

## Auslan Years 9 and 10 Course Overview – Year B 2021

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

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b> <b>MY HOUSE</b>	<b>Module 2:</b> <b>SCHOOL LIFE</b>	<b>Module 4:</b> <b>TRAVEL TIME</b>	<b>Module 5:</b> <b>LET'S TALK!</b>
<b>KEY QUESTIONS:</b> What makes my house, my home? What kind of technology do I use at home? What kind of technology do Deaf people use at home?	<b>KEY QUESTIONS:</b> What should school be like? What skills will help me in the future? What do I want to do in the future?	<b>KEY QUESTIONS:</b> What if I am going on a Deaf cruise or tour? What services can support Deaf people?	<b>KEY QUESTION:</b> How do we communicate?
<b>KEY CONCEPTS:</b> Deaf experience, cultural values, effect, home, technology, support	<b>KEY CONCEPTS:</b> Education, learning, employment	<b>KEY CONCEPTS:</b> Action, support, community	<b>KEY CONCEPTS:</b> Interaction, bilingualism, media
<b>KEY PROCESSES:</b> Analysing, evaluating, profiling	<b>KEY PROCESSES:</b> Explaining, debating, justifying, code-switching	<b>KEY PROCESSES:</b> Presenting, describing, explaining, researching, composing, inviting action	<b>KEY PROCESSES:</b> Explaining, debating, justifying, code-switching
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<b>CREATING</b> Respond to different types of creative texts that involve the expression of feelings or experiences, comparing their responses to different elements and making connections with their own experience	<b>SOCIALISING</b> Socialise and exchange views on selected issues using different communication strategies, language structures and techniques	<b>INFORMING</b> Preparing and presenting information on different issues, events, people, procedures or experiences, using signed descriptions and visual prompts to inform, report, promote, explain or invite action	<b>SOCIALISING</b> Socialise and exchange views on selected issues using different communication strategies, language structures and techniques
<b>IDENTITY</b> Recognise that the concept of identity is complex, dynamic and diverse, and consider how students learn more about their own identity	<b>INFORMING</b> Preparing and presenting information on different issues, events, people, procedures or experiences, using signed descriptions and visual prompts to inform, report, promote, explain or invite action	<b>CREATING</b> Respond to different types of creative texts that involve the expression of feelings or experiences comparing their	<b>INFORMING</b> Engage with a range of signed texts to locate and evaluate information, infer or interpret meaning to present key points in new forms
			<b>SYSTEMS OF LANGUAGE</b> Understand that signs can include different information including a

<p>through the exploration of other languages and cultures</p> <p><b>REFLECTING</b></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 communication involves shared responsibility for making meaning</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Understand that signs can include different information including a gestural overlay, and identity how signers establish spatial locations, types of depicting signs and ways of showing constructed action</p>	<p><b>TRANSLATING</b></p> <p>Create, develop and resource bilingual texts for use in the wider school community</p> <p><b>LANGUAGE AWARENESS</b></p> <p>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><b>Module 3:</b></p> <p><b>SUPERSTARS</b></p> <p><b>KEY QUESTION:</b></p> <p>What should people become famous for?</p> <p><b>KEY CONCEPTS:</b></p> <p>Biography, fame, cultural values, contribution</p> <p><b>KEY PROCESSES:</b></p> <p>Reporting, presenting, describing, researching</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>INFORMING</b></p> <p>Preparing and presenting information on different issues, events, people, procedures or descriptions and visual prompts to inform, report, promote, explain or invite action</p>	<p>responses to different elements and making connections with their own experience</p> <p><b>TRANSLATING</b></p> <p>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><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change</p>	<p>gestural overlay and identity how signers establish spatial locations, types of depicting signs and ways of showing constructed action</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>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>
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	<p><b>REFLECTING</b></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 communication involves shared responsibility for making meaning</p> <p><b>LANGUAGE AWARENESS</b></p> <p>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><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>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>		
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### Auslan Years 9 and 10 Achievement Standard

By the end of Year 10, students use Auslan to build relationships and to initiate, sustain and extend interactions with teachers, peers and contacts in the wider community. They engage in debate and discuss aspirations and social issues, explaining and justifying positions and elaborating opinions using expressions such as NEVER THOUGHT YEAH-RIGHT. Students use strategies to support discussion, such as self-correction, rephrasing or elaborating if not understood. They use smooth and fluent fingerspelling. They use spontaneous language to participate in activities and learning experiences that involve collaborating, planning, organising, negotiating and taking action. They use modal verbs and non-manual features (NMFs) to express possibility, obligation and ability, such as PRO1 MAYBE SEE THAT MOVIE or PRETEND PRO2 DEAF. Students use culturally appropriate norms, skills and protocols when engaging with and learning from Deaf people and the Deaf community, for example, waiting to be introduced to new people and knowing how to introduce themselves as second language Auslan learners. They analyse, synthesise and evaluate information from a range of signed sources, summarising key ideas and specified points of information. They predict the meaning of unfamiliar signs and expressions from context and their knowledge of depicting conventions. They compare responses to creative texts such as Deaf poetry, Deaf art and signed narratives. Students demonstrate understanding of Auslan

and Deaf culture, for example by preparing and delivering presentations or signed narratives on social and cultural issues, community initiatives and lifestyles. They build cohesion and complexity in texts by using fully-lexical connectives such as IF, THEN and/or NMFs to link clauses. They use constructed action (CA) to show different points of view. Students demonstrate culturally appropriate and ethical behaviour when interpreting and translating texts and consider potential consequences of inaccurate interpreting. They describe how they feel and behave when communicating in a visual world, for example by discussing how the experience fits with their sense of self. They reflect on the role of Auslan in connecting and building Deaf identity. Students recognise and explain different ways that signers represent signing space, such as character or observer space. They understand and use depicting signs and CA in complex ways to create composite utterances. They investigate variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, the age of learners, family background and degree of contact with Signed English or other languages. They make comparisons between the ecologies of Auslan and those of signed languages in other countries, taking account of issues such as languages policy and rights, advocacy, language 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.

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