

## **(no-code)**

### **with others using to information in familiar about self and personal worlds**

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#### **Elaborations**

- using for their name and the names of others, and sign names where appropriate, and patterning for commonly fingerspelled short
- exchanging greetings, thanks and apologies to suit , for example, HELLO, GOODBYE, HOW-ARE-YOU? PLEASED-MEET, SEE-LATER, GOOD-LUCK, THANKS, SORRY, CONGRATULATIONS, MY NAME ..., WHERE-FROM?
- sharing information about themselves, family, friends and peers, for example, PRO3 HAVE DOG(ONE) CATS(TWO) He has a dog and 2 cats. THAT BABY POSS2 SISTER? Is that baby your sister? PRO1 LIVE WITH WHO? POSS1 AUNT I live with my aunt. WHO PRO3? POSS1 FRIEND FS:MARY Who is she? That's my friend, Mary.
- asking and responding to closed to with others and using appropriate such as lowered eyebrows/head tilt, for example, PRO2 WHO, WHEN, WHERE, WHAT, HOW-OLD, HOW-MANY
- using such as nodding and signs when with , for example, KNOW :HEAD-NOD I know. UNDERSTAND I understand. KNOW-NOT :HEAD-SHAKE I don't know.
- expressing feelings using and affective , for example, PRO1 FRUSTRATED I'm frustrated. PRO3 EXCITED She's excited.
- asking for , help, clarification or permission, for example, PLEASE SLOW SIGN? Could you sign that slowly please? PLEASE REPEAT Please repeat. PLEASE PT+c HELP? Can you help me, please? G:HANDS-UP PLEASE PRO1 NEED TOILET Can I go to the toilet please? THANK-YOU PT+C HELP Thank you for helping me.
- asking and responding to about familiar topics such as shared school experiences, for example, SCIENCE CLASS WHAT PRO2 THINK? What do you think of science class? SUBJECT PRO2 STUDY WHAT? And you, what do you study? SCHOOL, PRO2 LIKE? Do you like school?
- using and to represent people, animals, transport and objects, showing locations and movement when POSS1 SISTER TALL :LONG-WAVY-HAIR My sister is tall and has long wavy hair. MY HOUSE PT+lf FRIEND HOUSE PT+rt My house is over there and my friend's house is over there.
- expressing likes, dislikes, preferences, agreement and disagreement, using negation and associated , for example, PRO1 LIKE WATERMELON. LIKE-NOT ORANGE I like watermelon; I don't like oranges. MATH OR ENGLISH? RATHER MATH PT+c I prefer maths to English. PRO2 LIKE RUGBY? PRO1 DISAGREE. SOCCER BETTER You like rugby? I think soccer is much better!
- discussing plans using time markers such as TODAY, YESTERDAY, TOMORROW, NEXT-WEEK, LAST-WEEK, NUMBER OF WEEKS, WEEKEND REGULAR SUMMER PRO1(PL) GROUP MOVE BEACH STAY WEEK(THREE) We go to beach for 3 weeks in summer.
- sharing information about using manner to show intensity, for example, PRO1 RUN FAST :INTENSITY I ran very fast. PRO1 HAMMER :REPEAT I hammered a lot.
- exchanging information about celebrations and special events TOMORROW, AUSLAN DAY. PRO2 FS:DO WHAT? What are you doing for Auslan Day tomorrow? HAPPY BIRTHDAY YESTERDAY! YOU HOW-OLD? Happy birthday for yesterday! How old are you?
- giving, accepting or declining invitations, such as SORRY PRO1 CAN'T :GO WHY? PRO1 HAVE BASKETBALL TRAINING Sorry, I can't go because I have basketball training.
- following and using appropriate classroom protocols when in Auslan, for example, tapping, pointing and waving for attention, maintaining eye gaze, maintaining a clear line of sight

Students learn to:

### **interact with others using modelled language to exchange information in familiar contexts and personal worlds**

(AC9L1AU8EC01)

#### **General capabilities and cross-curriculum priorities**

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

#### **Speaking and listening**

- Interacting

#### **Social management**

- Communication

## **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 .

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

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### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Social management**

- Communication

### **Social management**

- Communication

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Social management**

- Communication

## **Resources**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

##### **Content description**

AC9L1AU8EC01

##### **Learning progression extract**

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

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning

- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC01

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC01

##### **Continuum extract**

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC01

exchanging greetings, thanks and apologies adjusting language to suit context, for example, HELLO, GOODBYE, HOW-ARE-YOU? PLEASED-MEET, SEE-LATER, GOOD-LUCK, THANKS, SORRY, CONGRATULATIONS, NAME ..., WHERE-FROM?

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC01

sharing information about themselves, family, friends and peers, for example,

PRO3 HAVE DOG(ONE) CATS(TWO)

He has a dog and 2 cats.

THAT BABY POSS2 SISTER?

Is that baby your sister?

PRO1 LIVE WITH WHO? POSS1 AUNT

I live with my aunt.

WHO PRO3? POSS1 FRIEND FS:MARY

Who is she? That's my friend, Mary.

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU8EC01

asking and responding to closed questions to interact with others and using appropriate NMFs such as lowered eyebrows/head tilt, for example,

PRO2 WHO, WHEN, WHERE, WHAT, HOW-OLD, HOW-MANY

### **Continuum extract**

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9L1AU8EC01

asking and responding to closed questions to interact with others and using appropriate NMFs such as lowered eyebrows/head tilt, for example,

PRO2 WHO, WHEN, WHERE, WHAT, HOW-OLD, HOW-MANY

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### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9L1AU8EC01

using backchannelling such as nodding and signs when interacting with NMFs, for example,

KNOW NMF:HEAD-NOD

I know.

UNDERSTAND

I understand.

KNOW-NOT DS:HEAD-SHAKE

I don't know.

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC01

expressing feelings using lexical signs and affective NMFs, for example,

PRO1 FRUSTRATED

I'm frustrated.

PRO3 EXCITED

She's excited.

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC01

asking for repetition, help, clarification or permission, for example,

PLEASE SLOW SIGN?

Could you sign that slowly please?

PLEASE REPEAT

Please repeat.

PLEASE PT+c HELP?

Can you help me, please?

G:HANDS-UP PLEASE PRO1 NEED TOILET

Can I go to the toilet please?

THANK-YOU PT+C HELP

Thank you for helping me.

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC01

asking and responding to questions about familiar topics such as shared school experiences, for example,

SCIENCE CLASS WHAT PRO2 THINK?

What do you think of science class?

SUBJECT PRO2 STUDY WHAT?

And you, what subjects do you study?

SCHOOL, PRO2 LIKE?

Do you like school?

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC01

using DSs and lexical signs to represent people, animals, transport and objects, showing locations and movement when interacting

POSS1 SISTER TALL DS:LONG-WAVY-HAIR

My sister is tall and has long wavy hair.

MY HOUSE PT+lf FRIEND HOUSE PT+rt

My house is over there and my friend's house is over there.

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC01

expressing likes, dislikes, preferences, agreement and disagreement, using negation and associated NMFs, for example,

PRO1 LIKE WATERMELON. LIKE-NOT ORANGE

I like watermelon; I don't like oranges.

MATH OR ENGLISH? RATHER MATH PT+c

I prefer maths to English.

PRO2 LIKE RUGBY? PRO1 DISAGREE. SOCCER BETTER

You like rugby? I think soccer is much better!

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC01

discussing plans using time markers such as

TODAY, YESTERDAY, TOMORROW, NEXT-WEEK, LAST-WEEK, NUMBER OF WEEKS, WEEKEND

REGULAR SUMMER PRO1(PL) GROUP MOVE BEACH STAY WEEK(THREE)

We go to the beach for 3 weeks in summer.

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC01

sharing information about activities using manner to show intensity, for example,

PRO1 RUN FAST NMF:INTENSITY

I ran very fast.

PRO1 HAMMER DS:REPEAT

I hammered a lot.

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9L1AU8EC01

exchanging information about celebrations and special events

TOMORROW, AUSLAN DAY. PRO2 FS:DO WHAT?

What are you doing for Auslan Day tomorrow?

HAPPY BIRTHDAY YESTERDAY! YOU HOW-OLD?

Happy birthday for yesterday! How old are you?

##### **Continuum extract**

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC01

exchanging information about celebrations and special events

TOMORROW, AUSLAN DAY. PRO2 FS:DO WHAT?

What are you doing for Auslan Day tomorrow?

HAPPY BIRTHDAY YESTERDAY! YOU HOW-OLD?

Happy birthday for yesterday! How old are you?

##### **Continuum extract**

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

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9L1AU8EC01

giving, accepting or declining invitations, such as

SORRY PRO1 CAN'T DS:GO WHY? PRO1 HAVE BASKETBALL TRAINING

Sorry, I can't go because I have basketball training.

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU8EC01

### **Continuum extract**

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9L1AU8EC01

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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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

## AC9L1AU8EC02

### in signed and visual with peers to organise related to daily life and school environment

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#### Elaborations

- giving and following instructions for class routines, for example, WE PLAY GAME. PLEASE STAND UP We're going to play a game; please stand up. PT+C LOOK-AT PRO1 Eyes to the front. PLEASE WITH TWO Please find a partner. DS:TAP-ON-SHOULDER Get attention of person next to you.
- giving and following directions or instructions in sequential order, using ordinal numbers and , for example, BUOY:(1)PAPER LBUOY:(2)DRAW-CIRCLE LBUOY:(3)COLOUR Firstly, get some paper. Secondly, draw a circle. Then colour it in.
- negotiating turn-taking in and discussions, for example, POSS1 TURN FIRST POSS2 TURN It's my turn first, then your turn.
- discussing roles and responsibilities that involve organising, negotiating and prioritising tasks, such as devising an or game for the class, for example, DEAF HISTORY PROJECT AGREE, MAKE LBUOY(1):PRESENTATION LBUOY(2):GAME For the Deaf history project, I agree, we will make a presentation, then a game PRO2 TYPE PRO1 WRITE You type and I'll .
- participating in games, or role-plays such as enacting scenarios involving being lost and asking for or giving directions, or playing 'Sign circle' to practise new vocabulary or passing on a sign shape
- exchanging information about daily and individual schedules to determine agreed date/time for an event
- reviewing peer work in pairs, providing feedback and encouragement or praise on aspects and features of the signed
- considering adaptations to Auslan use when communicating in different physical environments such as across a large yard, or when one or both hands are occupied, for example, variations in vocabulary, size of , clarity of signs, use of and
- managing visual noise such as background, glare from windows, filming and online protocols regarding on camera

Students learn to:

### engage in modelled signed and visual exchanges with peers to organise activities related to daily life and school environment

(AC9L1AU8EC02)

#### General capabilities and cross-curriculum priorities

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

#### Speaking and listening

- Interacting

#### Social management

- Communication
- Collaboration

## **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 .

### **Social management**

- Communication
- Collaboration

### **Social management**

- Communication
- Collaboration

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### **Social management**

- Communication
- Collaboration

### **Social management**

- Communication
- Collaboration

### **Social management**

- Communication
- Collaboration

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Social management**

- Communication
- Collaboration

### **Social management**

- Communication

## **Resources**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

##### **Content description**

AC9L1AU8EC02

##### **Learning progression extract**

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

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
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- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC02

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9L1AU8EC02

##### **Continuum extract**

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC02

giving and following instructions for class routines, for example,

WE PLAY GAME. PLEASE STAND UP

We're going to play a game; please stand up.

PT+C LOOK-AT PRO1

Eyes to the front.

PLEASE WITH TWO

Please find a partner.

DS:TAP-ON-SHOULDER

Get attention of person next to you.

##### **Continuum extract**

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

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- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9L1AU8EC02

giving and following instructions for class routines, for example,

WE PLAY GAME. PLEASE STAND UP

We're going to play a game; please stand up.

PT+C LOOK-AT PRO1

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Get attention of person next to you.

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC02

giving and following directions or instructions in sequential order, using ordinal numbers and list buoys, for example,

BUOY:(1)PAPER LBUOY:(2)DRAW-CIRCLE LBUOY:(3)COLOUR

Firstly, get some paper. Secondly, draw a circle. Then colour it in.

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
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### **Snapshot – Collaboration**

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AC9L1AU8EC02

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC02

negotiating turn-taking in activities and discussions, for example,

POSS1 TURN FIRST POSS2 TURN

It's my turn first, then your turn.

## **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Collaboration**

### **Personal and Social capability: Social management: Collaboration**

#### **Content description**

AC9L1AU8EC02

negotiating turn-taking in activities and discussions, for example,

POSS1 TURN FIRST POSS2 TURN

It's my turn first, then your turn.

#### **Continuum extract**

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9L1AU8EC02

discussing roles and responsibilities that involve organising, negotiating and prioritising tasks, such as devising an activity or game for the class, for example,

DEAF HISTORY PROJECT AGREE, MAKE LBUOY(1):PRESENTATION LBUOY(2):GAME

For the Deaf history project, I agree, we will make a presentation, then a game

PRO2 TYPE PRO1 WRITE

You type and I'll write.

#### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Collaboration**

### **Personal and Social capability: Social management: Collaboration**

#### **Content description**

AC9L1AU8EC02

discussing roles and responsibilities that involve organising, negotiating and prioritising tasks, such as devising an activity or game for the class, for example,

DEAF HISTORY PROJECT AGREE, MAKE LBUOY(1):PRESENTATION LBUOY(2):GAME

For the Deaf history project, I agree, we will make a presentation, then a game

PRO2 TYPE PRO1 WRITE

You type and I'll write.

#### **Continuum extract**

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

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- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the

perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC02

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9L1AU8EC02

##### **Continuum extract**

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC02

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9L1AU8EC02

##### **Continuum extract**

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC02

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9L1AU8EC02

##### **Continuum extract**

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9L1AU8EC02

##### **Continuum extract**

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC02

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9L1AU8EC02

##### **Continuum extract**

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## Content description

AC9L1AU8EC02

### Continuum extract

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## AC9L1AU8EC03

**locate and information and ideas in familiar signed, visual and , responding in ways appropriate to cultural , and**

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### Elaborations

- interviewing peers about their experiences of and opinions about secondary school compared with primary school, and working collaboratively to represent findings in a presentation
- gathering information from signed or their peers about interests, hobbies, sports, holiday plans, food preferences, home or school routines, and summarising findings in formats such as tables, pie charts, dot points or graphs
- collecting and sequencing information from signed about people, schedules or events, and using the information in new ways, for example, creating a timeline, timetable or diary entry
- or viewing First Nations Australian stories in Auslan or English and responding to them in Auslan
- viewing and following procedural signed such as 'how to' craft , or following signed directions, for example, to label a school map with key locations or to a route at the zoo to see specific animals
- observing informative signed such as weather reports, or simple information or announcements about events and celebrations, identifying key points of information to inform others
- investigating how Auslan and are promoted in the wider community by Deaf Australia, individuals or through events such as the National Week of Deaf People ( ), Auslan Day, Australian Deaf Games, or Deaf art exhibitions
- watching a range of skits such as 'Rob Roy's sports story' and then collaboratively representing the story or using ( ), and
- viewing and responding to visual such as handshape art, and art produced by and about Deaf people, or signed , such as Gonketa
- viewing Auslan stories, poems and and responding to ideas, and events, for example, accessing the online work of Australian Deaf artists and storytellers, or inviting Deaf artists to visit the class, in person or virtually
- accessing different versions of imaginative, signed , for example, viewing versions of 'The timber joke' and 'Deaf jokes', and indicating which they prefer and why
- responding to signed poems and descriptions of a 's appearance or events, for example, a sample of the work of well-known Deaf poets and artists
- paraphrasing key content of selected community available in Auslan, such as public service or promotional announcements on the Deaf Emergency Information website, or a summary in English of the signed information

Students learn to:

**locate and process information and ideas in familiar signed, visual and multimodal t in ways appropriate to cultural context, purpose and audience**

(AC9L1AU8EC03)

### General capabilities and cross-curriculum priorities

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

#### Navigating intercultural contexts

- Adapt in intercultural exchanges



## **Reading and viewing**

- Understanding texts

## **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 .

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Social management**

- Collaboration

## **Inquiring**

- Identify, process and evaluate information

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Generating**

- Create possibilities

## **Inquiring**

- Identify, process and evaluate information

## **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

## **Analysing**

- Interpret concepts and problems

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Social management**

- Collaboration

## **Inquiring**

- Identify, process and evaluate information

## **Social management**

- Communication

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Social management**

- Communication

## **Social management**

- Communication

## **Inquiring**

- Identify, process and evaluate information

## **Social management**

- Communication

## **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

## **Resources**

## **Snapshot – Adapt in intercultural exchanges**

**Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural**

**Content description**

## **Continuum extract**

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

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9L1AU8EC03

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

#### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

#### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

#### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to

purpose and audience

- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9L1AU8EC03

#### **Continuum extract**

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

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## **Snapshot – Collaboration**

### **Personal and Social capability: Social management: Collaboration**

#### **Content description**

AC9L1AU8EC03

#### **Continuum extract**

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

- coordinate contributions of group members, suggesting improvements to ways of working and

collaborative outputs

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
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### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

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- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

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### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9L1AU8EC03

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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

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- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9L1AU8EC03

##### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9L1AU8EC03

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9L1AU8EC03

#### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9L1AU8EC03

#### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **AC9L1AU8EC04**

### **develop and begin to apply strategies to interpret, and meaning in Auslan in familiar**

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#### **Elaborations**

- noticing how signs can rich, multilayered meaning which might not have a direct in English, for example, in stories
  - noticing that simple in English can be signed in several different ways
  - using online sign dictionaries to identify diverse meanings of or concepts, for example, by reviewing the various meanings of the run , and comparing the signed concepts
  - using online dictionaries to assist with short of Auslan into English, and vice versa
  - a simple story in Auslan and retelling it as a pre-interpreting skill to a different , noticing which and concepts more challenge than others
  - translating simple filmed from Auslan to English, and adding captions
  - translating short English such as news items or short speeches into Auslan, for review by their peers
  - exploring different types of communicating, such as the use of tactile signing, haptics and visual frames to meaning
- Students learn to:



# **develop and begin to apply strategies to interpret, translate and convey meaning in familiar contexts**

(AC9L1AU8EC04)

## **General capabilities and cross-curriculum priorities**

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

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Reading and viewing**

- Understanding texts

### **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

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Inquiring**

- Identify, process and evaluate information

### **Investigating**

- Locate information

### **Analysing**

- Interpret concepts and problems

### **Investigating**

- Locate information

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Analysing**

- Interpret concepts and problems

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Resources**

### **Snapshot – Adapt in intercultural exchanges**

**Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9L1AU8EC04

### **Continuum extract**

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

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9L1AU8EC04

#### **Learning progression extract**

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

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

#### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

#### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

#### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text

- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9L1AU8EC04

#### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9L1AU8EC04

#### **Continuum extract**

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

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and

understanding of, cultural diversity

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9L1AU8EC04

##### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9L1AU8EC04

##### **Continuum extract**

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

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### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9L1AU8EC04

using online sign dictionaries to identify diverse meanings of words or concepts, for example, by reviewing the various meanings of the word run , and comparing the signed concepts

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9L1AU8EC04

using online sign dictionaries to identify diverse meanings of words or concepts, for example, by reviewing the various meanings of the word run , and comparing the signed concepts

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- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Locate information**

#### **Digital Literacy: Investigating: Locate information**

##### **Content description**

AC9L1AU8EC04

using online sign dictionaries to identify diverse meanings of words or concepts, for example, by reviewing the various meanings of the word run , and comparing the signed concepts

##### **Continuum extract**

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

- locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
- locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria
- locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9L1AU8EC04

##### **Continuum extract**

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

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- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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#### **Digital Literacy: Investigating: Locate information**

##### **Content description**

AC9L1AU8EC04

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### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9L1AU8EC04

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### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9L1AU8EC04

### **Continuum extract**

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

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### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9L1AU8EC04

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## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

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AC9L1AU8EC04

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### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9L1AU8EC04

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### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural contexts**

### **Content description**

AC9L1AU8EC04

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## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

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### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural contexts**

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AC9L1AU8EC04

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## **AC9L1AU8EC05**

**signed, visual and informative and imaginative using (FS), , ( ), ( ) and**

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- 

### **Elaborations**

- recounting events from the weekend or a special occasion, demonstrating sequencing
- designing a presentation to explain home or school routines, or the school events at a school camp or sports day
- sharing information from their home or local community using visual infographics or diagrams, for example, family traditions or cultural events
- creating an advertisement in Auslan to promote travel to a significant cultural First Nations location, including what to see and do
- creating and comparing individual biographies, including elements such as family origins, traditions, and experiences, and considering how these influence their sense of
- re-enacting short simple real-life scenarios that include 2 and their , through the use of and depiction
- designing a procedural for the class, such as a simple recipe or instruction guide, using
- creating a promotional signed about a national or international event or celebration, such as an important national event or an upcoming international sport event

- creating short sequences of signs using a fixed handshape, such as the index finger 'point', for example, PRO1 SEE PT+f SNAKE! :TRAVEL-ON-GROUND :WIND-UP-TOP-TREE I saw a snake on the ground over there. The snake then slithered across and up to the top of the tree.
- using simple strategies to recreate and re-enact a short scenario about an imaginary and a particular object, using size and space specifiers ( ), , entity and , aspect, manner, , for example, after viewing the opening sequence of 'The lion king' with cinematic signing ( )
- developing digital glossaries of new sign vocabulary which can be used to share their personal learning or as a resource

Students learn to:

**create signed, visual and multimodal informative and imaginative texts using models (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing s**

(AC9L1AU8EC05)

### **General capabilities and cross-curriculum priorities**

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

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Writing**

- Creating texts
- Creating texts

#### **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 .

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

#### **Analysing**

- Interpret concepts and problems

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Culture**

- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

#### **Generating**

- Create possibilities

#### **Social management**

- Communication
- Collaboration

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication



## **Creating and exchanging**

- Create, communicate and collaborate

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Creating and exchanging**

- Create, communicate and collaborate

## **Resources**

### **Snapshot – Create, communicate and collaborate**

#### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

##### **Content description**

AC9L1AU8EC05

##### **Continuum extract**

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

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Creating texts**

#### **Literacy: Writing: Creating texts**

##### **Content description**

AC9L1AU8EC05

##### **Learning progression extract**

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

##### **Crafting ideas**

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

##### **Text forms and features**

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

##### **Vocabulary**

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

##### **Crafting ideas**

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)

- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

### **Text forms and features**

- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

### **Vocabulary**

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
- uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

### **Crafting ideas**

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

### **Text forms and features**

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

### **Vocabulary**

- uses complex abstractions (e.g. "economic", "sociocultural")

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9L1AU8EC05

#### **Learning progression extract**

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

#### **Crafting ideas**

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)

- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

### **Text forms and features**

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

### **Vocabulary**

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

### **Crafting ideas**

- creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)
- includes relevant, rich, evocative description
- uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere
- intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
- generates, selects and crafts ideas to support a theme
- selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

### **Text forms and features**

- uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
- uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)
- includes visual and audio resources to evoke mood or atmosphere of text
- varies sentence structure for effect (see Grammar)

### **Vocabulary**

- uses words that create connotations (e.g. "startled", "dismayed")
- uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

### **Crafting ideas**

- creates sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

### **Text forms and features**

- uses stylistic features for effect (e.g. narrates from an omniscient point of view)
- uses recurring imagery for cohesion
- uses language to create humour (e.g. irony, satire)
- uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

### **Vocabulary**

- uses vocabulary for precision (e.g. "shrouded" for "covered")
- uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9L1AU8EC05

#### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Create, communicate and collaborate**

## **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

### **Content description**

AC9L1AU8EC05

### **Continuum extract**

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

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9L1AU8EC05

### **Continuum extract**

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### **Snapshot – Create, communicate and collaborate**

## **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

### **Content description**

AC9L1AU8EC05

### **Continuum extract**

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

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9L1AU8EC05

### **Continuum extract**

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- apply skills to address factors that influence verbal and non-verbal communication
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### **Snapshot – Create, communicate and collaborate**

## **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

### **Content description**

AC9L1AU8EC05

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## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9L1AU8EC05

#### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Reflect on the relationship between cultures and identities**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities**

#### **Content description**

AC9L1AU8EC05

#### **Continuum extract**

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9L1AU8EC05

#### **Continuum extract**

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

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9L1AU8EC05

#### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9L1AU8EC05

##### **Continuum extract**

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

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Create, communicate and collaborate**

#### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

##### **Content description**

AC9L1AU8EC05

##### **Continuum extract**

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

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC05

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Create, communicate and collaborate**

#### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

##### **Content description**

AC9L1AU8EC05

##### **Continuum extract**

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

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EC05

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9L1AU8EC05

creating short sequences of signs using a fixed handshape, such as the index finger 'point', for example,

PRO1 SEE PT+f SNAKE! DS:TRAVEL-ON-GROUND DS:WIND-UP-TOP-TREE

I saw a snake on the ground over there. The snake then slithered across and up to the top of the tree.

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9L1AU8EC05

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Create, communicate and collaborate**

#### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

#### **Content description**

AC9L1AU8EC05

### **Continuum extract**

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

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **AC9L1AU8EU01**

**recognise and use combinations of handshape, , location, movement ( ) and ( ) to form signs and and demonstrate understanding of how these are represented in familiar**

•

### **Elaborations**

- showing how meaning can be expressed through either whole signs or , with
- recognising the variation in 'handedness' between signers in relation to both signs and : right handers using their right hand as their dominant (main) hand; left handers doing the opposite
- using to show emotional states such as a happy expression, or grammatical information, for

example, a frown to mark a negative in LIKE and DISLIKE

- using signs with a change in handshape, for example, FIND or BEST , or a change in , for example, CAN-NOT or HOW
- observing a sign's handshape and its , for example, COCKATOO handshape:five, palm left, and SOCCER handshape:fist
- identifying signs that can represent a whole object or part of an object, for example, body versus legs
- noticing that provide visual images of such as DRINK, ELEPHANT
- noticing the 5 major locations of signs on the body (body anchored signs) or in space (non-body anchored), and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), PAST (non-body anchored, head ), HAVE, STOP and ONE (non-body anchored, chest )
- noticing the path movement of a particular sign and identifying signs associated with the major types of primary and secondary path movements, for example, THROUGH (forwards) or FULL (down to up) – both primary movements; or WHEN (wiggle on cheek) or DINNER (tap on chin) – both secondary movements
- noticing that in a stretch of connected signing, a sign will often be produced differently from the way it is shown in a dictionary in terms of citation and non-citation form, for example, KNOW signed at the temple location, but in conversation this sign is often dropped into a lower such as cheek, or even lower
- identifying which hand is dominant and which is non-dominant in 2-handed signs, and how such signs may move, for example, double-handed signs with same handshape move in the same way such as BOOK or DIFFERENT , while 2-handed signs have one stationary hand and only the dominant hand moves such as CULTURE or IMPORTANT
- noticing signs can have different levels of visual motivation, or , for example, those that are fully transparent ( SLEEP ), translucent ( MILK ) or arbitrary ( PEOPLE ) and that is often overestimated in sign
- noticing that a fixed 2-dimensional image of a sign may be produced differently in real-life Auslan
- swapping hand dominance and anchoring either the dominant or subordinate hand for a
- demonstrating signing at a constant speed, with pauses to indicate the end of a

Students learn to:

**recognise and use modelled combinations of handshape, orientation, location, movement and non-manual features (NMFs) to form signs and phrases and demonstrate understanding of signs represented in familiar contexts**

(AC9L1AU8EU01)

### **General capabilities and cross-curriculum priorities**

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

#### **Social management**

- Communication

#### **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 .

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Analysing**

- Interpret concepts and problems



## **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

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- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Analysing**

- Interpret concepts and problems

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EU01

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EU01

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EU01

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EU01

using NMFs to show emotional states such as a happy expression, or grammatical information, for example, a frown to mark a negative in

LIKE

and

DISLIKE

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EU01

using signs with a change in handshape, for example,

FIND

or

BEST

, or a change in orientation, for example,

CAN-NOT

or

HOW

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EU01

observing a sign's handshape and its orientation, for example,

COCKATOO

handshape:five, palm left, and

SOCCER

handshape:fist

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9L1AU8EU01

### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements

necessary for understanding by using approaches and strategies suitable for the context

- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9L1AU8EU01

noticing iconic signs that provide visual images of referents such as

DRINK, ELEPHANT

### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9L1AU8EU01

noticing the 5 major locations of signs on the body (body anchored signs) or in space (non-body anchored), and identifying signs associated with each, such as

SEE

(head/face),

SAY

(mouth/chin),

WHY

PAST

(non-body anchored, head signing space),

HAVE, STOP

and

ONE

(non-body anchored, chest signing space)

### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9L1AU8EU01

noticing the path movement of a particular sign and identifying signs associated with the major types of primary and secondary path movements, for example,

THROUGH

(forwards) or

FULL

(down to up) – both primary movements; or

WHEN

(wiggle on cheek) or

DINNER

(tap on chin) – both secondary movements

### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9L1AU8EU01

noticing that in a stretch of connected signing, a sign will often be produced differently from the way it is shown in a dictionary in terms of citation and non-citation form, for example,

KNOW

signed at the temple location, but in conversation this sign is often dropped into a lower signing space such as cheek, or even lower

### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9L1AU8EU01

identifying which hand is dominant and which is non-dominant in 2-handed signs, and how such signs may move, for example, double-handed signs with same handshape move in the same way such as BOOK

or

DIFFERENT

, while 2-handed signs have one stationary hand and only the dominant hand moves such as CULTURE

or

IMPORTANT

### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9L1AU8EU01

noticing signs can have different levels of visual motivation, or iconicity, for example, those that are fully transparent (

SLEEP

), translucent (

MILK

) or arbitrary (

PEOPLE

) and that iconicity is often overestimated in sign languages

### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9L1AU8EU01

##### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EU01

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EU01

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **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

## AC9L1AU8EU02

**develop knowledge, and use structures and features of, the Auslan grammatical system to understand and signed, visual and**

- 
- 

### Elaborations

- developing awareness of the range of in normal signed discourse, from just above head to waist and extending to sides, noting exceptions, such as DOG location on thigh
- using a digital resource to assist in understanding of handshape and movement to represent different things in each type of , for example, , and
- identifying concepts that can be represented in a by a particular handshape, for example, a distant person, pole or tree can be represented by a point handshape, a car by a flat handshape, and a cylinder such as a water bottle can be traced by a cup handshape
- understanding that, typically, signers use to show spatial relationships/ , not separate signs such as on or under when
- recognising that a group can include elements such as or numbers and that proper can be shown through or sign names if appropriate
- using different in , including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ , or VISIT FRIEND versus VISIT PRO3
- using to describe in different ways such as how they look ( BIG or RED ), feel ( SOFT or HOT ), smell ( SMELLY ) or sound ( LOUD )
- using different pointing signs, such as , , in
- identifying indicating used between , for example, PRO1 HELP PRO3 I helped her PRO3 PT+c ASK :SHOCKED! She asked me and I was shocked!
- developing examples of signs that tell when, where or how a happens, such as FORWARD WEEK(TWO) PRO1 HOLIDAY I am going on holiday in 2 weeks. WANT LUNCH NOW PLEASE I would like lunch now please. PRO1(PL) RUN FAR We have run a long way. COME HERE PLEASE Come here please. PRO2 QUICK FINISH You finished quickly.
- identifying signs SIT, EAT, FEEL, WONDER, HAVE and understanding that they are central to a , noticing there is no 'to be' in Auslan

- exploring different types of in a , for example, doing ( WALK, WRITE ), saying (TELL, CALL (YELL), ANNOUNCE) , sensing (SEE, THINK) or possessing
- noticing that signs modify the meaning of , such as DRIVE CAREFUL , and that these can also be communicated effectively through , for example, DRIVE :CAREFULLY
- understanding that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation), such as those for ages, for example, AGE-YEARS(FIVE) , or of time, for example, WEEK-AGO(THREE)
- recognising that there is flexibility in sign order, for example, parts of a can be signed simultaneously, but generally a time-topic-comment structure is followed
- distinguishing between yes/no and wh- and statements, and their corresponding

Students learn to:

**develop knowledge, and use structures and features of, the Auslan grammatical system and create signed, visual and multimodal texts**

(AC9L1AU8EU02)

### **General capabilities and cross-curriculum priorities**

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

#### **Writing**

- Grammar

#### **Social management**

- Communication

#### **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 .

#### **Social management**

- Communication

#### **Managing and operating**

- Select and operate tools

#### **Social management**

- Communication

#### **Analysing**

- Interpret concepts and problems

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Analysing**

- Interpret concepts and problems

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Analysing**

- Interpret concepts and problems

#### **Social management**

- Communication

## **Social management**

- Communication

## **Analysing**

- Interpret concepts and problems

## **Social management**

- Communication

## **Social management**

- Communication

## **Analysing**

- Interpret concepts and problems

## **Social management**

- Communication

## **Analysing**

- Interpret concepts and problems

## **Social management**

- Communication

## **Resources**

### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

#### **Content description**

AC9L1AU8EU02

#### **Learning progression extract**

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

#### **Grammatical accuracy**

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

#### **Group and word level**

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

#### **Sentence level**

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

#### **Whole text level**

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

#### **Grammatical accuracy**

- writes well-structured texts, rarely making grammatical errors

#### **Group and word level**

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")



- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

#### **Sentence level**

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

#### **Whole text level**

- uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part-whole, class-subclass, compare-contrast, cause and effect)

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EU02

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EU02

developing awareness of the range of signing space in normal signed discourse, from just above head to waist and extending to sides, noting exceptions, such as

DOG

location on thigh

##### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Select and operate tools**

#### **Digital Literacy: Managing and operating: Select and operate tools**

##### **Content description**

AC9L1AU8EU02

##### **Continuum extract**

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

- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9L1AU8EU02

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## **Content description**

AC9L1AU8EU02

### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9L1AU8EU02

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9L1AU8EU02

### **Continuum extract**

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## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## **Content description**

AC9L1AU8EU02

### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

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AC9L1AU8EU02

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### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9L1AU8EU02

using different nouns in clauses, including those that are shown with a pointing sign, such as

GIRL READ

versus

PRO3 READ

, or

VISIT FRIEND

versus

VISIT PRO3

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### **Snapshot – Communication**

## **Personal and Social capability: Social management: Communication**

### **Content description**

AC9L1AU8EU02

using adjectives to describe nouns in different ways such as how they look (

BIG

or

RED

), feel (

SOFT

or

HOT

), smell (

SMELLY

) or sound (

LOUD

)

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9L1AU8EU02

identifying indicating verbs used between referents, for example,

PRO1 HELP PRO3

I helped her

PRO3 PT+c ASK CA:SHOCKED!

She asked me and I was shocked!

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9L1AU8EU02

developing examples of signs that tell when, where or how a verb happens, such as

FORWARD WEEK(TWO) PRO1 HOLIDAY

I am going on holiday in 2 weeks.

WANT LUNCH NOW PLEASE

I would like lunch now please.

PRO1(PL) RUN FAR

We have run a long way.

COME HERE PLEASE

Come here please.

PRO2 QUICK FINISH

You finished quickly.

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### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9L1AU8EU02

identifying verb signs

SIT, EAT, FEEL, WONDER, HAVE

and understanding that they are central to a clause, noticing there is no verb 'to be' in Auslan

### **Continuum extract**

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9L1AU8EU02

exploring different types of verbs in a text, for example, doing (

WALK, WRITE

), saying

(TELL, CALL (YELL), ANNOUNCE)

, sensing

(SEE, THINK)

or possessing

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### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9L1AU8EU02

noticing that adverbial signs modify the meaning of verbs, such as

DRIVE CAREFUL

, and that these can also be communicated effectively through NMFs, for example,

DRIVE NMF:CAREFULLY

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#### **Content description**

AC9L1AU8EU02

understanding that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation), such as those for ages, for example,

AGE-YEARS(FIVE)

, or adverbs of time, for example,

WEEK-AGO(THREE)

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## **AC9L1AU8EU03**

### **compare Auslan and features with English, using familiar**

- 
- 

#### **Elaborations**

- identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet
- noticing different ways that English are borrowed in Auslan, such as the use of fully fingerspelled , FS:EGG , the first letter of English such as F for father , abbreviations such as state names FS:NSW, TAS , organisation names such as FS:WAAD , and lexicalised such as HOW
- discussing how signers can compare or contrast ideas by locating things in the same or opposing sides of
- comparing features of in Auslan and English, for example, identifying shown through either or in Auslan and comparing these with similar expressed in English
- understanding how signs can be modified to show pluralisation, for example, one house versus 3 houses in a row
- understanding that in Auslan are shown through and , compared with the way English are formed, such as very, quickly PRO1 BIKE FAST : INTENSITY I was riding my bike very fast.
- understanding that frequency or duration in English is expressed by adding like 'a lot', whereas in Auslan it is shown through or how a sign is modified
- using time markers such as FINISH to show past in Auslan compared with using, for example, 'ed' in English
- understanding that some Auslan signs can multiple English as an equivalent, for example, GO-TO (one sign) versus go to (2 )
- comparing Auslan and English , noticing that Auslan do not show gender, but they can show location and a specific number of
- comparing a short in Auslan with an equivalent English , for example, a short film clip in Auslan and a paragraph in English written on the same topic, noticing similarities and differences in structure and , including time markers, use of space, , , and and other features
- identifying examples of signers pointing to an established location to refer to a non-present , for example, by viewing a short Auslan story that sets up different in space to each side of signer, then responding to about what each did in the story, comparing with English representation of
- identifying how signers use space to make clear how a enacts a through a , for example, by pointing back to an established location to refer to a , using , and space to make a story interesting and to support understanding
- researching and identifying the origins of Auslan, and reflecting on possible influences today, for example, expressions related to social media or expressions that have come from other sign such as and

Students learn to:

# **compare Auslan language structures and features with English, using familiar meta**

(AC9L1AU8EU03)

## **General capabilities and cross-curriculum priorities**

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

### **Analysing**

- Interpret concepts and problems

### **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 .

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Analysing**

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## **Engaging with cultural and linguistic diversity**

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## **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Resources**

#### **Snapshot – Interpret concepts and problems**

##### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

###### **Content description**

AC9L1AU8EU03

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#### **Snapshot – Communicate responsively**

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

###### **Content description**

AC9L1AU8EU03

###### **Continuum extract**

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
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#### **Snapshot – Interpret concepts and problems**

##### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

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AC9L1AU8EU03

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#### **Snapshot – Interpret concepts and problems**

##### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

###### **Content description**

AC9L1AU8EU03

noticing different ways that English words are borrowed in Auslan, such as the use of fully fingerspelled words,

FS:EGG

, fingerspelling the first letter of English words such as

F

for father , abbreviations such as state names

FS:NSW, TAS

, organisation names such as

FS:WAAD

, and lexicalised fingerspelling such as

HOW

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AC9L1AU8EU03

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AC9L1AU8EU03

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## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9L1AU8EU03

understanding that adverbs in Auslan are shown through DSs and NMFs, compared with the way English adverbs are formed, such as very, quickly

PRO1 BIKE FAST NMF: INTENSITY

I was riding my bike very fast.

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- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9L1AU8EU03

### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9L1AU8EU03

### **Continuum extract**

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9L1AU8EU03

### **Continuum extract**

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU8EU03

### **Continuum extract**

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **AC9L1AU8EU04**

**recognise how is shaped by (s), (s), , and**

- 
- 

### **Elaborations**

- creating an instructive poster of a Deaf-friendly learning environment such as U-shape seating, plain background for online platform, minimising glare, appropriate lighting
- identifying themselves as members of different groups and describing their relationships with deaf, hard of hearing, and hearing students, family members, the larger and wider 'hearing' world, for example, in a presentation to the class
- defining Deafhood and how it shapes , acknowledging that there may be differences in definitions, and sharing in a class discussion
- reflecting on how First Nations Australians' have strong connections to and how these can be compared with variation and sense of place and space in the
- identifying examples of deaf people's visual towards the world, such as using visual applause or being astute in
- developing and annotating a timeline of key events, developments and reforms in the history of Auslan, and the impact of these on members of the



- understanding of choice in the use of assistive technologies, for example, hearing aids, captioning and speech recognition
- reflecting on their expectations of learning Auslan and presenting their reflections in a printed or digital class journal
- identifying examples of Deaf Gain such as , and , and keeping an online journal of their own

Students learn to:

**recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values**

(AC9L1AU8EU04)

### **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**

- Develop multiple perspectives

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Social awareness**

- Empathy

#### **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

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Social awareness**

- Empathy

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Social awareness**

- Empathy

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Inquiring**

- Identify, process and evaluate information

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Social awareness**

- Empathy

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Resources**

#### **Snapshot – Develop multiple perspectives**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Developing perspectives**

### **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities**

### **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Empathy**

## **Personal and Social capability: Social awareness: Empathy**

### **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Reflect on the relationship between cultures and identities**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities**

### **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Reflect on the relationship between cultures and identities**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities**

### **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Empathy**

## **Personal and Social capability: Social awareness: Empathy**

### **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Develop multiple perspectives**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives**

### **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities**

## **relationship between cultures and identities**

### **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

### **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on**

## **relationship between cultures and identities**

### **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on**

## **relationship between cultures and identities**

### **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on**

## **relationship between cultures and identities**

## **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

## **Snapshot – Identify, process and evaluate information**

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

## **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Reflect on the relationship between cultures and identities**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

## **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

## **Snapshot – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

## **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

## **Snapshot – Reflect on the relationship between cultures and identities**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

## **Content description**

AC9L1AU8EU04

### **Continuum extract**

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own