Auslan 3-4 Course Overview – Year A 2020
Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
Module 1: **LOOK AT ME**	**Module 2:** **DEAF CULTURE**	**Module 3:** **DEAF ART AND DRAMA**	**Module 4:** **THE FUTURE**
KEY QUESTION: Who am I? **KEY CONCEPTS:** self, experience, personal worlds **KEY PROCESSES:** recounting, describing, expressing, preferences	**KEY QUESTION:** What is Deaf Culture and how can I fit into it? **KEY CONCEPTS:** language, culture, values, communication **KEY PROCESSES:** identifying, categorising, responding, gathering	**KEY QUESTION:** How do we create Deaf Arts through art, drama and music? **KEY CONCEPTS:** imagination, expression, communication **KEY PROCESSES:** responding, comparing, retelling, drawing	**KEY QUESTION:** How do we use technology in the Deaf world? **KEY CONCEPTS:** imagination, expression, meaning **KEY PROCESSES:** identifying, noticing, recognising and understanding
CONTENT DESCRIPTIONS	**CONTENT DESCRIPTIONS**	**CONTENT DESCRIPTIONS**	**CONTENT DESCRIPTIONS**
SOCIALISING Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes. **INFORMING** Present information associated with their home, school and community activities and routines, using signed descriptions and visual prompts.	**SOCIALISING** Participate in shared learning activities that involve planning, transacting, and problem-solving, using signed statements, questions and directions. **INFORMING** Organise and summarise key points of information obtained from different types of Auslan texts.	**CREATING** Engage with different types of imaginative texts, identifying favourite elements, characters and events and responding through modelled signing, actions and drawing. **REFLECTING** Describing ways in which communicating and behaving when using Auslan are similar to or	**SOCIALISING** Participate in shared learning activities that involve planning, transacting and problem solving, using simple signed statements, questions and directions. **INFORMING** Organise and summarise key points of information obtained from different types of Auslan texts.

IDENTITY Consider how their ways of communicating and responding to each other shape and reflect their sense of identity. Language variation and change Recognise that there is a variation in Auslan use, for example in different locations or physical environments.	**TRANSLATING** Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story, noticing which one are difficult to interpret. **LANGUAGE AWARENESS** Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of their different modes of expression and of the related issue of language vitality.	different from their use of their own language (s) and forms of cultural expression. **ROLE OF LANGUAGE AND CULTURE** Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan.	**REFLECTING** Describe ways in which communicating and behaving when using Auslan are similar to or different from their use of their own language (s) and forms of cultural expression. **LANGUAGE AWARENESS** Develop awareness of the social and cultural nature and context of Auslan and other sign languages, of different modes of expression and of the related issue of language vitality.

Years 3-4 Achievement Standard

By the end of Year 4, students participate in classroom routines and structured interactions with teachers and peers. They communicate about daily routines, interests and pastimes; recount personal experiences and classroom events; and describe people, experiences or activities using simple depicting signs, such as DS:run-around-oval THEN DS:sit-in-circle. They express preferences, follow directions and ask for clarification or help. They play games that involve making choices, exchanging information and negotiating turn-taking. They use non-manual features to indicate understanding, interest or lack of interest. They use culturally appropriate protocols, such as gaining attention by waving, tapping or pointing to alert third parties and maintain eye contact when communicating, for example PRO2 MEAN or … RIGHT PRO1? They identify, summarize/paraphrase and retell key points of information in signed texts such as announcements, directions for a game or presentations by visitors, for example PRO1 FIRST YOUR-TURN. They recount in correct sequence the main points of an event or favourite elements of a signed story, using modified indicating verbs, such as POSS1 FAVOURITE PART PRO3 TAKE MONEY THEN RUN-that direction. They present routine class information, such as weather reports or daily schedules, using visual prompts and signed descriptions. They create their own simple imaginative texts and retell wordless animations using familiar signs, gestures, modelled language and visual supports. They translate high-frequency signs/words and expressions in simple texts. They reflect on their own cultural identity and ways of communicating in light of their experience of learning Auslan.

Students compare fingerspelling with written English, noticing that it can be used for whole words or for parts of words. They recognise that there are

signs that have no single English word equivalent, and know that signs can be displaced in space for different purposes, such as to show locations or different participants in a verb. They know that signing involves telling, depicting or enacting. They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space. They identify different ways Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters. They know that culture is closely related to language and to identity and involves both visible and invisible elements.

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