

AC9L1AUF01

with support, recognise and meaning in Auslan

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Elaborations

- greeting others using appropriate forms of , for example, HELLO, GOOD MORNING, GOOD AFTERNOON, and use of sign names if appropriate
- participating in routine such as expressing thanks, asking to go to the bathroom or get a drink, and describing the day's weather, for example, raising hand or waving when attending to roll call, saying PLEASE, THANK-YOU, GOOD, TODAY WEATHER SUN
- responding to and using visual such as pointing, eye contact and
- following classroom instructions that include simple DSS for completing , such as DS:SIT-CIRCLE Sit in a circle. DS:LINE-UP Line up. DS:LOOK-AT PRO1 Look at me.
- describing family, friends and peers using visual and prompts
- participating in games that involve the use of repeated , expressions, actions and , such as POSS1 TURN, POSS2 TURN , for example, 'I spy', 'Fruit salad'
- responding to Auslan stories through play-acting or movement, illustrating , events or scenes
- using Auslan numbers 0–10, for example, sorting counters into groups and counting objects
- participating in simple dialogues in Auslan, for example, playing shops using classroom objects such as toys and books, and practising simple , PRO1 WANT, PRO1 WANT-NOT, YES, NO, PRO1 LIKE, PRO1 LIKE-NOT
- showing emotions through the use of , for example, responding to visual prompts and modifying emotions each time, such as being happy, sad, angry or tired
- parts of a simple Auslan story

Students learn to:

with support, recognise and communicate meaning in Auslan

(AC9L1AUF01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

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Social management

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Social management

- Communication

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Engaging with cultural and linguistic diversity

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- Communication

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- Communication

Resources

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9L1AUF01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9L1AUF01

greeting others using appropriate forms of address, for example, HELLO, GOOD MORNING, GOOD AFTERNOON, and use of sign names if appropriate

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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The following continuum extract shows the alignment of the continuum with this content.

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and

unfamiliar contexts

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9L1AUF01

participating in routine exchanges such as expressing thanks, asking to go to the bathroom or get a drink, and describing the day's weather, for example, raising hand or waving when attending to roll call, saying

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Personal and Social capability: Social management: Communication

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following classroom instructions that include simple DSS for completing activities, such as

DS:SIT-CIRCLE

Sit in a circle.

DS:LINE-UP

Line up.

DS:LOOK-AT PRO1

Look at me.

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POSS1 TURN, POSS2 TURN

for example, 'I spy', 'Fruit salad'

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9L1AUF01

Continuum extract

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- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9L1AUF01

participating in simple dialogues in Auslan, for example, playing shops using classroom objects such

as toys and books, and practising simple phrases,
PRO1 WANT, PRO1 WANT-NOT, YES, NO, PRO1 LIKE, PRO1 LIKE-NOT

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Resource – AUSLAN language resource

Auslan

Language support resource

The Auslan Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Auslan. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Auslan for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

AC9L1AUF02

explore, with support, of Auslan, making connections between Auslan and English

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Elaborations

- making connections between and images and the signs to make meaning, for example, point to the object labelled as 'milk' and sign MILK
- noticing that names can be signed, written and fingerspelled
- comparing how to gain attention or show approval in a classroom situation, in Auslan and English, for example, waving, tapping or deaf clapping in Auslan
- noticing how, when communicating in Auslan, are more important than in English, for example, playing a matching game with facial expressions and such as PRO1 LIKE FLOWERS

Students learn to:

explore, with support, language features of Auslan, making connections between A

(AC9L1AUF02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Reading and viewing

- Phonic knowledge and word recognition

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Resources

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9L1AUF02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9L1AUF02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Phonic knowledge

- says the most common phoneme for taught single-letter graphemes (e.g. "Tt", "Mm", "Ss")
- identifies and names letters for taught single-letter graphemes
- blends phonemes for taught single-letter graphemes to decode vowel-consonant (VC) words (e.g. "at") and consonant-vowel-consonant (CVC) words (e.g. "hop")
- identifies first phoneme in words
- orally segments CVC words (e.g. "c-a-t", "h-a-t")
- recognises taught graphemes when represented in various fonts, capitals and lower-case (e.g. "Aa", "Rr", "Dd")

Word recognition

- reads taught high-frequency words in a text and in the environment (e.g. "the", "to", "I", "no", "said")

Phonic knowledge

- says the most common phoneme for all single-letter graphemes
- identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g. "Bb", "Gg")
- writes/selects corresponding graphemes for all common phonemes
- blends phonemes for all common, single-letter graphemes to read VC words (e.g. "in") and CVC words (e.g. "pan") and applies this knowledge when reading decodable texts
- segments and writes VC and CVC words with letters in correct order and reads them aloud
- reads single syllable words with common double consonants and applies this when reading decodable

texts (e.g. 'ss' - "fuss", "ll" - "will", "ff" - "puff")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and own writing (e.g. "was", "you", "one", "said", "have", "were")

Phonic knowledge

- gives examples of phonemes that can be represented by more than one consonant (e.g. "ck", "ph")
- blends phonemes for all common, single-letter graphemes to read consonant-consonant-vowel-consonant (CCVC) words (e.g. "blot") and consonant-vowel-consonant-consonant (CVCC) words (e.g. "list") and applies this knowledge when reading decodable texts
- reads words with split digraphs (e.g. "cake", "blame")
- reads single-syllable words with taught consonant digraphs and applies this knowledge when reading decodable texts (e.g. "sh", "ch" and "ck" – "ship", "rich", "lock")
- reads words with taught common vowel graphemes (e.g. "ee", "ea", "ie", "-e" and including "-y") and applies this knowledge when reading decodable texts
- reads one-and two-syllable words with common suffixes (e.g. "-ed", "-ing", "-s/es") and applies this knowledge when reading decodable texts (e.g. "jumping", "boxes")
- segments and represents CCVC and CVCC words containing consonant digraphs and/or clusters of consonants (e.g. "ch-o-p", "w-i-sh", "b-e-s-t")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and different contexts (e.g. own writing, shared reading)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9L1AUF02

making connections between words and images and the signs to make meaning, for example, point to the object labelled as 'milk' and sign

MILK

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9L1AUF02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9L1AUF02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify ways in which cultures, including their own, interact

- describe how their cultural identities influence interactions with others

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9L1AUF02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore the influence of cultures on interactions

Content description

AC9L1AUF02

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9L1AUF02

noticing how, when communicating in Auslan, NMFs are more important than in English, for example, playing a matching game with facial expressions and sentences such as

PRO1 LIKE FLOWERS

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Intercultural Understanding: Reflecting on culture and cultural diversity: Explore the influence of cultures on interactions

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- identify ways in which cultures, including their own, interact
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AC9L1AUF03

explore connections between and

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Elaborations

- making connections with different types of deaf and hard of hearing groups, such as those with or without hearing aids or , those who are non-verbal or deaf, or hard of hearing people who do not sign
- exploring different and of class members and identifying different ways of visually expressing meaning or showing respect, for example, waving in or bowing in Japanese
- noticing Auslan users' use of physical space, such as by changing position or standing up so they can see the signer, for example, tapping for attention and then working out the spatial arrangement to have the
- using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the of Australia to notice the (s) of First Nations Australians in their local area and/or across Australia
- locating countries/places of significance to students in the class on a digital or print world map

Students learn to:

explore connections between language and culture

(AC9L1AUF03)

General capabilities and cross-curriculum priorities

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Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

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Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

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Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore the influence of cultures on interactions

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