

## **(no-code)**

**and in familiar and some unfamiliar to ideas, experiences and opinions about their own and others' personal worlds**

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### **Elaborations**

- using consistent patterning of for proper and lexicalised , with used more frequently to meaning
- initiating greetings thanks and apologies with unfamiliar people, for example, SCHOOL WHERE, SIGN NAME HAVE, DEAF, HEARING?
- exchanging information about themselves and their world using , for example, KNOW-WHAT? PRO1 NEW DOG Guess what? I have a new dog. POSS2 WEEKEND GOOD BAD? How was your weekend?
- asking for and providing additional detail, such as in a mock interview , for example, POSS2 STORY WOW. :LEANING-FORWARD TELL MORE Your story is interesting. Please tell me more. FS:IF PRO2 BOSS PRO2 WILL CHANGE WHAT? What would you change if you were boss?
- participating in conversations with their peers using strategies to , such as turn-taking and asking for , clarification or confirmation, for example, WHAT? PLEASE AGAIN Could you repeat that, please? STILL GO-AHEAD Go ahead ... FS:SO PRO2 SAY PRO1 FIX THAT? So, you want me to fix that? PLEASE SLOW SIGN? Could you sign that slowly, please? PRO2 SAY BEFORE WHAT? What did you just say, sorry?
- using appropriate to enhance through backchannels and exclamations, for example, SURPRISE Oooh (with appropriate ) INCREDIBLE No way! HOLD ... Hang on a minute ...
- describing and comparing topics, setting up use of space, for example, a weather report, PT+up WEATHER QUEENSLAND HOT The weather in Queensland is hot. PT+dn WEATHER TASMANIA COLD The weather in Tasmania is cold.
- expressing degrees of emotions and intensity through variations of signs and , for example, angry versus furious, happy versus ecstatic
- using in a role-play or turn-taking , for example, ANYWAY, THEN, PAUSE-NOD , , FS:SO, NOW, BUT , and others, as well as hand clasp, hand drop to indicate turn-taking
- explaining or justifying an opinion using conditional statements such as if ... then ... or when , for example, STUDY SCIENCE WHY-NOT? Why do you not want to study science?
- using persuasive and to present a point of , for example, PRO1 THINK SCHOOL UNIFORM GOOD BECAUSE ALL STUDENT ALIKE FEEL MATTER-NOT RICH POOR ALIKE I think school uniforms are good because they keep students feeling equal, and it doesn't matter if they are rich or poor. PRO1 THINK SPORT GOOD BECAUSE PEOPLE PLAY OUTSIDE IMPROVE MENTAL HEALTH (wellbeing) I think sport is great because it encourages people to go out and improve their wellbeing.
- discussing an event involving 2 or more people using and tracking with , for example, recounting a lunchtime incident
- demonstrating appropriate use of to show formal or informal by modifying manner, , use of , pauses or eye gaze in a role-play among different
- using appropriate protocols within and beyond the classroom, such as gaining group attention through flashing lights, tapping, foot stomping and waving, and maintaining eye gaze

Students learn to:

**initiate and sustain interactions in familiar and some unfamiliar contexts to exchange experiences and opinions about their own and others' personal worlds**

(AC9L1AU10EC01)

### **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

## **Social management**

- Communication

## **Social management**

- Communication

- Collaboration

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

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

- Communicate responsively

## **Social management**

- Communication

## **Resources**

### **Snapshot – Interacting**

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

#### **Content description**

AC9L1AU10EC01

#### **Learning progression extract**

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

- 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**

AC9L1AU10EC01

#### **Continuum extract**

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

- 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**

AC9L1AU10EC01

#### **Continuum extract**

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

- 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**

AC9L1AU10EC01

initiating greetings thanks and apologies with unfamiliar people, for example,  
SCHOOL WHERE, SIGN NAME HAVE, DEAF, HEARING?

#### **Continuum extract**

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

- 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**

AC9L1AU10EC01

exchanging information about themselves and their world using NMFs, for example,  
KNOW-WHAT? PRO1 NEW DOG

Guess what? I have a new dog.  
POSS2 WEEKEND GOOD BAD?  
How was your weekend?

#### **Continuum extract**

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

- 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**

AC9L1AU10EC01

asking for and providing additional detail, such as in a mock interview activity, for example,  
POSS2 STORY WOW. NMF:LEANING-FORWARD TELL MORE

Your story is interesting. Please tell me more.  
FS:IF PRO2 BOSS PRO2 WILL CHANGE WHAT?

What would you change if you were boss?

### **Continuum extract**

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

- 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**

AC9L1AU10EC01

participating in conversations with their peers using strategies to sustain interactions, such as turn-taking and asking for repetition, clarification or confirmation, for example,

WHAT? PLEASE AGAIN

Could you repeat that, please?

STILL GO-AHEAD

Go ahead ...

FS:SO PRO2 SAY PRO1 FIX THAT?

So, you want me to fix that?

PLEASE SLOW SIGN?

Could you sign that slowly, please?

PRO2 SAY BEFORE WHAT?

What did you just say, sorry?

### **Continuum extract**

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

- 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**

AC9L1AU10EC01

participating in conversations with their peers using strategies to sustain interactions, such as turn-taking and asking for repetition, clarification or confirmation, for example,

WHAT? PLEASE AGAIN

Could you repeat that, please?

STILL GO-AHEAD

Go ahead ...

FS:SO PRO2 SAY PRO1 FIX THAT?

So, you want me to fix that?

PLEASE SLOW SIGN?

Could you sign that slowly, please?

PRO2 SAY BEFORE WHAT?

What did you just say, sorry?

### **Continuum extract**

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

- 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**

AC9L1AU10EC01

using appropriate NMFs to enhance communication through backchannels and exclamations, for example,

SURPRISE

Oooh (with appropriate intonation)

INCREDIBLE

No way!

HOLD ...

Hang on a minute ...

### **Continuum extract**

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

- 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**

AC9L1AU10EC01

describing and comparing topics, setting up use of space, for example, a weather report,

PT+up WEATHER QUEENSLAND HOT

The weather in Queensland is hot.

PT+dn WEATHER TASMANIA COLD

The weather in Tasmania is cold.

### **Continuum extract**

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

- 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**

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AC9L1AU10EC01

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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**

AC9L1AU10EC01

using discourse markers in a role-play or turn-taking activity, for example,

ANYWAY, THEN, PAUSE-NOD

, list buoys,

FS:SO, NOW, BUT

, and others, as well as hand clasp, hand drop to indicate turn-taking

### **Continuum extract**

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

- 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**

AC9L1AU10EC01

explaining or justifying an opinion using conditional statements such as if ... then ... or when , for

example,

STUDY SCIENCE WHY-NOT?

Why do you not want to study science?

### **Continuum extract**

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

- 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**

AC9L1AU10EC01

using persuasive language and NMFs to present a point of view, for example,

PRO1 THINK SCHOOL UNIFORM GOOD BECAUSE ALL STUDENT ALIKE FEEL MATTER-NOT RICH POOR ALIKE

I think school uniforms are good because they keep students feeling equal, and it doesn't matter if they are rich or poor.

PRO1 THINK SPORT GOOD BECAUSE PEOPLE PLAY OUTSIDE IMPROVE MENTAL HEALTH (wellbeing)

I think sport is great because it encourages people to go out and improve their wellbeing.

### **Continuum extract**

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

- 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**

AC9L1AU10EC01

### **Continuum extract**

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

- 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**

AC9L1AU10EC01

### **Continuum extract**

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

- 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**

AC9L1AU10EC01

### **Continuum extract**

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

- 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**

AC9L1AU10EC01

#### **Continuum extract**

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

#### **Content description**

AC9L1AU10EC01

#### **Continuum extract**

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

- 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

**AC9L1AU10EC02**

**use signed and visual to discuss, plan and reflect on , events and experiences with peers**

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### **Elaborations**

- participating in visits or virtual with members of a Deaf club or organisation and sharing responsibility for individual elements of a report that highlights key features of the experience
- working with peers to solve problems and to peer coach, for example, how to use video editing, online dictionaries, virtual platforms and/or captioning programs
- working collaboratively to plan a fundraising/school event or a promotional display for Auslan during and evaluating the experience to improve subsequent planning and organisation
- contributing an item of information for a collaborative digital book to describe on different aspects of , such as protocols associated with signing
- planning and presenting a procedural task with multiple steps incorporating , such as following a recipe or giving instructions on how to care for an animal, for example, TODAY PRO1 EXPLAIN RULES Today I will explain the rules. MUST CAREFUL FEED You must be careful when feeding.
- participating in improvisation games that require spontaneous and imaginative responses to a stimulus
- creating a such as a skit or humorous story for a class talent show
- negotiating roles and responsibilities in a shared task such as a National Week of Deaf People ( ) presentation, for example, PRO2 INTRODUCTION PRO1 ACKNOWLEDGEMENT OF COUNTRY You do the introduction. I will do the
- discussing and documenting success of an and aspects to change or improve on for future planning

Students learn to:

**use signed and visual exchanges to discuss, plan and reflect on activities, events a with peers**

(AC9L1AU10EC02)

### **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
- Collaboration

#### **Social management**

- Communication
- Collaboration

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

- Communicate responsively

#### **Social management**

- Communication
- Collaboration

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Generating**

- Create possibilities



## **Social management**

- Communication

## **Social management**

- Collaboration

## **Social management**

- Communication

## **Resources**

### **Snapshot – Interacting**

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

##### **Content description**

AC9L1AU10EC02

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

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

- 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**

AC9L1AU10EC02

##### **Continuum extract**

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

- 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**

AC9L1AU10EC02

##### **Continuum extract**

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

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### **Snapshot – Communication**

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

##### **Content description**

AC9L1AU10EC02

##### **Continuum extract**

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

- 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**

AC9L1AU10EC02

#### **Continuum extract**

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

- 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**

AC9L1AU10EC02

#### **Continuum extract**

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

- 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**

AC9L1AU10EC02

#### **Continuum extract**

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

- 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**

AC9L1AU10EC02

#### **Continuum extract**

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

- 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**

AC9L1AU10EC02

#### **Continuum extract**

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

- 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**

AC9L1AU10EC02

##### **Continuum extract**

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

- 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**

AC9L1AU10EC02

planning and presenting a procedural task with multiple steps incorporating DSs, such as following a recipe or giving instructions on how to care for an animal, for example,

TODAY PRO1 EXPLAIN RULES

Today I will explain the rules.

MUST CAREFUL FEED

You must be careful when feeding.

##### **Continuum extract**

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

- 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**

AC9L1AU10EC02

##### **Continuum extract**

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

- 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 possibilities**

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

##### **Content description**

AC9L1AU10EC02

##### **Continuum extract**

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

- 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**

AC9L1AU10EC02

##### **Continuum extract**

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

- 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**

AC9L1AU10EC02

negotiating roles and responsibilities in a shared task such as a National Week of Deaf People (NWDP) presentation, for example,

PRO2 INTRODUCTION PRO1 ACKNOWLEDGEMENT OF COUNTRY

You do the introduction. I will do the Acknowledgement of Country

##### **Continuum extract**

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

- 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**

AC9L1AU10EC02

##### **Continuum extract**

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

- 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

### **AC9L1AU10EC03**

**interpret information, ideas and in a wide range of signed, visual and , and respond appropriately to cultural , and**

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##### **Elaborations**

- collecting information from a variety of signed sources to inform class discussions on current affairs such as the prevalent use of social media by young people, and discuss ways in which deaf students can access and utilise social media
- researching, and presenting a persuasive speech designed to invite action or support on a selected issue such as a recycling, the environment, or other social or political cause
- following procedural signed such as directions to follow in an unfamiliar environment, for example, at a school camp or on an excursion
- or viewing First Nations Australians' stories in Auslan or English, and creating a profile of them in Auslan
- watching and summarising information provided by a guest speaker and comparing their own ideas and opinions with those of their peers
- developing to interview an Auslan user about their experiences or opinions on specified topics, selecting key elements from the interview to produce a digital profile to share with the class
- researching, and presenting a persuasive speech designed to invite action or support on a selected issue
- viewing such as interviews, news reports or vlogs and selecting points of information or details to use in their own or opinion pieces
- evaluating Deaf or art forms that manipulate technology and the use of colour and light to special effects, for example, in by Ian Sanborn
- responding to signed poems and descriptions of a 's appearance, for example, a sample of the work of well-known Deaf poets and artists
- obtaining information about high-profile members of the international to profiles for a digital

magazine or website, for example, the president of the World Federation of the Deaf ( )

- viewing and responding to creative such as television programs, movies and short stories
- sharing Auslan from other learning areas, using to explain key concepts such as states of matter or climate variation

Students learn to:

**interpret information, ideas and perspectives in a wide range of signed, visual and r texts, and respond appropriately to cultural context, purpose and audience**

(AC9L1AU10EC03)

### **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

#### **Inquiring**

- Identify, process and evaluate information

#### **Social management**

- Communication

#### **Futures**

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

#### **Social management**

- Communication

#### **People**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Inquiring**

- Identify, process and evaluate information

#### **Social management**

- Communication

#### **Futures**

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

## **Social management**

- Communication

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Social management**

- Communication

## **Resources**

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

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

#### **Content description**

AC9L1AU10EC03

#### **Continuum extract**

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

- 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**

AC9L1AU10EC03

#### **Learning progression extract**

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

#### **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**

AC9L1AU10EC03

#### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

#### **Content description**

AC9L1AU10EC03

#### **Continuum extract**

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

- 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 – Communication**

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

#### **Content description**

AC9L1AU10EC03

#### **Continuum extract**

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

- 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**

AC9L1AU10EC03

## **Continuum extract**

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

- 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**

AC9L1AU10EC03

#### **Continuum extract**

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

- 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 – Communication**

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

#### **Content description**

AC9L1AU10EC03

#### **Continuum extract**

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

- 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**

AC9L1AU10EC03

#### **Continuum extract**

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

- 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**

AC9L1AU10EC03

#### **Continuum extract**

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

- 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**

AC9L1AU10EC03

#### **Continuum extract**

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

- 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 – Communication**

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

#### **Content description**

AC9L1AU10EC03

#### **Continuum extract**

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

- 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**

AC9L1AU10EC03

#### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

#### **Content description**

AC9L1AU10EC03

#### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

#### **Content description**

AC9L1AU10EC03

#### **Continuum extract**

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

- 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 – Communication**

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

## **Content description**

AC9L1AU10EC03

### **Continuum extract**

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

- 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**

AC9L1AU10EC03

### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

## **Content description**

AC9L1AU10EC03

### **Continuum extract**

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

- 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 – Communication**

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

## **Content description**

AC9L1AU10EC03

### **Continuum extract**

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

- 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

### **AC9L1AU10EC04**

#### **apply strategies to interpret and signed , visual and written , to meaning and understanding in familiar and unfamiliar**

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- 

### **Elaborations**

- exploring the of popular English , for example, 'It's raining cats and dogs'
- considering why one may use more /signs than another to meaning, for example, when Auslan uses spatial concepts or
- considering approaches to , for example, in relation to free versus literal by Deaf or hearing interpreters
- comparing their own of short from Auslan to English, and vice versa, with those of their classmates, noting choices drawn from online sign dictionaries and discussing variations and

possible reasons for these

- applying cultural knowledge to Auslan poems or short stories into English captions
- employing different types of strategies such as the use of tactile signing, haptics and visual frames to understand and meaning
- considering approaches to , such as simultaneous or consecutive signing, and the uses of each
- analysing the role and function of Deaf interpreters and comparing the differences in strategies used by Deaf interpreters and hearing Auslan-English interpreters to meaning accurately
- analysing how elements of creative , such as choices and emotional nuance, are communicated through interpreters in a live setting such as music concerts or theatre
- transcribing part of a , using either annotation software or , and recording what signs, spatial locations and are used
- filming various Auslan and expressions and attaching English captions with appropriate , for example, PAH! (finally) and BA-BA (odd/bizarre/unusual)
- creating and presenting to their peers a signed interpretation of a wordless animation

Students learn to:

**apply strategies to interpret and translate signed interactions, visual and written text to meaning and intercultural understanding in familiar and unfamiliar contexts**

(AC9L1AU10EC04)

### **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 .

#### **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

#### **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

## **Inquiring**

- Identify, process and evaluate information

## **Inquiring**

- Identify, process and evaluate information

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Managing and operating**

- Select and operate tools

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Analysing**

- Interpret concepts and problems

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Social management**

- Communication

## **Resources**

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

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

##### **Content description**

AC9L1AU10EC04

##### **Continuum extract**

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

- 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**

AC9L1AU10EC04

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

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

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

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

#### **Content description**

AC9L1AU10EC04

#### **Continuum extract**

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

- 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**

AC9L1AU10EC04

#### **Continuum extract**

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

- 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**

AC9L1AU10EC04

#### **Continuum extract**

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

- 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

context

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

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

##### **Content description**

AC9L1AU10EC04

##### **Continuum extract**

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

- 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**

AC9L1AU10EC04

##### **Continuum extract**

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

- 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

context

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

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

##### **Content description**

AC9L1AU10EC04

##### **Continuum extract**

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

- 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**

AC9L1AU10EC04

##### **Continuum extract**

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

- 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

context

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

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

##### **Content description**

AC9L1AU10EC04

##### **Continuum extract**

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

- 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**

AC9L1AU10EC04

### **Continuum extract**

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

- 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**

AC9L1AU10EC04

### **Continuum extract**

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

- 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**

AC9L1AU10EC04

### **Continuum extract**

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

- 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**

AC9L1AU10EC04

### **Continuum extract**

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

- 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**

AC9L1AU10EC04

### **Continuum extract**

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

- 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**

AC9L1AU10EC04

### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

### **Content description**

AC9L1AU10EC04

### **Continuum extract**

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

- 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**

AC9L1AU10EC04

### **Continuum extract**

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

- 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 – Select and operate tools**

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

### **Content description**

AC9L1AU10EC04

### **Continuum extract**

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

- 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 – Adapt in intercultural exchanges**

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

### **Content description**

AC9L1AU10EC04

### **Continuum extract**

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

- 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**

AC9L1AU10EC04

filming various Auslan multi-channel signs and expressions and attaching English captions with appropriate translations, for example,

PAH!

(finally) and

BA-BA

(odd/bizarre/unusual)

## **Continuum extract**

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

- 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**

AC9L1AU10EC04

filming various Auslan multi-channel signs and expressions and attaching English captions with appropriate translations, for example,

PAH!

(finally) and

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(odd/bizarre/unusual)

## **Continuum extract**

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
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## **Snapshot – Adapt in intercultural exchanges**

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

## **Content description**

AC9L1AU10EC04

## **Continuum extract**

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

- 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**

AC9L1AU10EC04

## **Continuum extract**

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

- 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

## **AC9L1AU10EC05**

signed, visual and , informative and imaginative , selecting features of signing, ( ), ( ) and , for familiar and some unfamiliar and , to different

- 
- 

### **Elaborations**

- presenting an autobiography of experiences as a deaf person, demonstrating and tracking
- presenting a biographical report on a prominent deaf person, using visual prompts to describe their life and achievements, and incorporating some commentary and personal opinion
- providing instructions in an engaging or entertaining style to interest in a group such as an information-gap game or a sign linguistics game
- creating digital clips, social media posts or presentations in Auslan that are designed to persuade, inform or invite response on an issue of relevance such as recycling and 'zero waste'
- reflecting in Auslan on the impact of a visit to a significant cultural First Nations location, and, with permission, referring to cultural knowledge of the site
- creating a promotional signed about the aims and goals of an upcoming event such as the school fete, an environmental walk, or a fundraiser for a local charity
- and presenting a handshake or signed poem on a theme such as friendship or a favourite hobby or place
- creating a short film in Auslan that incorporates a storyline or cultural twist appropriate for a deaf
- the next scene, a new or an alternative ending for a signed fable, short story or cartoon
- creating the for a role-play about future travel plans, or a best/worst holiday experience, and performing with partner, incorporating elements of tension, humour or emotion
- using to tell a simple story, incorporating close and distant focus

Students learn to:

**create signed, visual and multimodal, informative and imaginative texts, selecting for signing, depicting signs (DSs), non-manual features (NMFs) and signing space, for unfamiliar contexts and purposes, to engage different audiences**

(AC9L1AU10EC05)

### **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 .

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

### **Futures**

- Sustainable futures require individuals to seek information, identify solutions, reflect on and

evaluate past actions, and collaborate with and influence others as they work towards a desired change.

### **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.

### **Social management**

- Communication

### **Social management**

- Communication

### **Generating**

- Create possibilities

### **Creating and exchanging**

- Create, communicate and collaborate

### **Generating**

- Create possibilities

### **Creating and exchanging**

- Create, communicate and collaborate

### **Social management**

- Communication

- Collaboration

### **Social management**

- Communication

### **Resources**

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

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

#### **Content description**

AC9L1AU10EC05

#### **Continuum extract**

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

- 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**

AC9L1AU10EC05

#### **Learning progression extract**

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

#### **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**

AC9L1AU10EC05

#### **Learning progression extract**

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

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

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

#### **Content description**

AC9L1AU10EC05

#### **Continuum extract**

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

- 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**

AC9L1AU10EC05

#### **Continuum extract**

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

- 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**

AC9L1AU10EC05

#### **Continuum extract**

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

- 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**

AC9L1AU10EC05

#### **Continuum extract**

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

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#### **Content description**

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- 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**

AC9L1AU10EC05

#### **Continuum extract**

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

- 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**

AC9L1AU10EC05

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

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#### **Content description**

AC9L1AU10EC05

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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**

AC9L1AU10EC05

#### **Continuum extract**

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

- 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 possibilities**

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

#### **Content description**

AC9L1AU10EC05

#### **Continuum extract**

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

- 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 – Create, communicate and collaborate**

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

#### **Content description**

AC9L1AU10EC05

#### **Continuum extract**

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

- 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 – Create possibilities**

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

#### **Content description**

AC9L1AU10EC05

#### **Continuum extract**

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

- 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 – Create, communicate and collaborate**

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

#### **Content description**

AC9L1AU10EC05

#### **Continuum extract**

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

- 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**

AC9L1AU10EC05

#### **Continuum extract**

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

- 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**

AC9L1AU10EC05

#### **Continuum extract**

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

- 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**

AC9L1AU10EC05

#### **Continuum extract**

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

- 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

## **AC9L1AU10EU01**

**apply features of Auslan sign production including handshape, , location and movement ( ), and ( ), and show how these are represented in familiar and some unfamiliar**

•

#### **Elaborations**

- applying fluid patterns of
- using the various types and functions of , such as movements of the eyebrows, eyes, nose, mouth, cheeks, shoulders and body, to effective meaning in real or simulated scenarios, for example, in a class presentation or class debate on a favourite topic
- modifying for emphasis when presenting personal on a topic of interest
- modifying dominant and non-dominant hands for effect or using one hand only to the same meaning as the original 2-hand sign
- using to modify when enacting different types of movements, for example, tip-toe versus stomp
- applying knowledge of , for example, how the path movement of a can show the timing of an action, for example, PRO1 WAIT :FAST-REPEAT PRO2 , observing that English can do the same with changes to the length of , for example, I've been waiting a loooooong time for you
- recognising and showing that some signs can occur with a standard mouth
- recognising that some signs can occur with mouth to indicate manner and
- noticing compound signs that use both body anchored and together to new meaning

Students learn to:

**apply features of Auslan sign production including handshape, orientation, location (HOLM), and non-manual features (NMFs), and show how these are represented in familiar and some unfamiliar contexts**

(AC9L1AU10EU01)

### **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

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- Communication

#### **Social management**

- Communication



## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

### **Snapshot – Communication**

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

##### **Content description**

AC9L1AU10EU01

##### **Continuum extract**

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

- 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**

AC9L1AU10EU01

##### **Continuum extract**

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AC9L1AU10EU01

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AC9L1AU10EU01

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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**

AC9L1AU10EU01

applying knowledge of iconicity, for example, how the path movement of a verb can show the timing of an action, for example,

PRO1 WAIT DS:FAST-REPEAT PRO2

, observing that English can do the same with changes to the length of words, for example, I've been waiting a loooooong time for you

##### **Continuum extract**

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

- 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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AC9L1AU10EU01

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AC9L1AU10EU01

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### **Snapshot – Communication**

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##### **Content description**

AC9L1AU10EU01

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- 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

## AC9L1AU10EU02

### select and use structures and features of the Auslan grammatical system to enhance meaning and signed, visual and

- 
- 

#### Elaborations

- showing where and how a signer uses space to establish a location, for example, through the use of points, or fingerspelled
- recognising and practising using locations for present , non-present , or abstract that do not exist in space
- recognising that fully-lexical signs may be found in the dictionary and have a standard , and are not listed in a dictionary in all forms
- intensifying through the use of such as HOT , signing with great emphasis, and depicting a wide-eyed expression for EXTREMELY HOT , or signing TOUGH with great exertion to show VERY TOUGH
- distinguishing between the of a sign and the overlaid , for example, MAN SPRINT (base form), MAN SPRINT :INTENSITY (manner added)
- showing that in , a signer can shift into the role of another, or themselves at a different time, through eye-gaze change, body shift, head change, and matching facial expressions
- viewing a signed and documenting time codes for entity, handling and
- changing the movement to express how a happens over time, for example, signing WATCH versus WATCH :SLOW-REPEAT watch again and again
- using structures to show a sequence of time, for example, WORK ALL DAY, FUTURE GENERATION
- using aspectual markers with mouth to demonstrate duration and frequency, for example, RECENTLY

FINISH WORK Recently, we finished our work. LONG-AGO DINOSAURS HERE HAVE Long time ago, dinosaurs were here.

- applying knowledge of such as PLUS, IF or BUT to join and in a procedural
- adding , , and , and moving between 'showing' and 'telling' information to elaborate and

Students learn to:

**select and use structures and features of the Auslan grammatical system to enhance  
create signed, visual and multimodal texts**

(AC9L1AU10EU02)

### **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

#### **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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Resources**

#### **Snapshot – Grammar**

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

#### **Content description**

AC9L1AU10EU02

#### **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**

AC9L1AU10EU02

#### **Continuum extract**

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

- 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**

AC9L1AU10EU02

### **Continuum extract**

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

- 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**

AC9L1AU10EU02

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### **Snapshot – Communication**

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

#### **Content description**

AC9L1AU10EU02

intensifying adjectives through the use of NMFs such as

HOT

, signing with great emphasis, and depicting a wide-eyed expression for

EXTREMELY HOT

, or signing

TOUGH

with great exertion to show

VERY TOUGH

### **Continuum extract**

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

- 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**

AC9L1AU10EU02

distinguishing between the citation form of a sign and the overlaid adverbial NMF, for example,

MAN SPRINT

(base form),

MAN SPRINT NMF:INTENSITY

(manner added)

### **Continuum extract**

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

- 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**

AC9L1AU10EU02

##### **Continuum extract**

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

- 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**

AC9L1AU10EU02

##### **Continuum extract**

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

- 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**

AC9L1AU10EU02

changing the movement to express how a verb happens over time, for example, signing

WATCH

versus

WATCH DS:SLOW-REPEAT

watch again and again

##### **Continuum extract**

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

- 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**

AC9L1AU10EU02

using structures to show a sequence of time, for example,

WORK ALL DAY, FUTURE GENERATION

##### **Continuum extract**

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

- 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**

AC9L1AU10EU02

using aspectual markers with mouth morphemes to demonstrate duration and frequency, for example, RECENTLY FINISH WORK

Recently, we finished our work.

LONG-AGO DINOSAURS HERE HAVE

Long time ago, dinosaurs were here.

### **Continuum extract**

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

- 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**

AC9L1AU10EU02

applying knowledge of conjunctions such as

PLUS, IF

or

BUT

to join clauses and create cohesion in a procedural text

### **Continuum extract**

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

- 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**

AC9L1AU10EU02

### **Continuum extract**

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

- 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

### **AC9L1AU10EU03**

#### **reflect on and evaluate Auslan , using to discuss and features**

- 
- 

#### **Elaborations**

- using to about features of Auslan, such as talking about the use of , , and
- comparing with English such as a small, sleek, new car, or a large, battered, old ute
- comparing instances of representation of direct and indirect speech in English and corresponding this with the use of in Auslan
- identifying and reflecting on created and emerging vocabulary, signs and expressions in , for example, COMPUTER, MOUSE (COMPUTER), INTERNET, WI-FI, SELFIE, CHAT
- using to identify how to construct cohesive and coherent through the use of and , and such as THEN or G:WELL or and pausing
- interviewing older members of Deaf families or Deaf communities and reporting back to the class about differences in signing they noticed such as more use of fingerspelled , less use of and , or the use of different signs such as FILM (old sign), TOILET (old sign)
- discussing how signers can compare or contrast ideas by locating things in the same or opposing sides of
- identifying the use of and in English and discussing how these can be represented in Auslan
- identifying cultural differences between the use of personal names in Auslan and in other , for example, Auslan signers not using a person's name sign when addressing them directly and comparing this with other
- identifying that iconic abstract signs such as can represent a whole object or part of an object,



and describing such as LOVE, AVOID/RESIST , and discussing how it relates to metaphors in English

- analysing linguistic structures and features associated with more dynamic such as live or filmed dialogues between 2 signers, observing and recording examples of backchannels and hesitations used in conversational

Students learn to:

**reflect on and evaluate Auslan texts, using metalanguage to discuss language structure**

(AC9L1AU10EU03)

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

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

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

#### **Elaborations**

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

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

- Communicate responsively

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

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

- Communicate responsively

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

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

- Communicate responsively

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

#### **Resources**

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

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

#### **Content description**

AC9L1AU10EU03

#### **Continuum extract**

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

- 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 – Communicate responsively**

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

#### **Content description**

AC9L1AU10EU03

#### **Continuum extract**

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

- 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 – Communicate responsively**

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

#### **Content description**

AC9L1AU10EU03

#### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

#### **Content description**

AC9L1AU10EU03

#### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

#### **Content description**

AC9L1AU10EU03

### **Continuum extract**

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

- 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 – Communicate responsively**

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

### **Content description**

AC9L1AU10EU03

### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

### **Content description**

AC9L1AU10EU03

identifying and reflecting on created and emerging vocabulary, signs and expressions in texts, for example,

COMPUTER, MOUSE (COMPUTER), INTERNET, WI-FI, SELFIE, CHAT

### **Continuum extract**

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

- 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 – Communicate responsively**

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

### **Content description**

AC9L1AU10EU03

identifying and reflecting on created and emerging vocabulary, signs and expressions in texts, for example,

COMPUTER, MOUSE (COMPUTER), INTERNET, WI-FI, SELFIE, CHAT

### **Continuum extract**

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

- 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 – Communicate responsively**

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

## **responsively**

### **Content description**

AC9L1AU10EU03

using metalanguage to identify how to construct cohesive and coherent texts through the use of referents and discourse markers, and connectives such as lexical signs

THEN

or

G:WELL

or NMFs and pausing

### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

### **Content description**

AC9L1AU10EU03

interviewing older members of Deaf families or Deaf communities and reporting back to the class about differences in signing they noticed such as more use of fingerspelled words, less use of DSs and NMFs, or the use of different signs such as

FILM

(old sign),

TOILET

(old sign)

### **Continuum extract**

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

- 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 – Communicate responsively**

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

## **responsively**

### **Content description**

AC9L1AU10EU03

interviewing older members of Deaf families or Deaf communities and reporting back to the class about differences in signing they noticed such as more use of fingerspelled words, less use of DSs and NMFs, or the use of different signs such as

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(old sign),

TOILET

(old sign)

### **Continuum extract**

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

- 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 – Communicate responsively**

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

#### **Content description**

AC9L1AU10EU03

#### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

#### **Content description**

AC9L1AU10EU03

#### **Continuum extract**

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

- 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 – Communicate responsively**

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

#### **Content description**

AC9L1AU10EU03

#### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

#### **Content description**

AC9L1AU10EU03

#### **Continuum extract**

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

- 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 – Communicate responsively**

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

## **Content description**

AC9L1AU10EU03

### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

## **Content description**

AC9L1AU10EU03

identifying that iconic abstract signs such as SASS DSs can represent a whole object or part of an object, and describing metaphorical iconicity such as

LOVE, AVOID/RESIST

, and discussing how it relates to metaphors in English

### **Continuum extract**

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

- 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 – Communicate responsively**

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

## **Content description**

AC9L1AU10EU03

identifying that iconic abstract signs such as SASS DSs can represent a whole object or part of an object, and describing metaphorical iconicity such as

LOVE, AVOID/RESIST

, and discussing how it relates to metaphors in English

### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

## **Content description**

AC9L1AU10EU03

### **Continuum extract**

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

- 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 – Communicate responsively**

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

#### **Content description**

AC9L1AU10EU03

#### **Continuum extract**

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

- 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

#### **AC9L1AU10EU04**

**reflect on and explain how is shaped by (s), (s), , and , and how these affect ways of communicating**

- 
- 

#### **Elaborations**

- considering culturally appropriate and ethical when with Deaf people, discussing vocabulary, and expressions to be avoided
- viewing footage of members of the discussing and their experience of using sign when growing up, and collating a biographical signed digital pamphlet of common and/or varying life journeys
- considering the concepts of Deaf Gain, Deafhood, and explaining these concepts to hearing people
- reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in Auslan to a group of Auslan-using visitors at a school assembly
- reflecting on the impact of key events such as the Milan Congress in 1880 and the Signed English movement in the 1970s and 1980s on the education of deaf children, and developing a promotional video suggesting ways to further progress understanding
- preparing a presentation for the class or school assembly on the behaviours, rights, roles and responsibilities of the in relation to the ownership and maintenance of Auslan
- keeping a journal of memorable experiences associated with learning and using Auslan in and out of school, noting personal reactions and reflections over time and insights gained into themselves as users
- promoting participation in community issues and programs, such as creating more green places and safe playgrounds, volunteering in aged care facilities or childcare centres, by contributing to a school secure blog
- exploring the role of globalisation in terms of what technology offers signed , including the capacity for further advancements in technologies to store, record and share signed
- identifying behaviours, rights, roles and responsibilities in relation to the ownership and maintenance of Auslan and how such ownership rests with the
- analysing and discussing core cultural concepts reflected in Auslan, such as the collective nature of the , respect for elders, the importance of reciprocity and responsibility, for example, the use of full titles in acknowledgements and forms of when introducing an esteemed elder

Students learn to:

**reflect on and explain how identity is shaped by language(s), culture(s), attitudes, b values, and how these affect ways of communicating**

(AC9L1AU10EU04)

#### **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**

- 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

## **Social management**

- Communication

## **Social awareness**

- Empathy

## **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.

## **Social awareness**

- Empathy

## **Social awareness**

- Empathy

## **Social management**

- Communication

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

- Reflect on the relationship between cultures and identities

## **Creating and exchanging**

- Create, communicate and collaborate

## **Social awareness**

- Empathy

## **Futures**

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

## **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

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

- Reflect on the relationship between cultures and identities

- Explore the influence of cultures on interactions

## **Resources**

## **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9L1AU10EU04

#### **Continuum extract**

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

- 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 the relationship between cultures and identities**

##### **Content description**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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 multiple perspectives**

##### **Content description**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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 the relationship between cultures and identities**

##### **Content description**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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 – Communication**

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

##### **Content description**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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 – Empathy**

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

##### **Content description**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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 – Empathy**

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

##### **Content description**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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 – Empathy**

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

##### **Content description**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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 – Communication**

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

##### **Content description**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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 – 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**

##### **Content description**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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, communicate and collaborate**

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

##### **Content description**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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 – Empathy**

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

##### **Content description**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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**

##### **Content description**

AC9L1AU10EU04

##### **Continuum extract**

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

- 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 the relationship between cultures and identities**

#### **Content description**

AC9L1AU10EU04

#### **Continuum extract**

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

- 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 the relationship between cultures and identities**

#### **Content description**

AC9L1AU10EU04

#### **Continuum extract**

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

- 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 – Explore the influence of cultures on interactions**

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

#### **Content description**

AC9L1AU10EU04

#### **Continuum extract**

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

- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration