguage. They show understanding of why language should be revived and how some language reflects cultural practices. They consider how this is reflected in their own language(s), culture(s) and identity.

Strand: Communicating meaning in [Language]		Years 5–6
Sub-strand: Interacting in [Language]		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and learning environment</p> <p>AC9L1F6C01</p>	<ol style="list-style-type: none"> 1. discussing shared cultural values that they see as being important to family, school and community, for example, respecting Elders and/or community members, caring for the land, waters, sky and community 2. demonstrating being a responsible speaker or listener appropriate to the audience and context, for example, welcoming an Elder and/or community member or thanking appropriately 3. engaging in conversations and discussions with guest speakers, using culturally appropriate interaction protocols such as active listening behaviours, asking questions and offering opinions and ideas 4. discussing similarities and differences between languages and analysing how marriage affects languages in families, talking about how language varies in students' families and how knowing these languages develops own understanding of culture(s) and identity 5. showing interest and respect for others by expressing praise and encouragement, for example, appreciating cultural performances or recognising accomplishments within their cultural context 6. identifying and discussing behaviours that contribute to their own physical health and well-being, for example, identifying how significant people in their lives influence them to act or behave in culturally appropriate ways 7. sharing and explaining opinions about issues of shared interest, for example, parental, school and community expectations, peer pressure and intergenerational perspectives, identifying possible points of agreement or tension 8. understanding and discussing trust and social media, for example, who a real 'friend' is when online and comparing this with relationships with important people in their community life such as parents, Elders and/or community members 9. persuading others in the class to consider a particular point of view or action, for example, debating topics such as 'Summer is better than winter' or 'Country living is better than city living' 10. discussing and evaluating protective behaviours to stay safe in different situations, including near water or roads, in the bush or when a person or situation makes them feel uncomfortable or unsafe such as walking alone in the dark 	

<p>participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas</p> <p>AC9L1F6C02</p>	<ol style="list-style-type: none"> 1. teaching younger children, under the guidance of Elders and/or community members, how to prepare food, make different traditional tools or how to weave a basket 2. collaboratively planning a new indoor or outdoor game to play, negotiating rules and teaching others how to play in [Language] 3. writing and recording a story or song in groups in [Language] about the school to present to others, for example, on an open night 4. engaging in shared tasks, for example, adding written and recorded information about plants and plant uses to label vegetation around the school, for example, <i>The lomandra plant has parts that are edible. Its seeds can make flour. It is moist and tastes a little like cucumber. It can also be dried and used in weaving</i> in [Language] (example from Merim Mir of the Torres Strait Islands) 5. contributing to national and local celebrations and significant events, for example, NAIDOC Week, Reconciliation Week, Harmony Day, Mabo Day, Children’s Day, Flag Day 6. preparing for tests in pairs or groups by playing games based on revision questions, providing feedback and advice to each other when necessary 7. collaborating with Elders and/or community members about plans to help the community such as planning to work on the water filter to help the community and school 8. using a list of previously learnt appropriate questions to participate in respectful discussions with Elders and/or community members, for example, asking <i>What was your job when you were young?</i> in [Language]
<p>Sub-strand: Mediating meaning in and between languages</p>	
<p>locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose</p> <p>AC9L1F6C03</p>	<ol style="list-style-type: none"> 1. reading/viewing/ listening and obtaining information from community texts such as posters from health clinics, school magazines or community notices and creating an announcement, news piece or advertisement for it 2. researching healthy ways of eating, identifying what is available from Country/Place or the community store and keeping a diary of food consumption over a week, analysing how much bush food is in their daily diet 3. investigating with Elders and/or community members some common bush medicines, talking about how they are used for different purposes, recording details through photos, pictures, diagrams, captions, descriptions, commentary 4. observing and reading signs of Country/Place, such as the presence of bees, changing colours of bark, different tracks, tides, seaweed dumps, burnt ground, regeneration of vegetation, special (warning) calls of birds, ripening of fruit, changes in the night sky and discussing what this means

	<ol style="list-style-type: none"> 5. working with Elders and/or community members to map community-wide links between families according to traditional kinship systems, for example, skin, clan, moieties, other social grouping 6. writing narratives about their community's past and present based on researched facts, characters and events, for example using a story shared by an Elder as starting point 7. responding to a creative contemporary text by manipulating the original, drawing inspiration from First Nations storytelling techniques and cultural perspectives, such as reimagining a traditional story in a modern context or incorporating Aboriginal languages and Torres Strait Islander languages and symbolism 8. participating in and responding to shared and guided reading of traditional and contemporary texts, for example, by retelling or re-enacting the story to others in spoken, written, or multimodal form, by creating a timeline of events or a profile of a favourite character 9. creating profiles of characters, providing physical and character descriptions and examples of their ways of communicating and behaving, for example a digital profile, drawing or a mime
<p>apply strategies to interpret and convey meaning in [Language] language in familiar non-verbal, spoken and written cultural contexts</p> <p>AC9L1F6C04</p>	<ol style="list-style-type: none"> 1. translating a range of familiar texts, for example, information from a health clinic, songs, reports, recounts, using visual and print dictionaries, word lists and pictures 2. translating texts such as songs and stories, identifying culture-specific concepts and expressions that do not easily translate into English, for example, language related to artefacts, landforms, traditional foods, kinship terms of address, name substitutes 3. explaining visual design and performances to others, including the use of symbolism 4. showing others how different signs and hand talk are used and explaining their meaning and symbolism 5. creating a bilingual/multilingual brochure or poster about their community for a visitor, including a map of key features, protocols, cultural information or posters to promote health and well-being 6. creating bilingual/multilingual texts such as stories, cartoons, songs, photo stories, and reflecting on how different meanings are communicated in different languages for different audiences 7. identifying and working out the meaning of unfamiliar English words and expressions used in other curriculum areas, including technical language, and discussing how they would explain their meaning in the language, for example, paper, Bunsen burners, safe houses, GPS, photocopying, clicking and dragging 8. identifying and discussing contexts in their community where translators and interpreters are required

Sub-strand: Creating text in [Language]

create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type

AC9L1F6C05

1. planning, rehearsing and delivering short presentations, providing key details in chronological sequence such as describing milestones or significant events in their lives that have shaped their identity
2. creating a class book or digital display about topics they have been studying in their language classes and/or other curriculum areas
3. recounting events from someone else's perspective, for example, writing an imagined diary of a well-known person from history, using descriptive language to describe feelings and actions
4. organising and presenting information about traditional and contemporary aspects of the [Language] culture, for example, art, dance, sports, and artefacts, for example, contributing to a webpage/blog with photos, videos and written descriptions
5. writing narratives about their community's past and present based on researched facts, characters and events
6. writing procedural texts, for example, how to play a computer game, sport or playground game
7. creating and performing imaginative texts such as stories, songs, raps and skits based on a stimulus concept, theme or resource, and incorporating elements of humour to entertain others
8. creating and presenting real or imaginative texts, incorporating humorous and expressive language to entertain younger audiences, for example, audio Big Books, puppet plays, cartoons or short video clips, selecting language and images that enrich the visual or listening experience
9. creating family history/life stories, identifying values and practices that keep families strong, such as working together

Strand: Understanding language and culture		Years 5–6
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases</p> <p>AC9L1F6U01</p>	<ol style="list-style-type: none"> 1. understanding how to use sound–symbol relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and sound changes 2. reading short stories aloud with peers focusing on appropriate intonation, stress and tone to share meaning 3. transcribing elements of spoken language using their knowledge of the language and its writing system 4. using tone, intonation and movement to tell an engaging story in [Language] with developing fluency 5. paying attention to consistency in spelling, checking spelling with Elders, grammar guides, using dictionaries and other sources 6. observing and talking about where pronunciation of [Language] occurs in the mouth, thinking about the tongue, lips and throat and the shape of the mouth when speaking 	
<p>use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts</p> <p>AC9L1F6U02</p>	<ol style="list-style-type: none"> 1. making comparisons and identifying patterns in and between languages, for example, free and fixed word order, tense in verbs, use of affixes versus prepositions 2. changing tenses of verbs by adding a suffix to a base verb 3. demonstrating main topical areas of vocabulary, for example, groupings of natural species, cardinal directions, kinship system, and contrast these with English vocabulary groupings 4. using collective nouns for family members to describe extended kinship 	

<p>compare some [Language] language structures and features with those of English, using some familiar metalanguage</p> <p>AC9L1F6U03</p>	<ol style="list-style-type: none"> 1. working with of a range of text types, for example, listening to interviews of Elders' stories and connecting these with a timeline and reading a matching biography 2. developing metalanguage for talking about language, for example, noun phrases, suffixes, prefixes, transitivity, for example, understanding ways of approaching verbs such as <i>I sit, you sit, they sit, we sit</i> (exclusive and inclusive) in [Language] 3. distinguishing the purpose and reason for a range of texts such as different types of archived language texts, for example, dictionaries with recordings of words, stories and their translations, grammar guides or children's books 4. explaining own or others artwork or visual representations of stories through labelling or describing metaphors or symbols 5. recognising language features typically associated with familiar texts, for example, the use of imperatives in games, instructions and procedures, and the use of past tense in traditional narratives and recounts 6. linking ideas using appropriate grammatical forms, for example, connectives, serialisation, embedding
<p>Sub-strand: Understanding the interrelationship of language, culture and identity</p>	
<p>understand how [Language] and all Aboriginal languages and Torres Strait Islander languages can be revived, maintained and strengthened</p> <p>AC9L1F6U04</p>	<ol style="list-style-type: none"> 1. exploring some of the complexities, challenges and barriers involved in keeping oral traditions strong 2. recognising the importance of cultural ownership and traditional kinship systems in songs, stories, dances, tools and designs, where specific cultural groups hold custodial rights and responsibilities over these expressions 3. understanding that songs, stories, dances and designs are connected through and belong to kinship and other social groupings, place, history and story 4. recognising and using principles and protocols of cultural safety when engaging with cultural material or property, for example, seeking permission and explaining the purpose of a visit to someone else's property or Community by writing an entry letter 5. exploring ways that language and culture have been maintained and strengthened in their community, for example, by using the language in writing, recording, archiving material, media services, ceremonies, celebrations, songs, and music, visual design 6. engaging and asking questions of local community members about the history and experiences of their language(s), for example, asking in [Language] which aspects of language they learned through songs and stories 7. researching how local language has developed and identifying historical connections to other local languages

<p>recognise that identity is shaped by language, culture and Country/Place and that this impacts on communication</p> <p>AC9L1F6U05</p>	<ol style="list-style-type: none"> 1. identifying examples of language that carries cultural elements, for example, Welcome to country and/or Acknowledgement of Country, place names, greetings 2. presenting a Welcome to Country in [Language] 3. using appropriate language and behaviours for different relationships, considering cultural contexts, such as understanding protocols of respect when interacting with Elders or in-laws 4. learning from Elders and/or community members about roles and responsibilities in caring for Country/Place such as understanding land management practices, for example, fire management practices 5. understanding that there are open and closed versions of stories and ceremonies and discussing why this 6. exploring cultural practices and language, for example, using an open fire place in traditional cooking as an oven, knowing the names of vegetables, fish and reflecting on how this way of cooking is linked to own Country/Place and People, and own identity 7. identifying markers of identity across cultures, including family, community, location, language, age, and gender, and considering how these markers manifest differently in various cultural contexts 8. recognising the role of identity in contributing to individual, group, and community well-being, such as how cultural pride and connection to culture, Country/Place and People can positively impact mental health and social cohesion 9. identifying and naming traditional Country/Place of parents and grandparents, for example, discussing the boundaries of their parents' and grandparents' clans using a family tree to introduce themselves in this context in [Language] 10. investigating and explaining appropriate behaviours for different relationships, such as friends, boyfriends/girlfriends, right skin marriage partners and in-laws
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Years 7–8

Band level description

In Years 7 and 8, [Language] learning builds on each student's prior learning and experiences. Students use [Language], in person or via digital access, to interact and collaborate within the classroom and on Country/Place. They listen, speak, read and view, and write to exchange information, ideas and opinions about their worlds. They work increasingly independently, individually and in groups, and continue to receive feedback and support from Elders and/or community members, peers and teachers as required.

Students access a range of spoken, written and multimodal texts from an increasing range of authentic, traditional and contemporary sources which may include on Country/Place experiences, advertisements, audio and video clips, feature articles, performances, stories and songs, if appropriate. They may source texts and other resources from their community to share with peers. Students use their [Language] and/or English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between [Language] and English language structures and features. They recognise that language choices reflect cultural identity, beliefs and values.

Achievement standard

By the end of Year 8, students initiate and maintain interactions in [Language] in familiar and unfamiliar contexts related to a range of experiences and perspectives. They use [Language] to problem-solve and justify, and adjust language in response to others. They interpret and analyse information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions, manipulating language to create texts.

Students apply the conventions of spoken [Language] to extend fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They explain structures and features of [Language] text, using metalanguage. They reflect on how [Language] Custodians pass down knowledge and cultural norms, and how these are interconnected with identity. They reflect on their own language(s), culture(s) and identity.

Strand: Communicating meaning in [Language]		Years 7–8
Sub-strand: Interacting in [Language]		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others</p> <p>AC9L1F8C01</p>	<ol style="list-style-type: none"> interacting in a range of contexts and situations that involve different ways of communicating, for example, using deferential speech styles with Elders and/or community members maintaining kinship, skin ship, moiety and cultural Lore in interactions, and more informal styles with close family members and peers developing language to support and extend discussion and debate, for example, by inviting opinions or further elaboration, clarifying or justifying their own statements and responding to others' perspectives providing encouragement or critical feedback to others in constructive ways comparing personal reflections on shared past events or experiences such as visiting a metropolitan centre, a school excursion or a camp, noticing differences in their responses and perspectives inviting Elders, community members or First Nations organisations to discuss and ask their advice and guidance regarding exploring options to achieve future goals, aspirations and career paths discussing their role and involvement in community events such as men's and women's business, if appropriate, ceremonial events, Sorry Business, local sport or celebrations participating in debates and discussions on social, environmental or educational issues that impact on their community, for example, effects of mining, farming practices, commercial fishing or effects of tourism on community life expressing points of view regarding issues affecting Country/Place such as managing feral animals, endangered animals, introduced species, water quality, adequate infrastructure, public amenities and health care discussing with peers matters such as the intergenerational passing down of knowledge, the use of social media, the role of organisations caring for Country/Place and traditional land and sea/water management practices, and summarising points of view 	
<p>collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events</p> <p>AC9L1F8C02</p>	<ol style="list-style-type: none"> negotiating arrangements and solving problems that arise during collaborative learning tasks, weighing up alternatives, managing different opinions and perspectives respectfully and reaching shared decisions discussing plans for school or community celebrations or events, considering participants' roles, responsibilities and relationships, and deciding on appropriate and effective ways of communication developing an audio-visual text about an educational, community, social, environmental or health issue, for example, the importance and benefits of learning [Language] at school 	

	<ol style="list-style-type: none"> 4. learning from Elders and/or community members to make their own hunting and gathering tools such as fishing nets, spears, digging sticks, baskets, and explaining the cutting, cooking and sharing of traditional foods, performing hunting activities that are guided by Elders or community members and learning how to use all the senses along with use of signs and gestures to facilitate a successful hunt 5. considering options and reaching shared decisions with Elders and/or community members when planning performances or presentations such as to showcase their language and cultural Lore 6. 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 7. participating in a simulated job interviews as either the employer or prospective employee, taking turns in the respective roles
<p>Sub-strand: Mediating meaning in and between languages</p>	
<p>interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience</p> <p>AC9L1F8C03</p>	<ol style="list-style-type: none"> 1. researching social, economic and community issues from the past and the present, suggesting possible solutions and presenting findings by writing a report or giving a presentation 2. investigating how practices have changed, evolved and adapted over time, for example, those associated with trading, land, sea, fire and waste management, fishing and hunting, farming methods, trading of ochre and artefacts 3. researching seasonal calendars from diverse First Nations Peoples, for example, burning time, waterhole maintenance, sea grass watch, turtle tagging, and comparing these practices to western practices 4. documenting different animal and plant species and developing a photographic record or portfolio with commentary or annotations to explain different parts and features and connection to Country/Place and People 5. consulting with Elders to assist in classifying living things according to Indigenous taxonomy systems 6. investigating how traditional methods of farming and gathering natural resources can be used to strengthen linguistic, cultural, economic and business opportunities and sharing findings in their preferred presentation mode 7. using cultural protocols to interview an Elder or community member to gain a historical perspective about the use [Language], and presenting findings in formats such as digital presentations, posters, wall charts or oral summaries 8. reading or viewing local media reports to gather information about current or proposed community initiatives and projects, evaluating pros and cons and likely impacts on community and environment 9. gathering and presenting information about the nature of community roles and responsibilities, for example, who has the rights for getting food from different places, practices relating to food gathering, distribution of

	<p>food from a hunting trip, the awarding and use of different cuts of meat, special ways of cooking, cutting and sharing traditional food</p> <ol style="list-style-type: none"> 10. researching and reporting on traditional ways of caring for Country/Place and community health in consultation with and under the supervision of Elders and/or community members for example, finding and preparing bush medicines 11. listening and responding to stories from Elders explaining how the actions of Ancestral Beings created the landscape, and natural resources of their Country/Place 12. describing aspects of artistic expression, for example, traditional and contemporary paintings, design, 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 13. moving between languages by reading aloud or retelling stories in [Language] and explaining meaning in English
<p>interpret and adjust non-verbal, spoken and written language to convey meaning in [Language] language in familiar and some unfamiliar cultural contexts</p> <p>AC9L1F8C04</p>	<ol style="list-style-type: none"> 1. comparing published English translations of texts in [Language] such as stories, or song lyrics, and commenting on how well the translations have captured meaning of original spoken or written text 2. viewing First Nations art or cultural heritage sites captured in photos/pictures of Country/Place and identifying and interpreting significance and connection to community 3. discussing the effectiveness and accuracy of subtitles for films, video clips or documentaries in [Language] or English, finding examples of meaning 'lost in translation' 4. applying culturally appropriate and ethical behaviour when interpreting and translating, and considering potential consequences of inaccurate interpreting and misunderstandings 5. cross referencing meaning of words or phrases using appropriate resources to translate meaning and consulting with Elders and/or community language Custodians to ensure the accuracy of the translation of [Language] 6. using strategies to interpret meaning when translating and creating texts such as understanding that there is literal meaning (word-for-word translation) and reading for cultural reading

Sub-strand: Creating text in [Language]

create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context

AC9L1F8C05

1. creating a short documentary, using digital tools, to record and present, for example, information about their school, community, or social and cultural events
2. creating an interactive or multimodal presentation for younger children or for the community that highlights the benefits of maintaining and strengthening their language
3. writing a report or creating a commentary of an event such as a football match, school camp, school dance or music festival
4. creating a multimodal advertisement using persuasive language to advocate for traditional medicines, bush foods, or a community event
5. reporting on their own or others' experiences of events using formats such as personal recounts, blogs or digital/oral presentations
6. interviewing and writing a biography of a significant individual from their community or region, for example, a community leader, musician, artist, sports person
7. creating texts such as blog posts or articles for school newsletters or social media sites, or to local media, on social and environmental issues
8. creating and sharing spoken, written or multimodal texts, that express their sense of identity, such as identity maps or family trees that describe significant life events, such as community and language affiliations, people and travel experiences
9. creating an annotated timeline of key milestones in a significant event or achievement such as the National Apology, Sorry Day, the Referendum, the Freedom Ride, Native Title, the Uluru Statement from the Heart, and the people who brought about change such as Uncle David Unaipon, Eddie Mabo, Charlie and Rachel Perkins, Adam Goodes, Doris Pilkington
10. writing a review and appreciation of an event celebrating the diversity of First Nations art, dance, artefacts, song etc
11. creating a story about an imagined hero or heroine who has the qualities and attributes of significant First Nations People that you admire and respect
12. composing the lyrics to a ballad, poem or song praising significant Elders, community members or family members and their role in passing on [Language] and cultural heritage

Strand: Understanding language and culture		Years 7–8
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>apply knowledge of conventions of spoken [Language] to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts</p> <p>AC9L1F8U01</p>	<ol style="list-style-type: none"> 1. communicating effectively by using appropriate register and intonation when interacting in spontaneous conversations with family and/or community members 2. reading aloud a real or imaginary story to younger students using appropriate intonation, stress and tone to share meaning 3. retelling a Creation, Dreamtime or traditional story to younger students to model spoken language and share and strengthen connections to Country/Place and People 4. comparing speech-sound constraints in different Aboriginal languages and Torres Strait Islander languages, for example, sets of vowel and consonant phonemes, allowable combinations of sounds, rules for word stress 5. developing metalanguage to describe and talk about sounds and phonology such as the articulation categories in Aboriginal languages and Torres Strait Islander languages, for example, articulation at lip or soft palate (peripheral), involving the flat of the tongue (laminal), or obstructing the air passage with tip of the tongue (apical) 6. applying knowledge of shape of the mouth, position of tongue etc when pronouncing words, phrases and expressions 7. sharing phonological knowledge of own Aboriginal languages and/or Torres Strait Islander language(s) and recognising similarities and differences and discussing how uniqueness of sounds are connected to Country/Place and People 8. using their knowledge of alphabetic conventions to transcribe speech sounds, syllables and words in [Language] 9. transcribing spoken language, using a range of alphabetic and punctuation conventions, supported by their grammatical and vocabulary knowledge of [Language] 	

<p>apply understanding of grammatical structures and expressions to compose and respond to texts</p> <p>AC9L1F8U02</p>	<ol style="list-style-type: none"> 1. identifying a range of case marking in [Language] such as using nouns and noun suffixes, verbs and verb suffixes and suffixes to create new words 2. using suffixes to indicate past, present or future, to show habitual and intentional actions/events and to express number singular, dual or plural 3. showing how verbs are derived from nouns 4. recognising 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 5. developing an understanding of transitive and intransitive verbs, including devices such as embedded clauses and suffixes to link verbs to the same doer 6. demonstrating the main topical areas of the vocabulary, for example, groupings of natural species, cardinal directions, kinship systems, and contrasting these with English 7. discussing relationships between [Language] and languages of the region, for example, common words and structures 8. using a Languages map, identifying neighbouring languages and comparing similarities and differences for words and terms among languages 9. sourcing digital resources to hear how other, regional languages sound and discussing their diversity 10. linking and sequencing ideas using appropriate grammatical forms and language features such as connectives 11. editing their own and/or peers' texts for word-choice, spelling, grammar and punctuation 12. understanding how the process of language-building expands existing linguistic and cultural resources in the Australian community 13. acknowledging the cultural and intellectual property rights and copyright of the sources of their language work, for example, applying the rules of ICIP
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<p>reflect on similarities and differences between [Language] and English language structures and features, using metalanguage</p> <p>AC9L1F8U03</p>	<ol style="list-style-type: none"> 1. discussing how of songs can demonstrate the structure and complexity of [Language] and how songs are a means of assisting the maintenance and continuity of language 2. understanding challenges of translating and interpreting songs from [Language] to English 3. comparing the structure of song in [Language] with the structure of songs in English, such as repetition of song lines, words and expressions, compared with stanzas and choruses 4. comparing the use of verbal, non-verbal and sign language to convey meaning, such as ways of agreeing or disagreeing, or expressing feelings, or providing directions 5. 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 6. understanding the cultural appropriateness that guides language use in particular circumstances such as protocols as part of Sorry Business, or loss of a community member 7. recognising that there are ways of communicating that are associated with particular relationships and situations, for example, ways of behaving during Sorry Business, at community events or meetings, topics only suitable for young people, the use of hand signs and body language, and silences, or appropriate eye contact 8. understanding when to use different registers of language, for example, language of ceremony, kinship terms of address, register used when communicating with Elders and/or community members 9. observing how language evolves and changes to reflect changing lifestyles, cultural trends and emerging needs, for example, language of young people, new technologies, language associated with music and media 10. understanding how different generations use [Language] to communicate, for example, how young people might communicate using different modes, in spoken or written language with a peer as opposed to an Elder 11. understanding connections among Country/Place, People and language, and that these are reflected in dialect differences between clan groups 12. understanding that Aboriginal languages and Torres Strait Islander languages have a variety of forms, including creoles, pidgin English and variations of Aboriginal English 13. noticing and explaining the influence of English on [Language] such use of singular, dual and plural forms, shortening words by omitting suffixes
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Sub-strand: Understanding the interrelationship of language, culture and identity

reflect on how language Custodians pass down knowledge and cultural norms from generation to generation

AC9L1F8U04

1. understanding how communication through dance, painting, song, weaving, wood carving are connected to Country/Place and People and are cultural ways for remembering and sharing knowledge
2. discussing how shared stories and songs link neighbouring First Nations Peoples, support maintenance and continuity of identity and connection to Country/Place and People
3. understanding how the phases of life from childhood to adulthood have kinship practices, rights and obligations to Country/Place, for example, changes in ways of referring to people or developmental building of cultural knowledge to care for Country/Place
4. understanding that knowledge is shared when community deems it appropriate, for example, stories are shared when a person is ready and responsible to receive that knowledge
5. creating a family tree to discuss how structure, roles and relationships are determined by kinship protocols, such as those associated with marriage, caring for others, cultural obligations
6. consulting with Elders on how ownership and management of Country/Place, land, waters, sky and all living things and associated stories determine rights and responsibilities
7. exploring how visual design and performing arts illustrate connections between rules, Lore and kin systems
8. understanding cultural Lore for behaviour associated with cultural practices and traditions, for example, birth, naming, funerals, ceremonies and repatriation
9. listening to and receiving guidance from Elders and/or community members on the roles and responsibilities of ceremony, place and Lore and these are connected through kinship, story and cosmology and how they are demonstrated in community behaviour
10. reading, listening to or viewing a range of texts, which connect to knowledge and understanding of the language, people, Country/Place of the area such as a Creation, Dreamtime or traditional story which explains Ancestors, identity and belief systems
11. understanding the importance of intergenerational collaboration and passing down of knowledge in keeping [Language] strong and discussing some of the associated challenges
12. engaging in intergenerational passing down of cultural knowledge, skills and understandings such as gathering of resources, foods and recording cultural events and ways of cultural expression
13. understanding their role as contemporary documenters and users of the language, for example, by interviewing Elders and community members and transcribing stories and history
14. understanding that permission and consent must be given by Traditional Owners when guests are visiting their Country/Place

	<p>15. ensuring that linguistic and cultural knowledge information is appropriately stored according to cultural norms/mores, and identifying places for keeping language texts and resources, for example, in the school, community or national archives</p>
<p>reflect on and explain how identity is shaped by language, cultures, and County/Place</p> <p>AC9L1F8U05</p>	<ol style="list-style-type: none"> 1. reflecting on how First Nations Australians from different nations express their group identity, for example, through kinship, totems, practices and symbols such as Welcome to Country, flags, Indigenous rounds in sporting competitions 2. reflecting on ways [Language] community divides the natural and cultural worlds and comparing this to other Indigenous and western systems of classification 3. understanding that culturally significant attitudes and beliefs conveyed through Aboriginal languages and Torres Strait Islander languages are related to the past, to land, plants, animals, and celebrations 4. understanding concepts related to cultural values in [Language], for example, naming systems, kinship terms, nicknames, substitute words and pronoun systems 5. reflecting on how their biography, including family origins, traditions, beliefs, practices, interests and experiences, shape their sense of identity and ways of communicating 6. discussing identity and connections to lands, waters, sky and all living things, culture and language for the health and well-being of individuals and community 7. exploring how language is important in maintaining traditional culture and society in relation to First Nations peoples and to all Australians 8. identifying and discussing core cultural concepts reflected in Aboriginal languages and Torres Strait Islander languages, such as respect, avoidance, reciprocity, obligation, responsibility 9. considering how and why [Language] speakers use particular conversational strategies, such as indirect language to avoid conflict 10. drawing on their own experiences of using [Language] and English in different contexts to consider how language can be empowering or inclusive 11. identifying and comparing how emotions or attitudes such as respect, confidence, or happiness are expressed in local and regional languages and cultures 12. recognising that there are multiple views on and explanations for events and issues and that these can influence identity 13. reflecting on ways culture is interpreted by others, for example, by identifying how stereotypes influence perceptions among different groups and communities

Years 9–10

Band level description

In Years 9 and 10, [Language] learning builds on each student’s prior learning and experiences. Students use [Language] to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with users of [Language] in the community and online events on Country/Place. They may raise awareness of, and facilitate class involvement in, community events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from Elders and/or community members, peers and teachers.

Students access an increasing range of authentic and purpose-developed resources which may include on Country/Place experiences, traditional and contemporary performances, songs and stories, audio and video clips, feature articles, television programs and social media, if appropriate. They may source resources from their community to share with peers. They expand their knowledge and control of [Language] pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, beliefs and values.

Achievement standard

By the end of Year 10, students contribute to and extend interactions in [Language] related to diverse contexts and perspectives. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create and respond to texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex structures to sequence events and enhance meaning and cohesion.

Students apply and adjust features and conventions of spoken [Language] to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of [Language] texts, using metalanguage. They understand that there are protocols that relate to learning and using [Language]. They reflect on their own cultural perspectives and identity, and draw on their experience of learning [Language] to evaluate how this learning influences their ideas and ways of communicating.

Strand: Communicating meaning in [Language]		Years 9–10
Sub-strand: Interacting in [Language]		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others</p> <p>AC9L1F10C01</p>	<ol style="list-style-type: none"> 1. interacting with Elders and/or community members to document their cultural knowledge, skills and understandings and history of Country/Place and People 2. extending the language of discussion and debate, for example, clarifying or justifying their own statements, responding to others' perspectives and using reflective and/or evaluative language, accepting or refusing others' ideas and points of view by providing evidence for their agreement or disagreement 3. providing encouragement or critical feedback to when reviewing peers' work in constructive ways, for example, <i>I think your wording is great but you haven't captured the notion of ... how about you say ...; I think you have taken the translation out of context in this situation, I think here it means ... what do you think?</i> in [Language] 4. reflecting on shared experiences, such as visiting museums, exhibitions, sites of cultural significance, repatriation sites and evaluating differences in their responses and perspectives 5. sharing past and current events or experiences with teachers and peers and discussing how these events and experiences develop connection to Elders, community and Country/Place 6. discussing their plans and aspirations for the future, the pros and cons and the benefits and challenges they may face, for example, cultural responsibilities and obligations, further study, career paths, travel etc 7. using deferential speech styles with Elders and/or community members maintaining kinship, skin ship and moiety cultural lore in interactions 8. debating social, environmental or educational issues that impact on their community, for example, effects of mining, farming practices, commercial fishing or effects of tourism on community life 9. identifying issues affecting Country/Place and People, and debating possible solutions for these issues such as cultural and economic aspirations regarding co-management with and involvement of First nations in tourism, managing feral and monitoring, endangered animals, re-introducing native species, revegetation, water quality, adequate infrastructure and health care 10. discussing issues regarding First Nations Peoples in local or national mainstream news media and sharing their own points of view, ideas and perspectives with teacher and peers 	

<p>contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences</p> <p>AC9L1F10C02</p>	<ol style="list-style-type: none"> 1. using the language of negotiating to solve problems that arise during collaborative learning tasks, weighing up alternatives, managing different opinions and perspectives respectfully and reaching shared decisions 2. discussing their role(s) and involvement in assisting Elders and community members in planning, organising and managing school and/or community events such as First Nations family night, NAIDOC week and Reconciliation week, school or local sport, celebrations of men's and women's business, if appropriate, ceremonial events, Sorry Business or passing away of an Elder or community member 3. developing a persuasive audio-visual text to promote awareness and invite action on an educational, community, social, environmental or health issue, for example, the importance and benefits of maintaining traditional methods to care and protect Country/Place 4. consulting with Elders and/or community members to source the correct material and technique if appropriate, to make their own hunting and gathering tools such as fishing nets, spears, digging sticks, baskets, personalising the markings according to clan traditions and stories, discussing the cutting, cooking and sharing of traditional foods and showcasing their achievements for the school community 5. collaborating with Elders and/or community members to facilitate the organising of different forms of cultural expressions and opportunities for students to experience cultural immersion 6. negotiating the possible scenarios in simulated job interviews and then presenting role-plays to teacher and peers, taking the part of either the employer or prospective employee, taking turns in the respective roles 7. participating in hunting and gathering activities guided by Elders or community members, for example, identifying animal tracks, gauging wind and other climatic factors for boomerang throwing, using knowledge of seasonal changes to cool burn and gathering foods, applying all the senses along with use of signs and gestures to facilitate a successful outcome, being mindful of dangers such as poisonous snakes 8. considering options and reaching shared decisions with Elders and/or community members when planning dance or song performances and/or presentations such as to showcase their language and cultural Lore 9. collaboratively planning and presenting a short documentary, for example, on an aspect of community life, Country/Place, an environmental or ethical issue, a good news story or a community or school achievement 10. working together to develop and design a yarning circle space to provide students with a cultural setting to discuss their perspectives on new initiatives and/or school issues that concern them, inviting Elders, community members and the school community to participate and contribute 11. starting to take some leadership role(s) with guidance from Elders in cultural activities such weaving, smoking ceremony. art, song, dance, boomerang throwing, guided bushwalking
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Sub-strand: Mediating meaning in and between languages

evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience

AC9L1F10C03

1. accessing and reviewing resources such as Wellama, regarding restoration of Country/Place and how students can use these resources to reframe in their own context to document cultural expressions and heritage
2. canvassing differing opinions and perspectives on matters such as the intergenerational passing down of knowledge, the use of social media, caring for Country/Place, summarising arguments and points of view and reporting findings back to peers using verbal, written or multimodal forms of presentation
3. listening, reading or viewing local media reports to gather information about current or proposed community initiatives and projects, evaluating pros and cons and likely impacts on community and environment and writing a letter to the editor lending their support or objecting to the initiatives or projects
4. researching social, economic and community issues from the past and the present, suggesting viable solutions and presenting findings by writing a report or an article in the school newsletter or secure school social media platform
5. researching how practices and stories have evolved and adapted over time, for example, those associated with trading, land, sea, fire and waste management, fishing and hunting and farming methods
6. researching and presenting information about First Nations Peoples' methods of sustainability, for example, cultural flows, using natural resources for First nations aspirational business opportunities such as farming of barramundi to service local communities and businesses, harvesting seaweed and feeding to livestock to reduce methane emissions
7. investigating and explaining seasonal calendars from diverse First Nations Peoples, for example, burning time, waterhole maintenance, sea grass watch, turtle tagging, and comparing these practices to western practices
8. consulting with Elders and/or community members to assist in classifying different animal and plant species according to Indigenous taxonomy systems, and developing a photographic record or portfolio with commentary or annotations to explain different parts and features and connection to Country/Place and People
9. using cultural protocols to interview an Elder or community member to gain a historical perspective about the use of [Language], and presenting findings in formats such as digital presentations, posters, wall charts or oral summaries
10. researching and presenting information about the nature of community roles and responsibilities, for example, who has the rights for getting food from different places, practices relating to food gathering, distribution of food from a hunting trip, the awarding and use of different cuts of meat, special ways of cooking, cutting and sharing traditional food

	<ol style="list-style-type: none"> 11. researching on traditional ways of caring for Country/Place and community health in consultation with and under the supervision of Elders and/or community members for example, finding and preparing bush medicines 12. listening and responding to stories from Elders explaining how the actions of Ancestral beings created the landscape, and natural resources of their Country/Place 13. analysing and evaluating aspects of artistic expression, for example, traditional and contemporary paintings, design, 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 14. consulting with Elders and/or community members on how ownership and management of land, waters, sky and all living things and associated stories, determine rights and responsibilities and reporting information back to the school community using verbal, written or multimodal forms of presentation
<p>interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p> <p>AC9L1F10C04</p>	<ol style="list-style-type: none"> 1. using strategies to interpret meaning when translating and creating texts such as understanding that there is literal meaning (word-for-word), reading for meaning and cultural reading) 2. researching interpreting services in their area, for example, the role of interpreters, ethical dimensions regarding cultural appropriateness and sensitivities, and issues around interpreting and translating in specialised contexts, for example, in health, education or tourism 3. comparing their translations of particular vocabulary, phrases or sentences with those of their classmates, noting variations and discussing why these occur considering potential consequences of inaccurate interpreting and misunderstandings 4. analysing published English translations of texts in [Language] such as stories, or song lyrics, and commenting on how the translations have captured meaning of original text 5. understanding challenges of translating and interpreting songs from [Language] to English 6. creating glossaries and annotations in [Language] and English that provide explanations for cultural and contextual references in songs, stories and dance 7. moving between languages by reading aloud or retelling stories in [Language] and explaining meaning in English

Sub-strand: Creating text in [Language]

create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences

AC9L1F10C05

1. creating the script for a short documentary to record and present, using digital tools, to record and present, for example, with visual components using digital tools about a topic of interest such as a story Creation, Dreamtime or traditional story that connects them to Country/Place and People
2. creating an informative podcast for the school community to showcase recent events or future activities or initiatives, selecting language and audio features appropriate to audience
3. creating a multimodal advertisement using persuasive language to advocate for traditional medicines, bush foods, or a community event or cultural celebration
4. reporting on their own or others' experiences of events using formats such as personal recounts, blogs or digital/oral presentations
5. interviewing and writing a biography of a significant First Nations individual person or group from their region, for example, a community leader, musician, artist, sports person
6. creating evaluative, persuasive or reflective texts on cultural, social and or environmental issues that concern them, to be featured on a platform of their choice such as a school newsletter or a secure school social media site
7. creating an interactive or multimodal presentation for younger children or for the community that highlights the benefits of maintaining and strengthening their language
8. creating and evaluating and sharing spoken, written or multimodal texts, that express their sense of identity such as identity maps or family trees that describe significant life events, such as genealogy, connection to Country/Place, cultural Lore, language, community and language affiliations, people and travel experiences
9. creating an evaluative appraisal of significant events or achievements for First Nations Australian such as the National Apology, Sorry Day, the Referendum, the Freedom Ride, Native Title, the Uluru Statement from the Heart
10. creating a collaboratively collated biographical booklet dedicated to the people who brought about positive change for First Nations People, featuring individuals such as Uncle David Unaipon, Eddie Mabo, Charlie and Rachel Perkins, Adam Goodes, Doris Pilkington, Cathy Freeman
11. composing the script for a short play or film, including director's instructions, descriptions of setting, characters, etc including digital and performative elements
12. creating an individual artwork or community mural and critiquing the symbolic meaning of the imagery, composing a commentary on what methods are more effective in creating cultural and/or historic meaning
13. choreographing a new dance, after consulting with Elders and/or community members, to represent a current issue(s) that affects their community and Country/Place

Strand: Understanding language and culture		Years 9–10
Sub-strand: Understanding systems of language		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>apply features and conventions of spoken [Language] to extend fluency in responding to and creating texts in familiar and unfamiliar contexts</p> <p>AC9L1F10U01</p>	<ol style="list-style-type: none"> 1. reading aloud extended texts using appropriate pauses, emphasis, intonation, stress and tone to enhance and convey meaning 2. reading aloud a Creation, Dreamtime or traditional story to a wider audience to model authentic spoken language and share and strengthen connections to Country/Place and People, for example, at NAIDOC events 3. applying the rules and conventions of speech-sound combinations such as sets of vowel and consonant phonemes, rules for word stress etc 4. acknowledging and understanding that there are similarities and differences in Aboriginal languages and Torres Strait Islander languages and discussing how uniqueness of sounds is connected to Country/Place and People 5. understanding the major place of articulation categories in Aboriginal languages and Torres Strait Islander languages, for example, articulated at lip or soft palate (peripheral), involving the flat of the tongue (laminal), obstructing the air passage with tip of the tongue (apical), and their realisation across different languages and regions in Australia 6. applying their knowledge of a range of alphabetic and punctuation conventions, supported by their grammatical and vocabulary knowledge, to transcribe speech sounds, syllables and words in [Language] 7. using digital tools to source recordings of the rhythm and intonation patterns of other Aboriginal languages and Torres Strait Islander languages to analyse and discuss the diversity of sound in their findings 	
<p>apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and/or ideas</p> <p>AC9L1F10U02</p>	<ol style="list-style-type: none"> 1. applying and explaining the full range of case marking in [Language] such as using nouns and noun suffixes, verbs and verb suffixes and suffixes to create and understand new words, phrases, sentences and some idiomatic expressions 2. using suffixes to show the subject or the object of a verb, for example, <i>The dog</i> (subject or doer of the action) <i>chased the cat</i> (the object or the receiver of the action) versus <i>The cat</i> (subject or doer of the action) <i>scratched the dog</i> (the object or the receiver of the action) in [Language] 	

	<ol style="list-style-type: none"> 3. 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' 4. using the various forms of negation appropriately for the context, for example, <i>no, not yet, never, no one</i> in [Language] 5. applying and explaining the grammatical rules of transitive and intransitive verbs, including devices such as embedding and serialisation 6. understanding 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 'could', 'ought to', 'should', 'would' 'I wish' 7. investigation and explaining how the process of language-building expands existing linguistic and cultural resources in the Australian community 8. editing their own and/or peers' texts for word-choice, spelling, grammar and punctuation and providing constructive feedback using metalanguage 9. transcribing complete texts of spoken language, using a range of alphabetic and punctuation conventions and devices, supported by their grammatical and vocabulary knowledge of the language 10. experimenting with the use of linguistic structures and features, conventions of punctuation and language devices to create texts for particular purposes and audiences 11. applying the knowledge and understanding of the Indigenous Cultural and Intellectual Property (ICIP) rights and copyright of the resources used in their language work, for example, consulting with Elders and community members when creating and/or publishing [Language] resources and acknowledging the connection of [Language] with Country/Place and People
<p>reflect on and evaluate [Language] texts, using metalanguage to analyse language structures and features</p> <p>AC9L1F10U03</p>	<ol style="list-style-type: none"> 1. understanding the role of song as a means of assisting the maintenance and continuity of language, culture, customs, First Nations history, beliefs, lore, cultural morals and values 2. explaining the structure and complexity of [Language] used in songs and applying this knowledge when creating and performing their own songs or existing traditional songs of Country/Place and People, acknowledging the Custodians of the songs 3. comparing and analysing the structure of song in [Language] with the structure of songs in English, such as repetition of song lines, words and expressions, compared with stanzas and choruses and explaining the effect of the structure on meaning 4. analysing and discussing the use of non-verbal and verbal language, gestures, sign and body language to add nuances and layers of meaning when communicating in [Language]

	<ol style="list-style-type: none"> 5. 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 6. understanding and discussing the cultural appropriateness that guides language use in particular circumstances, such as protocols as part of Sorry Business, or loss of an Elder or community member 7. understanding and applying the main topical areas of vocabulary, for example, groupings of natural species, cardinal directions, kinship systems, and contrasting these with English 8. applying correct registers of language to suit context, purpose and audience, for example, language of ceremony, kinship terms of address, appropriate ways of communicating with Elders and/or community members 9. explaining how different generations use [Language] to communicate, for example, how young people might communicate using different modes, in spoken or written language with a peer as opposed to an Elder or community member 10. discussing how language evolves and changes to reflect changing lifestyles, cultural trends and emerging needs, for example, language of young people, new technologies, language associated with music and media and using this knowledge to create new language resources 11. explaining the influence of English on [Language] such use of singular, dual and plural forms, using 's' to make plurals, shortening words by omitting suffixes etc and how this affects retention of language and richness of meaning 12. researching the variations in Aboriginal languages and Torres Strait Islander languages such as between clan groups, dialects, creoles, Aboriginal English and explaining that these variations are connected to Country/Place and People
<p>Sub-strand: Understanding the interrelationship of language, culture and identity</p>	
<p>understand and apply protocols associated with language learning, language using and language building AC9L1F10U04</p>	<ol style="list-style-type: none"> 1. ensuring that cultural norms, mores and protocols are followed and applied to access, elicit, record, store and use information about [Language] and culture 2. keeping Aboriginal languages and Torres Strait Islander language texts and resources safe and secure within the school and local community, for example, in school, community or national archives 3. explaining how the phases of life from childhood to adulthood have kinship practices, rights and obligations to Country/Place, for example, changes in ways of referring to people or developmental building of cultural knowledge to care for Country/Place 4. explaining the importance of intergenerational collaboration and passing down of knowledge in keeping [Language] strong and discussing some of the associated challenges

	<ol style="list-style-type: none"> 5. engaging in intergenerational passing down of knowledge of [Language] to retain and strengthen cultural knowledge, skills and understandings such as gathering of resources, foods and recording cultural events and ways of cultural expression 6. taking responsibility for their role as young contemporary users of the language to assist the retention and continuity of [Language], oral history and cultural knowledge, for example, by interviewing Elders and/or community members and transcribing stories and history
<p>reflect on and evaluate how identity is shaped by language(s), culture(s) and Country/Place, and how these affect ways of communicating</p> <p>AC9L1F10U05</p>	<ol style="list-style-type: none"> 1. reflecting on how First Nations Australians from different nations express their group identity, for example, through kinship, skin ship, moieties, totems, practices and symbols, for example, a detailed and personalised Welcome to Country and/or Acknowledgement of Country, including information regarding clan group and family connections 2. explaining how visual design and performing arts illustrate connections between Country/Place, People, cultural lore, history, kinship systems and identity 3. reflecting on the importance of cultural Lore and mores associated with cultural practices and traditions, for example, birth, naming, funerals, ceremonies and repatriation artefacts and remains of Ancestors 4. listening to and receiving guidance from Elders and/or community members on the roles and responsibilities of ceremony and place and how these are connected through story and cosmology and demonstrated in community behaviour 5. evaluating local, community and regional cultural events that celebrate Aboriginal languages and Torres Strait Islander languages, heritage, Country/Place, People and reflecting on how their biography, including family origins, traditions, beliefs, practices, interests and experiences, shape their sense of identity and ways of communicating 6. analysing the benefits that arise for First Nations People from being on Country/Place and discussing how the connection to lands, waters, sky and all living things, culture and language contribute to the health and well-being of individuals and communities 7. explaining how communication through dance, painting, song, weaving, wood carving is connected to Country/Place and People and are cultural ways for remembering and sharing knowledge 8. identifying and comparing how emotions or attitudes such as respect, confidence, or happiness are expressed in [Language] 9. analysing how First Nations groups and nations support maintenance and continuity of connection to Country/Place and how this is closely related to identity and cultural empowerment

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| | <ol style="list-style-type: none">10. analysing and evaluating a range of texts, which connect knowledge and understanding of the language, people, Country/Place of the area, for example, a Creation, Dreamtime or traditional story which explains Ancestors, belief systems and how the landscape was created11. reflecting on ways culture is interpreted and the multiple views on and explanations for cultural identity, for example, by analysing how stereotypes influence perceptions among different groups and communities or evaluating mainstream media portrayal of First Nations People |
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