

## Dinka Years 8-10 Course Overview – Year A 2021

Further information can be found in the Modules and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b>	<b>Module 2:</b>	<b>Module 3:</b>	<b>Module 4:</b>
<b>DINKA STORIES</b>	<b>KEEPING IN TOUCH WITH MY FAMILY MEMBERS</b>	<b>DINKA LAND</b>	<b>BEING A DUAL CITIZEN</b>
<p><b>KEY QUESTION:</b> What do Dinka stories mean to you?</p> <p><b>KEY CONCEPTS:</b> Migration, refuge, identity</p> <p><b>KEY PROCESSES:</b> Evaluating, comparing, analysing, sharing, experiencing</p>	<p><b>KEY QUESTION:</b> How do I keep in touch?</p> <p><b>KEY CONCEPTS:</b> Family, Interaction, Community</p> <p><b>KEY PROCESSES:</b> Interacting, informing, selecting, explaining</p>	<p><b>KEY QUESTION:</b> How is land important to a Dinka person?</p> <p><b>KEY CONCEPTS:</b> Place, Community, ownership</p> <p><b>KEY PROCESSES:</b> Critical thinking, expressing, reflecting, discussing, debating</p>	<p><b>KEY QUESTION:</b> Does having two nationalities mean that you belong to two cultures?</p> <p><b>KEY CONCEPTS:</b> Origin, nationality, identity</p> <p><b>KEY PROCESSES:</b> Interpreting, translating, expressing</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Use formal and informal registers to discuss and compare young people's interests, behaviours and values across different cultural contexts</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Research, interpret and evaluate information presented from different perspectives in relation to youth-related interests, identifying how culture and context affect how information is presented</p>	<p style="text-align: center;"><b>CREATING</b></p> <p>Explore how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence</p> <p style="text-align: center;"><b>REFLECTING</b></p> <p>Reflect on the nature of bilingual/multilingual communication and experience</p> <p style="text-align: center;"><b>TRANSLATING</b></p> <p>Translate and interpret familiar social and community texts such as emails/text messages, informal</p>	<p style="text-align: center;"><b>SOCIALISING</b></p> <p>Use communicative strategies such as asking open questions and providing elaborated responses to extend discussion, justify views and to reflect on the experience of learning and using Dinka in and out of school</p> <p style="text-align: center;"><b>SOCIALISING</b></p> <p>Participate in activities that involve interactions, transactions, negotiations and management of different opinions and social/cultural behaviours</p>	<p style="text-align: center;"><b>TRANSLATING</b></p> <p>Create texts that draw on bilingual resources to explore and reflect the multicultural nature of their personal, school and community experience</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Present information related to social and cultural issues of interest to their peer group using different modes and formats to take positions and to capture different perspectives</p>

<p><b>TRANSLATING</b></p> <p>Compare translations and interpretations of literary, community and social media texts, including: wël cë ke liäp ke Thuɔŋjäŋ (Dinka) kenë wël ke Arabik ku wël ke Nënjlith ëya, expressions and sentence structures</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Recognise regular and variable elements of spoken Dinka, such as social and regional variations in the pronunciation of diphthongs, or inconsistencies between Dinka pronunciation and spelling and variations from Dinka dialects and Dinka-Arabic conventions</p>	<p>conversations with friends or family, proverbs or quotations, considering the nature of translation and the role of culture when transferring meaning from one Dinka to another</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Categorise observed changes to Dinka in domains of use such as education, media, popular culture and intercultural communication</p> <p><b>CREATING</b></p> <p>Create imaginative or expressive texts that draw from and reflect elements of their own tastes and experience</p>	<p><b>REFLECTING</b></p> <p>Reflect on the relationship between Dinka, culture and identity and on how this shapes and reflects ways of communicating and thinking</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Analyse variations in Dinka use that relate to social roles, values and contexts and to the nature of the interaction</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>Understand that Dinka and associated cultures are inter-related, that they shape and are shaped by each other and that their relationship changes over time and across contexts</p>	<p><b>SYSTEMS OF LANGUAGE</b></p> <p>Analyse and compose different types of texts for specific purposes and audiences that involve different cultural, textual and contextual features</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Explore how using different languages to make meaning affects how they and their peers think, behave and communicate</p>
--	--	---	--

### Years 7-8 (R-10 Sequence) Achievement Standard

By the end of Year 8, students initiate and sustain a range of spoken and written interactions on topics of mutual interest, for example: Loidë ke yi? Buk beer yök naa? Yin ba tñj në thaa cii mec. Ba bën paan da? Loidi ke kɔc baai? Yëñjɔ kɔɔr ba lueel? Kääce da... në këñjɛc....., cë lueel de....., aya gam, ɣen ye mat wuɔnë...(Ciɛɛŋ de Jiëëñ/Dinka). They exchange views or experiences and offer opinions using language to encourage feedback and to express empathy or indicate agreement, for example: ɣen cë piü miɛt, ekë piath! Kɔc juɛc aacë piöñth miɛt. ɣen cë piü miɛt në piöñdië ebën, në ye köölë, në kööl de dhiëëth du. Eekë rac arët, ɣen cë nyin kuany në yiin. Ee yic du (ëñɔŋ). ɣen ye mat wuɔk ke yiin arëët. Students complete transactions by negotiating, planning and solving problems, for example: Ye katorë, yee wëu keedi? Nɔŋ kit kɔk ke katorë tɔ? Loi kä tɔc (thal keek), be duöör kec ëmääth. Cäi acë ke tuc. Acii lëu bukku beer dhuök ciëën në kë ce wuɔk athöör(de kë cë ɣɔcɔc) muöör. They use reflective and evaluative language to support their own and others' learning and to manage discussion and debate, for example: Eekë thiekic arëët në...Eekë gëië... Èkë luelë apiath ke yiin ku ka cii bë piath të tñj yeen në raan dët ku lueel ëlë Èkë jiëmë ë, eekë ce rɔt ye looi... When speaking Dinka, they apply pronunciation and rhythm patterns, including consonant clusters and English words used in Dinka, to a range of sentence types. They locate, collate and analyse information from a range of written, spoken and multimodal texts to provide an overview or to develop a position on selected issues or interests. They use different modes of communication to report on perspectives, views and experiences or to invite action and debate. They interpret ways in which values, characters and events are represented in a range of traditional and contemporary imaginative texts. Students create texts with imaginary characters and contexts in a range of forms to entertain different audiences. They use grammatical forms and features such as prefixes and suffixes, and create compound and complex sentences by using postpositions such as: Yin lëu ba pol(thuëc) të ce yin luɔi thöl. Akɔɔr buk luui arët agoku tiam. ɣen bë gät gɔl në ye mɛen ku ba luɔi dië dac thöl, and basic joining rules to achieve cohesion. They translate texts from Dinka into English and vice versa, and compare their own translations with others', interpreting cultural elements. They produce

texts in Dinka and English that reflect a bilingual and bicultural perspective. Students identify differences and similarities in the way they interact in Dinka and English, and describe the nature of identity and cultural experience and identify the relationship between the two.

Students identify the relationship between individual and combined elements of spoken and written Dinka and apply writing conventions, including spelling, to convey specific meaning in a range of texts. They use metalanguage to explain aspects of language and apply grammatical and lexical knowledge to determine the meaning of unfamiliar words and to form and spell new ones. They use their knowledge of text structure and organisation to interpret the unfamiliar texts and create new ones. Students explain how and why language use varies according to context, purpose, audience, mode of delivery and the relationship between participants. They explain how and why their own use of Dinka has changed over time and depends on context. They identify the intercultural and multilingual nature of language use across global communities and in social media and popular culture and explain how this influences their own lives. Students explain how language forms and usage reflect cultural ideas, values and perspectives.

### **Years 9-10 (R-10 Sequence) Achievement Standard**

By the end of Year 10, students initiate, sustain and extend a range of spoken and written formal and informal interactions about young people's interests, behaviours and values, for example: Ĕ yi lo dhuk(cieën) naa? Yëëñö ye kë kuömë ye yïin cök mit piöu në piir duic? Në täñ du, yee këno ye aguiëer ñuëën në ye akölkë, tënë koc ke kuat dun or koc ëke dhiëeth yïin? Cë lueel du (në täñdu), yeeñö yon riny thii në ye akölkë? Luel kë thiäak kë ñic de mëëth ku. They participate in activities that involve interactions, transactions, negotiations, managing different opinions, and social/cultural behaviours, for example: Ĕkënë ee yic. Abuk looi wuodhia... Lëu bukku thuraai mat thin ëya. Yee wët ëñö ce wuocok. Ĕkënë ee kë bë piath arëët. Loc tök ërir në ye käkë yiic. When interacting, they use culturally appropriate expressions and protocols, for example: Yin ca leec, ëkë piath/puocoth cë rot looi tënë yïin. Akaar ba yi cöl në köölë ë thiëñë nyandië, në kööl jötë ye paande. Ayuën, ñen bë rot dhiëel ba nyandu bën thieei. Xen mit guöp në kë cin ya gäm nyin ba bën në yekë thiekic ë ku ñen cii bë bën në kë. They extend discussions and justify their views by asking open-ended questions and providing elaborated responses, for example: Yëëkëno yee tak në yekëñic? Yeeëkëno ye täñdu? Lëkë ya ëbën, kë bii yekëñë bëi? Kë kaar ba lueel ee aya tak.

When speaking, they apply pronunciation rules and rhythm, including social and regional variations, to complex sentences. They research, interpret and evaluate information and perspectives on social issues or issues of interest to young people, and identify how culture and context influence the way information is presented. They convey information and perspectives using different text types and modes of presentation. They respond to different expressive and imaginative texts by analysing techniques and cultural influences used for aesthetic, humorous or emotional effects. Students create imaginative texts to express ideas, attitudes and emotions through characters, events and settings relating to bilingual and bicultural experiences. When creating texts, they use a variety of grammatical elements, such as joining rules, for example: case; Itënë, ke, kenë, thin. Yee wët ñö /yee këñë ña? Yee ña loi e? Acee këne; and a range of tenses and participles, for example: në thök d, bën( në cäthic), Deñ acë lo ë thukulic wën cen cam ë kuin/cuin ë miäkuur. Ĕ nyanë/duetë a cath në makeñkeñ(ajila), to produce complex sentences such as Ĕ nyanë/duetë eyenë kuen aköl ku waköu/maköu, eyenë ñäär në Dinka (añöör mïth në kuën de Thuonjäh/Dinka). Xen bë lo Delhi ku ëtëën ñen bë yet Mumbai; të cii ñen luoi dië thön/thök miäk, ke ñen bë lo thuëec/pol kenë mëëthkië (mëëthcië). Students compare translations and interpretations of literary, community and social media texts, including those that use both Dinka and English. They create a range of bilingual texts that reflect the nature of their own and each other's intercultural experiences. They describe their experience of being bilingual or multilingual and explain the relationship between language, culture and identity.

Students apply their understanding of complex pronunciation rules and writing conventions, such as variations between spoken and written Dinka/Thuonjäh dialects and between Dinka and Dinka-English-Arabic translations. They explain how elements of grammar and word formation allow for the expression of ideas and meaning. They analyse and construct a range of texts for different purposes and audiences and identify cultural, textual and contextual features. They explain how and why variations in Dinka language use relate to roles, relationships and contexts of interaction. Students identify and categorise changes to Dinka and to other languages in different domains of use such as education and popular culture. They explain how being bilingual or multilingual affects the ways they and their peers think, behave and communicate.

*Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.*