

Auslan Years 5-7 2021 Overview Year B

Term 1	Term 2	Term 2	Term 3
Module 1: WHO AM I? <p>KEY QUESTIONS: How do I describe who I am in Auslan? What is appropriate conversation in Auslan?</p> <p>KEY CONCEPTS: Self, family, friends, identity, representation, culture</p> <p>KEY PROCESSES: Describing, expressing, discussing, responding, comparing, expressing feelings</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Share ideas and feelings about people they know, their daily lives, social activities and the school community.</p> <p>INFORMING Convey information in different formats to suit different audiences and contexts.</p>	Module 2 : AUSLAN MASTER CHEF <p>KEY QUESTIONS: How do we share recipes? How do you become a Master Chef?</p> <p>KEY CONCEPTS: Food, recipes, hospitality, workplace health and safety, discrimination</p> <p>KEY PROCESSES: Documenting, evaluating, comparing, reflecting, investigating</p> <p>CONTENT DESCRIPTIONS</p> <p>LANGUAGE VARIATION AND CHANGE Explore variation in terms of the impact of other languages on Auslan across contexts and over time.</p> <p>SYSTEMS OF CHANGE Identify and use language features of different types of Auslan texts and understand that texts are</p>	Module 3 : ONCE UPON A TIME..... (IN AUSLAN!) <p>KEY QUESTION: What do you notice about stories told in English compared to those in Auslan?</p> <p>KEY CONCEPTS: Storytelling, art, visual and spatial language, plot and climax</p> <p>KEY PROCESSES: Comparing, creating, performing, presenting, paraphrasing, responding</p> <p>CONTENT DESCRIPTIONS</p> <p>INFORMING Collect, classify and paraphrase information from a variety of Auslan texts used in school and community contexts.</p> <p>CREATING Engage with a range of creative and imaginative texts, identifying and discussing ideas and characters and making connections with their own experiences.</p>	Module 4 : THE DEAF WORLD <p>KEY QUESTIONS: What is it like to be a Deaf person? How can I support Deaf people in the future?</p> <p>KEY CONCEPTS: Deafness, (dis)ability, equality, Deaf history, role of interpreters</p> <p>KEY PROCESSES: Noticing, questioning, making connections, exploring, concluding</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Communicate appropriately while involved in shared learning activities by asking and responding to questions, managing interactions, indicating understanding and monitoring learning.</p> <p>SOCIALISING Collaborate with peers to plan and conduct shared events or activities</p>

<p>IDENTITY</p> <p>Demonstrate understanding of the nature of identity in relation to themselves and to members of the Deaf community.</p> <p>SYSTEMS OF LANGUAGE</p> <p>Identify and describe elements of sign production, including handshape and its orientation, movement, location and non-manual features, and explore the processes of annotating Auslan videos or reading and transcribing glossed texts.</p> <p>SYSTEMS OF LANGUAGE</p> <p>Understand that signs can include different information, including a gestural overlay. Identify types of depicting signs and how signers establish spatial locations and show constructed action.</p>	<p>made cohesive through language choices.</p> <p>SYSTEMS OF LANGUAGE</p> <p>Develop understanding of the important role of non-manual features in adverbs and joining clauses, and know that spatial relationships in Auslan are typically expressed with depicting signs.</p> <p>REFLECTING</p> <p>Reflect on how language and cultural background influence perceptions of other languages and communities, and on their experience of learning and communicating in Auslan.</p> <p>TRANSLATING</p> <p>Create their own bilingual texts and learning resources such as electronic displays, websites or digital newsletters.</p>	<p>CREATING</p> <p>Create or reinterpret simple imaginative texts that involve favourite characters or humorous situations, using a range of signs, gestures and supporting props to convey events, characters or settings.</p> <p>SYSTEMS OF LANGUAGE</p> <p>Identify and use language features of different types of Auslan texts and understand that texts are made cohesive through language choices.</p> <p>TRANSLATING</p> <p>Translate familiar texts from Auslan to English and vice versa, noticing which words or phrases require interpretation or explanation.</p>	<p>such as performances, presentations, demonstrations or transactions.</p> <p>ROLE OF LANGUAGE AND CULTURE</p> <p>Reflect on how communities' ways of using languages are shaped by, reflect and strengthen cultural values and beliefs and how these may be differently interpreted by users of other languages.</p> <p>LANGUAGE AWARENESS</p> <p>Explore the current status and profile of Auslan and of the Deaf community in contemporary Australian society, considering issues such as language transmission, usage and documentation.</p>
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Achievement Standard for Years 5-6:

By the end of Year 6, students discuss aspects of their daily lives, social activities and school experience and respond to each other's comments. They describe relationships and characteristics of people and objects and express feelings and preferences, for example, POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD. They negotiate with each other to plan, organise and complete learning tasks and activities, using statements such as PRO1 DON'T-WANT DRAW, PRO1 WANT TAKE-PHOTO, THANKYOU PRO2 EXPLAIN CLEAR, or THAT FIRST IMPORTANT THAT SECOND. They follow more complex instructions and directions involving several steps. They compare experiences, routines, interests and activities, using signs associated with time, sequence and location. They follow **protocols** when interacting with each other or with interpreters or visitors to the classroom, for example by interrupting conversations appropriately or providing context for a new participant joining a conversation. They paraphrase the content of selected signed texts, such as community announcements, and relay the information to others. They plan, rehearse and deliver short presentations, taking into account context, purpose and **audience**. They respond to creative and imaginative texts, for example by discussing ideas and characters, **shadowing** signed elements of theatrical or cinematographic texts that use handshapes, and by making connections with their own experiences. They **create** or reinterpret simple imaginative texts using elements of **constructed action** (CA), such as body shift, **eye gaze** and head **orientation** change. They modify **non-manual features** and **lexical signs** to indicate **manner**. They translate familiar texts from Auslan to English and vice versa, identifying which words or phrases require interpretation or explanation.

Students discriminate between body-anchored and [non-body-anchored signs](#), and recognise how [non-body-anchored signs](#) can modify their locations meaningfully. They know that the function of CA is to represent the words, thoughts or actions of a protagonist in a [text](#), either themselves or others, and that spatial relationships between objects are typically expressed with depicting signs in Auslan. They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other [signed languages](#), for example, [BSL](#), [ISL](#) and [ASL](#). They recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing, and hearing people such as CODAs or interpreters. Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded, for example, by [glossing](#) and the use of technology such as [ELAN](#). Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions.

Achievement Standard for Years 7-8:

By the end of Year 8, students use Auslan to interact and to exchange information, experiences, interests and opinions with teachers, peers and others. They initiate and maintain conversations and use strategies such as fingerspelling to replace unknown signs to support continued interaction, such as PRO2 MEAN [FINGERSPELL]? They engage in different processes of collaborative learning, including planning, negotiating, and problem-solving, using familiar and some spontaneous language, for example PRO1 AGREE-NOT, PRO1 THINK DIFFERENT. Students participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features (NMFs) for topicalisation or negation. They use appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish, not asking for a full recount when arriving mid-conversation, and providing context for a new participant joining a conversation. Students locate, interpret and analyse information from a variety of texts, such as signed announcements, interviews or media reports, using context and familiar language to work out unfamiliar meaning. They demonstrate understanding of different types of signed texts 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 expressive art forms, describing and comparing their responses. They plan, draft and present informative and imaginative texts, linking and sequencing ideas using connectives, such as BUT, WHEN or WELL, and strategies such as repetition, stress and pausing for emphasis. They create bilingual texts to use in the wider school community, for example by captioning short stories, poems or interviews with members of the Deaf community. Students reflect on how their own ways of communicating may be interpreted when interacting with deaf people; and they modify elements of their behaviour such as eye contact, facial expression or body language as appropriate.

Students identify and describe the different types of NMFs, and understand their function and how they interact with clause type. They identify iconic signs and discuss how these match their referents, such as COMPUTER-MOUSE. They understand how handshape and movement represent different things in each type of depicting sign (DS). They identify and categorise instances of signers using spatial modifications to signs and know that signs can be iconic in a number of ways. They analyse clauses to see where signers create composite utterances with elements of constructed action (CA), DSs, points and fully-lexical signs in the same utterance. They recognise that Auslan is constantly evolving and changing, for example, by identifying changes to Auslan that reflect changes in social relationships, community attitudes and changing technology. They understand that the most unifying factor of the Deaf community is the use of Auslan. Students reflect on how all ways of language use are influenced by communities' world views and identities, for example by comparing the cultural concept of Deaf identity with the medical model of deafness.

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