

Revival Curriculum Priorities

A Preliminary Study Of Teaching Targets

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Abstract

Language-revival curricula can value historical connection, present participation and further expressive development without obtaining a single ordering of teaching targets. This paper examines a bounded curriculum's target-mode-sequence package. It distinguishes interpretive access, quoted rehearsal, supported production, public enactment and exploratory modification, and develops reasons for selecting among them. A constructed host-guest greeting case supports a conditional preference for contextual understanding and supported productive choice within an introductory undertaking; a specialist historical-performance course supplies a substantive countercase. The inquiry draws on educational-purpose and language-reclamation literature, dated curriculum documents and the Generative Relational distinction between preservation, capacity, enabling conditions and normative appraisal. Its formal investigations are selected representations of a history-bearing arrangement. A finite operation model separates equal current task evidence from unequal later teaching opportunities. A nonlinear regional resource field yields opposed advantages for grouped module sequences, an equal-duration interleaving schedule meeting a joint resource target missed by either grouped schedule, and a local reversal caused by redistributed access. An operation algebra distinguishes historical sequence differences from differences in selected readouts. Resource availability is not identified with learner competence, and formal reachability does not justify a target. The proposed contribution is a scoped account of curriculum priority that connects substantive educational purposes to participation modes, practical dependencies and explicit comparison conditions. Its conclusions remain conditional on the undertaking's justification, adequate learning evidence and the stated model assumptions.

Keywords: language revival; curriculum; teaching targets; historical interpretation; nonlinear fields; operation algebra

Reading Scope

This paper examines the choice of teaching targets within a bounded language-revival curriculum. Its primary object is a package of targets, modes of participation and teaching sequences for specified participants. A recorded expression can be studied historically, rehearsed as an exercise, used in a contemporary encounter or developed into further expressions. These activities can involve the same linguistic material while pursuing different goods and placing different demands on participants. The paper asks how a curriculum can justify those differences.

The discussion develops a preliminary application of Generative Relational theory. It treats a curriculum as a historically formed arrangement of persons, materials, encounters, judgments and supports. Selected representations include a history-bearing relational spacetime, finite partial operations, nonlinear regional resource fields and an operator algebra. These models answer different questions. None establishes an ultimate ontology of language, supplies a numerical scale of linguistic competence or converts a feasible teaching plan into a justified one.

The conceptual argument builds on the author's preservation taxonomy and manuscripts on normative formation, competence reproduction, linguistic continuity and institutional vocabulary decisions. These are cited as held discussion manuscripts rather than as independently established results. The literature discussion distinguishes statements in educational and revival research from the paper's own reconstruction. Curriculum documents establish stated purposes and arrangements; they do not establish their implementation or effects. A recurring host-guest greeting case and the numerical field illustrations are constructed examples, not reports about a named language or community.

Sections 1–8 establish the object of comparison and its philosophical conditions. The regional models then investigate selected preparation mechanisms. Section 11 explains how operation order can be represented without confusing a different historical record with a different educational consequence. The later discussion connects the models to curriculum reasoning, objections and research limits. Readers may follow the conceptual argument independently of the calculations, while the formal sections make their assumptions and derivations explicit.

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Status. This discussion draft presents an evolving inquiry. The definitions, translations, formal constructions, empirical interpretations, and conclusions remain open to criticism and author review. It investigates the selection of teaching targets within a bounded language-revival curriculum. Historical connection, present participation, future expression and participant burdens remain separately appraised. Its formal models are conditional representations; curriculum documents establish stated purposes and structures rather than causal outcomes.

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Statement On The Use Of Language Models. The author selected the research direction, supplied prior manuscripts and a reference exposition, and requested consistency with the Generative Relational research programme. AI-assisted research, source comparison, drafting, formal checking, and document preparation contributed substantially to this draft. These contributions include proposed arguments and interpretations that remain subject to the author's review. Preparation of a checked draft does not establish the author's approval of every claim. Authorship credit remains with the human author; the use of these tools is disclosed to support critical assessment of the manuscript and its limitations.

1 Teaching Target Selection

A revival curriculum must decide what participants should become able to understand, produce, interpret or develop. Preserving a record does not yet answer that question. A programme can retain an expression faithfully without teaching anyone how to use it; it can teach fluent production without conveying the conditions of an earlier use; it can support successful present interaction while leaving participants unable to interpret an important source. These possibilities create a problem of educational selection within preservation work. This section identifies that problem, bounds the present inquiry and states the argument that the subsequent philosophical and formal analyses develop.

1.1 The Bounded Curriculum Object

The object is one curriculum arrangement for specified participants over a stated teaching interval. The comparison provisionally fixes an institutional setting and an available resource envelope. It does not certify the justice of either. Fixing them allows a question about content to become visible: even when the decision maker and the available teaching time are settled, reasons are still needed for choosing one target rather than another. Authority to choose cannot replace those reasons. This is the boundary separating the present inquiry from the preceding study of terminology adoption authority [15].

A target describes an activity or capacity that the curriculum proposes to cultivate. A mode specifies the kind of participation through which the target is pursued: contextual interpretation, quoted rehearsal, supported production, public enactment or exploratory modification, for example. A sequence organizes those activities through time and across relevant sites. The three components are mutually constraining. A historically delicate form might reasonably be included for interpretation but not required as a present public act. A productive exercise may depend on earlier contextual work. A later opportunity for revision may disappear if the initial curriculum spends its support resources elsewhere. Consequently, the proper object of appraisal is a target–mode–sequence package, rather than an unordered list of valued forms.

The restriction to a bounded course is substantive. A short introductory curriculum cannot discharge every responsibility of intergenerational transmission, institutional recognition or the maintenance of an entire expressive tradition. Those responsibilities may justify further programmes, but their importance does not make every one of them an attainable aim of this course. A defensible curriculum states what contribution it undertakes and how that contribution relates to activities sustained elsewhere. It also avoids treating what it leaves outside its remit as thereby worthless.

1.2 Three Sources Of Curricular Reasons

Historical connection can make a teaching target valuable because it enables access to earlier experiences, practices and expressive distinctions. That reason need not require exact contemporary reproduction of every earlier social relation. Present participation can make a target valuable because participants seek shared activity now, with actual interlocutors and accessible supports. That reason need not reduce language to immediate convenience. Further expressive development can make a target valuable because learners may need to formulate experiences for which the available material provides no ready-made sentence. That reason need not favor unlimited innovation or the abandonment of inherited constraints.

These reasons can reinforce one another. Historical comparison may supply the distinctions needed for present adaptation, while present use may disclose questions that deepen interpretation of an archive. They can also compete within a particular teaching interval. Detailed source study consumes time; an introductory interaction task may tolerate distinctions that a historical interpretation task requires; an exercise in familiar expressions may provide immediate success while doing little to support further construction. The paper does not assume either harmony or unavoidable conflict in advance. It asks what a specified activity contributes to each undertaken purpose and what conditions make that contribution possible.

The preservation taxonomy already separates the identification of preservation from its normative appraisal [9]. The current inquiry inherits that separation. Establishing continuity with a source can

explain what is being continued without establishing that every mode of continuing it should be required. Conversely, demonstrating a present benefit does not establish historical identity. The teaching problem arises where these distinct claims must guide a single arrangement of activities without being collapsed into one measure.

1.3 The Proposed Argument

The principal proposal is a disciplined form of target comparison. First identify the educational goods actually undertaken by the course. Then distinguish the modes through which a target could contribute to them. Next inspect the prerequisites, supports and burdens of the available sequences. A package has a conditional advantage when it secures the selected goods at least as well in the respects that the comparison can substantiate, avoids a relevant burden imposed by a rival, and does not sacrifice an independently warranted good omitted from the comparison. Each clause matters. A smaller burden does not justify an educationally empty course, and additional formally available tasks do not automatically constitute a better education.

This argument supports a positive possibility in the recurring constructed case. Contextual interpretation and supported rehearsal, with optional specialist performance, can jointly preserve access to an earlier greeting practice and provide resources for voluntary present greetings, while avoiding a requirement that every participant publicly assume the historical role arrangement. Whether that package is preferable depends on what the course undertakes. A specialist course voluntarily directed toward skilled historical performance can have a stronger reason to require performance. The difference concerns the constitutive aim of the course, not an inconsistency in the general treatment of historical material.

The argument also gives a limited task to formal inquiry. A finite operation model can show that two current achievement profiles conceal different continuation possibilities. A nonlinear resource model can show how equal teaching time allocated in different orders yields different preparation profiles. An algebraic model can distinguish a historical difference between sequences from a difference observable in the selected targets. These are questions about the conditions and consequences of a chosen curriculum. The models do not decide which cultural goods ought to matter.

1.4 Relation To The Research Programme

The Generative Relational approach is useful here because the relevant capacities and judgments are formed within relations that have histories. A participant encounters inherited expressions through particular teachers, records, occasions and correction practices. Those mediations affect what can be learned and what comes to count as successful participation. The normative-formation manuscript already examines the coformation of capacities, standards and evaluative environments [6]. The present paper uses that insight to investigate one limited practical arrangement; it does not claim to discover the general recursion of normative formation.

Likewise, the preceding competence and continuity studies already distinguish participant contribution from supporting conditions, and historical connection from unchanged repetition [14, 11]. The proposed contribution is the articulation of a curriculum comparison that preserves those distinctions while examining mode and sequence. Its strongest conclusions are conditional philosophical arguments and exact results within declared models. Whether the proposed comparisons improve real curriculum decisions remains a question for situated inquiry, including the judgments of the people whose practices and learning are involved.

2 Curricular Purpose Traditions

This section locates the teaching-target problem within educational philosophy and language reclamation research. Its organising question is how a body of available language material becomes a justified course of learning for particular people. Educational purposes, community relationships, teaching conditions

and achievement descriptions each contribute part of an answer. Their contributions remain distinguishable: a theory of educational value does not determine a lesson sequence, while a workable sequence does not establish the value of its destination. The comparison develops the questions needed for the subsequent analysis rather than treating the cited traditions as interchangeable versions of one theory.

2.1 Educational Purposes

Biesta argues that educational effectiveness must be assessed relative to purposes and beneficiaries; evidence that an intervention produces an outcome cannot by itself settle whether that outcome is educationally desirable. His proposed distinction among qualification, socialisation and subjectification identifies interacting functions of education, including capacities for action, entry into existing orders and the formation of a subject who is not exhausted by those orders. The distinctions are intended to reopen judgment about purpose, not supply three independent quantities whose sum measures good education [3, pp. 36–41]. This supplies a reason to keep purposes explicit without treating his framework as an exhaustive classification of revival aims.

For the present inquiry, the immediate consequence is a requirement to describe an achievement before comparing its value. A course that enables a learner to deliver a prepared address has accomplished something different from a course that enables the learner to interpret several earlier addresses. Neither difference can be settled by counting completed exercises. The first may answer a present invitation to speak; the second may provide access to a difficult historical inheritance. Whether one deserves priority depends partly on what undertaking the curriculum is supposed to sustain and what those participants can reasonably be asked to do. A common assessment scale would have to justify its conversion between these achievements, rather than assume the conversion because both concern language.

There is also a distinction between a purpose that helps explain a decision and a purpose that justifies it. An institution might choose an easily displayed performance because visitors can recognise it. That consideration explains the choice. Its justificatory force depends on further reasons: whether public recognition matters to the learners, whether the performance accurately represents what they have learned, and whether its preparation displaces something they have stronger reason to acquire. Visibility can be valuable, but visibility alone supplies no general priority over less visible interpretive or productive capacities. Equally, an invisible achievement does not become more valuable merely because it resists quick assessment.

Plural purposes create practical questions even where participants agree that all the purposes matter. Agreement on historical connection, useful participation and expressive development leaves open how much competence each requires, which can be pursued together and which must temporarily wait. There may be a sequence that supports several ends, or there may be a real sacrifice. The analysis should discover which situation obtains. Describing every tension as a false opposition would remove the possibility of recognising a justified but costly choice. Describing every choice as a competition among isolated values would miss teaching arrangements through which one achievement enables another.

The paper therefore uses educational purpose as an object of reasoning throughout the comparison. It is not an introductory declaration subsequently replaced by a technical success criterion. When later sections study feasible transformations, they ask what a stipulated teaching sequence can make available. The worth of making it available remains a separate, revisitable judgment. This separation allows the formal results to be useful without granting them authority over educational ends.

2.2 Pedagogical Subject Matter

Chapter 14 of Dewey's *Democracy and Education* distinguishes organised subject matter available to the educator from the learner's present relation to that material. Prior achievements provide resources and possible directions for teaching, but their mature organisation is not already the beginner's experience. The same chapter argues that the social provenance of knowledge does not make every part equally valuable for a curriculum [4, ch. 14, especially sections 1 and 4]. These are philosophical arguments about selection and teaching. We retain the specific distinctions without adopting the work's historical

vocabulary or assuming that a heterogeneous revival undertaking possesses one uncontested conception of common life.

The distinction matters where a surviving collection is unusually consequential. A document can be valuable because it is rare, because it supplies evidence for an earlier construction, or because people want to regain interpretive access to it. None of these descriptions yet specifies what students should learn from it. Reading its notation, recognising an expression, understanding the activity in which it occurred and using that expression on a new occasion involve different educational tasks. One historical object can support several of them, but the transition requires teaching relations that the presence of the object does not establish.

This is not a reason to dilute difficult material into whatever learners already find comfortable. If unfamiliarity always defeated inclusion, education could not introduce people to demanding inheritances. An initially difficult object may deserve sustained attention precisely because current experience does not make its distinctions visible. The relevant question is whether there is a defensible route through which learners can acquire the capacity to engage with it, and whether the cost of that route is warranted within the undertaking. Difficulty supplies information about the route; it is neither a sufficient objection to the target nor evidence of the target's superiority.

A related error would be to treat every pedagogical adaptation as a loss of historical connection. Consider a stipulated course that uses a modern diagram to explain an earlier pattern. The diagram's contemporary form does not settle whether the learner acquires accurate historical understanding. What matters is which relations it makes intelligible, which it leaves out, and whether the omissions matter to the selected task. Conversely, reproducing an earlier page without explanation can preserve its visible arrangement while leaving learners unable to interpret it. Fidelity of the teaching surface and fidelity of the understanding achieved can diverge.

The curriculum problem thus includes a translation between two kinds of organisation. One organises a collection according to what it records. Another organises encounters according to what particular learners can progressively understand and do. This is our analytical reconstruction of the problem, not a claim that either organisation has only one legitimate form. An archive, a specialist seminar and an introductory course may arrange the same materials differently for good reasons. Their differences become objectionable when the arrangement prevents the purpose it is offered to serve or misrepresents what has been made available.

These considerations also limit a purely enumerative account of comprehensiveness. Including every recorded form in a syllabus can produce coverage without adequate opportunities to understand any demanding subset. Omitting a form from introductory production practice need not remove it from historical study or later specialist work. A curriculum's scope should therefore be stated through its intended learning relations, not only the number of items placed before students. The distinction will become important when a finite initial course leaves several later routes available.

2.3 Community-Located Aims

Leonard's account of language reclamation begins with community histories, contemporary needs and locally meaningful understandings of language rather than assigning speaker production as a self-sufficient goal. His selected interviews and discussion of language work also question the apparent opposition between linguists and communities: both contain disagreement, and membership can overlap. The paper retains the value of linguistic tools while challenging their uncritical promotion into governing categories [16, pp. 17–23, 29–31]. Its evidence and argument support attention to locally articulated purposes; they do not establish a homogeneous community preference or a universal curriculum sequence.

Community location changes the content of the justificatory task. Reasons for learning a language can concern particular relationships, places, memories and activities that an outside list of useful functions fails to identify. A curriculum may consequently be poor even if every listed linguistic exercise is technically sound. It can prepare the wrong encounters for the people whose undertaking it claims to support. The remedy is not to remove linguistic precision but to connect precision to an adequately specified object of learning. A carefully described form may matter differently in an interpretive workshop,

a family encounter and a public performance.

At the same time, identifying a community does not settle which members' reasons define a common course. Beginners, experienced speakers, teachers, older relatives and participants with different responsibilities may reasonably seek different achievements. Some differences concern how an agreed end can be reached; others concern the end itself. The distinction is necessary because additional instruction can resolve some disagreements without resolving the others. A learner may understand a proposed public role perfectly and still decline to occupy it. Treating every refusal as insufficient understanding would turn a pedagogical explanation into an unwarranted diagnosis.

McCarthy and Lee develop their account of culturally sustaining and revitalizing pedagogy through two selected ethnographic school cases. They connect locally differentiated educational practice with community accountability, while explicitly resisting essentialist tests of belonging. Their discussion warns that treating language proficiency as a condition of authentic Indigenous identity can marginalise young people whose learning histories differ [17, pp. 103–104, 117–119]. The cases inform a situated argument; they are not a representative evaluation of revival curricula or proof that one institutional design produces the desired effects.

A useful normative distinction follows for our analysis: the value of an achievement does not by itself make possession of that achievement a condition of legitimate membership. A programme can offer demanding learning opportunities while recognising participants who have not yet acquired them. This permits serious standards without requiring the curriculum to become an identity tribunal. The precise requirements of a specialised speaking role may still be justified. The point is to keep the scope of that competence judgment explicit rather than allow it to spread silently into a judgment about the whole person.

Disagreement also affects how a common curriculum should be described. A shared introductory target may rest on overlapping reasons rather than a single doctrine about the language. One participant may seek access to family records, another practical conversation, and another the ability to support younger learners. A common interpretive exercise can sometimes serve all three. Where it does, agreement on the exercise need not conceal the diversity of reasons. Where it does not, the curriculum needs a reason for selecting among claims; merely invoking the community repeats the problem at a larger scale.

This paper provisionally holds a curriculum-setting arrangement in place so that it can study those content judgments. It does not establish that arrangement's political legitimacy. Nor does it infer that an authoritative list has already answered the educational question. Keeping authority and justification distinct allows the analysis to examine a duly selected target critically while also recognising that collective teaching requires workable decisions.

2.4 Initial Teaching Conditions

Hinton's chapter on teaching before the teacher is fluent proposes a practical organisation for teacher-learners who can work with fluent mentors. It makes conversational proficiency an explicit aim and considers both planned lesson content and the language needed for recurring routines, classroom management and less predictable interaction. A scripted lesson moves from supported comprehension to discrimination and learner production, while the teacher's own preparation remains part of the arrangement [5, pp. 79–89]. The chapter offers pedagogical guidance and an illustrative lesson rather than a controlled evaluation, and its mentoring conditions cannot be assumed in every reclamation setting.

The general comparison suggested here concerns the conditions a target presupposes. Two courses can name the same eventual accomplishment while having different defensible initial steps because their available supports differ. A course with an experienced conversational partner can ask a learner to resolve an unexpected exchange. A stipulated course whose available expressions have only just been reconstructed may first need to stabilise a much narrower interaction. Calling the second course less ambitious would miss the difference between its immediate exercise and its eventual purpose. Calling both equivalent because they name the same purpose would miss the work needed to connect those levels.

Amery's historical account of early Kaurna programmes questions the fit of general communicative profiles to their particular aims and presents a staged formulaic proposal. The proposed starting repertoire

reflects the language resources and teaching circumstances described there [1, pp. 183–187, 237–241]. Section 12 examines its limited evidential status and curricular implications.

The two sources should not be arranged on a scale from theoretically pure to compromised pedagogy. A recommendation can be appropriate because it uses an existing support effectively; another can be appropriate because it builds a support not yet available. A fair comparison would specify both initial arrangements, the achievements sought and the constraints on transfer. It would also distinguish changing the teaching method from changing the target. A less demanding initial performance may preserve the eventual target, or it may quietly replace it. The difference must be investigated rather than decided by the word “staged.”

There is a further question about whose learning the curriculum includes. If a teaching arrangement depends on the instructor acquiring new capacities, the instructor’s preparation is part of the causal history through which student targets become reachable. It need not become a student assessment requirement. Similarly, a reference resource may need improvement before a particular comparison can be taught reliably. Resource preparation and learner achievement belong to the same practical undertaking while remaining different accomplishments. The later formalism can represent selected dependencies among them, provided its variables do not identify a supply of exercises with a person’s competence.

These dependencies also make order matter without establishing a universal order. A preparatory activity can change the meaning or feasibility of a later exercise. It may supply distinctions that permit more careful production, or it may consume the occasion on which that production would have had its intended use. The direction of the effect depends on the case. A relational account earns its role by making these dependencies inspectable, not by declaring that everything affects everything else.

2.5 Curriculum Documents

The Australian Curriculum authority’s December 2015 revival-pathway achievement sequence explicitly qualifies its generalised standards by the particular language’s revival circumstances and available material [2, p. 1]. The New Zealand Ministry’s 2009 guidelines concern teaching Māori in English-medium schools, with differentiated language modes and levels [18, pp. 6, 32–35].

These dated documents give the inquiry objects more determinate than an abstract commitment to preservation. Their value as sources lies in what they specify: audiences, kinds of achievement and relationships among objectives. They do not document whether a particular learner acquired those capacities or whether the chosen targets were appropriate for every class. Section 12 treats their differences as constraints on comparison, including the difference between a revival pathway and additional-language education in a living language.

A curriculum statement can perform several functions simultaneously. It can guide teachers, describe expected achievements, communicate a programme’s purposes and provide a basis for assessment. An analyst should identify which function is relevant to a particular claim. The presence of an objective supports the claim that a document values or expects it. It does not prove the causal effectiveness of the prescribed teaching, the adequacy of resources, or the fairness of requiring every participant to perform the associated act. Those conclusions need other evidence or arguments.

Document comparison also risks imposing a false common unit. A target concerning participation in an encounter and a target concerning interpretation of historical material may both be described as understanding. That verbal overlap does not make their conditions of success identical. Conversely, different verbs may identify closely related operations once the participant, material and setting are specified. The analytical work lies in reconstructing the relation between the statement and the practice it anticipates. Counting matching terms would contribute little to that task.

The corpus consequently supports a bounded philosophical investigation rather than a claim of a newly discovered general pedagogy. Educational purpose, situated reclamation, learner history and practical teaching constraints are established concerns. The present contribution investigates a particular comparison: how a selected curriculum can pursue historically connected teaching targets while distinguishing the modes through which they are learned and the later operations its sequence enables.

That comparison can reveal an omitted reason or an unsupported inference without claiming to determine the best curriculum for communities not represented here.

3 Historical Teaching Objects

A revival curriculum selects what participants are invited or required to become able to do with inherited linguistic material. Its object therefore exceeds a list of words or forms. This section specifies that object through a constructed greeting practice, then separates interpretation, production, endorsement and enactment. It also identifies the historical and participatory conditions that make a selected target meaningful. The purpose is to give the subsequent value argument sufficiently precise alternatives: reasons for teaching one mode should not silently justify another.

3.1 A Selected Greeting Practice

Consider a fictional revival course with access to recordings and interpreted descriptions of a host–guest greeting. In the documented occasions, a designated host uses an opening formula and the arriving guest gives a role-sensitive response. Participants want to understand those earlier occasions, acquire usable resources for present voluntary greetings, and explore expressions suitable for encounters among peers. Some also value skilled performance of the historical sequence. These purposes are intelligible together, but they need not demand the same teaching activity.

The example assumes neither that the earlier role distinction was oppressive nor that a present reciprocal greeting is superior. Host and guest can be legitimate differentiated roles. The issue is which relation the course intends to teach, for which participants and occasions. A learner can reasonably value the historical sequence while declining to occupy one of its roles in a present public event. Another can regard that performance as an important purpose of learning. Their difference concerns educational aims and present participation, not necessarily disagreement about the historical evidence.

The inherited materials also require interpretation. A recording may preserve the sequence of expressions while leaving its occasion or the speakers' standing uncertain. A teaching account should distinguish what the source directly supports, what comparison makes plausible and what a present instructor supplies. The earlier continuity inquiry already shows how inherited examples can constrain a newly articulated productive operation without establishing that past speakers consciously used the same analysis [11, Section 11]. A curriculum can teach a useful reconstruction while making its historical status intelligible.

The selected teaching object consequently includes a linguistic distinction, a practical operation, a range of occasions and a historical comparison. Understanding who could open the greeting differs from producing a suitable response. Producing the response in a quoted exercise differs from using it toward another person in an actual encounter. A target becomes precise when these relations are specified. The curriculum may combine several targets, but their conjunction needs an educational reason rather than a presumption that more complete reproduction is always better.

3.2 Interpretive Achievement

An interpretive target concerns what learners can recognize and understand. In the greeting case, a learner might distinguish the two roles, identify a change in the sequence, or explain why a response fits one recorded occasion and not another. The achievement can provide access to earlier testimony, performance or social interaction. It is more demanding than storing a transcript and more limited than producing the practice competently in every relevant setting.

Understanding need not always appear as a fully explicit explanation. A learner can select an appropriate contextual description, notice a mismatch, or ask a question that reveals the relevant uncertainty. If the course specifically aims to develop historical explanation, fuller articulation will require its own

evidence. The earlier competence study treats such achievements through scoped profiles and contribution requirements [14, Section 3]. That inherited approach permits a curriculum to identify what a learner contributes without requiring an ideal of wholly unsupported performance.

Interpretive access has positive educational content. It allows an inherited expression to become something the learner can encounter with discrimination rather than merely repeat. It can reveal humor, tact, ambiguity or formal accomplishment that a translation or isolated gloss leaves obscure. Those possibilities require evidence in an actual case; they are reasons to investigate the practice's educational promise. A target stated as comprehension should identify which of these achievements the course undertakes to support.

The distinction also protects against an inadequate substitute. Providing a general historical lecture may fail to give learners access to the linguistic contrast through which an episode becomes intelligible. Conversely, drilling the response may leave them unable to understand its role. The appropriate means depends on the target. Interpretation and rehearsal can contribute to one another, but their relation should be established through the particular activity rather than assumed from their presence in the same course.

3.3 Productive Competence

A productive target concerns an ability to generate an appropriate contribution across a selected range of occasions. The greeting learner may need to choose the response fitting the interlocutor's role, adjust an expression to a new participant, or repair an inappropriate opening. This goes beyond successful repetition of the recorded example. It also remains narrower than an unrestricted ability to participate in the language.

Rehearsal can be an important means of developing that competence. A learner may acquire timing or sensitivity to another person's contribution only through guided performance. Describing the sequence can then be an incomplete substitute for doing it. The curriculum should preserve this positive possibility. Separating interpretation from production does not create a universal hierarchy in which reflective description is educationally superior to skilled practice.

The converse inference remains unwarranted. A successful performance may be heavily prompted or restricted to one memorized occasion. It can demonstrate a useful partial achievement without establishing the broader productive target. An assessment should therefore attend to the variation that the curriculum claims learners can handle. A new interlocutor, a changed response or an unfamiliar but relevant occasion can disclose a contribution that exact repetition leaves uncertain.

Support belongs within this specification. A learner may competently use a comparison sheet, ask a partner for clarification, or prepare before the encounter. Removing those resources changes the claim if they are part of the ordinary practice. The target should identify which assistance supplies the answer and which assistance enables the learner's contribution. This is inherited from the competence account, not a new theory of language acquisition [14, Section 3]. Here its normative significance is that a curriculum can choose demanding achievements without making unnecessary self-sufficiency the measure of success.

3.4 Public Participation Requirements

Endorsement concerns a participant's judgment that a use, norm or practice should be accepted in the relevant setting. It differs from understanding the practice and from being able to perform it. A learner can understand the earlier host-guest roles, reproduce their expressions accurately in an exercise, and still prefer another convention for a current peer gathering. An inference from competent production to endorsement would misdescribe that learner's achievement.

Required enactment adds another relation. The course may ask learners to speak as actual hosts or guests before a present audience. Such an act can assign a role, recognize another person or make a commitment, depending on the practice. Its educational meaning cannot be determined from the expression alone. The instructor must consider what the act does in its setting and what participation the course requires.

Quoted rehearsal can differ from actual enactment because the participants understand the exercise as an examination or recreation of another occasion. That difference is a possible educational resource, not a universally reliable protective label. An audience may receive a rehearsal as present assent; a participant may experience the assigned role as consequential despite the instructor's explanation. The intended mode therefore needs a workable setting and an account of how its practical effects are contained.

The distinction supports several legitimate curricula. A course devoted to interpreting historical recordings may require understanding while making performance optional. A voluntary specialist course may make skilled enactment central because the practice itself is the good participants seek. An introductory course may provide rehearsal sufficient for a later choice among practices. Each can have a positive purpose. The question is whether the demanded mode is justified by that purpose and proportionate to the burdens it places on the particular learners.

3.5 Historical Transformation

A revival curriculum also selects a relation to change. Historical fidelity can concern wording, pronunciation, contextual role, expressive structure or a traceable productive operation. These targets need not move together. A present greeting can retain a response pattern while changing the roles it presupposes; a carefully staged historical performance can preserve wording while inhabiting a new social setting. The comparison must identify what the curriculum claims to continue.

The preservation taxonomy already permits transformative transmission and reconstructive continuity while distinguishing corpus, capacity, conditions and lineage [9, Section 14]. These distinctions prevent two easy judgments. A changed expression need not amount to failure of the selected historical target, and a familiar expression need not establish that target's preservation. The current paper inherits this descriptive architecture and asks which of its possible targets deserves teaching priority.

Expressive adaptation can itself be taught with historical discipline. Learners might compare the earlier greeting with a proposed peer-oriented version, identify which relation is retained and explain what has changed. That activity can form both historical understanding and present expressive judgment. It should not certify every new form as an improvement. An adaptation may obscure a valued distinction or produce a misunderstanding that the earlier sequence avoided.

Failed attempts can therefore be educationally relevant. They make it possible to examine why an expression does not fit a proposed occasion and what would have to change for it to become usable. A curriculum can preserve those comparisons without requiring learners to accept one final form for all settings. Its contribution is a situated capacity for choosing, interpreting or modifying expressions, supported by evidence and practice at an appropriate scale.

3.6 Participant Learning Histories

The teaching object is finally indexed to people with different histories. One learner may already recognize the greeting but lack opportunities to produce it; another may know the sequence as performance while misunderstanding its earlier context. A common course can offer shared work without describing these starting positions as identical. The same exercise can supply new understanding, disclose an existing capacity or simply provide another occasion to use it.

GR's history-bearing orientation places these differences within the curriculum's object. A historically extended teaching arrangement can be represented through selected occurrences and their relations, with a two-complex as one possible representation. The formal model should retain the dependencies relevant to learning and comparison while leaving ultimate ontology open. A list of endpoint scores cannot replace the history when the claim concerns how a capacity was formed or which support made it available.

These distinctions give the next section its alternatives. The choice is among packages of target, mode, context and sequence, with different achievements and burdens. Authority to organize the course and resources to offer it can be provisionally settled while those substantive choices remain unresolved.

The value argument must explain why the selected package is educationally worthwhile for its participants and why its demands fit that purpose.

4 Curricular Value Claims

A specified teaching target can be feasible, historically connected and institutionally authorized while still lacking sufficient priority within a particular course. This section develops the substantive reasons that can support its selection. It examines historical access, present participation, expressive development and participant burdens, then explains how those reasons can yield bounded comparisons without a common value scale. The account is plural but not indecisive: a curriculum can have determinate obligations to its participants even when no single principle ranks every linguistic achievement.

4.1 Historical Access

Historical fidelity acquires educational force when a selected continuity makes something valuable accessible. A greeting may provide a way to understand earlier speakers, encounter a valued performance, recognize an inherited relation, or continue a practice to which participants attach significance. These reasons identify what fidelity serves. They differ from the bare claim that an older form deserves priority because it is older.

The distinction does not reduce historical value to present convenience. Participants can have reasons to encounter an earlier practice even when it is difficult or unsuitable for ordinary contemporary use. Understanding a recorded exchange on its own terms can correct a misleading present interpretation. Learning a demanding historical response can make an expressive achievement available that a simplified substitute does not retain. Those goods may justify substantial time, provided the curriculum explains the achievement and its relation to the learners' undertaking.

Fidelity should consequently specify its object. In the fictional greeting, accurate role interpretation may be essential to understanding the recording, whereas exact present reenactment may add little to that purpose. For a course devoted to historical performance, timing and role-sensitive production can be essential. A general invocation of authenticity would hide the difference. The appropriate standard follows the historical good being pursued rather than a presumption that every recoverable feature must receive equal instructional weight.

Historical access can also support critical judgment. A learner who understands an earlier convention is better placed to identify what a proposed adaptation retains or changes. This can strengthen reasons for continuity in one setting and for transformation in another. Historical teaching need not predetermine the learner's eventual allegiance. Its positive contribution can be a more adequate relation to the inherited material, including an informed capacity to refrain from a use while remaining able to understand it.

4.2 Expressive Accomplishment

Some linguistic practices are valued for qualities that become apparent only through cultivated attention or performance. Rhythm, timing, ambiguity, responsiveness and style can matter alongside the information an utterance conveys. A curriculum that assesses every form only by immediate communicative efficiency may therefore omit a substantial part of its educational promise. The omitted good needs articulation through examples and experience, even when no complete verbal criterion is available.

The prior normative-formation account develops this possibility through aesthetic responsiveness and learned attention. It explains how inherited categories and repeated encounters can form capacities for noticing, while new encounters can expose limits in those categories [6, Section 11]. The present inquiry inherits that account without treating cultivated taste as infallible or institutional prestige as evidence of excellence. Its curricular implication is that a learner's initial indifference need not exhaust the value of an unfamiliar practice.

This gives a reason for supported exposure. A course can invite learners to compare performances, try a response and discover a distinction that an introductory description could not convey. Such instruction can be worthwhile before learners can state an informed preference about its result. The reason remains bounded by the plausible educational good, the burden of the encounter and its relation to the course. It supplies no unrestricted license to require allegiance to the instructor's taste.

Aesthetic and historical reasons can also diverge. A transformed greeting might have expressive qualities its historical predecessor lacks, while the predecessor remains indispensable to understanding a particular earlier occasion. The curriculum can make both judgments intelligible without collapsing them into one verdict about which form is better. A local choice may privilege one good because of the course's purpose, while preserving an accurate account of the other good forgone.

4.3 Present Participation

Present participation supplies a further reason because learners are participants in current relationships, not merely carriers for a future language history. They may seek to greet relatives, understand a shared event, contribute to a voluntary gathering, or take part in a chosen practice. These ends can justify teaching usable forms early enough for learners to experience the activity they undertook to learn.

Usefulness here is indexed to an activity and its participants. It cannot be identified with popularity, market demand or the number of expressions produced. A small interaction may have substantial significance to those involved. Conversely, a high rate of repeated responses may leave learners unable to recognize when the response is inappropriate. The relevant good is participation with the contribution and understanding the chosen activity requires.

Immediate use can also support longer formation. A learner who can join a limited exchange gains occasions to encounter variation and pursue further questions. That possibility provides an instrumental reason for some early practical targets. It should remain a hypothesis where its causal connection has not been established. A course may require preliminary study before useful participation becomes possible, and a demanding delay can be justified when its role is intelligible and its burden proportionate.

Present participation does not require a single current norm. In the fictional course, one group may use the historical host-guest sequence voluntarily, while another seeks reciprocal greetings among peers. A shared curriculum can develop comparison and contextual judgment while supporting differentiated later uses. Where their purposes require incompatible modes within the available time, the conflict should be acknowledged. Describing both groups as one community cannot remove the reasons on either side.

4.4 Further Expression

Further expressive development concerns the ability to address occasions not exhausted by the examples taught. A learner can acquire a reusable contrast, a way to test a new expression, or the judgment needed to repair a failed adaptation. These capacities can make historical resources available for continued activity. The value lies in what participants may understand and accomplish through them, rather than in novelty considered independently of its content.

This reason can favor teaching an operation over memorizing a larger number of outputs. It can also favor careful imitation when that practice develops the distinctions later extension requires. A curriculum organized around immediate invention may leave learners without the resources needed to judge what their inventions do. The opposition between preservation and creativity is therefore too coarse to determine priority.

The continuity inquiry supplies an inherited account of source-conditioned productive extension and the evidential role of corrections [11, Section 11]. Applied to teaching, that account supports exercises in which learners explain a proposed continuation's relation to its source, test it across occasions and encounter reasons to revise it. An unsuccessful adaptation can contribute to expressive judgment if learners can identify its difficulty. Calling every new output generative success would conceal that learning task.

Future possibility nevertheless imposes present costs. Preserving several difficult registers may keep options open while consuming time learners need for another purpose. An option claim should identify

whose future use is plausibly supported, what would be lost without current teaching and what continuing support the option requires. The mere existence of a possible future branch does not establish a priority over actual participants' serious present commitments.

4.5 Participant Burdens

The same target can distribute its demands differently across learners and supporters. One participant may require extensive travel or preparatory study; another may already possess the relevant background. A teacher may provide the additional comparison work through unrecognized labor. A target that appears inexpensive in a timetable can therefore depend on a costly historical arrangement. The budget provisionally held fixed in this paper does not settle the justification of those burdens.

There is a positive reason to fit the teaching mode to its purpose. If contextual interpretation secures the undertaken historical good, compulsory public enactment requires a further argument for its added demand. If skilled performance constitutes the good, replacing it with description loses something relevant. The comparison concerns what the alternative preserves and what it asks of participants; it cannot be settled by labeling one mode less intrusive without examining its achievement.

Prior competence work already distinguishes benefit from a determinate debt to reproduce a practice or become a teacher [14, Section 10]. The present argument retains that boundary. A curriculum can invite learners to support later teaching and explain the value of such work, but acquiring a capacity does not by itself assign an unlimited obligation to exercise it. Present participants remain people with purposes beyond the programme's continuation.

Burden sensitivity also concerns alternatives that are called optional. If declining a public performance excludes a learner from the course's shared resources or makes them unable to complete an unrelated target, the option may have substantial practical consequences. Those consequences need reasons. Conversely, a specialist activity can properly require the performance that defines it, provided the requirement and participation conditions are justified. An optional broader programme need not make every internal exercise interchangeable.

4.6 Reasoned Priority Comparisons

Plural value does not require suspending every decision until a universal scale becomes available. A course can begin with the educational goods it has defensibly undertaken to provide. If one feasible package secures those goods while another fails a necessary component, that difference supplies a reason for preference. If several packages secure them, their burdens, further benefits and effects on later opportunities can guide a narrower comparison. These are proposed practical inferences whose premises require substantive defense.

The first comparison depends on a genuine undertaking rather than a retrospective description chosen to favor the preferred plan. A course advertised and organized to support both historical understanding and present voluntary use cannot treat success at only one as fulfillment merely because the other becomes inconvenient. It may revise its undertaking when circumstances change, but it should state the loss and reconsider the affected participants' claims. Resources can constrain what is possible without retroactively making every unmet purpose irrelevant.

The second comparison permits a defeasible preference for a package that secures the same justified goods at lower identified burden, provided it loses no material value relevant to that undertaking. This is not an assumption that all values are commensurable. It is a local judgment that the proposed difference does not purchase an additional good sufficient to justify its demand. A defender of the more demanding package can challenge that premise by identifying the achievement it uniquely makes possible.

Some alternatives remain incomparable after these inquiries. A course might support either a demanding historical performance or a new participatory use while lacking the conditions to support both. Choosing then requires reasons about the participants' purposes, the significance of the opportunities and the costs of postponement. The taxonomy's typed judgment profile deliberately supplies no automatic

aggregate answer [9, Section 13]. The formal investigations that follow can clarify feasibility, dependence and sequence effects. Their contribution is to make the object of this substantive choice more accurate, while leaving its evaluative premises open to criticism.

5 Teaching Modes

A teaching mode specifies the activity through which a selected linguistic target is pursued. Section 3 established the philosophical differences among understanding, production, endorsement and enactment. The present section turns those distinctions into declarations suitable for a curriculum comparison: what the encounter asks participants to do, what evidence its assessment warrants, and what participation it requires. These declarations give the later operation labels an interpretation. Their adequacy depends on the organized activity, rather than the syllabus label alone.

5.1 Declared Exercise Modes

A mode declaration first identifies the relation between linguistic material and the encounter. An interpretive exercise asks participants to distinguish meanings, occasions or evidential limits. Quoted rehearsal places a supplied sequence within an exercise frame. Supported production asks learners to contribute an appropriate expression with specified assistance. Public enactment places the expression within an occasion where it helps constitute present relations. Exploratory modification asks participants to develop and assess further expressions. These descriptions specify activities that can be combined within one lesson; they do not define a compulsory progression.

In the greeting example, the same recorded response can enter each activity. A learner might identify the guest's role, rehearse the response with a partner, select it for an unfamiliar interlocutor, use it in an actual gathering, or adapt its structure for a peer encounter. A history record should therefore identify the mode of each occurrence alongside the material used. Retaining only the expression would leave several possible educational claims unresolved.

The declaration must also identify its contextual boundary. Quoted rehearsal requires an exercise setting whose interpretation is sufficiently shared. An audience that receives the utterance as present assent can change the act's practical consequences. Likewise, an adaptation task needs an account of which earlier distinctions constrain the exercise and which features participants may revise. These contextual conditions become part of an operation's availability and interpretation in Section 6.

5.2 Assessment Commitments

An assessment declaration connects the activity to the evidence being claimed. For interpretation, the evidence might show that a learner can distinguish two role configurations and identify a relevant uncertainty. For supported production, it must identify the learner's contribution, the permitted prompts and the variation successfully handled. The prior competence analysis supplies this task-relative discipline [14, Section 3]. Naming a mode cannot replace an account of what the learner actually does.

The distinction matters when an exercise succeeds. Accurate quoted rehearsal can warrant an attribution of timing or sequence realization without establishing appropriate choice in a new encounter. A successful adaptation can demonstrate present expressive judgment while leaving its historical attribution unchanged. The productive-continuity analysis makes that latter separation explicit [11, Section 11]. A curriculum comparison should carry the warranted achievement forward at the same scope.

Endorsement requires a separate interpretation of evidence. A participant can produce a form competently while preferring a different present convention. If a course aims to develop reasoned appraisal, its assessment can examine the participant's understanding and reasons without treating agreement with the teacher as the sole successful result. Whether the course may require acceptance of a practice is a further normative issue; neither accurate production nor a task label settles it.

Table 1: Teaching Mode Commitments. The same linguistic material can enter several modes. The final column identifies an inference that requires additional evidence or justification.

Mode	Selected Educational Activity	Further Claim Requiring Support
Interpretation	Distinguish meanings, occasions and evidential limits	Ability to produce a timely response
Quoted rehearsal	Realize a supplied sequence within an exercise	Present public assumption of its roles
Supported production	Contribute an appropriate expression with stated supports	Reliable performance after those supports change
Public enactment	Participate in a present relational occasion	Justification for requiring that participation
Exploratory modification	Develop and assess further expressions	Historical attestation of the resulting form

5.3 Participation Conditions

A participation declaration identifies the demands attached to entry, progression and recognition. Public performance may be central to a specialist undertaking, while the same requirement can add an unnecessary commitment to an introductory interpretive course. The relevant comparison includes the activity's purpose and the consequences of declining it. Calling performance optional provides an incomplete description if later instruction or recognition remains conditional on taking part.

The declaration should also retain the work that makes another mode possible. Offering an alternative assessment can require teacher preparation, additional time or access to a different partner. These provisions belong in the resource and burden records. Their presence does not defeat the alternative in advance; it gives the comparison the actual arrangement whose merits must be assessed.

Demanding exercises can be justified within a defensible undertaking. Correction, repeated rehearsal and public coordination may be necessary for the accomplishment participants seek. Conversely, a requirement familiar to an institution may be replaceable without losing that accomplishment. Mode-specific assessment helps investigate the dependency rather than deciding it through either institutional habit or a general preference for optional activity.

5.4 Mode Comparison Records

Table 1 collects the operative distinctions. Each row identifies a selected activity and a further claim requiring support. The rows may be combined, revisited or specialized; they are not ranks of educational value.

The combined record gives a teaching operation its task, mode, assessment commitment and participation conditions. Two packages can then use the same source material while offering genuinely different activities. Conversely, differently named exercises may supply equivalent evidence for a particular target. Establishing either comparison requires the specified encounter and evidence. The finite representation that follows retains these declarations while examining availability, achievements and burdens.

6 Feasible Curriculum Plans

The philosophical comparison requires an account of what a curriculum plan contains and what makes it executable. This section introduces one finite, deterministic representation. It retains the history of teaching encounters, distinguishes task evidence from participant competence, and records burdens without assigning them a common value scale. Its purpose is to expose prerequisites and comparison conditions. It is a possible realization of the wider historical object, not a universal model of teaching.

6.1 Historical Arrangements

Let H be a declared countable set of finite curriculum histories. A history contains the participants and materials selected for the inquiry, the ordered encounters already undertaken, the supports made available and the judgments recorded at those encounters. It may also record relevant permissions, refusals and changes in the interpretation of an exercise. The initial history $h_0 \in H$ need not represent a beginning of the language or of participants' lives. It is the boundary at which this inquiry begins its explicit record.

An optional relational-spacetime representation realizes each history through a labelled two-complex K_h . Vertices can mark selected encounter occurrences; edges can represent declared temporal, material or interpretive connections; faces can retain an explicitly chosen relation among paths, such as a comparison of two teaching routes. These assignments require interpretation. The face is not automatically an equality of educational effects. Additional labels retain source provenance, actors, participation modes and evidence. A two-complex supplies one representation of an extended historical object; it does not imply that the object is exhausted by a graph of punctual individuals.

This choice follows the prior GR treatment of historically formed relations and of power-relevant asymmetries [8]. It leaves room for the fact that access to an exercise, the ability to refuse it and the authority to assess it can belong to different participants. A spin-foam realization would require further mathematical data and a warranted account of their interpretation. No amplitudes, quantum dynamics or physical identification are inferred from the present use of a two-complex.

6.2 Partial Teaching Operations

Let $\mathcal{A}$ be a finite repertoire of selected operation types. An operation can be a teaching encounter, a resource-preparation activity or an authorized change of exercise. For each $a \in \mathcal{A}$, specify an availability domain $D_a \subseteq H$ and a deterministic extension $F_a : D_a \rightarrow H$. The extension appends the occurrence and its selected consequences, so it retains the preceding history. Actual teaching has uncertain outcomes; determinism here describes a stipulated branch or a restricted example. A probabilistic or set-valued extension requires further outcome assumptions.

For a word $w = a_1 \cdots a_k$, execution is chronological from left to right. Write $F_\emptyset = \text{id}_H$ for the empty word. Its composite domain requires every prefix to leave the next operation available.

$$\begin{aligned} D_w &= \{h \in H : h \in D_{a_1}, F_{a_1}(h) \in D_{a_2}, \dots, F_{a_{k-1}} \circ \cdots \circ F_{a_1}(h) \in D_{a_k}\}, \\ F_w &= F_{a_k} \circ \cdots \circ F_{a_1} : D_w \longrightarrow H. \end{aligned} \tag{1}$$

Equation (1) states an availability condition as well as a composition rule. A plan cannot obtain a later exercise by merely writing its name after an earlier one. The teacher, source material, participation conditions and relevant preparation must satisfy the declared domain at that point. If a refusal is an available event, it can be recorded as a distinct operation; an unavailable operation is simply outside its domain. These cases should not be merged.

6.3 Task Witnesses

Let $\mathcal{T}$ be a finite family of selected task specifications. A specification names the task, its participants, the permitted supports, the relevant context variation and the evidence criterion used in this model. For each $t \in \mathcal{T}$, define a set $G_t \subseteq H$ of histories containing evidence that meets that criterion. The resulting readout is a set, not a competence score.

$$\Theta(h) = \{t \in \mathcal{T} : h \in G_t\} \in \mathcal{P}(\mathcal{T}). \tag{2}$$

Equation (2) allows different kinds of task evidence to remain distinct. An accurate interpretation of a supplied greeting, a timely response to a new partner and a justified modification of an expression are different elements. The model does not assign them equal educational importance by placing them in the same set. Nor does a recorded successful exercise establish a durable capacity across unexamined circumstances.

The task formulation inherits the competence manuscript’s requirement to identify participant contribution and support conditions [14]. If the available evidence is too weak to warrant a capacity attribution, G_t can instead denote a narrower documented performance criterion. Changing the target requires changing the predicate transparently. A curriculum cannot improve its demonstrated achievement merely by silently weakening the task after instruction.

6.4 Curriculum Requirement Records

An executable word can still exceed the course’s resources or impose an unacceptable requirement. Let $\mathcal{R}$ be a declared partially ordered resource carrier and $c(w, h_0) \in \mathcal{R}$ a selected resource-use record. A vector of teacher hours, room hours and available exercise places is one possible carrier with coordinatewise order. The budget $\bar{c} \in \mathcal{R}$ supplies a constraint, not a price converting these items into a common value. A word is budget-feasible when $h_0 \in D_w$ and $c(w, h_0) \leq \bar{c}$.

For each participant i in a fixed finite set I , let $\mathcal{B}_i$ be a declared partially ordered burden carrier and $b_i(w, h_0) \in \mathcal{B}_i$ a burden record. One restricted realization pairs additional required time with a set of specified public commitments required for progression. Time uses its ordinary numerical order; commitment sets use inclusion. This formal choice is appropriate only for a comparison in which those requirements have independently been identified as burdens. A valued performance is not intrinsically a burden merely because it involves a public role.

The separate carriers prevent a reduction of one participant’s exposure from automatically compensating for another’s additional work. They also leave some comparisons unresolved. Two packages may each impose a requirement avoided by the other. The resulting incomparability is informative: the declared ordering has not supplied a reason to trade these requirements against one another. A further argument or a changed package is needed.

6.5 A Curriculum Package

A package specifies a selected target family $U \subseteq \mathcal{T}$, a word whose labels include the relevant teaching modes, and its contextual interpretation. Its formal realization is summarized by the following record.

$$\Pi = (U, w, h_0, \bar{c}), \quad \text{end}(\Pi) = F_w(h_0), \quad \text{att}(\Pi) = \Theta(F_w(h_0)) \cap U. \quad (3)$$

Equation (3) is defined only for a budget-feasible word. Its compact notation leaves the interpretation of tasks and modes in the preceding declarations. Packages with different task meanings cannot be compared merely because their target labels look alike. The next section first considers packages with a common selected target family and initial history, then asks what a current comparison leaves undecided about later teaching.

7 Target Comparison Conditions

A formal comparison can establish a relation among selected achievements and burdens without settling the curriculum’s overall value. This section specifies such a comparison and then identifies its temporal limit. The main distinction is between a certificate concerning the end of the current course and a certificate concerning possible later teaching. The distinction matters whenever present target selection is defended partly by an appeal to future expressive development.

7.1 Selected Endpoint Coverage

Consider two feasible packages Π and Π' with the same h_0 , target family U , task predicates and participant burden carriers. Define a selected endpoint relation as follows.

$$\Pi \succeq_U \Pi' \iff \text{att}(\Pi) \supseteq \text{att}(\Pi') \text{ and } b_i(w, h_0) \leq b_i(w', h_0) \text{ for every } i \in I. \quad (4)$$

Equation (4) says exactly which comparisons have been established. It is reflexive and transitive because set inclusion and the declared burden orders have those properties. Distinct packages can satisfy it in both directions. They may have the same selected achievements and burdens while differing in source provenance, unselected goods, support arrangements or future opportunities. Thus it is generally a preorder on packages rather than an identity criterion.

The relation does not aggregate target value. Suppose one curriculum meets three minor tasks and another meets one demanding task. Neither the number three nor the number one resolves the comparison unless the relevant set inclusion actually holds. Even then, inclusion supplies only selected coverage. It does not establish that the larger task family is educationally desirable or that a task was specified at an appropriate level. A curriculum can multiply assessment items without expanding meaningful understanding.

A normative use of the certificate therefore needs explicit premises. The selected targets must be defensible purposes of this course; the evidence criteria must support the asserted achievements; the burden order must track requirements that matter to the affected participants; and no omitted good may defeat the proposed preference. Under those premises, additional selected achievement without increased relevant burden is a reason for preferring the package. It need not be the only reason. A strict reduction of a relevant burden can likewise be a reason when undertaken goods are retained. The philosophical force comes from the premises concerning goods and persons, not from the order symbol.

7.2 Later Teaching Opportunities

Let $V \subseteq \mathcal{T}$ be a declared family of possible later tasks. For a nonnegative integer m , let $\mathcal{A}^{\leq m}$ be the words with at most m operations. A restricted continuation profile records which of those later targets can be witnessed from a terminal history within that operation bound.

$$\mathcal{F}_m(h; V) = \{t \in V : \text{some } v \in \mathcal{A}^{\leq m} \text{ satisfies } h \in D_v \text{ and } F_v(h) \in G_t\}. \quad (5)$$

Equation (5) uses operation count only as a declared finite search bound. It is not a measure of real teaching effort. A concrete application can further restrict the words by vector budgets, timing and participation conditions. The empty word permits a target already witnessed at h to belong to the profile. Different targets can be achievable through different words; membership of several targets does not imply that one word achieves all of them together.

The endpoint relation imposes no condition on these profiles. An exercise may leave an editable comparison resource, a continuing mentorship arrangement or a permission needed for another task. A rival can produce the same present task evidence without leaving that condition. The difference becomes visible only when continuation domains are examined. It cannot be recovered by increasing confidence in the already selected endpoint readout.

Proposition 7.1 (Endpoint Equality And Continuation Separation). *There is a finite deterministic curriculum model with two feasible packages having equal selected endpoint achievements and equal participant burdens, but different one-operation continuation profiles.*

Proof. Take four histories h_0, h_p, h_q, h_r , three operation types p, q, r , and two tasks t_0, t_1 . Define p and q only at h_0 , with values h_p and h_q . Define r only at h_q , with value h_r . Set $G_{t_0} = \{h_p, h_q, h_r\}$ and $G_{t_1} = \{h_r\}$. Let the initial packages use the one-letter words p and q , the common selected family $U = \{t_0\}$, equal feasible costs and equal burden records. They have identical selected achievements. With $V = \{t_1\}$, the profile $\mathcal{F}_1(h_p; V)$ is empty, while $\mathcal{F}_1(h_q; V) = \{t_1\}$. All operation domains and task memberships have been specified, so the claimed difference follows directly. $\square$

Proposition 7.1 is a constructed logical separation, not a discovery that one named pedagogy produces better futures. It shows why an endpoint certificate cannot carry an additional continuation claim without additional premises. The finite example can represent an editable resource retained by one route and absent from the other, provided that a real application establishes that interpretation. Whether retaining it is worthwhile remains a normative and practical question.

7.3 A Sufficient Continuation Condition

One can impose a stronger comparison when future tasks form part of the curriculum's undertaking. Let $R \subseteq H \times H$ relate histories of a proposed replacement package to histories of a reference package. Require that every selected reference operation available at the second history has an available counterpart at the first, with the resulting histories again related. Require also that reference membership in a selected target set implies replacement membership. An induction on word length then transports every selected finite reference route to a replacement route. The induction starts at the related terminal histories and repeats the availability and target conditions at each successive operation.

This is the familiar forward-simulation pattern used in the preceding operation-transport study [10]. It is a sufficient condition, not a new general theorem or a necessary condition for every useful curriculum comparison. A replacement might reach a target through an entirely different sequence that fails a chosen stepwise translation. Conversely, a purely existential relation can conceal burdens borne along the translated route. Budget and participant conditions must be imposed at the same level if those are part of the claim.

The practical question is consequently more specific than whether a course "preserves generativity." Which later tasks, for which participants, through which supports and within which interval does the claim concern? A course can preserve one route while closing another. It can also reasonably close a route whose maintenance would defeat its undertaken purpose. The formalism helps state these choices; it does not supply an unconditional requirement to preserve every possible continuation.

8 Constructed Priority Comparisons

This section supplies two finite comparisons within the fictional greeting curriculum. The first isolates an added participation requirement while holding the teaching provision and selected achievements fixed. The second isolates a continuation prerequisite despite equal current endpoints. These controlled comparisons clarify the certificates in Section 7. The fuller appraisal in Section 14 considers packages whose teaching provision also differs. Neither exercise is attributed to an actual community.

8.1 An Added Participation Requirement

Use the host-guest greeting and the introductory undertaking already specified: participants seek historical interpretation and voluntary present greeting. Let a common package provide contextual comparison, quoted rehearsal and supported adaptation. Assume that it supplies adequate evidence for these two selected targets within the declared budget.

Construct a second package by retaining that teaching provision and adding mandatory public enactment as a condition of completion. This is an additive counterfactual: the public requirement does not replace contextual work or improve the selected evidence in this example. Both packages are budget-feasible. The added act imposes an independently identified burden on at least one participant and reduces no other participant's burden. Further assume that no defining good of this common course requires that act and that no additional relevant benefit justifies its added demand. The latter premise matters because a worthwhile benefit need not be necessary to a defining good.

Under these assumptions, Equation (4) favors the first package in its selected burden comparison while recording equal target achievement. The normative reason comes from retaining the undertaken goods and avoiding the additional unwarranted demand. Optional access to historical performance can remain available. If refusing the public act closes a later opportunity, that consequence must enter the comparison rather than disappear behind the word optional.

8.2 A Changed Undertaking

The additive comparison does not govern a specialist course whose defining good is skilled participation in the historical practice. In that course, timing, responsiveness and actual public coordination can

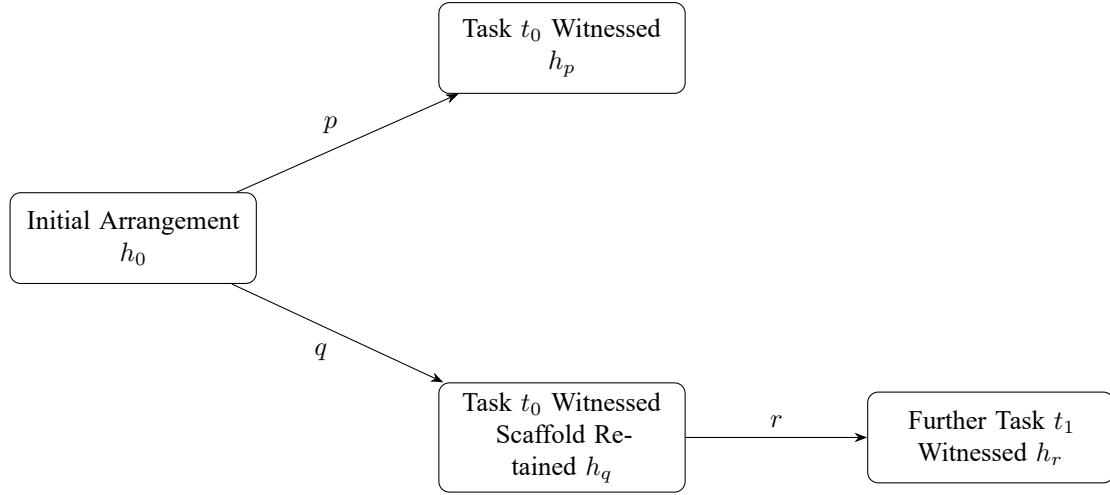


Figure 1: Constructed Curriculum Routes. The two initial routes have equal selected endpoint task evidence and stipulated equal burdens. The further operation is available only after the route retaining its required scaffold. An absent arrow denotes an unavailable operation in this example, not a universal impossibility.

belong to the selected target itself. Removing the relevant performance can then defeat target equality. Section 14 develops this positive counterexample and its participation conditions. Formally, it changes the target predicates or selected target family; a conclusion proved for the introductory package cannot be transferred by keeping the old target names.

8.3 Equal Endpoints

The four-history construction in Proposition 7.1 concerns another possible difference. Interpret p as a route that completes a contextual task but leaves no retained editable comparison scaffold. Interpret q as a route that completes the same task and retains such a scaffold, perhaps because it was already available within the stipulated teaching budget. The further operation r uses that scaffold for a specified adaptation exercise. These are assumptions of the constructed realization; they do not imply that producing and retaining resources is generally costless.

Figure 1 makes the domain difference visible. Both routes reach the same selected present target. Only one terminal arrangement supplies the declared prerequisite for the next operation. The different continuation does not prove that q is better overall. The later adaptation target must itself be warranted, the retained resource must remain usable, and its maintenance burdens must be assessed. The example establishes the inadequacy of endpoint equality for a particular additional claim.

8.4 Revising A Comparison

A real inquiry may discover that its initial target specification omitted something important. Participants might find that the adaptation exercise weakens a distinction central to their intended historical understanding. Alternatively, a supposedly necessary public performance might turn out to be one teacher's preferred assessment method rather than a condition of the target capacity. Such discoveries justify revising the package or the comparison, not silently changing the meaning of success.

The history-bearing representation records the revision as an event. It can retain the earlier target, the evidence motivating the change and the persons who bear its consequences. This is one reason to avoid identifying the curriculum with a final syllabus alone. The resulting record does not make the revision justified by itself, but it makes the relevant reasons and changes available for appraisal.

The finite example also shows why the next formal model concerns preparation resources rather than learning scores. The scaffold is a condition of an exercise; it is not equivalent to a participant's

capacity. A field can represent how contextual-comparison and interpreted-rehearsal resources become available across sites. To infer learning, one would need further evidence about their use, participants' contributions and the durability of the resulting capacities. The regional model deliberately retains that boundary.

9 Regional Preparation Fields

This section constructs one field representation of a curriculum's means. Its purpose is to compare the development of two kinds of accessible exercise material when each teaching module uses resources produced by the other. The construction supplies a bounded regional carrier, explicit production assumptions and globally defined module maps. Section 10 then derives the consequences of changing their order. The target is a selected teaching-resource configuration. Neither the configuration nor its development is identified with linguistic competence, a language's worth or a justified curricular priority.

9.1 Interpreted Exercise Resources

Consider a curriculum containing a historical host–guest greeting. One module prepares contextual-comparison packets: interpreted examples distinguishing who speaks, the occasion, the participants' standing, and possible variations. The other module prepares usable prompts, responses and feedback for interpreted rehearsal of the greeting. These form its interpreted-rehearsal packets. A rehearsal packet can give a comparison exercise something concrete to examine. A comparison packet can give a rehearsal exercise a contextual discrimination to practise. This reciprocal use is the proposed mechanism. It does not imply that every greeting curriculum should contain these two modules, or that contextual interpretation and skilled historical performance are competing goods.

The word *packet* identifies a declared exercise-resource unit rather than an uninterpreted document. A recording stored on an inaccessible drive does not become an available rehearsal resource merely because it exists. A packet must meet the accessibility and interpretation conditions specified by the application. Those conditions can include usable presentation, permitted access, appropriate examples and available feedback arrangements. The model does not determine those conditions from a number. It presupposes that they have been independently described, and it represents variation in the amount or coverage of resources satisfying them.

Fix a finite, nonempty set J of teaching sites and write $n = |J|$. At site i , let x_i represent the normalized availability of contextual-comparison resources and y_i the normalized availability of interpreted-rehearsal resources. Each normalization refers to its own fixed, finite resource schedule. The two coordinates need not share a physical unit, and comparing their numerical magnitudes does not compare their value. The local and joint carriers are defined in Equation 6.

$$(x_i, y_i) \in [0, 1]^2, \quad z = (x, y) \in \mathcal{B} := [0, 1]^J \times [0, 1]^J. \quad (6)$$

Equation 6 is a continuous idealization of selected resource coverage. The value one means completion of the declared resource schedule at that site. It does not mean complete knowledge of the greeting, mastery of the language, or exhaustion of future expressive possibilities. A revised exercise schedule would change the coordinate interpretation and require an explicit comparison.

This separation follows the preservation taxonomy's distinction between a capacity grammar, its enabling conditions and their joint realization [9, Section 8]. The same resource profile can support different learner performances when interpretation, access or the learner's present organization differs. Conversely, learners can sometimes achieve the same task with different material supports. An application therefore needs a separate witness connecting these resources to the intended operation. For example, availability of a contextual packet may enable a learner to compare two host–guest roles; actual successful comparison remains an assessed performance, not a consequence of the inequality $x_i > 0$.

The field is also a restricted representation of a history-bearing curriculum. Its fixed sites stand for selected regions of that history, and its module occurrences stand for specified teaching activities. It does

not replace the history of who prepared the materials, who could participate, what a correction meant or which burdens made the activity possible. The earlier field formalism requires a declared realization and compatible regional restrictions before field coordinates can represent a selected relational target [7, Sections 5–6]. The present law supplies additional assumptions at that interface. It is one possible realization, alongside the paper’s historical and finite operation descriptions.

9.2 Module Production Laws

Let $w_{ij} = w_{ji} \geq 0$ be fixed regional exchange weights, with $w_{ii} = 0$. The weighted graph Laplacian $L_G : \mathbb{R}^J \rightarrow \mathbb{R}^J$ is defined in Equation 7.

$$(L_G a)_i = \sum_{j \in J} w_{ij}(a_i - a_j), \quad a \in \mathbb{R}^J. \quad (7)$$

The vector a in Equation 7 is a generic channel configuration. Symmetric exchange represents a selected redistribution or rebalancing of accessible resources. It is appropriate only where local availability can move in both directions: for example, when a shared stock of prepared teaching provision is reassigned among sites. It is not a general law of information copying. If digital duplication expands every site’s access without reducing another’s, a different coupling law is needed.

Choose nonnegative exchange rates D_x, D_y . Write $\mathbf{1}$ for the constant-one vector and $\odot$ for componentwise multiplication. Module A develops comparison resources while retaining the rehearsal channel; module B develops rehearsal resources while retaining the comparison channel. Their vector fields $F, G : \mathcal{B} \rightarrow \mathbb{R}^{2n}$ are defined in Equation 8.

$$\begin{aligned} F(x, y) &= (f(x, y), 0), & f(x, y) &= -D_x L_G x + (\mathbf{1} - x) \odot y, \\ G(x, y) &= (0, g(x, y)), & g(x, y) &= -D_y L_G y + (\mathbf{1} - y) \odot x. \end{aligned} \quad (8)$$

During module A , the evolution is $\dot{z} = F(z)$; during module B , it is $\dot{z} = G(z)$. Time is measured in a common declared module unit. Equation 8 chooses the production coefficients as one by normalization. Unequal empirical rates would require additional parameters and new comparisons.

The production term has two factors. Available resources in the other channel supply the interpreted material used by the active module. The remaining fraction $1 - x_i$, or $1 - y_i$, measures unfilled slots in its own declared resource schedule. Their product is a selected saturation law: production slows near schedule completion and vanishes when the relevant prerequisite material is absent. This is a mass-action-style mathematical assumption, not a finding that reasons, language or teaching obey a universal mass-action law. Its substantive content is testable at the level of the application: does the active module require these materials, and does approaching completion reduce the available production opportunities?

The inactive channel is neither consumed nor newly produced during a module. Its material remains reusable. This idealization fits a bounded work package whose staff time is allocated to developing one resource family. It can fail where rehearsal simultaneously produces new contextual interpretation, or where preparation damages an existing resource. Such possibilities matter philosophically, but they cannot be silently inserted into a proof based on Equation 8. They require a revised law or a more differentiated operation repertoire.

The all-zero state is consequently stationary. That boundary means that neither of these two closed modules supplies the initial material required by the other. It does not mean that beginners cannot learn, or that a revival curriculum must inherit a complete set of resources. An external introduction, an interpreted archival example or another production module can provide a seed. The sequence comparisons below use a common interior initial state precisely to study the ordering of two available modules after some resources already exist.

9.3 Global Module Maps

The bounded carrier is a substantive advantage of the selected saturation law. It permits sequence comparisons without extending normalized resource coordinates beyond their declared interpretation.

Proposition 9.1 (Global Resource Evolution). *Every initial state in $\mathcal{B}$ has a unique global solution during either module. Both solutions remain in $\mathcal{B}$. Consequently, every finite sequence of nonnegative-duration modules defines a total map from $\mathcal{B}$ to itself.*

Proof. The vector fields in Equation 8 are polynomial, so they are locally Lipschitz. At a lower face $x_i = 0$, the active A -component is $D_x \sum_j w_{ij}x_j + y_i \geq 0$. At the upper face $x_i = 1$, it is $D_x \sum_j w_{ij}(x_j - 1) \leq 0$. The inactive y -components vanish. Thus module A cannot leave the cube through any coordinate face. The same argument with the channels interchanged applies to module B . Uniqueness together with these inward-pointing conditions preserves the closed cube. The fields are bounded on that compact carrier, so a maximal solution cannot escape to infinity in finite time; local existence extends it for every nonnegative time. Composing finitely many such solutions proves the final assertion. $\square$

Let $A_t, B_t : \mathcal{B} \rightarrow \mathcal{B}$ denote the module maps furnished by Proposition 9.1. Their phase solutions admit a useful exact representation. For fixed y , define the matrix $Q_y = D_x L_G + \text{diag}(y)$, where $\text{diag}(y)$ has diagonal entries y_i . During A , the resource complement $r = \mathbf{1} - x$ satisfies Equation 9.

$$\begin{aligned} \dot{r} &= -Q_y r, & x(t) &= \mathbf{1} - e^{-tQ_y}(\mathbf{1} - x(0)), \\ Q_x &:= D_y L_G + \text{diag}(x), & y(t) &= \mathbf{1} - e^{-tQ_x}(\mathbf{1} - y(0)) \quad \text{during } B. \end{aligned} \tag{9}$$

For the first line, $L_G \mathbf{1} = 0$ converts the A -equation directly into the complement equation; differentiation verifies the exponential solution. The second line follows identically. Equation 9 does not require either matrix to be invertible, so it includes absent-resource boundary cases.

The off-diagonal entries of $-Q_y$ are nonnegative. To see why its exponential is entrywise nonnegative, choose a scalar c large enough that $-Q_y + cI$ is entrywise nonnegative. The exponential series of that matrix is nonnegative term by term, and multiplication by e^{-ct} preserves the sign. The same reasoning applies to $-Q_x$. Here I is the identity matrix on $\mathbb{R}^J$. This positivity will support the comparison argument in Section 10.

Each phase is affine linear in the coordinate that changes when the other coordinate is fixed. The full module map on (x, y) is nevertheless nonlinear: the matrix in the exponential depends on the other channel. This distinction prevents an apparent simplification from erasing the very cross-use mechanism being investigated. It also explains how exact phase computation can coexist with nonlinear sequence effects.

9.4 Regional Boundary Data

A regional curriculum comparison must retain the resources entering from the surrounding arrangement. Let $R \subseteq J$, and let L_R be the Laplacian formed from edges having both endpoints in R . For $i \in R$, module A has the restricted equation in Equation 10.

$$\dot{x}_i = -D_x (L_R x_R)_i + (1 - x_i)y_i + D_x \sum_{j \notin R} w_{ij}(x_j - x_i). \tag{10}$$

Equation 10 follows by splitting the sum in Equation 7. Its last term contains the actual exterior trace $x_j(t)$. A prescribed exterior is a different, explicitly open regional problem. Deleting the crossing edges gives another system. These alternatives cannot be conflated by calling all three a restriction.

The same distinction is inherited from the prior regional reproduction and reactivation analyses [14, Section 6][13, Section 9]. Here it has a particular curricular consequence. A preparation module can improve the total availability of contextual material while redistributing access away from a site that was initially better supplied. The local production term remains nonnegative, but the regional exchange term need not be. A later rehearsal module can therefore encounter less locally available preparation at one site and more at another.

This is why the field representation earns its regional structure. A single curriculum-wide average would conceal who has access to the material when the next module begins. Retaining the boundary does not decide whether redistribution is justified. It makes the redistribution visible so that the paper's independent target and burden judgments have the relevant object to assess.

10 Curriculum Sequence Dynamics

This section compares executable module sequences on the carrier established in Section 9. It first derives a target-specific tradeoff for homogeneous resources, then gives an interleaving schedule that meets a joint target missed by both grouped schedules. A regional counterexample identifies the role of redistributed access. Finally, a short-time composition calculation separates the contribution of saturation from the more general possibility of sequence dependence. Every comparison concerns specified resources and module provision; learner performance and curricular justification require their own witnesses.

10.1 Homogeneous Target Tradeoffs

Take common homogeneous initial data $x_i = \xi$, $y_i = \eta$ for every $i \in J$, where $0 \leq \xi, \eta \leq 1$. The graph terms vanish and remain zero, so the homogeneous subspace is invariant. Give each module duration $\tau \geq 0$. We use chronological notation: AB means that A occurs first, hence its endpoint is $B_\tau(A_\tau(z_0))$. Define the single-module endpoint values in Equation 11.

$$a = 1 - (1 - \xi)e^{-\eta\tau}, \quad b = 1 - (1 - \eta)e^{-\xi\tau}. \quad (11)$$

Equation 11 follows by solving the scalar complement equations from Equation 9. Reusing the resulting resource as input to the next module gives Equation 12.

$$\begin{aligned} (x_{AB}, y_{AB}) &= (a, 1 - (1 - \eta)e^{-a\tau}), \\ (x_{BA}, y_{BA}) &= (1 - (1 - \xi)e^{-b\tau}, b). \end{aligned} \quad (12)$$

The initial state and duration of each module are identical across Equation 12; only their order changes.

Proposition 10.1 (Homogeneous Resource Tradeoff). *If $0 < \xi, \eta < 1$ and $\tau > 0$, then $x_{BA} > x_{AB}$ and $y_{AB} > y_{BA}$. Neither endpoint is coordinatewise greater than the other.*

Proof. Equation 11 gives $a > \xi$ and $b > \eta$. Since $s \mapsto 1 - (1 - \xi)e^{-s\tau}$ is strictly increasing, substituting $b > \eta$ gives $x_{BA} > a = x_{AB}$. The corresponding strictly increasing function with initial value η , applied to $a > \xi$, gives $y_{AB} > b = y_{BA}$. $\square$

Proposition 10.1 expresses a concrete dependency. The module performed second can use resources developed by the first. Preparation followed by rehearsal produces more rehearsal material; rehearsal followed by preparation produces more comparison material. This is not a circular definition of a preferred curriculum. Both output coordinates were specified before the schedules were compared, and the calculation gives opposed advantages. A judgment that comparison resources deserve priority, or that skilled historical rehearsal is the principal aim, supplies an additional premise.

The boundary cases clarify the mechanism. At $\tau = 0$, both schedules are the identity. If $\xi = 1$ or $\eta = 1$, the completed channel remains complete and both orders give the same endpoint. At $(0, 0)$, both remain stationary. If $\xi = 0$ and $0 < \eta < 1$, the x -endpoints agree while AB has more y : the initially ineffective rehearsal module benefits from preceding preparation. If $\eta = 0$ and $0 < \xi < 1$, the y -endpoints agree while BA has more x . These statements follow directly from Equation 12. They concern completed or absent resources in the chosen schedule, not complete language mastery or a learner's ability to begin.

A regional positive comparison is possible under an additional condition. Suppose the initial fields satisfy $f(z_0) \geq 0$ and $g(z_0) \geq 0$ componentwise, using the definitions in Equation 8. During A , the derivative evolves as $e^{-tQ_y} f(z_0)$, so it stays nonnegative; similarly, B initially increases its active channel. Moreover, increasing the fixed other-channel input increases the active solution. A first-crossing argument proves this comparison: where two active coordinates first coincide, the diffusion term cannot

reverse their order, and the larger input contributes an additional nonnegative multiple of $1 - x_i$, or $1 - y_i$. Consequently the regional endpoint comparison is Equation 13.

$$f(z_0) \geq 0, g(z_0) \geq 0 \implies x_{BA} \geq x_{AB}, \quad y_{AB} \geq y_{BA}. \quad (13)$$

The inequalities in Equation 13 need not be strict. Their proof does not require homogeneous fields, but it does require that each initial module be locally nondecreasing. Redistribution can violate that condition, as the regional example below demonstrates.

10.2 Joint Resource Targets

The grouped comparison leaves another possibility open: a schedule can divide a module into stages so that resources developed in the middle become available to its final stage. This possibility is not captured by choosing whichever of AB or BA gives the preferred single coordinate.

Set $\xi = \eta = 1/2$ and $\tau = 2 \log 2$. The grouped endpoints from Equation 12 are given in Equation 14.

$$(x_{AB}, y_{AB}) = (3/4, 1 - 2^{-5/2}), \quad (x_{BA}, y_{BA}) = (1 - 2^{-5/2}, 3/4). \quad (14)$$

Both schedules in Equation 14 miss every common resource floor strictly above $3/4$, because one channel stops at that value.

Now execute A for $\tau/2$, then B for τ , then A for $\tau/2$. The total duration of each module remains τ . Let a_* be the first comparison endpoint, b_* the middle rehearsal endpoint, and c_* the final comparison endpoint. Direct phase integration gives Equation 15.

$$\begin{aligned} a_* &= 1 - 2^{-3/2}, \\ b_* &= 1 - 2^{-(1+2a_*)}, \\ c_* &= 1 - 2^{-(3/2+b_*)}, \quad (x_{\text{int}}, y_{\text{int}}) = (c_*, b_*). \end{aligned} \quad (15)$$

The final line of Equation 15 uses the remaining comparison complement after the first half-module. It is not a fresh start from the original x -value.

Proposition 10.2 (Joint-Target Sequence Witness). *For every θ satisfying $3/4 < \theta \leq 1 - 2^{-9/4}$, the interleaved schedule meets the joint target $x \geq \theta$, $y \geq \theta$, whereas both grouped schedules miss it. All three schedules use the same total duration in each module.*

Proof. Since $\sqrt{2} > 4/3$, Equation 15 gives $a_* > 5/8$. Therefore $1 + 2a_* > 9/4$ and $b_* > 1 - 2^{-9/4} > 3/4$. It follows that $3/2 + b_* > 9/4$, so $c_* > 1 - 2^{-9/4}$. Both interleaved coordinates exceed every stated floor. Equation 14 shows that the grouped schedules each have one coordinate $3/4$, proving their failure. Adding the two half-durations of A gives τ , while the duration of B is already τ . $\square$

Proposition 10.2 provides a feasible schedule, not an optimal one. It concerns a nonempty interval of targets rather than a specially designated universal threshold. For a concrete plotted floor, choose $39/50$. This value lies in the interval: the upper comparison is equivalent to $2^{-9/4} < 11/50$, which follows on taking fourth powers from the integer inequality $50^4 < 512 \cdot 11^4$. The figure uses that convenient rational number only to make the joint target visible.

Equal module time becomes equal total resource provision only with an explicit changeover assumption. Splitting a module can require additional travel, preparation, coordination or participant adjustment. The present comparison assumes those costs are absent or already included in a common provision envelope. If the extra changeover consumes resources excluded from the grouped schedules, Proposition 10.2 remains a mathematical endpoint result but no longer proves an equal-resource advantage. The burden account must then be revised.

Figure 2 displays the three exact homogeneous paths and the dependence of the grouped tradeoff on duration. The two resource targets remain separately visible. A single aggregated score would require weights that this mechanism does not supply.

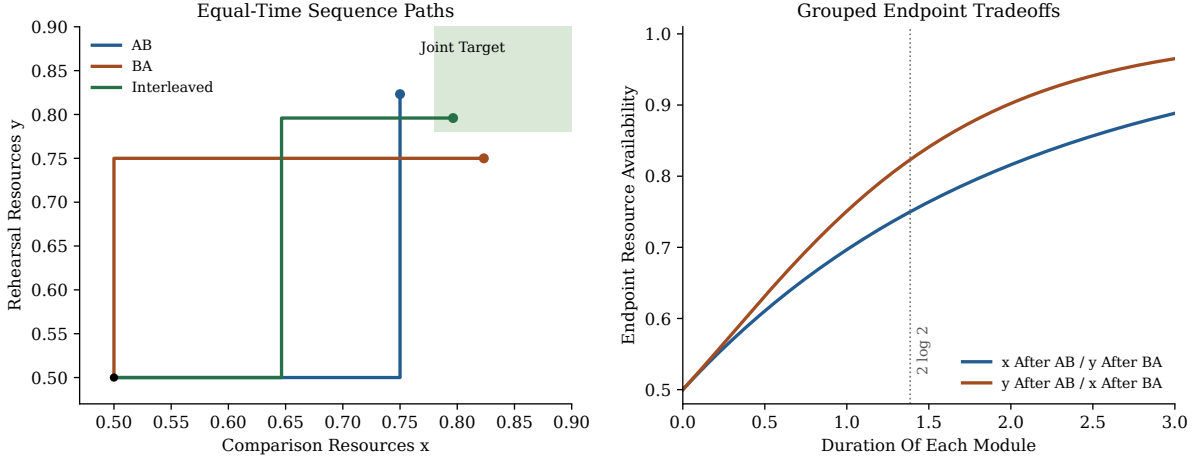


Figure 2: Teaching-Resource Sequence Comparisons. Left: grouped and interleaved paths from the same initial resource profile; the shaded region is a declared joint resource target. Right: the two grouped endpoint coordinates as module duration varies. These are exact solutions of a selected resource law, not learner-competence measurements.

10.3 Regional Access Redistribution

The homogeneous tradeoff can fail locally when preparation redistributes resources. Take two sites connected by one edge of weight one, set $D_x = 1$ and $D_y = 0$, and use initial data and duration as in Equation 16.

$$x(0) = (9/10, 1/10), \quad y(0) = (1/2, 1/2), \quad \tau = 2 \log 2. \quad (16)$$

During A , the mean comparison resource $m = (x_1 + x_2)/2$ obeys $\dot{m} = (1 - m)/2$. Its half-contrast $d = (x_1 - x_2)/2$ obeys $\dot{d} = -(5/2)d$. Solving with Equation 16 gives Equation 17.

$$m(t) = 1 - \frac{1}{2}e^{-t/2}, \quad d(t) = \frac{2}{5}e^{-5t/2}, \quad x(\tau) = (61/80, 59/80). \quad (17)$$

Thus the initially better supplied site loses local comparison availability during preparation, although the mean rises. The other site gains. Equation 17 is precisely a case where the nondecrease premise of Equation 13 fails.

Since rehearsal has no exchange in this example, its endpoint at each site follows the scalar exponential law. The two practice-resource vectors are given in Equation 18.

$$\begin{aligned} y_{AB} &= (1 - 2^{-101/40}, 1 - 2^{-99/40}), \\ y_{BA} &= (1 - 2^{-14/5}, 1 - 2^{-6/5}). \end{aligned} \quad (18)$$

At site one, $101/40 < 14/5$, so $y_{AB,1} < y_{BA,1}$. At site two, $99/40 > 6/5$, so $y_{AB,2} > y_{BA,2}$. Equation 18 therefore proves a local reversal of the homogeneous rehearsal advantage at the first site.

The interpretation depends on the specified exchange mechanism. Preparation here combines local resource production with redistribution of access. Rehearsal performed first can exploit the richer site's initial resources before that redistribution occurs. Rehearsal performed second benefits the initially poorer site from the preparation it has received. Neither site-level comparison settles which arrangement is preferable. A justified priority may favor widening access, supporting a presently demanding task or preserving a particular historical performance. The model supplies consequences for those judgments; it does not decide among them.

Figure 3 shows the exact preparation trajectories and the resulting rehearsal endpoints. Its local contrast is not reducible to the curriculum's total resources. An application that treats both sites as a single point would remove a potentially relevant distributional fact.

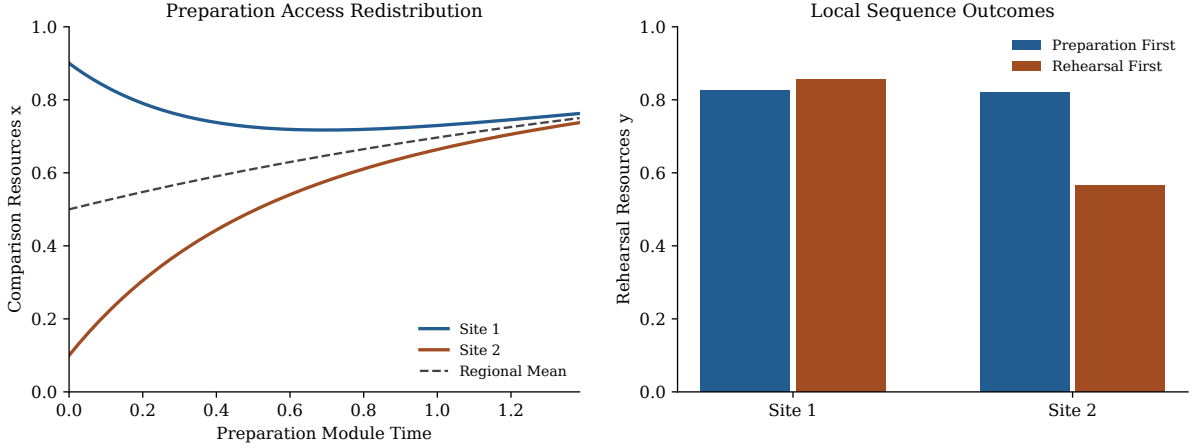


Figure 3: Regional Curriculum Access. Left: preparation increases mean comparison resources while redistributing local availability. Right: subsequent rehearsal benefits the initially poorer site, whereas rehearsal first leaves more rehearsal resources at the initially richer site. The graph exchange and production laws are explicitly selected assumptions.

10.4 Sequence Defects

The exact examples can be connected to a local operation diagnostic. Write $DF(z)$ and $DG(z)$ for the Jacobian matrices of the two vector fields at z . For a small common duration t , Taylor expansion of the module flows gives Equation 19.

$$\begin{aligned} B_t(A_t z) &= z + t(F + G) + t^2\left(\frac{1}{2}DF F + DG F + \frac{1}{2}DG G\right) + O(t^3), \\ A_t(B_t z) &= z + t(F + G) + t^2\left(\frac{1}{2}DG G + DF G + \frac{1}{2}DF F\right) + O(t^3). \end{aligned} \quad (19)$$

All fields and derivatives on the right of Equation 19 are evaluated at z . The first expansion follows by inserting $A_t z = z + tF(z) + t^2 DF(z)F(z)/2 + O(t^3)$ into the Taylor expansion of B_t ; the second follows with the order reversed. The fields have bounded derivatives on a neighborhood of the compact cube, so the remainders can be bounded uniformly there for sufficiently small nonnegative t .

The self-derivative terms cancel on subtraction. Since the cross derivative of f with respect to y is $\text{diag}(\mathbf{1} - x)$, and that of g with respect to x is $\text{diag}(\mathbf{1} - y)$, the coordinate defects are Equation 20.

$$\begin{aligned} x_{BA} - x_{AB} &= t^2(\mathbf{1} - x) \odot g(x, y) + O(t^3), \\ y_{AB} - y_{BA} &= t^2(\mathbf{1} - y) \odot f(x, y) + O(t^3). \end{aligned} \quad (20)$$

Equation 20 identifies both completion and regional access in the short-time order effect. Near resource completion the corresponding factor becomes small. A negative local change caused by redistribution can reverse the initial order advantage. The calculation is a diagnostic for these defined operations, not an appeal to noncommutativity as an explanation by itself.

10.5 Mechanism Comparisons

Sequence dependence does not require a nonlinear law. For one site, the linear cross-coupled modules $A : \dot{x} = y, \dot{y} = 0$ and $B : \dot{y} = x, \dot{x} = 0$ already produce different endpoints. Their exact differences are $x_{BA} - x_{AB} = t^2 x$ and $y_{AB} - y_{BA} = t^2 y$. These laws have no bounded resource interpretation for arbitrarily long time, but they show that generic order sensitivity cannot be credited uniquely to saturation.

The nonlinear factors in the selected model do independent work. They preserve the declared resource cube, reduce production near completion, determine the state-dependent coefficients in Equation 20, and generate the equality boundaries of the exact tradeoff. Those properties support the finite

resource targets and the interleaving witness. They do not establish that the bilinear law is empirically correct, or that every saturating production law yields the same formulas. Comparing a proposed law with alternatives is part of the representational discipline developed in the preceding response-field investigation [15, Sections 10.4–10.5].

There is also a positive commuting counterexample. Replace y in the A -production term by a fixed external resource vector $c_A \in [0, 1]^J$, and replace x in the B -production term by $c_B \in [0, 1]^J$. Each module then changes only its own channel, independently of the other. If a_t and b_s are their respective channel maps, either order sends (x, y) to $(a_t(x), b_s(y))$. Within-channel diffusion does not change this conclusion. Cross-use, rather than merely having two modules or two regional fields, is responsible for the composition defect in this model.

Ordered composition and its possible failure to preserve a selected target are inherited formal concerns [7, Section 6]. The present results add specific conditional resource comparisons: opposed grouped advantages, an equal-time joint-target witness and a regional reversal. They return the philosophical inquiry to its proper decision. Which resource configuration matters depends on the teaching operation, the evidence connecting material to learner performance, and the reasons for selecting that performance. The structural calculation makes those choices better informed while preserving their distinct inferential roles [9, Section 13].

11 Curriculum Operation Algebra

The algebraic question is whether different orders of available teaching operations differ in a selected educationally relevant readout. An algebra of histories can distinguish two orders simply because their occurrence records differ. That historical distinction is valuable, but it does not by itself establish an outcome difference. This section constructs the history operators, isolates a readout-sensitive comparison and connects it to the nonlinear field calculation. The tools are inherited from the prior formative and transport algebras [14, 10]; the application concerns the particular curriculum comparisons developed here.

11.1 History Extension Operators

Use the countable history family H and partial extensions $F_a : D_a \rightarrow H$ from Section 6. Assume that each extension retains the preceding history and appends an occurrence label. It is therefore injective on its domain. Let $\mathcal{H} = \ell^2(H)$ be the Hilbert space with orthonormal basis e_h , one vector for each history. For $E \subseteq H$, let P_E be the orthogonal projection onto the closed span of $\{e_h : h \in E\}$. Define the operation on basis vectors as follows.

$$S_a e_h = \begin{cases} e_{F_a(h)}, & h \in D_a, \\ 0, & h \notin D_a, \end{cases} \quad S_a^* S_a = P_{D_a}. \quad (21)$$

Injectivity makes the nonzero images in Equation (21) orthonormal. Thus the basis definition extends to a bounded operator of norm at most one, and the stated projection identity follows. Such an operator is a partial isometry. The zero vector represents non-execution in this encoding, not an empirical state of silence or educational failure. A performed but unsuccessful exercise can instead be recorded as an available extension with a different result.

For a chronological word $w = a_1 \cdots a_k$, define $W_w = S_{a_k} \cdots S_{a_1}$. Prefix availability gives its action and initial projection.

$$W_w e_h = \mathbf{1}_{D_w}(h) e_{F_w(h)}, \quad W_w^* W_w = P_{D_w}. \quad (22)$$

The first expression in Equation (22) is understood as zero outside D_w , where $F_w(h)$ is not defined. On the domain, induction through the successive extensions proves it. The composite remains injective there, proving the second identity. The occurrence record makes an adjoint mathematically available, but

does not make it an executable reversal of the teaching event. Erasing a label in a representation would not undo a participant's experience.

11.2 Selected Readouts

For a bounded function $q : H \rightarrow \mathbb{C}$, let M_q be the multiplication operator $M_q e_h = q(h)e_h$. It is bounded with norm $\sup_{h \in H} |q(h)|$. A task indicator $\mathbf{1}_{G_t}$ gives the target projection P_{G_t} ; a declared resource coordinate gives a different kind of readout. Neither choice confers normative significance by itself.

A chosen collection $\mathcal{Q}$ of bounded readouts and the history operators generate a concrete unital operator algebra.

$$\mathfrak{A} = C^*(I, \{S_a : a \in \mathcal{A}\}, \{M_q : q \in \mathcal{Q}\}) \subseteq \mathcal{B}(\mathcal{H}). \quad (23)$$

Here $\mathcal{B}(\mathcal{H})$ denotes the bounded linear operators and C^* denotes closure under sums, complex scalar multiplication, products, adjoints and operator-norm limits. Equation (23) does not assert that every resulting element is a possible educational action. The represented action repertoire remains $\mathcal{A}$ and its executable words. Linear combinations of histories likewise belong to the mathematical representation without establishing a quantum ontology of learners or languages.

Availability and target success remain separate conditions. For a set E of initial histories, requiring $P_{D_w} P_E = P_E$ guarantees execution from every history in E . Requiring in addition $P_{G_t} W_w P_E = W_w P_E$ guarantees the chosen terminal target there. The second equation alone is insufficient: an everywhere unavailable word gives the zero operator and satisfies it vacuously. The domain condition prevents non-execution from being counted as success. This is the domain discipline already used in the prior operation-transport analysis [10].

11.3 Sequence Readout Differences

Let u and v be two words and $E = D_u \cap D_v$ their common initial domain. Compress the difference of their pulled-back readouts to that domain.

$$\Delta_q(u, v; E) = P_E (W_u^* M_q W_u - W_v^* M_q W_v) P_E. \quad (24)$$

Equation (24) compares the readout after actual execution of either word. It does not compare unavailable routes with successful ones. Availability differences require a separate comparison of their domain projections.

Proposition 11.1 (Readout-Sensitive Sequence Comparison). *On the common domain E , the operator in Equation (24) is diagonal, with value $q(F_u(h)) - q(F_v(h))$ at $h \in E$, and zero elsewhere. Consequently its norm is the supremum of the absolute readout difference on E . It vanishes exactly when the selected readout agrees after both words at every history in E .*

Proof. For $h \in E$, Equation (22) first sends e_h to $e_{F_u(h)}$. Multiplication contributes the factor $q(F_u(h))$. Injectivity ensures that W_u^* returns that basis vector to e_h . Repeating the calculation for v gives the difference. The outside projections annihilate every basis vector outside E . The norm of a bounded diagonal operator is the supremum of the absolute values of its diagonal entries; the empty-domain supremum is taken as zero. This proves all assertions. $\square$

Proposition 11.1 provides a direct audit of an order claim. If q is a target indicator, a nonzero entry says that one sequence meets the declared target where the other does not. If q is a resource coordinate, it says that the coordinate differs. The latter does not automatically imply the former: two different resource levels can both meet the same task requirement, or neither may be sufficient for it.

There is a simple reason that an unqualified commutator claim would be weaker. Suppose two available operations independently update different resource channels. Their state maps commute. Nevertheless, the history word recording A then B is different from the word recording B then A . With occurrence retention, $S_B S_A e_h$ and $S_A S_B e_h$ are distinct orthogonal basis vectors. Their difference has

norm $\sqrt{2}$, even though every chosen endpoint-resource readout agrees. The history algebra has detected chronology. It has not yet detected an educational consequence of chronology.

This distinction is useful within GR rather than a restriction imposed from outside it. Historical objects retain differences that a selected task readout can legitimately ignore. Whether those differences matter for attribution, memory, later action or normative judgment requires the corresponding inquiry. The present paper does not require every historical distinction to appear in every current educational target.

11.4 The Nonlinear Resource Bridge

To connect the field model, choose a finite repertoire of module durations, such as τ and $\tau/2$, and selected initial states. The set of finite labelled histories reachable from finitely many such initial states is countable, even though the full field carrier $\mathcal{B}$ is uncountable. Let $\rho : H \rightarrow \mathcal{B}$ assign the field configuration to a selected history. A representation of the module operations requires the following compatibility on each available domain.

$$\rho(F_a(h)) = \varphi_a(\rho(h)), \quad h \in D_a, \quad (25)$$

Here φ_a is the corresponding module map A_t or B_t . Equation (25) is an interpretation condition, not a consequence of using the same label in two models. The field maps are total on their resource cube; actual teaching operations can have narrower availability domains. Resource evolution alone does not establish the required participation, teacher access or permission.

For a bounded resource readout $\hat{q} : \mathcal{B} \rightarrow \mathbb{C}$, take $q = \hat{q} \circ \rho$. Repeated use of Equation (25) identifies the diagonal defect with the difference of the corresponding field endpoints. Choosing $\hat{q}(x, y) = x_i$ or y_i therefore imports the exact tradeoff and regional reversal from Section 10. Choosing the indicator of the declared joint resource target imports Proposition 10.2. The result is still a resource-target statement, because the readout has not been changed into a learner-performance predicate.

Continuous field observables provide a related algebra. On the compact cube $\mathcal{B}$, a module map φ_a induces $\alpha_a : C(\mathcal{B}) \rightarrow C(\mathcal{B})$ by $\alpha_a f = f \circ \varphi_a$. This map is linear, unital and preserves pointwise multiplication and complex conjugation. Its linearity concerns functions on the state space; it does not turn the nonlinear state law into a linear dynamical system. Chronological AB gives the observable composition $\alpha_A \alpha_B f = f \circ B \circ A$.

A discontinuous indicator of a closed threshold region need not belong to $C(\mathcal{B})$. The history-space diagonal representation accepts bounded indicators and therefore provides the appropriate target projection used above. Keeping these carriers distinct avoids claiming that every threshold test is a continuous observable. The continuous algebra remains useful for resource coordinates and their order defects.

11.5 The Scope Of The Algebraic Result

The algebra supplies three separate checks. Domain projections test whether both words are available. Historical words retain occurrence order. Pulled-back readouts test whether that order changes a selected consequence. None substitutes for the others. A history distinction can be real without affecting the chosen target; an outcome difference can matter without justifying a curriculum preference; and a formally favorable outcome can be inaccessible to the participants for whom the course was designed.

The specific philosophical benefit is a more exact account of the claim that sequence matters. The claim becomes defensible when a selected mechanism, a common comparison domain and a relevant readout are supplied. The field model provides one such mechanism. The curriculum argument supplies reasons for examining particular targets and burdens. Their connection is an argued realization rather than an identity between mathematical composition and educational value.

12 Documented Curriculum Comparisons

This section examines three historically specified sources to test the interpretation of teaching targets. Two are official educational documents; the third is a participant-researcher's account and pedagogical proposal. They do not constitute comparable outcome studies. The analysis first identifies a limited documentary fact, then develops explicitly constructed comparisons that fact makes worth considering. It asks how target descriptions connect historical materials, present learning operations and possible later activity, while preserving the differences among the settings. The institutional documents are read in their stated versions; no claim is made that they describe current requirements or the practice of every programme to which they might have applied.

12.1 Adapted Revival Standards

The Australian Curriculum authority's December 2015, version 8.1, Language Revival learner pathway presents a three-page sequence of achievement. Its opening qualification requires adaptation for particular languages, including their revival progress and the vocabulary and structures available for teaching. The standards combine guided interaction with historical-material interpretation and involvement in language building. Later targets include understanding how earlier records were produced and explaining protocols for developing expressions and addressing gaps. These are stated educational achievements, not reported results of implementation [2, pp. 1–3]. The document supplies evidence that differentiated, locally qualified targets can be articulated within a common framework; it does not establish that every listed target is attainable or appropriate in every setting.

To examine the distinction, consider a constructed introductory course with a small, interpretable collection and a teaching team able to support a few recurring exchanges. Suppose the agreed purposes include both using a modest repertoire and understanding how the available material has reached the present. A purely productive assessment would miss the second purpose. A purely documentary assessment would miss the first. It would be misleading to describe either as a comprehensive account of the agreed learning merely because it gives a clear result. The curriculum needs separate witnesses for the two accomplishments, or a task in which each is independently visible.

The phrase “available material” also requires interpretation in such a case. Possession of a historical record does not mean that every element can yet be taught as a reliable productive form. Some elements may be well understood; others may depend on an unresolved reading. A teacher can make that uncertainty part of an interpretive exercise without asking students to reproduce the uncertain expression as established usage. This treats uncertainty as relevant content rather than simply excluding the material. It also prevents a provisional classroom reconstruction from becoming an unmarked historical claim.

Conversely, a new expression can be a legitimate object of learning even though its exact wording is absent from the earlier collection. The educational justification would have to identify the present activity it serves, the relation to inherited patterns that matters, and the grounds for teaching that proposed form. Those reasons differ from the evidence that an expression occurred in an older source. A curriculum can teach learners to distinguish these reasons. Historical attestation and justified contemporary use need not be collapsed into one category for a programme to pursue both.

This constructed comparison also changes the meaning of a common standard. Generality need not mean that every class receives the same inventory or that every language is judged by an identical quantity of recoverable material. A common expectation might instead concern the ability to explain a choice using the sources and responsibilities relevant to that class. Such an expectation would still need criteria stringent enough to distinguish understanding from merely repeating an approved explanation. Local adaptation can make a standard more accurate, but it cannot excuse the absence of any intelligible account of achievement.

The analytical lesson is conditional. Where a curriculum has both practical and historical purposes, a single performance measure can underdescribe it. Whether the remedy is separate assessment, a combined task or a different sequence depends on what can be taught and observed. Nothing in the document or this reconstruction determines the correct local balance. The source establishes a differentiated target

architecture; the philosophical analysis identifies questions that remain after such an architecture has been stated.

12.2 Learner Variation

The New Zealand Ministry of Education's 2009 *Te Aho Arataki Marau* guidelines address Māori teaching in English-medium schools. They distinguish receptive and productive modes, recognise diverse prior learning histories, and encourage attention to local dialect differences. Their curriculum levels do not coincide with school years; objectives can be revisited and need not be introduced in listed order. The guidance also connects exploring cultural values with learners clarifying their own beliefs and respecting difference [18, pp. 6,8,15,17,32–35]. This is an official historical design document, not evidence that all classrooms implemented its provisions. Its living-language, additional-language setting provides a comparison for target design, not an interchangeable example of reconstruction after interrupted transmission.

The comparison helps identify a problem with assigning one educational meaning to the same visible response. In a stipulated mixed-experience class, a learner may repeat a phrase previously heard at home while another learns it through the current lesson. The resulting utterances can sound alike while their connections to further understanding differ. This is a reason to inspect the histories relevant to the particular target, not to rank one learner's history as more authentic. A curriculum concerned with interpretation must find out what each can distinguish; a curriculum concerned with a selected exchange must find out what each can do when that exchange develops.

A uniform starting task can be defensible despite these differences. It may establish a common reference, reveal what preparation is needed or provide a shared activity that participants value. Uniformity becomes inadequate when the instructor assumes that equal completion establishes equal need for the next step. One learner may need new productive practice; another may need an explanation of a distinction already used without explicit reflection. Their educational trajectories can diverge without implying that they require entirely separate programmes. The practical question is which shared encounters and differentiated supports jointly answer the purposes of the course.

Historical or regional variation generates a related target choice. Suppose an exercise presents two forms whose contexts differ. One possible target is recognising which context makes each intelligible. Another is reliably producing one selected form in a specified encounter. A third is understanding why an institution has selected a working form for a particular purpose. Acquiring the first capacity does not make the third question disappear, and requiring the second need not prohibit the first. This distinction allows a curriculum to teach a usable convention without presenting all alternatives as mistakes.

Value exploration creates an additional boundary. Understanding why a practice matters to its participants can be an educational achievement even where a learner does not adopt the same evaluative judgment. In our constructed case, an assessment that checks understanding would need to permit an accurate explanation accompanied by a reasoned reservation. An assessment that instead requires public participation in the practice pursues a different target and needs reasons adequate to that requirement. This does not prohibit participation-based teaching. It prevents the rationale for understanding from silently supplying the rationale for every demanded enactment.

Finally, the availability of recursive objectives does not establish that any order works. An objective can be revisited after earlier learning changes what the learner can make of it. Repetition may then deepen an accomplishment rather than merely duplicate it. Whether the second encounter does so requires an account of the intervening preparation and the new task. The paper's sequence models investigate selected versions of that dependence. They are not derived from these guidelines, and the guidelines do not validate their parameters. The relation is one of a shared problem requiring more precise investigation.

12.3 Early Kaurua Curriculum Development

Amery's revised 2016 book principally examines early Kaurua revival work, especially research during 1990–1997. Its curriculum discussion describes the poor fit between some general language profiles

and particular early programme aims. Its formulaic proposal introduces complete, increasingly complex expressions suited to identified situations while drawing on historically documented grammar. The early account explicitly describes the approach as largely untested [1, preface, pp. x–xi; pp. 183–187, 237–241]. We therefore examine a situated account and proposal, not a demonstrated superior method or a description of present Kaurna teaching. The example is valuable because it exposes the need to justify an initial teaching target when a fuller conversational environment is itself still being developed.

The normative issue can be stated without treating the documented proposal as a ready-made answer. Consider a constructed programme whose initial resources permit participants to learn a small repertoire for an event they have reason to attend. A bounded repertoire can make genuine participation possible if the target concerns those contributions and the surrounding support is adequate. It would become misleading if the programme presented success there as evidence of unrestricted conversational competence. The restricted achievement is not worthless because it is restricted; its value depends on an accurate account of what it enables.

The same starting repertoire can support different later developments. It might become a platform for understanding patterns and varying expressions, or it might remain a collection of rehearsed performances. The visible early output alone cannot decide which development will occur. The distinction depends on subsequent teaching, available partners, opportunities to ask questions and the treatment of departures from rehearsed forms. A curriculum that values further expression must give some account of these connections. A declaration that an initial stage is only temporary cannot substitute for the means to move beyond it.

There are also cases in which the limited target is the intended endpoint. A participant may want to understand and deliver a specific contribution well, without undertaking a larger course. That aim should not automatically be reclassified as an educational failure. It still permits questions about accuracy, voluntary participation and the adequacy of preparation. What it does not require is an assumption that every worthwhile learning episode must maximise the learner's future repertoire. A broader revival programme may reasonably support several kinds of participation, provided it does not confuse their achievements or neglect the arrangements needed for its more demanding purposes.

Historical connection introduces another reason that a target may remain selective. In a constructed exercise, requiring attention to a particular pattern might be justified by the purpose of learning how that pattern works, even if an alternative utterance would achieve the immediate practical effect. The alternative's usefulness would not refute the exercise's rationale. The rationale would be weaker if teachers required the pattern everywhere while offering only a local interpretive reason. A target's historical value can justify disciplined practice within a declared activity without becoming a universal instruction to reproduce every earlier social convention.

This is where the distinction between teaching order and value priority becomes especially consequential. Introducing an accessible contribution first can reflect the conditions needed to begin rather than a judgment that all more demanding knowledge matters less. Delaying a difficult interpretive task may preserve its eventual place, but delay can also make that place disappear. The curriculum should therefore state which later undertaking it anticipates and what support will keep that undertaking feasible. Neither early ease nor late complexity establishes educational worth by itself.

The case accordingly supports a question about dependency, not a general ranking of methods. Which initial accomplishments make a later target available, which merely coexist with it, and which consume an opportunity it requires? These are empirical questions when applied to actual learners and theoretical questions when studied in the paper's constructed models. The models make particular implications conditional on stated teaching operations. They do not resolve the historical programme's outcomes or vindicate its complete curriculum.

12.4 Documentary Inference Limits

The three sources give different kinds of evidence. A standards document establishes what its authors specified as expected achievement. A guideline establishes the distinctions and planning flexibility it

recommends. A participant-researcher account can describe encountered problems and explain a proposal's rationale, while retaining the uncertainties and position of its author. These evidential roles are not ranked from weak to strong in the abstract. Each answers a different question. Problems arise when a statement moves between them without adding the support the new inference requires.

For example, the observation that a document allows adaptation cannot establish that participants could secure adaptation in practice. The existence of an interpretive objective cannot establish that teaching materials made the relevant distinctions accessible. A proposal for developing further expression cannot establish that learners acquired it. These limits are consequential for evaluation: a curriculum may be well reasoned at the level of declared purposes and still lack the practical conditions needed for its intended achievements. Conversely, a narrow document may coexist with teaching that provides richer opportunities than its formal descriptors capture.

The present philosophical analysis therefore evaluates neither entire communities nor the total worth of the documented programmes. It uses a limited comparison to expose the reasons a local curricular decision would need. Those reasons concern a specified material, participant group, teaching mode, achievement and continuation. Additional evidence would be necessary to determine whether an actual programme meets those reasons, whether its declared target reflects participants' commitments, and how different teaching histories affect the result. The distinction preserves the possibility of evaluation while avoiding a verdict derived from documents alone.

A constructive use of this restraint is to identify what further inquiry should observe. If the target is historical interpretation, inquiry should examine how learners distinguish evidence, reconstruction and contemporary adaptation. If the target is a selected interaction, it should examine what participants can do when the interaction develops within its declared scope. If the target concerns further expression, it should examine the operations and supports through which learners can vary or extend what they have acquired. None of these inquiries is exhausted by a count of forms covered, and none requires dismissing such counts when they answer a narrower question.

The documented comparisons also constrain the paper's formal claims. A common endpoint description is educationally informative only if it identifies the relevant accomplishment. A continuation comparison is meaningful only if its later operations correspond to defensible teaching possibilities. Those interpretation conditions precede any calculation. Sections 6–8 study explicit restricted versions; the regional and sequence models add other representational possibilities. The documents motivate care in choosing those representations but supply neither their dynamics nor a numerical measure of curricular value.

The resulting contribution is deliberately local. A curriculum can be assessed more precisely when its priorities are stated through the teaching targets and relations they organise. Historical connection, present participation and further expression can then enter the same argument without being assigned an automatic common unit. The assessment remains open to evidence of different learner histories, changed purposes or previously overlooked routes, while still allowing a bounded programme to choose what it will teach now.

13 Priority Objections

The proposed account chooses among target–mode–sequence packages by examining their educational goods, practical dependencies and burdens. Its principal risk is that distinctions meant to clarify choice may themselves favor an impoverished curriculum. Interpretation could displace valuable performance, learner preference could exclude unfamiliar achievements, and future flexibility could become a demand that participants indefinitely maintain options for others. This section develops those objections and tests the conditions under which the priority argument survives them.

13.1 Historical Performance

A defender of historical fidelity can argue that contextual interpretation is an inadequate educational substitute for participation in a practice. Understanding that a guest once responded in a particular way does not reproduce the timing, attention and interpersonal skill required to respond well. A course that teaches only critical description may preserve knowledge about the practice while allowing the practice itself to disappear. The distinction between understanding and enactment could then become a vocabulary for accepting a substantial loss.

The objection is strong when skilled historical performance is the justified target. The present account should record that loss rather than redescribe interpretation as complete preservation. In the fictional greeting, a learner who can analyze the roles but cannot coordinate the response lacks an achievement the specialist course intends to develop. Rehearsal and suitable performance may consequently deserve substantial priority, including sustained correction and the study of difficult features.

The objection does not establish the same demand for every curriculum. An introductory course can have a defensible purpose of interpretive access and present voluntary participation without undertaking specialist reproduction of the whole sequence. Its adequacy should be judged against that purpose, including whether participants had good reasons to expect more. The existence of another valuable target supplies a reason for considering an additional opportunity, not an automatic conclusion that the introductory course has failed.

The comparison also turns on what counts as actual participation. Rehearsing a sequence within an understood educational frame may develop productive skill without assigning the learner a standing in an unrelated public event. Some practices may require a fuller setting for the relevant skill to emerge. That dependence needs evidence. If the selected achievement is constituted by the public role itself, the curriculum should state the corresponding participation demand and justify it to those asked to bear it.

Historical fidelity supplies a reason concerning a specified object. It can defeat a proposal confined to interpretation when that proposal loses the chosen good. It cannot turn every preserved feature or every historical social use into a compulsory target merely by invoking continuity. The prior continuity account already permits differentiated historical contribution and transformed productive use [11, Section 11]. The current argument adds reasons for choosing among those possibilities rather than ranking them by their descriptive labels.

13.2 Formed Preferences

A second objection concerns learners' initial purposes. Beginners may lack the experience needed to appreciate a difficult register or performance. If a curriculum teaches only what they already request, it can reproduce the limits of their present understanding. Education sometimes makes a new good available by asking learners to persist through unfamiliarity before they can judge its significance.

This objection supports bounded pedagogical leadership. A teacher can have reasons to introduce an unfamiliar contrast, arrange a revealing comparison and require reasonable practice within a justified educational undertaking. The course should not treat initial preference as a complete inventory of possible value. The normative-formation account's discussion of learned attention helps explain why value can become more accessible through experience [6, Section 11]. The argument concerns an opportunity for informed judgment, not merely satisfaction of an unchanged preference.

The difficulty is distinguishing such formation from a demand for conformity. A teacher can claim that any resistance proves the learner has not yet acquired sufficient taste. That interpretation makes eventual assent the only admissible sign of educational success. It also obscures the possibility that informed experience strengthens a reason to decline the practice. A more defensible target identifies a capacity to discriminate, interpret or perform while allowing the resulting appraisal to differ from the teacher's.

This places a burden on the proposed exposure. The teacher should explain what the encounter might disclose, why its demands fit the course and how subsequent judgment can be informed by what occurred. Complete advance articulation is unnecessary, since some qualities emerge through practice. An intelli-

gible educational rationale is nevertheless different from an unrestricted appeal to expertise. Duration, difficulty and consequences matter when assessing how much provisional deference the rationale can support.

Changed preferences are evidence to interpret, not automatic validation. A learner might come to value the historical greeting through a richer understanding, through affection for fellow participants, through pressure to secure recognition, or through several relations together. A curriculum inquiry should preserve those possibilities. The present paper proposes that learning can expand informed choice; it does not claim that every preference produced by teaching is thereby better justified.

13.3 Present Use

A third objection targets the priority given to usable present participation. That emphasis might favor simplified expressions and immediately rewarding activities while postponing the difficult distinctions that give an inherited practice depth. A curriculum could become popular and accessible while failing the historical commitment that made it a revival curriculum.

The objection identifies a possible failure, but usefulness does not require simplification as a general rule. A learner's desired present activity may itself be demanding: understanding a complex recording, performing a historical genre, or speaking with someone who values its distinctions. The relevant question is what participation the curriculum promises. Counting immediately produced utterances would be a poor proxy when the promise concerns sustained interpretation or skilled interaction.

There are also occasions when postponement is justified. A difficult distinction may depend on preparatory work, and early practice can support the motivation or resources needed for that work. The justification requires a credible continuation, not an indefinite assurance that depth will come later. If the later opportunity is unavailable to those who entered the course, the plan may have removed the target rather than sequenced it. A timetable alone cannot establish access to the subsequent learning history.

The contrary danger is equally substantial. A curriculum can defer every meaningful interaction until learners satisfy an expansive ideal of historical mastery. That requirement may prevent them from encountering the present relationships that gave the course its purpose. If a more limited competence permits valuable participation without misrepresenting its scope, there is a reason to make that route available. The claim does not deny the importance of more advanced study; it asks why advanced mastery should be a prerequisite for this particular good.

The resulting priority is task-relative. Current participation and historical depth can support each other, conflict, or have partly independent requirements. The curriculum should identify the relation it claims and the evidence for it. Neither rapid practical success nor difficult historical study carries universal priority by its description alone.

13.4 Future Possibility

The fourth objection concerns expressive options. A programme can defend almost any burden by saying that present learners preserve possibilities for future people. If more possible continuation is always better, current participants become responsible for keeping an indefinitely large linguistic repertoire available. Such a principle would turn an open future into an open-ended demand on the present.

The proposed account rejects that unrestricted inference. A future-option reason should concern a credible and valuable possibility, identify the work needed to keep it available, and explain why that work falls appropriately within the present curriculum. A fragile capacity that can be transmitted only through a presently available opportunity may warrant urgent attention. The importance of that opportunity still has to be considered alongside the learners' circumstances and competing commitments.

This reply also distinguishes preserving an option from promising its realization. A record can retain material for later inquiry while leaving productive competence unformed. A course can form competence while lacking the support for continued exercise. The taxonomy separates those targets [9, Section 14]. An option argument becomes misleading when it claims the value of a future living practice while fi-

nancing only a much narrower archival possibility, or when it calls a demanding continuing obligation a costless opportunity.

There is a positive role for limited optionality. Teaching learners to compare historical and current uses can leave them better able to choose later. Preserving reasons for a curricular decision can reduce the burden of revising it. Maintaining one viable route to advanced performance can avoid requiring every beginner to undertake it immediately. These possibilities have particular goods and support conditions; their value does not depend on maximizing the number of branches in a formal model.

Future participants also need not endorse the same priorities. Teaching a capacity that enables revision may allow them to depart from the present programme's preferred use. That possibility can be part of the good of education. It can also conflict with a specific preservation undertaking. A reasoned account should state the conflict rather than define every future departure as either failure or progress.

13.5 Comparative Sufficiency

A fifth objection challenges the proposed preference for a less burdensome package that secures the same educational goods. The phrase *same goods* may omit precisely what makes the more demanding practice worthwhile. Apparent efficiency can result from defining success too narrowly, replacing cultivated judgment with easily tested outputs, or ignoring the contributions of those who maintain the simpler option.

This is a genuine burden on the comparison. The alternative should be assessed against the material purposes of the undertaking, not merely against a convenient endpoint measure. If supported production develops sensitivity that recognition exercises do not, a claim of educational equivalence needs to address that difference. If an apparently simpler sequence transfers preparation work to an unpaid instructor, its burden account is incomplete. The preference is defeasible because its premises can fail in these ways.

The formal investigations clarify some of those premises while leaving others open. Two schedules can use equal module time yet reach different accessible exercise resources. A schedule can appear adequate at an aggregate level while depriving a particular site of material needed for its learners. Conversely, interleaving can satisfy jointly declared resource requirements that grouped teaching misses. These results matter because they change what a plan can plausibly provide, not because a larger resource coordinate measures educational worth.

Mathematical order effects require similar restraint. Two tagged histories differ whenever their operations occurred in different orders. That difference alone supplies no curricular reason. A relevant comparison must show an effect on a selected task, resource, burden or continuation. If the chosen educational readout is unchanged and no further relevant consequence has been established, historical noncommutativity by itself cannot favor either schedule.

The value argument therefore survives in a conditional form. A package that demonstrably secures the justified undertaking with lower relevant burden has a reason in its favor; a package with a distinctive valuable achievement can defeat that comparison. Where the evidence or value relation remains unresolved, the curriculum needs a more particular judgment. The formalism sharpens the alternatives without eliminating the substantive reasoning by which priority is assigned.

14 Constructed Curriculum Assessment

The host–guest greeting case can now support a substantive curriculum comparison. This section holds a bounded mandate and a provisional resource envelope fixed, specifies two educational undertakings, and evaluates alternative teaching packages. It then uses the formal sequence comparisons to examine whether a preferred package can actually be supported. The outcome is a conditional priority judgment with identifiable reasons and defeaters. The fictional course is neither a report of an existing programme nor a model of every language revival.

14.1 The Shared Undertaking

Suppose an introductory course brings together adults with different prior knowledge. They have defensible reasons to pursue two common achievements: understanding selected recorded greeting occasions and becoming able to choose a suitable contribution to a present voluntary greeting. Some additionally seek historical performance at a specialist level. Others want resources for peer encounters that differ from the earlier host–guest setting. Participation in the course does not require agreement about which later practice everyone should adopt.

The first shared target involves identifying the role-sensitive sequence and interpreting a relevant change of context. The second involves choosing and producing an appropriate contribution within declared supports. A learner might use the historical response in a suitable voluntary setting, offer a present alternative, or identify that the proposed occasion requires further clarification. The competence claimed must state which choices and contributions are included. A generic count of greetings completed would leave this educational purpose underdescribed.

The historical evidence is also stipulated at the scope needed for the case. The retained recordings and contextual records support the selected host–guest distinction. They do not establish a universal rule for all earlier encounters. Teaching materials identify the limits of the source and distinguish a documented example from a current adaptation. These conditions allow historical understanding to be a positive achievement without presenting a reconstructed instructional rule as an exhaustive past grammar.

The common undertaking gives both targets a claim on course time. A participant who joins for historical interpretation has a reason to expect more than contemporary conversational practice. A participant who joins for present voluntary use has a reason to expect an opportunity to develop that contribution. Neither claim automatically defeats all other purposes. Their conjunction, however, limits what the organizers can reasonably describe as fulfilling this particular course.

14.2 Alternative Teaching Packages

One package emphasizes exact reproduction of the recorded sequence and culminates in a required public host–guest performance. Its strengths can include timing, attention to another speaker and fidelity to selected forms. Its weakness for the common undertaking is conditional: if participants are not taught to interpret context or choose among present uses, successful reproduction does not establish either shared target in its full scope. The public requirement also adds a participation demand whose value needs explanation.

A second package combines contextual comparison, supported rehearsal and examination of present alternatives. Learners compare occasions, practice selected contributions and identify what an adaptation changes. A public historical performance is available for those who pursue that purpose; the common assessment does not require occupying an actual public role. This package seeks the shared interpretive and participatory goods while retaining a route to more specialized study.

The comparison does not establish the second package’s success merely from its description. Appropriate support and learning evidence are needed. Suppose, for the evaluative case, that both the contextual distinctions and the selected productive choices can be acquired through it within the provisional envelope. Also suppose that compulsory public enactment adds a real scheduling or participation burden for some learners and supplies no further achievement required by the common undertaking. Under those premises, the second package has a defeasible priority: it secures the promised goods while avoiding an added demand that the course’s purpose does not warrant.

The first package can defeat that conclusion by challenging a premise. Perhaps the selected productive ability actually depends on a fuller public setting, or the second package’s apparent success rests on prompts that supply the learner’s response. Perhaps the course had defensibly undertaken to provide historical performance itself. Those findings change the comparison. The preference therefore rests on a substantive account of educational accomplishment and burden, rather than on a general principle favoring optional activity.

A third package offers present greetings with only a brief historical mention. It may support useful

participation at low immediate cost. It nevertheless fails the interpretive part of the stipulated undertaking if learners cannot understand the recorded occasions. Organizers might reasonably offer it as a different course. Calling it an equivalent fulfillment of the present course would omit the historical good for which some participants entered. The analysis can recognize its value while denying that particular equivalence.

14.3 The Sequence Comparison

Even the preferred package requires an adequate teaching sequence. Contextual comparison and interpreted rehearsal can support one another, so the available exercise resources at an intermediate stage may affect what the next module can do. The field construction in Section 9 examines this dependence through accessible contextual-comparison packets and interpreted-rehearsal packets. These quantities describe selected resources, not the learners' understanding, fluency or endorsement.

The grouped schedules show why assigning equal total time to both module types is insufficient to identify an outcome. Completing all contextual preparation first and completing all rehearsal preparation first can leave different resource profiles. If one schedule yields more of one channel and less of the other, the formal comparison supplies a tradeoff. The curriculum needs a reason for the target requirements that determine whether that tradeoff is acceptable.

The interleaved schedule in Proposition 10.2 provides a stronger positive possibility. Under the declared nonlinear law and common initial resources, dividing one module around the other can meet a joint resource requirement that both grouped schedules miss, despite equal total time in each module. This matters to the common undertaking when both resource requirements are independently justified as supports for its two targets. It identifies a feasible candidate arrangement where an apparent choice between the goods resulted partly from the restricted schedule menu.

The result does not establish that interleaving always improves education. The model assumes that changeover costs are absent or already included in the envelope. Additional preparation, travel or interruption costs can defeat the equal-resource comparison. Learners may also require continuity that the packet model does not represent. An actual curriculum must investigate those conditions before using the result as a reason to change its timetable.

Nor does crossing a resource floor establish learned competence. A further witness must connect the available packets to what participants can understand and contribute. If that witness is absent, the justified conclusion concerns improved provision for learning. The distinction is consequential: organizers should not report the model's sufficient materials as evidence that the course has achieved its educational promise. The formal result informs planning while retaining the separate assessment obligation.

14.4 A Specialist Countercase

Change the undertaking while retaining the same historical greeting. A specialist course now exists for participants who voluntarily seek skilled performance of the earlier sequence in an appropriate setting. They value its timing, mutual responsiveness and role-sensitive accomplishment. The historical practice is not presumed morally superior, but its performance is a defensible educational good they have chosen to pursue.

For this course, an interpretation-only alternative would omit the defining achievement. Contextual explanation still matters because a performance detached from its role conditions might be inadequate. Yet supported production and suitable enactment can properly receive greater emphasis once those conditions are met. The earlier preference for the introductory package does not transfer unchanged, because the target and the relevant loss have changed.

The field tradeoff can illuminate this difference without deciding it. If the specialist undertaking requires a different balance of accessible contextual and rehearsal materials, a schedule unsuitable for the introductory joint requirement may be adequate here. That does not make the rehearsal coordinate a measure of specialist value. The value argument identifies the needed achievement; evidence links it to resources and practice; the model compares selected ways to provide those resources.

Consent also has a precise role. Voluntary pursuit of specialist performance can justify demands intrinsic to that activity, including correction and sustained practice. It does not establish assent to every social interpretation that an audience might place on the event or eliminate all burdens of participation. The curriculum should make the setting and its demands sufficiently clear for the undertaking to be meaningful. The case shows that required performance within a chosen activity can be justified without converting all revival education into required public enactment.

14.5 Distributed Benefits

The resource comparison must also retain where support is available. A schedule that improves an aggregate profile can redistribute contextual materials away from the site whose learners need them for the next exercise. Equation 18 gives a controlled example of this possibility. The site is an interface of the model, not a learner, and the field does not measure who deserves assistance.

Its philosophical significance lies in a limitation on an apparent common benefit. If a curriculum claims that a schedule supports both learner groups, aggregate availability cannot substitute for access at the relevant occasions. One group may bear waiting or travel while another receives a timely opportunity. These differences belong to the burden and feasibility comparison even when the total volume of material is unchanged.

A redistribution can still be justified. Shared preparation may make a previously excluded site's activity possible, or a temporary local reduction may support a valuable joint undertaking. Such reasons need to identify whose opportunity changes and what supports the transition. The fact that an allocation is spatially unequal does not settle its justice; neither does improved total provision justify every local loss.

This consideration prevents a simple endorsement of the interleaved candidate. Its case-specific priority requires accessible resources for the participants to whom the course made its undertaking, including any justified transport or substitution. Where that access fails, organizers may need another sequence, a revised support arrangement or a more limited promise. The model discloses a question the normative comparison must answer rather than supplying an automatic remedy.

14.6 The Bounded Decision

For the introductory course as stipulated, the strongest available argument favors contextual interpretation combined with supported productive choice, a sequence capable of supplying both required resource channels, and optional access to specialist public performance. The reasons are positive: the package secures historical access and present participation, makes expressive comparison possible, and avoids an additional enactment burden that those goods do not require. Its priority remains conditional on the learning, cost and access premises developed above.

The decision leaves a real remainder. Some participants may prefer more historical performance than the common course can provide. Others may prefer immediate contemporary conversation. Their preferred achievements remain valuable even when the present undertaking cannot prioritize them. A faithful appraisal records that loss instead of treating the chosen package as a complete synthesis of all aims.

The comparison also leaves future revision possible without making revisability its whole point. If later evidence shows that a neglected performance is necessary for a shared target, or that an adaptation loses a valued distinction, the reasons for the package change. If participants adopt a different undertaking, the target changes. The curriculum's continuing judgment concerns what is worth teaching, through which mode and sequence, for the people and purposes at issue. That is the substantive question remaining after authority and resources have been provisionally specified.

Table 2: Curriculum Model Responsibilities. Each representation answers a selected question. A result transfers to a further claim only when the indicated interpretation or evidence is supplied.

Representation	Established Object Of Comparison	Required Further Connection
Historical arrangement	Occurrences, provenance and changing participation relations	Justification of the selected record and its omissions
Finite operations	Executable routes, task-witness sets and later domains	Adequate task criteria, actual availability and burden interpretation
Regional resource field	Accessible exercise resources under selected module laws	Evidence connecting resources to teaching activity and learner contribution
History operators	Domain-sensitive composition and readout differences	Realization of the operations and significance of the readout
Normative comparison	Reasons concerning undertaken goods and participant demands	Situated defense of the purposes, evidence and affected persons' claims

15 Cross-Model Interpretation

The paper's representations address different aspects of one curriculum question. This section states their connections and the limits of each transfer. Its purpose is to prevent a mathematical result about one object from silently becoming a philosophical claim about another. The models are useful together when an explicit interpretation connects their domains, operations and targets; their shared vocabulary alone supplies no such connection.

15.1 The Historical Object

The primary object remains a history-bearing curriculum arrangement. Participants, expressions, materials, teaching encounters and judgments enter relations that can change through the course. A two-complex can retain selected occurrences and dependencies without reducing the arrangement to its final resource coordinates. A finite history record can retain the specific occurrence sequence. Neither representation is assumed to exhaust what the curriculum means to its participants.

This historical commitment has a concrete consequence. Two learners can produce the same response through different preparations, with different understandings and future opportunities. A present readout can legitimately group them for a narrow task while remaining inadequate for a claim about how they learned, which support they need or what they can do next. The competence and continuity manuscripts already establish this need to distinguish the selected achievement from its historical and supporting relations [14, 11]. The current comparison applies that discipline to the targets a course chooses.

15.2 Representational Responsibilities

Table 2 identifies the contribution of each representation. The last column states a bridge that must be supplied before a stronger inference is warranted. These bridges are substantive obligations, not minor technical details to be assumed after the calculation.

The finite model does not require a field realization. Its endpoint-separation result holds whenever the stipulated domains and task sets have the stated structure. The field model does not require a competence interpretation. It can describe the development and redistribution of accessible exercise resources while remaining agnostic about whether the planned learning occurs. The operator model can encode either selected history realization, but its conclusions retain the meaning of the chosen readout. A resource indicator remains a resource indicator after it is represented as a projection.

Conversely, the normative comparison is not a mathematical residue left over after the formal work. It determines which educational goods the plan undertakes and which consequences need investigation.

A course directed toward historical performance can reasonably examine different tasks from a course directed toward interpreting recordings. Those differences affect the relevant formal targets. They do not permit the model's results to be adjusted merely to vindicate a prior preference. Once a comparison is specified, an unfavorable feasibility or burden result can require revising the plan.

15.3 Positive Results

The first result is a philosophical possibility: mode differentiation can retain a historical good while changing the participation demanded in its name. Contextual access, supported production and optional specialist performance can form a defensible package for the introductory undertaking developed in Section 14. The reason is the combination of selected educational achievements and avoided unwarranted demand. A specialist undertaking supplies a countercase to any universal preference for that package.

The second result is a logical separation. Equal selected current task evidence can coexist with unequal continuation opportunities. Proposition 7.1 gives a complete finite witness. A curriculum justified by future expressive development must consequently examine the relevant later domains, rather than infer them from present success. It need not preserve every route; it must support the route on which its particular justification depends.

The third result concerns the specified mechanism. Under its reciprocal law, grouped modules favor different resource channels. Interleaving can meet a joint target missed by either grouped arrangement with the same module durations. Regional redistribution can reverse a local advantage that holds for homogeneous resources. These results enlarge the available comparison beyond choosing a preferred point on a fixed apparent tradeoff. They remain conditional on the production law, the meaning of regional exchange and the accounting of changeover costs.

The fourth result is an algebraic diagnostic. History-tag noncommutativity alone does not establish a difference in a selected outcome. The common-domain readout defect supplies the narrower claim. This distinction allows the paper to retain historical differences without attributing educational consequences to every recorded difference. It also explains how a nonlinear state model can be studied through linear observable operations without adopting linear state dynamics as the main explanatory framework.

15.4 Contribution Scope

The separation of descriptive preservation from valuation is inherited from the taxonomy. The formation of standards and evaluative capacities is inherited from the normative-formation inquiry. History-sensitive competence, productive continuity, resource support and domain-sensitive operation composition are developed in preceding manuscripts [9, 6, 14, 11, 13, 10]. The present paper does not claim those structures as new because they recur in curriculum language.

Its proposed contribution is narrower: a target-mode-sequence account of one curriculum's priorities, developed through explicit positive reasons, contrary purposes, partial comparisons and selected formal witnesses. The field calculations add specific resource-sequencing results within their assumptions. The algebra clarifies which of those differences survive in a chosen readout. The documented curriculum discussion positions the inquiry among existing educational and revival concerns; it does not establish that no earlier work has made a related distinction.

This account remains plural in a disciplined sense. It permits several representations because the curriculum has several questions to answer. It does not infer that every model is equally suitable or that disagreements among traditions can be resolved by translating their terms into one notation. A representation earns its role when its assumptions are defensible and its result changes what can responsibly be claimed about the selected teaching arrangement.

16 Research Boundaries

The inquiry supports a bounded account of curriculum priority rather than a general ordering of linguistic goods. This final section identifies the remaining evidential and philosophical obligations, then states the

conclusion at the scope the argument can sustain. Its limits follow from the particular comparisons used, including the provisional authority and resource assumptions, the constructed case and the restricted formal realizations.

16.1 Educational Evidence

The principal empirical gap concerns the passage from provision to learning. Accessible contextual-comparison and interpreted-rehearsal packets can enable an activity without ensuring that participants acquire the intended judgment or productive capacity. A situated inquiry would need evidence of learner contribution across the variation relevant to the target, with the permitted supports stated. It would also need to distinguish temporary performance from a capacity available at later occasions. The present resource equations supply none of those observations.

The exact field comparisons can nevertheless guide a limited investigation. One can examine whether a module actually uses the other resource family, whether approaching completion reduces productive opportunities, and whether exchange reallocates scarce provision or instead copies information. Observations inconsistent with those assumptions would support a different law. Agreement with a few trajectories would not establish uniqueness of the proposed mechanism. Alternative saturating laws, unequal rates and simultaneous activity deserve comparison before a causal claim is made.

The sequence comparison also requires a complete account of provision. Dividing a module can consume additional coordination, instructor preparation or learner attention. Its advantages may depend on timing that a packet-availability model omits. These are not reasons to disregard the exact result; they identify what must be added before the result can support an actual timetable decision. The same discipline applies to regional access: a site-level field needs an account of how particular participants reach and use its resources.

16.2 Curricular Undertakings

The normative comparison provisionally holds a course mandate fixed, but actual undertakings can be disputed. Participants may disagree about whether the course promised historical performance, contemporary interaction or access to an archive. Organizers may have announced an aim that some affected people reasonably reject. The local preference developed here presupposes a defensible undertaking; it cannot manufacture one by writing a target into a formal specification.

Institutional authority and resource allocation also remain open to appraisal. The preceding studies examine parts of those questions [12, 15]. The present restriction allows content selection to receive sustained attention after those arrangements have been provisionally fixed. It does not imply that the surrounding arrangements are normatively neutral. If a supposed curricular constraint results from an unjust exclusion, adapting content to it may be insufficient. A fuller inquiry must then reopen the boundary that this paper temporarily holds in place.

The constructed greeting case concerns adult participants and a bounded course. Its participation reasoning should not be transferred unchanged to compulsory education, children, settings of dependency or situations where refusal threatens basic access. Those contexts alter the relevant authority, capacity and burden questions. Nor does the case establish that a community has one shared preference. The argument requires the actual persons, purposes and disagreements to be specified.

16.3 Formal Extensions

The deterministic history model studies selected realizations. Actual teaching can have uncertain and heterogeneous outcomes. A set-valued model could ask whether every admissible outcome retains a target or whether some favorable branch does; those are different guarantees. A stochastic model would additionally need justified probabilities. Neither extension is obtained merely by adding an uncertainty symbol to the current formulas.

The field uses fixed sites, fixed exchange weights and fixed resource schedules. A curriculum can instead change its sites, material categories and interpretation of success. Those transformations call for explicit maps between carriers and target descriptions. A richer spacetime or two-complex representation may retain the changing relations, while a single fixed coordinate field may no longer be adequate. An operator algebra can represent selected transformations only after their domains and effects have been specified. Formal breadth is therefore a future representational task, not a claim already established by the present examples.

The present proofs also leave optimization open. The interleaving construction is a witness, not a best schedule among all switchings, and its joint floor is a declared resource requirement rather than a discovered critical value. The finite continuation example establishes a possible separation, not the prevalence of that separation in revival programmes. These precise limits permit the results to be reused without inflating their scope.

16.4 Concluding Judgment

A revival curriculum has reasons to select more carefully than an undifferentiated demand to preserve linguistic material allows. Historical access, present participation and further expression can each support substantive teaching targets. Their force depends on the object of fidelity, the activity participants seek, the capacity the course undertakes to cultivate and the burdens of the means selected. Distinguishing interpretation, rehearsal, production and enactment makes those reasons more precise.

For the introductory undertaking examined here, contextual understanding combined with supported productive choice and a feasible joint preparation sequence has a defensible conditional priority. It can retain the historical and participatory goods while avoiding a public enactment requirement that those goods do not need. A specialist performance undertaking can justify a different priority. The difference is intelligible because the target, mode and sequence are evaluated together.

The formal investigations improve this judgment's object. They show why present achievement can leave future availability unresolved, why equal module time can produce unequal preparation, and why historical order must be distinguished from an outcome-relevant order effect. Their philosophical use lies in making a curriculum's promises, dependencies and tradeoffs more exact. The remaining judgment concerns what is worth teaching to these participants, through these activities, within this defensible undertaking.

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