

Auslan Years 5-6 Course Overview – Year A 2022

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

Term 1	Term 2	Term 3	Term 4
<p>Module 1: DEAF HISTORY</p> <p>KEY QUESTION: How does Deaf Culture now compare to the past?</p> <p>KEY CONCEPTS: community, history, identity</p> <p>KEY PROCESSES: documenting, creating, sharing, comparing</p>	<p>Module 2: DEAF COMMUNITY</p> <p>KEY QUESTION: What is the Deaf Community and what do they do?</p> <p>KEY CONCEPTS: relationship, interaction, interests, experience</p> <p>KEY PROCESSES: Describing, responding, comparing, express feelings</p>	<p>Module 3: DEAF ART AND DRAMA</p> <p>KEY QUESTION: How do we experience Deaf Arts through drama and music?</p> <p>KEY CONCEPTS: narrative, theatre performance, audience</p> <p>KEY PROCESSES: planning, negotiating, organising</p>	<p>Module 4: THE FUTURE</p> <p>KEY QUESTION: Where do we go from here? How do we take the next step?</p> <p>KEY CONCEPTS: technology, diversity, representation</p> <p>KEY PROCESSES: recognising, describing, understanding, discussing</p>
<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations, or transactions.</p> <p>INFORMING Collect, classify and paraphrase information from a variety of Auslan texts used in school and community contexts</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> <p>IDENTITY Demonstrate understanding of the nature of identity in relation to</p>	<p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions.</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>	<p>CONTENT DESCRIPTIONS</p> <p>REFLECTING 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 Translate familiar texts from Auslan to English and vice versa, noticing which words or phrases require interpretation or explanation.</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>LANGUAGE AWARENESS</p> <p>Explore the current status and profile and of the Deaf Community in contemporary Australian society, considering issues such as language transmission, usage and documentation.</p>	<p>themselves and to members of the Deaf Community.</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> <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>SYSTEMS OF LANGUAGES</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>ROLE OF LANGUAGE</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 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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Across the year 

Auslan Resource: Sally & Possum TV episodes from ABC <https://iview.abc.net.au/show/sally-and-possum>

Auslan Years 5-6 Achievement Standard

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 requires 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.

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