

<b>SUBJECT:</b> Australian Languages		<b>PROGRAM TYPE:</b> Second Language Learning		<b>TARGET LANGUAGE:</b> PITJANTJATJARA		<b>LEVEL:</b> Stage 1		<b>2018</b>	
<p>*This subject focuses on developing communication skills in Pitjantjatjara (speaking, listening, reading &amp; writing), developing understanding of language as a system, and enhancing intercultural understandings. Detailed information is available from the Subject Outline accessible from the SACE Board web site: <a href="http://sace.sa.edu.au">http://sace.sa.edu.au</a>. *Within the required assessment components, students have an opportunity to demonstrate the knowledge, skills, and understandings they have developed. *Students are assessed through a series of required summative tasks as outlined in the Subject Outline. *The Learning and Assessment Plan is available to students on the class Edmodo at the beginning of the course. *As per SACE guidelines, students will be assessed against set criteria. *Grades will result from student performance against the Performance Standards at A - E level. *In order to make the most of student potential, 5 capabilities have been incorporated into the language program. *These capabilities are: communication, citizenship, personal development, work and learning. *The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. The course has texts and dictionaries and students will need to purchase these.</p>									
<p><b>RESOURCES:</b> Goddard, C. <i>Pitjantjatjara-Yankunytjatjara to English dictionary</i> (IAD Press); Goddard, C. <i>A Learner's Guide to Pitjantjatjara/Yankunytjatjara</i> (IAD Press); Pitjantjatjara verb wheel.</p>									
Semester	Target Language Focus Area	Regional Languages Focus Area	Australian Languages Focus Area	Text Types	Main Linguistic Focuses				
	Students develop their Pitjantjatjara communicative competence, & build their understanding of, & respect for, culturally-specific norms & protocols. Pitjantjatjara provides the focus for all comparisons with intra-regional & inter-regional languages. <b>(TLs)</b>	Students investigate language connections and interdependence within the Western Desert region by comparing and contrasting Pitjantjatjara with other intra-regional varieties – eg, Yankunytjatjara, Ngaatjatjara, Kukata, etc. <b>(RLs)</b>	Students heighten their understanding of Pitjantjatjara as they compare and contrast the language with languages in other regions – inter-regional focus (eg Eyre Basin), & language in the wider Australian context, including AE, Creoles. <b>(ALs)</b>	conversation song essay narrative recount data report speech creation and presentation multimodal creation and presentation	pronunciation WD dialect variation (P-Y-Ng) sound system – consonant, vowel underlying syllable structure vocabulary focuses, questions the noun phrase word building the sentence (transitive-intransitive; verbless; underlying SOV word order verb classes, verb endings case/case endings; making meaning pronouns – ‘free’ and ‘bound’; case				
1	<b>Understanding Language</b> <i>Group identity &amp; interdependence</i> <i>Target Language Ecology</i> <i>Language typology</i> <i>TL structure</i> <b>Understanding Culture</b> <i>Group identity &amp; interdependence</i> <i>Everyday life</i> <i>Target Language Ecology</i> <i>The past</i> <i>Sociocultural aspects of TL use</i> <i>Cultural behaviour in the TL</i>	<b>Understanding Language</b> <i>Language ecology</i> <i>Linguistic structures</i> <i>Language change and shift</i> <i>Location/distribution of languages in TL region</i> <b>Understanding Culture</b> <i>Regional distribution of linguistically encoded shared cultural features</i>	<b>Understanding Language</b> <i>Sound-spelling systems of ALs</i> <i>Structures of ALs</i> <i>Language change and shift since 1788</i> <i>Australian creoles and AEs</i> <b>Understanding Culture</b> <i>Location/distribution of ALs</i> <i>Sociocultural aspects of ALs</i> <i>Indigenous languages world-wide</i>						

<b>2</b>	<p><b>Understanding Language</b>  <i>Group identity &amp; interdependence</i>  <i>Target Language Ecology</i>  <i>Language typology</i>  <i>TL structure</i></p> <p><b>Understanding Culture</b>  <i>Group identity &amp; interdependence</i>  <i>Everyday life</i>  <i>Target Language Ecology</i>  <i>The past</i>  <i>Sociocultural aspects of TL use</i>  <i>Cultural behaviour in the TL</i></p>	<p><b>Understanding Language</b>  <i>Language ecology</i>  <i>Linguistic structures</i>  <i>Language change and shift</i>  <i>Location/distribution of languages in TL region</i></p> <p><b>Understanding Culture</b>  <i>Regional distribution of linguistically encoded shared cultural features</i></p>	<p><b>Understanding Language</b>  <i>Sound-spelling systems of ALs</i>  <i>Structures of ALs</i>  <i>Language change and shift since 1788</i>  <i>Australian creoles and AEs</i></p> <p><b>Understanding Culture</b>  <i>Location/distribution of ALs</i>  <i>Sociocultural aspects of ALs</i>  <i>Indigenous languages world-wide</i></p>	<p>conversation          song          essay          narrative          recount          data report          speech creation and presentation          multimodal          creation and presentation</p>	<p><i>Consolidate/extend the above, and ...</i>  <i>'nominalisation' - verbs into nouns</i>  <i>joining sentences together</i>  <i>'serial' actions</i>  <i>purpose actions</i>  <i>'circumstantial' actions</i></p>
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**Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.**

**Updated 29/1/18**