

SUBJECT: Australian Languages		PROGRAM TYPE: Second Language Learning		TARGET LANGUAGE: PITJANTJATJARA	LEVEL: Stage 2	2018
<p>*This subject focuses on developing communication skills in Pitjantjatjara (speaking, listening, reading & 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: http://sace.sa.edu.au. *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>						
RESOURCES: 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.						
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. (TLs)	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. (RLs)	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. (ALs)	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	Understanding Language <i>Group identity & interdependence</i> <i>Target Language Ecology</i> <i>Language typology</i> <i>TL structure</i> Understanding Culture <i>Group identity & 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>	Understanding Language <i>Language ecology</i> <i>Linguistic structures</i> <i>Language change and shift</i> <i>Location/distribution of languages in TL region</i> Understanding Culture <i>Regional distribution of linguistically encoded shared cultural features</i>	Understanding Language <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> Understanding Culture <i>Location/distribution of ALs</i> <i>Sociocultural aspects of ALs</i> <i>Indigenous languages world-wide</i>			

2	<p>Understanding Language <i>Group identity & interdependence</i> <i>Target Language Ecology</i> <i>Language typology</i> <i>TL structure</i></p> <p>Understanding Culture <i>Group identity & 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>Understanding Language <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>Understanding Culture <i>Regional distribution of linguistically encoded shared cultural features</i></p>	<p>Understanding Language <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>Understanding Culture <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