

Auslan Years 3-4 2021 Overview Year B

Term 1	Term 2	Term 2	Term 3
Module 1: WHO AM I? <p>KEY QUESTIONS: How do I introduce myself in Auslan? How do I begin a conversation in Auslan?</p> <p>KEY CONCEPTS: Self, family, friends, belonging, socialising</p> <p>KEY PROCESSES: Interacting, greeting, asking/answering questions, describing, signing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Communicate with each other and with teachers about aspects of their personal worlds, daily routines, preferences and pastimes.</p> <p>INFORMING Present information associated with their home, school and community activities and routines, using signed descriptions and visual prompts.</p>	Module 2 : AUSLAN MASTER CHEF <p>KEY QUESTIONS: Can you show me how to cook this?</p> <p>KEY CONCEPTS: Food, cooking, sharing, communicating</p> <p>KEY PROCESSES: Noticing, recognising, questioning, making connections, observing, understanding</p> <p>CONTENT DESCRIPTIONS</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that there is variation in Auslan use, for example in different locations or physical environments.</p> <p>SYSTEMS OF LANGUAGE Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features.</p>	Module 3 : ONCE UPON A TIME..... (IN AUSLAN!) <p>KEY QUESTIONS: How are stories told in Auslan?</p> <p>KEY CONCEPTS: Imagination, expression, meaning</p> <p>KEY PROCESSES: Identifying, categorising, responding, viewing, drawing, signing, translating</p> <p>CONTENT DESCRIPTIONS</p> <p>INFORMING Organise and summarise key points of information obtained from different types of Auslan texts.</p> <p>CREATING Engage with different types of imaginative texts, identifying favourite elements, characters and events and responding through modelled signing, actions and drawing.</p>	Module 4 : THE DEAF WORLD <p>KEY QUESTIONS: What is it like to be a Deaf person?</p> <p>KEY CONCEPTS: Deafness, hearing, culture, disability</p> <p>KEY PROCESSES: Noticing, questioning, making connections, exploring, playing, signing, following instructions, exchanging</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Participate in shared learning activities that involve planning, transacting and problem-solving, using simple signed statements, questions and directions.</p> <p>SOCIALISING Respond to questions, directions and requests, using non-manual features and simple questions and statements to ask for help, to indicate understanding or</p>

<p>IDENTITY</p> <p>Consider how their ways of communicating and responding to each other shape and reflect their sense of identity.</p> <p>SYSTEMS OF LANGUAGE</p> <p>Identify the movement and location of different signs and notice how they combine with handshape to form signs, and understand that Auslan can be videoed and transcribed to assist learning.</p>	<p>SYSTEMS OF LANGUAGE</p> <p>Understand how signers make different language choices in different types of texts and compare this with English versions of text types, and notice how texts build cohesion.</p> <p>REFLECTING</p> <p>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</p>	<p>TRANSLATING</p> <p>Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story, noticing which ones are difficult to interpret.</p> <p>SYSTEMS OF LANGUAGE</p> <p>Understand how space is used in Auslan to show who is involved in an event through the meaningful location of nouns and verbs, the use of depicting signs and enacting.</p> <p>CREATING</p> <p>Create simple texts that demonstrate imagination and playfulness, using familiar signs, gestures and modelled language and visual supports.</p>	<p>agreement and to negotiate turn-taking.</p> <p>TRANSLATING</p> <p>Create bilingual versions of texts such as English captioned recordings of Auslan phrases.</p> <p>LANGUAGE AWARENESS</p> <p>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.</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan.</p>
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Achievement Standard for Years 3-4:

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, summarise/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.