

Auslan R-2 2021 Overview Year B

| Term 1 | Term 2 | Term 2 | Term 3 |
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| <p>Module 1: WHO AM I?</p> <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 SOCIALISING Participate in simple interactions with their peers and teachers using high-frequency signs, non-manual features and gestures to talk about self, family and class activities.</p> <p>INFORMING Present information about self, family, school and significant objects, using modelled signs and formulaic phrases.</p> | <p>Module 2 : AUSLAN MASTER CHEF</p> <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 LANGUAGE VARIATION AND CHANGE Understand that all languages including signed languages vary and borrow words and signs from each other.</p> <p>SYSTEMS OF LANGUAGE Understand that texts are made up of units of meaning such as groups of words or sentences and that different types of texts have</p> | <p>Module 3 : ONCE UPON A TIME..... (IN AUSLAN!)</p> <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 INFORMING Identify specific points of information in simple Auslan texts relating to people, places and things and use the information to complete guided tasks.</p> <p>CREATING Participate in the shared viewing of recorded or live imaginative signed texts, responding through drawing, miming, gesture or familiar signs.</p> | <p>Module 4 : THE DEAF WORLD</p> <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 SOCIALISING Participate in guided group activities such as signing games and simple tasks using repeated language structures, facial expressions and gestures.</p> <p>SOCIALISING Develop interaction and communication skills for participation in regular class routines and activities.</p> |

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| <p>IDENTITY Describe aspects of themselves, such as membership of family and their school/class and languages they use, considering how these different elements contribute to their sense of identity.</p> <p>SYSTEMS OF LANGUAGE Recognise that meaning can be expressed through English words or Auslan signs and that signs have set handshapes, movements and locations, and identify and reproduce them independently.</p> <p>TRANSLATING Translate words used in everyday contexts from Auslan to English and vice versa.</p> | <p>different features that help serve their purpose.</p> <p>SYSTEMS OF LANGUAGE Recognise that groups of words are combined to make a clause and that Auslan has word classes such as nouns, adjectives or verbs, and distinguish between statements and questions.</p> <p>REFLECTING Notice what is similar to or different from their own language and culture when interacting with stories, games and different forms of artistic expression in Auslan and from Deaf culture.</p> | <p>TRANSLATING Translate words used in everyday contexts from Auslan into English and vice versa.</p> <p>SYSTEMS OF LANGUAGE Recognise and restrict signing to the standard signing space, and understand that pronouns, depicting signs and verbs can be located meaningfully in that space.</p> <p>CREATING Express imaginative ideas and visual thinking through the use of familiar signs, mime and gestures, with a focus on emotions, appearance and actions.</p> | <p>TRANSLATING Create simple print or digital texts such as labels, posters, wall charts or cards that use Auslan images and English words.</p> <p>LANGUAGE AWARENESS Recognise that Auslan is a legitimate language, one of many languages used in Australia and around the world.</p> <p>ROLE OF LANGUAGE AND CULTURE Notice that people use language in ways that reflect their culture, such as where and how they live, who they live with and what is important to them.</p> |
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Achievement Standard for Years R-2:

By the end of Year 2, students interact with teachers and each other to talk about themselves, their families, friends and immediate environment. They follow instructions to complete action-based activities such as signing games or transactional activities, using repeated constructions, gestures and affective **non-manual features** (NMFs). They interact in familiar classroom routines by responding to requests, such as DS:line-up PLEASE, LOOK-AT-me PRO1. Students ask and respond to simple questions and distinguish between statements and questions. They express likes, dislikes and feelings using **lexical signs** and affective NMFs. They recognise and produce fingerspelled names for roll call and games and produce modelled signs, phrases and sentence patterns in familiar contexts. They use culturally appropriate **protocols**, such as maintaining eye contact and responding to and gaining attention by waving or tapping a shoulder or table. They identify specific information in signed texts, such as the properties of colour, number, size or shape, and describe people and objects, for example, PRO3 5-YEARS-OLD, PRO1 HAVE 2 BROTHER, or THAT BALL BIG. Students demonstrate simple procedures using known signs, gestures, objects and list **buoys**. They recount and sequence shared events using familiar signs and visual prompts. They view short imaginative and expressive texts such as stories and nursery rhymes, demonstrating understanding through drawing, **gesture**, modelled signs or English. They use fixed handshapes in creative ways, for example to **create** amusing sequences of signs to enact movements, and portray characteristics through the use of **constructed action**. They identify similarities and differences in ways they interact when communicating in English and in Auslan.

Students know that Auslan is a **language** in its own right, different from mime and gestures used in spoken languages. They know that eye contact is necessary for effective **communication** and that meaning is communicated visually through the use of whole signs, gestures or **fingerspelling**. They identify

and categorise signs according to [handshape](#) and they recognise major types of [path movements](#). They know that some signs link to the appearance of a [referent](#), for example PEN, HOUSE, and that some words, such as proper nouns, are borrowed from English by [fingerspelling](#) and [mouthing](#). They know that locations of signs can be modified to change meaning, for example when pointing to people. They recognise the importance of facial expression, [eye gaze](#) and other NMFs in a visual-gestural [language](#) and culture and know that sign order is flexible in Auslan

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