

Theme / Focus: Ngamadja Story		Indicative time: 5 x 53-minute lessons per fortnight. Duration: 10 weeks	
What are the key ideas or concepts you want students to learn? <ul style="list-style-type: none"> Where Wangkumarra language group comes from, and why the language is a major part of the Bourke community identity. Language use and protocols vary across local social contexts. Culture encompasses community attitudes, family structures, land use, spirituality, narrative, place concepts, art, craft, music. 		Why does that learning matter? <ul style="list-style-type: none"> There is a need for wider understanding and strengthening of Aboriginal identity locally. It is important to promote pride, respect and diversity in local cultural knowledges. Students' lives are enriched by a deeper understanding of the complexities of identity for groups and individuals. 	
Unit description This Unit of Work will begin with a course overview and an introduction to the history of Wangkumarra people and language and the Bourke connection. The students will be introduced to pronunciation, basic greetings and farewells. They will learn to introduce themselves and family members. They will use language for instructions and procedural texts for games and making boomerangs and clapsticks. A major focus of the unit is for students to work towards the Family Community Language Day Event to be held at the end of the term. At this event students will perform and demonstrate all learning from this unit of work, including a role play of the Ngamadja Story, performance of two songs and a display and demonstration of the artefacts made. Every lesson begins with a brief review and check of previous learnings, quiz style. Each week a revision sheet is given in the final lesson to take home and share with family.		Focus and contributing outcomes for the unit 4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately 4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately 4.UL.3 establishes and maintains communication in familiar situations 4.UL.4 experiments with linguistic patterns and structures in Aboriginal languages to convey information and to express own ideas effectively 4.MLC.1 demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts 4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Aboriginal languages 4.MBC.1 demonstrates understanding of the interdependence of language and culture 4.MBC.2 demonstrates knowledge of the cultures of Aboriginal communities.	
Language functions <ul style="list-style-type: none"> greeting teachers, family narrating and retelling a traditional story expressing welcome through song instructing how to make artefacts 	Language structures <ul style="list-style-type: none"> Mix and match greetings/farewell and family terms e.g. hello uncle, good morning aunty, sit down sister, see you mate! Mix and match family terms and commands e.g. sit down sister, come here cuz Procedural language e.g. cut the wood, paint the stick 	Vocabulary <ul style="list-style-type: none"> Greetings and farewells, e.g. <i>Tharlinhani wikanhani, Tharlinhani muranhani, Kuru, Tjurndjarra ina</i> Family terms, e.g. <i>ngamadja, ngarnidja, nguladja, murrkadja, kanyidja, ngarnidja waltha, kawalidja, nhuladja</i> Instructions, e.g. <i>thinapa, kawa, nhadjarra, kulawarri, ngarada</i> 	

Resources

- Muda Aboriginal Corporation texts, transcripts etc.
- DVD: History of the Wangkumarra People and the Ngamadja Story
- Family and community photos (community)
- Boomerang/clapstick materials and craftsmen
- Lyrics for Songs – Welcome song, Rain song
- Vocabulary cards – for the “Mix and Match” and the “2 jars” game
- Procedural text cards and pictures for making artefacts
- Cloze activity sheets
- Crossword puzzles
- Find-a-word activities
- Digital camera

Cross-curriculum content

- Design and technology, e.g. making boomerang, clapsticks
- Creative and Performing Arts, e.g. re-enactment of *Ngamadja story*
- Information and Communication Technologies, e.g. use of digital cameras
- Literacy, e.g. suffixes, blends, phonetic-style spelling, written genres (procedural texts, picture books), grammar (intransitive, imperative).

Syllabus outcome	Students learn about	Students learn to	Teaching and learning activities N.B. activities in bold below could be used as assessment for learning activities for this unit	Evidence of learning / feedback
Focus: History of Wangkumarra people and introduction to the language				
4.MBC.2 4MLC.2	the links between land, culture, language and a sense of identity ways of conceptualising and representing patterns and systems in language	recognise the links between land, culture, language and a sense of identity develop strategies for internalising new language and building on prior knowledge, eg mnemonic devices and communicative activities	<p>LESSON 1</p> <p>Teacher displays poster-size map of language groups in Australia.</p> <p>Students have A4 size version of the map. Aboriginal students highlight languages of their own heritage. Non-Aboriginal students highlight the language they'll be learning and/or places they or family have lived in other parts of Australia/NSW.</p> <p>Teacher leads discussion on language loss and language survival and revival. Class brainstorms and draws on prior knowledge to explain why this is the situation today.</p> <p>Students complete find-a-word activity sheet on language groups of Australia and matches them to the map locations.</p> <p>Teacher gives students a copy of the Scope and Sequence to paste into their books and provides a brief overview of the Stage 4 course, drawing attention to student participation and preparation for Family Community Language Day event at the end of Term 1.</p>	<p>All students highlight language groups, indicate their respect and understanding for differences in heritage and appreciation of the richness in diversity of background.</p> <p>Teacher provides oral feedback and initiates discussion.</p> <p>Students accurately complete activity sheet and accurately match language names to relevant Aboriginal nations across the continent.</p>
4MBC.2	the importance of tradition to a sense of cultural identity and diversity within the culture	identify and explain features of traditional and contemporary lifestyle	<p>LESSON 2</p> <p>Teacher provides introductory information and explains:</p> <ul style="list-style-type: none"> • Where Wangkumarra Language group comes from and why the language is a major part of the Bourke community identity. • Language use and protocols vary across local social contexts. • "Culture" encompasses community attitudes, family structures, land use, spirituality, narrative, place concepts, art, craft and music. <p>Students contribute to discussion any background knowledge they have of</p>	<p>Students participate in teacher-led discussion and their responses and contributions indicate that they are developing understanding of key concepts of language acquisition and its links to the community.</p>

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4UL.3	verbal and nonverbal links with a conversational partner	maintain social interactions and communicate appropriately in familiar contexts	<p>Teacher introduces family terms, e.g.:</p> <ul style="list-style-type: none"> • Ngamadja mother • Ngarnidja father • Nguladja sister • Murrkadja brother • Kanyidja grandmother • Ngarnidja waltha grandfather • Kawalidja uncle • Nhuladja aunt <p>In pairs, students play the “two hats” role play game, practising combining greeting and family terms.</p> <p>Teacher explains the student picture dictionary layout and format. Each student begins to make their own.</p> <p>Each week during the year students add new vocabulary items to their dictionary. This forms part of their Wangkumarra portfolio and is a component of their course assessment.</p>	Teacher participates in the oral activity and provides oral feedback. Teacher monitors each pair and provides feedback and guidance.
4UL.4 4MLC.2	manipulation of known structures for writing in new contexts ways of conceptualising and representing patterns and systems in language	select and incorporate modelled linguistic structures in own writing develop strategies for internalising new language and building on prior knowledge	<p>LESSON 5-6</p> <p>Teacher leads discussion on different family structures:</p> <ul style="list-style-type: none"> • within and across cultures and societies • both today and in the past. <p>Students create family tree poster labelled in Wangkumarra to be displayed in the classroom.</p> <p>Students engage in range of activities (e.g. memory, snap, bingo).to revise vocabulary in the unit so far.</p>	<p>Students contribute to discussion demonstrating an understanding of the cultural significance of family in all cultures and societies.</p> <p>Students display posters, accurately labelled in Wangkumarra.</p> <p>Teacher circulates amongst students to provide oral and written support as they create their posters.</p>

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Focus: Ngamadja Story and Re-enactment				
4MBC.2	the links between land, culture, language and a sense of identity	recognise the links between land, culture, language and a sense of identity	<p>LESSON 10</p> <p>Class visits Muda Aboriginal Corporation (radio station and language and cultural maintenance centre in Bourke) including a walk and talk tour and explanation of the work of the corporation.</p> <p>Students are introduced to the Ngamadja story and its cultural significance through the replica at Muda.</p> <p>Students view Ngamadja story on DVD.</p>	Student participation in excursion indicates continued development of understanding of the key concepts of local Aboriginal history.
4MBC.2	ways in which language and behaviour reflect important aspects of the culture	identify actions, and words and phrases in the language that encapsulate aspects of culture	<p>LESSON 11</p> <p>Teacher leads class in reconstructing the Ngamadja story orally.</p> <p>Students retell Ngamadja story by creating a storyboard individually. Alternatively, in pairs, students illustrate a section of the story to be combined into a class storyboard.</p> <p>Students add key Wangkumarra words and phrases to storyboards as well as enter them into picture dictionaries.</p>	<p>Student participation in discussion indicates to the teacher that they understand both the surface and underlying meaning in the story.</p> <p>In groups students accurately sequence the story.</p> <p>Teacher circulates amongst groups and provides oral feedback to each.</p>
4UL.4	the purpose and context of communication and their influence on the choice of structure, format and vocabulary	plan, draft and edit when constructing own text	<p>LESSON 12-13</p> <p>Students workshop, script and organise performance version of Ngamadja story for Family Community Language Day at the end of the term including simple Wangkumarra language narration.</p>	<p>Students produce script with continuous feedback and suggestions from teacher.</p> <p>Each group will use a broad range of vocabulary, cultural concepts and knowledge of country to construct their performance.</p>

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4MBC.2	ways in which language and behaviour reflect important aspects of the culture	identify actions, and words and phrases in the language that encapsulate aspects of culture	<p>LESSON 16-17</p> <p>Teacher introduces The Rain Song and follows same procedure for learning the Welcome Song.</p> <p>In addition the students learn the Rain Dance.</p>	<p>Student participation in discussion indicates to the teacher that they understand the meaning of the lyrics of the song as well as its cultural value.</p> <p>Teacher notes students' developing awareness of Wangkumarra sound system and pronunciation.</p> <p>Teacher provides oral feedback.</p>
Focus: Boomerangs and Clapsticks				
4UL.3 4MLC.2	<p>manipulation of known structures for speaking in new contexts</p> <p>ways of conceptualising and representing patterns and systems in language</p>	<p>select and incorporate modelled structures when producing own texts</p> <p>develop strategies for internalising new language and building on prior knowledge</p>	<p>LESSON 18</p> <p>Teacher introduces commands, e.g.:</p> <ul style="list-style-type: none"> • Thinapa stand up • Kawa come here • Nhadjarra look • Kulawarri sit down • Ngarada listen <p>Commands are also displayed around room for future reference as they will now become an integral part of each lesson.</p> <p>Students use prior knowledge of pronunciation to say the commands out loud. Students participate in a communicative game of "Simon Says" to reinforce commands.</p> <p>Students incorporate commands into family books e.g. listen aunty. Students add new command vocabulary to dictionaries.</p>	<p>Students demonstrate understanding of the cultural value as well as the grammatical features of instruction.</p> <p>Students pronounce commands accurately.</p> <p>Teacher monitors students' responses in communicative game for evidence of understanding.</p> <p>Students apply new vocabulary to previously learnt vocabulary by modelling new structures.</p>

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4UL.3	manipulation of known structures for speaking in new contexts	select and incorporate modelled structures when producing own texts	<p>LESSON 19-20</p> <p>Teacher introduces procedural text.</p> <p>Students participate in smart board activity matching each instruction with its English translation.</p> <p>Teacher demonstrates procedure for making boomerangs and clapsticks with social use of language and singing.</p> <p>Students use digital camera to take photos of each stage in the making of boomerangs and clapsticks.</p> <p>Students use provided materials to make boomerangs and clapsticks following the teacher's spoken instructions.</p> <p>Students sing the Welcome Song and the Rain Song while working in preparation for performance day.</p>	<p>Students apply new structures to make boomerangs and clapsticks.</p> <p>Teacher listens and provides oral feedback as well as suggestions as they work on their boomerangs and clapsticks.</p>
4UL.4	the use of information and communication technologies for communicative purposes	produce original text using information and communication technologies	<p>LESSON 21</p> <p>Class reviews procedural text from the previous lesson.</p> <p>Students sequence photos from boomerang and clapstick making.</p> <p>Students match procedural text language cards with sequenced photos.</p> <p>Students rewrite procedural steps for boomerang and clapstick making in own portfolios.</p> <p>While students are working individually on their portfolios, the teacher assesses listening and skills using photos for procedural text.</p> <p>Students publish procedural texts on computers.</p>	<p>Students use modelled written structures accurately.</p> <p>Students use and match procedural text with photos accurately.</p> <p>Students use technology to publish a procedural text.</p>

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Focus: Preparing for Family Community Day				
4MLC.1	appropriate choices made to achieve communication goals	recognise linguistic choices made according to purpose,	<p>LESSON 22</p> <p>Students recall Ngamadja story using storyboards with the teacher filling in the gaps.</p> <p>Students work in groups and write captions to match the pictures in their storyboards. They write these sentences into their portfolios along with a list of characters.</p>	<p>Students accurately etell and sequence the story.</p> <p>Groups apply knowledge of relevant vocabulary along with relevant patterns and systems in the Wangkumarra language to produce original captions for their storyboards.</p>
4UL.3 4MLC.2	<p>verbal and nonverbal links with a conversational partner</p> <p>ways of conceptualising and representing patterns and systems in language</p>	<p>maintain social interactions and communicate appropriately in familiar contexts, eg turn-taking</p> <p>develop strategies for internalising new language and building on prior knowledge eg mnemonic devices and communicative activities such as songs</p>	<p>LESSON 23</p> <p>Teacher leads walk and talk to Muda to prepare for role play of Ngamadja story.</p> <p>In small groups students prepare for and rehearse role play.</p> <p>Each group performs their role play for the class.</p> <p>Teacher follows up with whole class discussion assessing best practice and problems faced in order to produce the final performance of the Ngamadja story.</p> <p>Class walks and talks back to school and at the same time sings the Wecome Song and the Rain Song to practise for performance.</p>	<p>Students combine cultural knowledge and Wangkumarra language systems to perform role play.</p> <p>Teacher circulates to monitor progress and continually provides oral feedback and suggestions to each group.</p>

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4MBC.2	ways in which language and behaviour reflect important aspects of the culture	ways in which language and behaviour reflect important aspects of the culture	<p>LESSON 24-25</p> <p>Class rehearses Welcome Song, Rain Song and Dance, Ngamadja Play, family phrases, greetings and commands to be used in social context on the day.</p> <p>Teacher and class finalise organisation for the family day.</p> <p>Students create a display of family books and procedural texts for exhibition.</p> <p>Students will evaluate the family day following their performance and make recommendations for the following year.</p>	<p>Students perform at family day.</p> <p>Students display family books and procedural texts.</p>
4MBC.2	the importance of tradition to a sense of cultural identity and diversity within the culture	identify and explain features of traditional and contemporary lifestyle.		