

Auslan Years 9-10 Course Overview – Year A 2020

This overview was developed to cater to the majority cohort of learners: 7-10 sequence (Year 8 entry)

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

Term 1	Term 2	Term 3	Term 4
Module 1: “THAT’S ME”	Module 2: WORK LIFE	Module 3: ENTERTAINMENT TIME	Module 4: MY BELIEFS AND VALUES
<p>KEY QUESTION: Do I get my sign name? How can I fit into the Deaf Community?</p> <p>KEY CONCEPTS: Identity, community, custom, relationship, friends</p> <p>KEY PROCESSES: Explaining,, Planning, Noticing, Identifying, Investigating</p>	<p>KEY QUESTION: How do my career help with the Deaf people?</p> <p>KEY CONCEPTS: Work, environment, support, work experience</p> <p>KEY PROCESSES: Observing, Noticing, Comparing, Analysing</p>	<p>KEY QUESTION: What kind of entertainment do Deaf people use?</p> <p>KEY CONCEPTS: Deaf experience, Expression, Cultural values, Humour</p> <p>KEY PROCESSES: Analysing, Evaluating, Profiling, Performing, Role-playing, Creating</p>	<p>KEY QUESTION: What are my beliefs and values towards to the Deaf community?</p> <p>KEY CONCEPTS: Involvement. Participation. Membership, community</p> <p>KEY PROCESSES: Interviewing, Comparing, Exploring, Describing, Reflecting, Recognising</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">Socialising</p> <p>Socialise and exchange views on selected issues using different communication strategies, language structures and techniques</p>	<p style="text-align: center;">Socialising</p> <p>Engage in various collaborative tasks that involve making decisions, solving problems and evaluating progress.</p>	<p style="text-align: center;">Informing</p> <p>Engage with a range of signed texts to locate and evaluate information, infer or interpret meaning and to present key points in new forms.</p>	<p style="text-align: center;">Reflecting</p> <p>Reflect on the experience of learning and using Auslan and how the experience is influenced by their own languages and cultures, and consider how intercultural</p>

<p>Informing Preparing and presenting information on different issues, events, procedures or experiences, using signed descriptions and visual prompts to inform, report, promote, explain or invite action.</p> <p>Reflecting Reflect on the experience of learning and using Auslan and how the experience is influenced by their own languages and cultures, and consider how intercultural communication involves shared responsibility for making meaning</p> <p>Identity Recognise that the concept of identity is complex, dynamic and diverse, and consider how students learn more about their own identity through the exploration of others languages and cultures</p> <p>Systems of Language Explore the relationship between particular text types, audiences, purpose and context and analyze language features used by signers to</p>	<p>Informing Engage with a range of signed texts to locate and evaluate information, infer or interpret meaning and to present key points in new forms</p> <p>Systems of Language Understand that signs can include different information including a gestural overlay, and identify how signers establish spatial locations, types of depicting signs and ways of showing constructed action</p> <p>Translating Translate and interpret different types of familiar texts and consider the effectiveness of examples of different translations, considering the role of culture when transferring meaning from one language to another</p> <p>Language awareness Understand the range of factors that influence the profile diversity and distribution of Auslan use in the wider Australian society, and consider the concept of Auslan vitality in comparison with other spoken and signed languages used around the world</p>	<p>Creating Create and present entertaining individuals or collaborative texts that reflect imagined people, places or experiences and draw from elements of their own life experience</p> <p>Systems of Language Understand and control additional elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or conditional forms, and develop awareness of how signers use constructed action and depicting signs in composite utterance</p> <p>Language variation and change Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change</p>	<p>communication involves shared responsibility for making meaning</p> <p>Language awareness Understand the range of factors that influence the profile diversity and distribution of Auslan use in the wider Australian society, and consider the concept of Auslan vitality in comparison with other spoken and signed languages used around the world</p> <p>Role of language and culture Understand that Auslan and Deaf culture are interrelated, that they shape and are shaped by each other, that their relationship changes over time and across contexts, and that they may be differently interpreted by users of other languages</p> <p>Module 5: TRANSLATE THIS!</p> <p>Key Question: How do we translate effectively? What are some examples of translation work? What's the difference when translating Auslan?</p>
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<p>create cohesion and achieve the purpose of the text</p>			<p>Key Concepts: Equivalence, Translation, Meaning, Interpretation, Ethics, Bilingualism, Information</p> <p>Key Processes: Translating, Interpreting, Comparing, Researching, Composing, Comparing, Creating</p> <p>CONTENT DESCRIPTIONS</p> <p>Translating Translate and interpret different types of familiar texts and consider the effectiveness of examples of different translations, considering the role of culture when transferring meaning from one language to another</p> <p>Translating Create, develop and resource bilingual texts for use in the wider school community</p>
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Auslan Years 9-10 Achievement Standard

By the end of Year 10, students interact with peers, teachers and others using Auslan to communicate about personal interests and broader issues relating to the Deaf community. They participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features for topicalisation or negation and responding to each other’s comments, for example IF DS:place-person DEAF TEACHER MEANS DEAF HEARING STUDENT EQUAL_{-all}. They initiate and sustain interactions; ask for repetition, clarification or confirmation; use more elaborate sentence structures, such as embedding

clauses; and use discourse markers such as SURPRISE, INCREDIBLE, WOW or UM. They engage in different processes of collaborative learning, including planning, negotiating and problem-solving, using familiar and some spontaneous language. They follow protocols when interacting with each other or with interpreters or Deaf visitors to the classroom, for example by interrupting conversations appropriately, waiting for eye gaze or for the signer to finish, or by providing context for a new participant joining a conversation. Students locate, interpret and analyse information from a variety of signed texts, such as announcements, news reports and vlogs, using context and knowledge of depicting conventions to work out unfamiliar meaning. They demonstrate understanding by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. They interpret different types of creative and imaginative texts, such as Deaf performances or different expressive art forms, describing and comparing their responses. They plan, draft and present informative and imaginative texts, linking and sequencing ideas using conjunctions such as BUT or IF... THEN... as well as joining clauses with NMFs to build cohesion and to extend clauses. With support, they use constructed action (CA) to portray characters in a narrative, modify indicating verbs for non-present referents with increasing accuracy across a text, for example PRO1 ASK_{-her} and use more complex entity depicting signs, for example DS(point):man-walks-slowly. They translate and interpret texts and create bilingual texts and resources to use in the wider school community, comparing different interpretations and making decisions in relation to dealing with instances of non-equivalence. Students explain culturally appropriate and ethical behaviour for interpreting and translating texts, and consider potential consequences of inaccurate interpreting. They reflect on how their own ways of communicating may be interpreted when interacting with deaf people, and modify elements of their behaviour such as the use of eye contact, facial expression or body language as appropriate.

Students identify and describe instances of CA in signed texts and explain how signers use CA and depicting signs in composite utterances. They identify and classify non-manual features in signed texts and describe their function. They know that signs can be iconic in a number of ways, and identify iconic signs that represent a whole object or part of an object. They distinguish between viewer and diagrammatic space, including whether viewer space refers to referents that are present or non-present. Students investigate and analyse the nature of variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between the ecologies of Auslan and signed languages in other countries, in relation to issues such as language policies and rights, advocacy, reform and language vitality. They identify factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs. Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.