

## **(no-code)**

### **greetings and personal introductions and respond to classroom-related instructions and routines**

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#### **Elaborations**

- using everyday greetings and social to with others, such as greetings according to relationship, and time of day, thanking, apologising, expressing wishes or congratulations, for example, THANK-YOU HELP PT+c Thank you for helping me. GOOD-LUCK TOMORROW Good luck tomorrow. SORRY. FS:ACC Sorry. That was an accident.
- comparing likes, dislikes, pastimes and preferences, for example, PRO1 LIKE APPLE PRO2 LIKE ORANGE I like apples and you like oranges. WHO PLAY [insert SPORT or MUSICAL INSTRUMENT]? Who plays [insert sport or musical instrument]?
- asking and answering about families, friends, pets or routines, for example, PRO2 ARRIVE SCHOOL HOW? CAR TAXI WALK BUS? How do you get to school? By car, taxi, walking or bus? POSS2 PET NAME WHAT? What is your pet's name? POSS2 MUM WORK WHERE? Where does your mum work? POSS2 FAVOURITE SPORT WHAT? What's your favourite sport? POSS1 BIRTHDAY WHEN FS:DEC My birthday is in December. POSS2 FAVOURITE ANIMAL WHAT? What's your favourite animal? WHO LIKE [insert COLOUR]? Who likes [colour]?
- exploring different ways of expressing emotion using and , for example, PRO1 FEEL SAD. WHY? TUMMY HURT I feel sad because my tummy hurts.
- contributing to sharing 'morning news' about personal experiences or recent events and associated emotions, using specific time markers such as TODAY, TOMORROW and WEEKEND YESTERDAY PRO1 SAD Yesterday, I felt sad. TODAY PRO1 HAPPY Today I feel happy. WEEKEND PRO1 WATCH FOOTBALL. GAME GOOD! I watched football on the weekend. It was a good game!
- sharing opinions and descriptions using and and superlatives, as well as describing relationships with others, for example, FS:SAM BEST FRIEND, PRO3 :SPEED :EYEBROWS RAISED, EYES NARROWED, LIPS TURNED UPWARDS Sam is my best friend, he runs fast. PRO3 HAVE BROWN :LONG-HAIR BROWN :POINT-TO-EYES She has brown wavy hair, and brown eyes. DAD LOVE FOOTBALL. PRO3 HAVE GOOD BALL SKILL. Dad loves football. He has good ball skills. POSS1 DOG BIG FLUFFY BROWN My dog is big and has brown, fluffy fur.
- following protocols and Deaf etiquette to effectively and be visible such as turn-taking strategies and to express agreement or disagreement while socialising with peers
- role-playing being the teacher, providing and following instructions using plain or modified indicating , for example, PRO2 FIRST, SECOND, THIRD, PRO2 NEXT You go first, second, third and you're next. PT+f HERE SIT BOOK READ, FINISH PUT PT+rt Over here we sit and read books, and when we're finished, we put them away. PENCIL PRO1 GIVE I'll give out the pencils. ACTIVITY FINISH PACK-UP PLEASE Activity is finished now. Please pack up.
- following directions in such as an obstacle course or action game, using directional terms or , for example, DS:TURN-LEFT DEAD-END :TURN-RIGHT Go left, then at the end turn right. PLEASE BRING WATER PT+f FRIDGE Please bring the water from the fridge.
- asking for help or permission, for example, PLEASE PT+c HELP? Can you help me, please? PRO1(PL) CAN SHARE? Can we share these? AGAIN PLEASE? Can you please sign it again? SLOW PLEASE? Can you sign it slowly please?

Students learn to:

### **exchange greetings and personal introductions and respond to classroom-related instructions and routines**

(AC9L1AU2C01)

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

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

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

- Communicate responsively

#### **Speaking and listening**

- Interacting

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to

general capabilities and cross-curriculum priorities. Content elaborations are optional .

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

- Communicate responsively

### **Social management**

- Communication

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

- Communicate responsively

### **Social management**

- Communication

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### **Social management**

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

- Communicate responsively

### **Social management**

- Communication

- Collaboration

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

- Communicate responsively

### **Social management**

- Communication

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

- Communicate responsively

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

- Communicate responsively

### **Social management**

- Communication

- Collaboration

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

- Communicate responsively

### **Social management**

- Communication

### **Resources**

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2C01

### **Continuum extract**

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

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

meanings for familiar cultural and linguistic groups

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

## **Snapshot – Interacting**

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

#### **Content description**

AC9L1AU2C01

#### **Learning progression extract**

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9L1AU2C01

using everyday greetings and social exchanges to interact with others, such as greetings according to relationship, context and time of day, thanking, apologising, expressing wishes or congratulations, for example,

THANK-YOU HELP PT+c

Thank you for helping me.

GOOD-LUCK TOMORROW

Good luck tomorrow.

SORRY. FS:ACC

Sorry. That was an accident.

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9L1AU2C01

using everyday greetings and social exchanges to interact with others, such as greetings according to relationship, context and time of day, thanking, apologising, expressing wishes or congratulations, for example,

THANK-YOU HELP PT+c  
Thank you for helping me.  
GOOD-LUCK TOMORROW  
Good luck tomorrow.  
SORRY. FS:ACC  
Sorry. That was an accident.

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2C01

comparing likes, dislikes, pastimes and preferences, for example,

PRO1 LIKE APPLE PRO2 LIKE ORANGE

I like apples and you like oranges.

WHO PLAY [insert SPORT or MUSICAL INSTRUMENT]?

Who plays [insert sport or musical instrument]?

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9L1AU2C01

comparing likes, dislikes, pastimes and preferences, for example,

PRO1 LIKE APPLE PRO2 LIKE ORANGE

I like apples and you like oranges.

WHO PLAY [insert SPORT or MUSICAL INSTRUMENT]?

Who plays [insert sport or musical instrument]?

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2C01

asking and answering questions about families, friends, pets or routines, for example,

PRO2 ARRIVE SCHOOL HOW? CAR TAXI WALK BUS?

How do you get to school? By car, taxi, walking or bus?

POSS2 PET NAME WHAT?

What is your pet's name?

POSS2 MUM WORK WHERE?

Where does your mum work?  
POSS2 FAVOURITE SPORT WHAT?  
What's your favourite sport?  
POSS1 BIRTHDAY WHEN FS:DEC  
My birthday is in December.  
POSS2 FAVOURITE ANIMAL WHAT?  
What's your favourite animal?  
WHO LIKE [insert COLOUR]?  
Who likes [colour]?

### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9L1AU2C01

asking and answering questions about families, friends, pets or routines, for example,

PRO2 ARRIVE SCHOOL HOW? CAR TAXI WALK BUS?

How do you get to school? By car, taxi, walking or bus?

POSS2 PET NAME WHAT?

What is your pet's name?

POSS2 MUM WORK WHERE?

Where does your mum work?

POSS2 FAVOURITE SPORT WHAT?

What's your favourite sport?

POSS1 BIRTHDAY WHEN FS:DEC

My birthday is in December.

POSS2 FAVOURITE ANIMAL WHAT?

What's your favourite animal?

WHO LIKE [insert COLOUR]?

Who likes [colour]?

### **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9L1AU2C01

exploring different ways of expressing emotion using NMFs and lexical signs, for example,

PRO1 FEEL SAD. WHY? TUMMY HURT

I feel sad because my tummy hurts.

### **Continuum extract**

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

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

linguistic groups respond

## **Snapshot – Communication**

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

#### **Content description**

AC9L1AU2C01

exploring different ways of expressing emotion using NMFs and lexical signs, for example,

PRO1 FEEL SAD. WHY? TUMMY HURT

I feel sad because my tummy hurts.

#### **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9L1AU2C01

contributing to sharing 'morning news' about personal experiences or recent events and associated emotions, using specific time markers such as

TODAY, TOMORROW and WEEKEND

YESTERDAY PRO1 SAD

Yesterday, I felt sad.

TODAY PRO1 HAPPY

Today I feel happy.

WEEKEND PRO1 WATCH FOOTBALL. GAME GOOD!

I watched football on the weekend. It was a good game!

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9L1AU2C01

contributing to sharing 'morning news' about personal experiences or recent events and associated emotions, using specific time markers such as

TODAY, TOMORROW and WEEKEND

YESTERDAY PRO1 SAD

Yesterday, I felt sad.

TODAY PRO1 HAPPY

Today I feel happy.

WEEKEND PRO1 WATCH FOOTBALL. GAME GOOD!

I watched football on the weekend. It was a good game!

#### **Continuum extract**

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

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

## **Snapshot – Collaboration**

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

### **Content description**

AC9L1AU2C01

contributing to sharing 'morning news' about personal experiences or recent events and associated emotions, using specific time markers such as

TODAY, TOMORROW and WEEKEND

YESTERDAY PRO1 SAD

Yesterday, I felt sad.

TODAY PRO1 HAPPY

Today I feel happy.

WEEKEND PRO1 WATCH FOOTBALL. GAME GOOD!

I watched football on the weekend. It was a good game!

### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2C01

sharing opinions and descriptions using DSs and evaluative language and superlatives, as well as describing relationships with others, for example,

FS:SAM BEST FRIEND, PRO3 DS:SPEED NMF:EYEBROWS RAISED, EYES NARROWED, LIPS TURNED UPWARDS

Sam is my best friend, he runs fast.

PRO3 HAVE BROWN DS:LONG-HAIR BROWN DS:POINT-TO-EYES

She has brown wavy hair, and brown eyes.

DAD LOVE FOOTBALL. PRO3 HAVE GOOD BALL SKILL.

Dad loves football. He has good ball skills.

POSS1 DOG BIG FLUFFY BROWN

My dog is big and has brown, fluffy fur.

### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
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AC9L1AU2C01

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Sam is my best friend, he runs fast.

PRO3 HAVE BROWN DS:LONG-HAIR BROWN DS:POINT-TO-EYES

She has brown wavy hair, and brown eyes.

DAD LOVE FOOTBALL. PRO3 HAVE GOOD BALL SKILL.

Dad loves football. He has good ball skills.

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My dog is big and has brown, fluffy fur.

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2C01

### **Continuum extract**

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

- notice the use of different languages they, their family or community members use to communicate
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### **Snapshot – Communication**

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

### **Content description**

AC9L1AU2C01

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2C01

role-playing being the teacher, providing and following instructions using plain or modified indicating verbs, for example,

PRO2 FIRST, SECOND, THIRD, PRO2 NEXT

You go first, second, third and you're next.

PT+f HERE SIT BOOK READ, FINISH PUT PT+rt

Over here we sit and read books, and when we're finished, we put them away.

PENCIL PRO1 GIVE

I'll give out the pencils.

ACTIVITY FINISH PACK-UP PLEASE

Activity is finished now. Please pack up.

### **Continuum extract**

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

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

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

### **Content description**

AC9L1AU2C01

role-playing being the teacher, providing and following instructions using plain or modified



indicating verbs, for example,

PRO2 FIRST, SECOND, THIRD, PRO2 NEXT

You go first, second, third and you're next.

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- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2C01

following directions in activities such as an obstacle course or action game, using directional terms or DSs, for example,

DS:TURN-LEFT DEAD-END DS:TURN-RIGHT

Go left, then at the end turn right.

PLEASE BRING WATER PT+f FRIDGE

Please bring the water from the fridge.

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9L1AU2C01

following directions in activities such as an obstacle course or action game, using directional terms or DSs, for example,

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Go left, then at the end turn right.

PLEASE BRING WATER PT+f FRIDGE

Please bring the water from the fridge.

### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

### **Content description**

AC9L1AU2C01

following directions in activities such as an obstacle course or action game, using directional terms or DSs, for example,

DS:TURN-LEFT DEAD-END DS:TURN-RIGHT

Go left, then at the end turn right.  
PLEASE BRING WATER PT+f FRIDGE  
Please bring the water from the fridge.

### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2C01

asking for help or permission, for example,

PLEASE PT+c HELP?

Can you help me, please?

PRO1(PL) CAN SHARE?

Can we share these?

AGAIN PLEASE?

Can you please sign it again?

SLOW PLEASE?

Can you sign it slowly please?

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9L1AU2C01

asking for help or permission, for example,

PLEASE PT+c HELP?

Can you help me, please?

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Can we share these?

AGAIN PLEASE?

Can you please sign it again?

SLOW PLEASE?

Can you sign it slowly please?

### **Continuum extract**

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

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

### **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

## AC9L1AU2C02

### participate in a range of play-based , using expressions and visual

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#### Elaborations

- participating in group games that require recalling information, such as going around a circle and adding to a lengthening sequence of events, for example, YESTERDAY ZOO, PRO1 SAW GIRAFFE Yesterday at the zoo, I saw a giraffe. YESTERDAY ZOO, PRO1 SAW GIRAFFE, KOALA ... Yesterday at the zoo, I saw a giraffe and a koala ...
- taking turns in games or that involve information such as 'Twenty ' with yes/no answers, or 'Guess who?', for example, using and responding to directional terms or to complete an obstacle course or action game
- leading class , for example, a 'Follow the leader' game providing movements for others to copy
- collaborating in that involve making decisions about choices or contributions such as playing a game of 'Good choice or bad choice?', for example, STEALING MONEY; GOOD OR BAD CHOICE? Is stealing money a good choice or a bad choice? PUSH FRIEND; GOOD OR BAD CHOICE? Is pushing a friend a good choice or a bad choice? HELPING WASH DISHES; GOOD OR BAD CHOICE? Is helping to wash the dishes a good choice or a bad choice?
- participating in role-plays that involve scenarios such as ordering a meal, buying food or other items, transacting payment or giving feedback PRO1 WANT ICE-CREAM. PRO1 NEED PAY \$5.00 LADY I want ice cream. I need to pay the lady \$5.00. CHOCOLATE ICE-CREAM DELICIOUS Chocolate ice cream is delicious.
- with a signing puppet or doll in an imaginary setting, for example, by signing such as PRO2 LIKE FS: DO WHAT? What do you like to do? WHY? Why?
- participating in Auslan games that use simple in creative ways, for example, playing the improvisation game 'Space jump'
- playing whole class games such as TIME WHAT WOLF?, using o'clock times

Students learn to:

### participate in a range of play-based activities, using modelled expressions and visu

(AC9L1AU2C02)

#### General capabilities and cross-curriculum priorities

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

### **Speaking and listening**

- Interacting

### **Social management**

- Communication
- Collaboration

### **Elaborations**

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

### **Social management**

- Communication
- Collaboration

### **Social management**

- Communication
- Collaboration

### **Social management**

- Communication
- Collaboration

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- Communication
- Collaboration

### **Social management**

- Communication
- Collaboration

### **Social management**

- Communication

### **Social management**

- Communication
- Collaboration

### **Social management**

- Communication
- Collaboration

### **Resources**

### **Snapshot – Interacting**

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

#### **Content description**

AC9L1AU2C02

#### **Learning progression extract**

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and

disagreement in class discussions)

- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

### **Snapshot – Communication**

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

#### **Content description**

AC9L1AU2C02

#### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

#### **Content description**

AC9L1AU2C02

#### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

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

#### **Content description**

AC9L1AU2C02

participating in group games that require recalling information, such as going around a circle and adding to a lengthening sequence of events, for example,

YESTERDAY ZOO, PRO1 SAW GIRAFFE

Yesterday at the zoo, I saw a giraffe.

YESTERDAY ZOO, PRO1 SAW GIRAFFE, KOALA ...

Yesterday at the zoo, I saw a giraffe and a koala ...

#### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

#### **Content description**

AC9L1AU2C02

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YESTERDAY ZOO, PRO1 SAW GIRAFFE, KOALA ...

Yesterday at the zoo, I saw a giraffe and a koala ...

#### **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**

AC9L1AU2C02

### **Continuum extract**

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

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### **Snapshot – Collaboration**

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

## **Content description**

AC9L1AU2C02

### **Continuum extract**

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

## **Content description**

AC9L1AU2C02

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

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- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Collaboration**

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

## **Content description**

AC9L1AU2C02

### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

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

## **Content description**

AC9L1AU2C02

collaborating in activities that involve making decisions about choices or contributions such as playing a game of 'Good choice or bad choice?', for example, STEALING MONEY; GOOD OR BAD CHOICE?

Is stealing money a good choice or a bad choice?

PUSH FRIEND; GOOD OR BAD CHOICE?

Is pushing a friend a good choice or a bad choice?

HELPING WASH DISHES; GOOD OR BAD CHOICE?

Is helping to wash the dishes a good choice or a bad choice?

### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

### **Content description**

AC9L1AU2C02

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STEALING MONEY; GOOD OR BAD CHOICE?

Is stealing money a good choice or a bad choice?

PUSH FRIEND; GOOD OR BAD CHOICE?

Is pushing a friend a good choice or a bad choice?

HELPING WASH DISHES; GOOD OR BAD CHOICE?

Is helping to wash the dishes a good choice or a bad choice?

### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

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

### **Content description**

AC9L1AU2C02

participating in role-plays that involve scenarios such as ordering a meal, buying food or other items, transacting payment or giving feedback

PRO1 WANT ICE-CREAM. PRO1 NEED PAY \$5.00 LADY

I want ice cream. I need to pay the lady \$5.00.

CHOCOLATE ICE-CREAM DELICIOUS

Chocolate ice cream is delicious.

### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

### **Content description**

AC9L1AU2C02

participating in role-plays that involve scenarios such as ordering a meal, buying food or other items, transacting payment or giving feedback

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### **Snapshot – Communication**

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

### **Content description**

AC9L1AU2C02

interacting with a signing puppet or doll in an imaginary setting, for example, by signing questions such as

PRO2 LIKE FS: DO WHAT?

What do you like to do?

WHY?

Why?

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9L1AU2C02

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

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

### **Snapshot – Collaboration**

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

##### **Content description**

AC9L1AU2C02

### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

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

##### **Content description**

AC9L1AU2C02

playing whole class games such as

TIME WHAT WOLF?,

using o'clock times

### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

##### **Content description**

AC9L1AU2C02

playing whole class games such as

TIME WHAT WOLF?,

using o'clock times

### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **AC9L1AU2C03**

**locate, with support, key information in familiar , and respond using , images, and**



- 
- 

### **Elaborations**

- completing information gap by gathering information from peers about topics such as family members, favourite foods, toys or games
- identifying and categorising objects that relate to properties such as colour, number, size or shape and responding by describing objects using
- watching short Auslan about topics such as hobbies, animals or sports, and recording key points of information using tables or graphic organisers
- recognising that and are integral to communicating in for First Nations Australians, and showing examples of how they are also reflected in Auslan
- reporting key points obtained from predominantly visual infographics or diagrams related to different learning areas, for example, using space and spatial awareness to depict and describe the life cycle of a butterfly
- working with information to a class video, such as categorising signs in simple Auslan according to handshape, for example, a flat handshape equals SCHOOL, BOOK, MUM
- following a procedural signed to collect information needed to complete a task, such as how to build an object with building blocks or how to make a sandwich
- viewing short Auslan stories and responding by identifying and comparing favourite elements, and events, for example, watching 'The very cranky bear' and describing the bear using ( ), and
- responding to of and Deaf poetry that evoke emotions such as sadness, fear or excitement, and indicating enjoyment or personal feelings
- responding to forms of Deaf art such as handshape creations, for example, reproducing key elements in own artwork, using signs such as LOVE, LOOK GOOD, NOT BAD or UGLY
- viewing visual stories from sources such as National Simultaneous Storytime books, demonstrating understanding through retelling or enacting or using , and focusing on the importance of eye gaze and role shift in , when responding to the
- responding imaginatively to stimuli, using , handshapes, facial expressions and signs, for example, acting out different ways a in a story may have responded

Students learn to:

**locate, with support, key information in familiar texts, and respond using gestures, and modelled phrases**

(AC9L1AU2C03)

### **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

#### **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

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

### **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as

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

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Identify, process and evaluate information

### **Generating**

- Create possibilities

### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

### **Social management**

- Communication

### **Generating**

- Create possibilities

### **Social management**

- Communication

### **Resources**

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

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

#### **Content description**

AC9L1AU2C03

#### **Continuum extract**

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

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

### **Snapshot – Understanding texts**

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

#### **Content description**

AC9L1AU2C03

#### **Learning progression extract**

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

#### **Comprehension**

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the

text to infer why a character is smiling in an image)

### **Processes**

- follows text direction when read to by a proficient reader
- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

### **Vocabulary**

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

### **Comprehension**

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

### **Processes**

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

### **Vocabulary**

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

### **Comprehension**

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

### **Processes**

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound)

effects)

- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

### **Vocabulary**

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

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

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

#### **Content description**

AC9L1AU2C03

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
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- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

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

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

#### **Content description**

AC9L1AU2C03

#### **Continuum extract**

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

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

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

#### **Content description**

AC9L1AU2C03

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

#### **Content description**

AC9L1AU2C03

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- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2C03

### **Continuum extract**

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

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

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

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

### **Content description**

AC9L1AU2C03

### **Continuum extract**

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

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- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

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

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

### **Content description**

AC9L1AU2C03

working with information to create a class video, such as categorising signs in simple Auslan texts according to handshape, for example, a flat handshape equals

SCHOOL, BOOK, MUM

### **Continuum extract**

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

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

- condense and combine selected information related to the topic of study

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

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

##### **Content description**

AC9L1AU2C03

##### **Continuum extract**

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

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- condense and combine selected information related to the topic of study

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

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

##### **Content description**

AC9L1AU2C03

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

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- condense and combine selected information related to the topic of study

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

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

##### **Content description**

AC9L1AU2C03

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

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- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9L1AU2C03

responding to forms of Deaf art such as handshape creations, for example, reproducing key elements in own artwork, using signs such as LOVE, LOOK GOOD, NOT BAD or UGLY

##### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to

them

- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

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

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

##### **Content description**

AC9L1AU2C03

responding to forms of Deaf art such as handshape creations, for example, reproducing key elements in own artwork, using signs such as LOVE, LOOK GOOD, NOT BAD or UGLY

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
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- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9L1AU2C03

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9L1AU2C03

##### **Continuum extract**

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

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

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9L1AU2C03

##### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

## Snapshot – Communication

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

#### Content description

AC9L1AU2C03

#### Continuum extract

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

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

## AC9L1AU2C04

### recognise that carries cultural meaning in everyday social

- 
- 

#### Elaborations

- translating simple Auslan signs for peers, by or the English , for example, distinguishing between signs and fingerspelled version of DOG, CAT, BIRD , and names, understanding that is a tool for between Auslan and English
- highlighting non-equivalent Auslan signs with English, such as BA-BA (bizarre) and PAH (finally)
- looking at how deaf and hard of hearing people express stories in Auslan and noticing how embedded the stories are in and , for example, explaining in detail why they are late to class
- developing understanding of the of some signs, such as basic for sports, for example, RUNNING, SWIMMING and discussing possible of these signs
- viewing videoed examples of Auslan signers from different parts of Australia, and identifying the different signs used in southern and northern , for example, signs for colours and some numbers
- considering the meaning behind their sign name if appropriate, indicating whether it is related to appearance, personality, a characteristic, story, habit or family
- viewing a simple Auslan or English video and translating main sequence of events into English or Auslan, noticing any difficult to elements
- labelling objects in the classroom and in learning resources, such as books and wall charts with pictures of lexicalised signs, for example, an image of an apple matched with an image of the sign for 'apple'

Students learn to:

### recognise language that carries cultural meaning in everyday social interactions

(AC9L1AU2C04)

#### 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

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities



## **Analysing**

- Interpret concepts and problems

## **Inquiring**

- Identify, process and evaluate information

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

- Explore the influence of cultures on interactions

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

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

- Reflect on the relationship between cultures and identities

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Analysing**

- Interpret concepts and problems

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Analysing**

- Interpret concepts and problems

## **Resources**

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

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

##### **Content description**

AC9L1AU2C04

##### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

### **Snapshot – Understanding texts**

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

##### **Content description**

AC9L1AU2C04

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

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

##### **Comprehension**

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

##### **Processes**

- follows text direction when read to by a proficient reader
- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

##### **Vocabulary**

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

## **Comprehension**

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

## **Processes**

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

## **Vocabulary**

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

## **Comprehension**

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

## **Processes**

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

## **Vocabulary**

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

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

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

## **Content description**

AC9L1AU2C04

translating simple Auslan signs for peers, by fingerspelling or writing the English word, for example, distinguishing between signs and fingerspelled version of DOG, CAT, BIRD

and names, understanding that fingerspelling is a tool for translation between Auslan and English

## **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

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

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

## **Content description**

AC9L1AU2C04

translating simple Auslan signs for peers, by fingerspelling or writing the English word, for example, distinguishing between signs and fingerspelled version of DOG, CAT, BIRD

and names, understanding that fingerspelling is a tool for translation between Auslan and English

## **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

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

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

## **Content description**

AC9L1AU2C04

highlighting non-equivalent Auslan signs with English, such as

BA-BA

(bizarre) and

PAH

(finally)

## **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

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

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

## **Content description**

AC9L1AU2C04

highlighting non-equivalent Auslan signs with English, such as

BA-BA

(bizarre) and

PAH

(finally)

## **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

### **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**

AC9L1AU2C04

##### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

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

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

##### **Content description**

AC9L1AU2C04

developing understanding of the iconicity of some signs, such as basic iconic signs for sports, for example,

RUNNING, SWIMMING

and discussing possible translation of these signs

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

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

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

##### **Content description**

AC9L1AU2C04

##### **Continuum extract**

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

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

### **Snapshot – Explore the influence of cultures on interactions**

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

##### **Content description**

AC9L1AU2C04

##### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community

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

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

#### **Content description**

AC9L1AU2C04

#### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

## **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**

AC9L1AU2C04

#### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

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

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

#### **Content description**

AC9L1AU2C04

#### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

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

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

#### **Content description**

AC9L1AU2C04

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

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

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

#### **Content description**

AC9L1AU2C04

#### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and

develop empathy

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

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

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

#### **Content description**

AC9L1AU2C04

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

## **AC9L1AU2C05**

**with support, signed, visual and , using familiar (FS), , ( ), ( ) and**

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- 

#### **Elaborations**

- creating and presenting a show-and-tell describing an object or animal using lexical such as colours, or relating to size, weight, pattern, texture and shape
- presenting specific information such as a weather report using digital presentation as a visual prompt, using (entity, size and space specifiers ( ) and handling) to share information with the class or teacher
- describing their favourite places and in a presentation, using pictures, photos or objects
- matching captions/labels to images of First Nations locations in their local area or elsewhere in Australia
- demonstrating a simple procedure using and related sign vocabulary to explain the different steps, for example, how to play a game or how to find a hidden object
- creating a about personal experiences such as a holiday or weekend event, or daily routines/family life such as how they travel to school, what they eat for lunch, using lexicalised signs, time markers, , and , where appropriate and relevant
- creating their own variations of familiar stories or picture books only using , entity and
- creating sequences of signs using a fixed handshape, such as using only the pointer handshape to sign YOU THINK I SHY? You think I'm shy?
- planning and enacting imagined adventures, using such as eye-gaze change, body shift and head , for example, riding a bike up hill and then down again really fast
- making their own handshape creations, for example, flat hand = FISH , pointer finger = A PERSON

Students learn to:

**with support, create signed, visual and multimodal texts, using familiar fingerspelling**

**lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space**

(AC9L1AU2C05)

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

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

#### **Writing**

- Creating texts

#### **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

#### **Inquiring**

- Identify, process and evaluate information

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication

## **Analysing**

- Interpret concepts and problems

## **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
- Collaboration

## **Social management**

- Communication

## **Generating**

- Create possibilities

## **Social management**

- Communication

## **Generating**

- Create possibilities

## **Social management**

- Communication

## **Social management**

- Communication

- Collaboration

## **Generating**

- Create possibilities

## **Social management**

- Communication

## **Resources**

### **Snapshot – Creating texts**

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

#### **Content description**

AC9L1AU2C05

#### **Learning progression extract**

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

#### **Crafting ideas**

- writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")
- explains the purpose and audience of familiar imaginative and informative texts
- creates short texts in different forms such as a simple recount
- combines visuals with written text where appropriate
- reads back own writing word by word
- talks about own text and describes subject matter and images

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

- writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)
- writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)
- writes from left to right using spaces between attempted words
- uses basic noun groups/phrases (e.g. "my house") (see Grammar)
- uses some sentence punctuation (e.g. capital letters at the beginning of a text)

## **Vocabulary**

- writes simple familiar words (e.g. "saw", "food", "they")
- includes some learning area vocabulary in own texts (e.g. "season")
- uses taught high-frequency words

## **Crafting ideas**

- creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
- includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
- creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

## **Text forms and features**

- writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
- writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
- makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
- uses capital letters correctly to indicate proper nouns (see Punctuation)
- uses capital letters at the start and full stops at the end of sentences (see Punctuation)
- spells some high-frequency words correctly (see Spelling)
- uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

## **Vocabulary**

- uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
- uses words in own writing adopted from other writers
- uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

## **Crafting ideas**

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

## **Text forms and features**

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

## **Vocabulary**

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

## **Snapshot – Communication**

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



## **Content description**

AC9L1AU2C05

### **Continuum extract**

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

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

## **Snapshot – Communication**

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

## **Content description**

AC9L1AU2C05

### **Continuum extract**

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

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

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

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

## **Content description**

AC9L1AU2C05

### **Continuum extract**

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

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

## **Snapshot – Communication**

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

## **Content description**

AC9L1AU2C05

### **Continuum extract**

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

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

## **Snapshot – Collaboration**

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

## **Content description**

AC9L1AU2C05

### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

## **Snapshot – Communication**

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

## **Content description**

AC9L1AU2C05

### **Continuum extract**

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

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

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

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

##### **Content description**

AC9L1AU2C05

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **Snapshot – Communication**

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

##### **Content description**

AC9L1AU2C05

##### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

##### **Content description**

AC9L1AU2C05

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

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

##### **Content description**

AC9L1AU2C05

##### **Continuum extract**

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

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

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9L1AU2C05

##### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

## **Snapshot – Communication**

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

#### **Content description**

AC9L1AU2C05

#### **Continuum extract**

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

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

## **Snapshot – Create possibilities**

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

#### **Content description**

AC9L1AU2C05

creating sequences of signs using a fixed handshape, such as using only the pointer handshape to sign

YOU THINK I SHY?

You think I'm shy?

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

## **Snapshot – Communication**

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

#### **Content description**

AC9L1AU2C05

creating sequences of signs using a fixed handshape, such as using only the pointer handshape to sign

YOU THINK I SHY?

You think I'm shy?

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9L1AU2C05

#### **Continuum extract**

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

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

## **Snapshot – Collaboration**

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

#### **Content description**

AC9L1AU2C05

#### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

## **Snapshot – Create possibilities**

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

#### **Content description**

AC9L1AU2C05

making their own handshape creations, for example, flat hand =

FISH

pointer finger =

A PERSON

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

## **Snapshot – Communication**

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

#### **Content description**

AC9L1AU2C05

making their own handshape creations, for example, flat hand =

FISH

pointer finger =

A PERSON

#### **Continuum extract**

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

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

## **AC9L1AU2U01**

**recognise combinations of signs and use Handshape, Orientation, Location, Movement ( ) and ( ) to make meaning**

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#### **Elaborations**

- noticing the location of a sign on the body or in space and considering its connection to the sign's meaning, for example, signing THINK or KNOW on the location of the head related to our brain doing the thinking or containing knowledge
- recognising the use of specific handshapes when signing, for example, COCKATOO handshape:five and SOCCER handshape:fist
- practising the of and to produce meaningful signs such as handshape:hook, or tapping the nose twice ( SISTER ), the chin twice ( DINNER ), or cheek twice ( FUNNY)
- developing double-handed signs such as SET UP and CONFIDENT , where both hands are engaged
- practising signing at a consistent speed and
- recognising movements of the hands in signs, for example, GIRL or BOY
- using to identify common classroom items using clear letter formation
- recognising that some signs are iconic, linking to the appearance of a , for example, HOUSE, TREE, ELEPHANT , and that some are not iconic, such as SISTER, WHY, SIMPLE
- following a simple handshape chart, such as categorising handshapes with the signs, showing handshape incorporating , for example, the flat handshape for COMMUNITY, MUM, HEAD and HAT
- practising signing with correct mouth , for example, not 'mumbling' by using a small mouth movement and not 'yelling' by using an overly large mouth movement

Students learn to:

**recognise modelled combinations of signs and use Handshape, Orientation, Location and non-manual features (NMFs) to make meaning**

(AC9L1AU2U01)

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

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

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

- Communicate responsively

#### **Reading and viewing**

- Phonic knowledge and word recognition

#### **Elaborations**

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

#### **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

#### **Social management**

- Communication

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

- Communicate responsively

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

#### **Social management**

- Communication

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

#### **Social management**

- Communication

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

- Communicate responsively

#### **Social management**

- Communication

#### **Resources**

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

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

**Content description**

## **Continuum extract**

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

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

## **Snapshot – Phonic knowledge and word recognition**

### **Literacy: Reading and viewing: Phonic knowledge and word recognition**

#### **Content description**

#### **Learning progression extract**

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

##### **Phonic knowledge**

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

##### **Word recognition**

- reads most common high-frequency words (e.g. 100 or more) in continuous text

##### **Phonic knowledge**

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

##### **Word recognition**

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

##### **Phonic knowledge and word recognition**

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

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

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

#### **Content description**

AC9L1AU2U01

noticing the location of a sign on the body or in space and considering its connection to the sign's meaning, for example, signing

THINK or KNOW

on the location of the head related to our brain doing the thinking or containing knowledge

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U01

noticing the location of a sign on the body or in space and considering its connection to the sign's meaning, for example, signing

THINK or KNOW

on the location of the head related to our brain doing the thinking or containing knowledge

### **Continuum extract**

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

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

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

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

### **Content description**

AC9L1AU2U01

recognising the use of specific handshapes when signing, for example, COCKATOO

and

SOCCER

handshape:fist

### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **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**

AC9L1AU2U01

recognising the use of specific handshapes when signing, for example, COCKATOO

and  
SOCCER  
handshape:fist

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U01

practising the parameters of HOLM and NMFs to produce meaningful signs such as handshape:hook, or tapping the nose twice (

SISTER

), the chin twice (

DINNER

), or cheek twice (

FUNNY)

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9L1AU2U01

practising the parameters of HOLM and NMFs to produce meaningful signs such as handshape:hook, or tapping the nose twice (

SISTER

), the chin twice (

DINNER

), or cheek twice (

FUNNY)

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U01

developing double-handed signs such as



SET UP

and

CONFIDENT

, where both hands are engaged

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9L1AU2U01

developing double-handed signs such as

SET UP

and

CONFIDENT

, where both hands are engaged

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9L1AU2U01

### **Continuum extract**

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

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

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

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

##### **Content description**

AC9L1AU2U01

recognising movements of the hands in modelled signs, for example,

GIRL

or

BOY

### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9L1AU2U01

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9L1AU2U01

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9L1AU2U01

recognising that some signs are iconic, linking to the appearance of a referent, for example,

HOUSE, TREE, ELEPHANT

, and that some are not iconic, such as

SISTER, WHY, SIMPLE

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9L1AU2U01

following a simple handshape chart, such as categorising handshapes with the signs, showing handshape incorporating HOLM, for example, the flat handshape for

COMMUNITY, MUM, HEAD

and

HAT

#### **Continuum extract**

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

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

### **Snapshot – Communication**

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

#### **Content description**

AC9L1AU2U01

following a simple handshape chart, such as categorising handshapes with the signs, showing handshape incorporating HOLM, for example, the flat handshape for

COMMUNITY, MUM, HEAD

and

HAT

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U01

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9L1AU2U01

### **Continuum extract**

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

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

### **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

## AC9L1AU2U02

### recognise that signs and features of are used to construct meaning in Auslan

- 
- 

#### Elaborations

- showing understanding of , movement, , and , such as using medium for normal signed discourse and larger space for more energetic/emotional signed discourse, or smaller space for discreet signed discourse
- understanding how to complete through movement within signs, for example, FINISHED CALL PRO3 (sign moves from the signer to ) I called him. PRO2 HELP PRO3(PL) (the sign HELP moves from the location to the signer's body, expressing that the help was given to them) You helped them .
- identifying how can be represented by handshapes and , for example, a person, pole or tree can be represented by a pointer handshape, a cylinder can be traced by a cup handshape, and can also be used to show size and length of an object such as a ruler
- understanding that signing involves a combination of signs, and to detailed information, for example, The man walked slowly can be expressed as MAN WALK SLOW or PT+f :MAN-WALKS-SLOWLY or CA:MAN-SWINGS-ARMS-NONCHALANTLY
- noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation), such as those for ages, for example, AGE-YEARS(FIVE) , or of time such as WEEK-AGO(THREE)
- categorising signs in such as common and proper , for example, DOG, PARIS, fingerspelled such as such as GIRL READ versus PRO3 READ
- recognising that there is no 'to be' in Auslan, for example, PRO1 COLD I am cold. PRO2 GO SHOP? Are you going shopping?
- practising the signing of examples of that describe in different ways, such as how they look ( BIG or RED ), feel ( SOFT or HOT ), smell ( SMELLY ) or sound ( LOUD ) and using lexicalised signs such as colour and sound, or for size, shape, weight, texture
- recognising that signs can reinforce the signers' messaging or description and are used for distinguishing between statements and those that are
- using and to represent meaning, such as widening eyes and puffing cheeks for depicting growth, puffing cheeks and slumping shoulders for depicting heaviness, narrowing eyes and mouth for something thin
- noticing that Auslan are different from English because they do not show gender, but they can show location and a specific number of , using

Students learn to:

### recognise that signs and features of language are used to construct meaning in Auslan

(AC9L1AU2U02)

#### General capabilities and cross-curriculum priorities

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

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Reading and viewing

- Phonic knowledge and word recognition

#### Elaborations

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

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### 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

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

- Communicate responsively

### **Social management**

- Communication

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

### **Social management**

- Communication

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

- Communicate responsively

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

- Communicate responsively

### **Social management**

- Communication

### **Analysing**

- Interpret concepts and problems

### **Resources**

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U02

### **Continuum extract**

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

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

### **Snapshot – Phonic knowledge and word recognition**

## **Literacy: Reading and viewing: Phonic knowledge and word recognition**

### **Content description**

AC9L1AU2U02

### **Learning progression extract**

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

### **Phonic knowledge**

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

### **Word recognition**

- reads most common high-frequency words (e.g. 100 or more) in continuous text

### **Phonic knowledge**

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

### **Word recognition**

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

### **Phonic knowledge and word recognition**

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9L1AU2U02

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9L1AU2U02

#### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U02

understanding how to create complete sentences through movement within signs, for example, FINISHED CALL PRO3 (sign moves from the signer to referent)

I called him.

PRO2 HELP PRO3(PL) (the sign HELP moves from the referent location to the signer's body, expressing that the help was given to them)

You helped them .

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9L1AU2U02

understanding how to create complete sentences through movement within signs, for example, FINISHED CALL PRO3 (sign moves from the signer to referent)

I called him.

PRO2 HELP PRO3(PL) (the sign HELP moves from the referent location to the signer's body, expressing that the help was given to them)

You helped them .

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U02

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9L1AU2U02

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U02

understanding that signing involves a combination of signs, CAs and DSs to convey detailed information, for example, The man walked slowly can be expressed as

MAN WALK SLOW

or

PT+f DS:MAN-WALKS-SLOWLY

or

CA:MAN-SWINGS-ARMS-NONCHALANTLY

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9L1AU2U02

understanding that signing involves a combination of signs, CAs and DSs to convey detailed information, for example, The man walked slowly can be expressed as

MAN WALK SLOW

or

PT+f DS:MAN-WALKS-SLOWLY

or

CA:MAN-SWINGS-ARMS-NONCHALANTLY

### **Continuum extract**

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

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

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

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

### **Content description**

AC9L1AU2U02

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

AGE-YEARS(FIVE)

, or adverbs of time such as

WEEK-AGO(THREE)

### **Continuum extract**



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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

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

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

##### **Content description**

AC9L1AU2U02

categorising noun signs in clauses such as common and proper nouns, for example,

DOG, PARIS,

fingerspelled nouns such as

GIRL READ

versus

PRO3 READ

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

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

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

##### **Content description**

AC9L1AU2U02

recognising that there is no verb 'to be' in Auslan, for example,

PRO1 COLD

I am cold.

PRO2 GO SHOP?

Are you going shopping?

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9L1AU2U02

practising the signing of examples of adjectives that describe nouns in different ways, such as how they look (

BIG

or

RED

), feel (

SOFT

or

HOT

), smell (

SMELLY

) or sound (

LOUD

) and using lexicalised signs such as colour and sound, or for size, shape, weight, texture

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9L1AU2U02

practising the signing of examples of adjectives that describe nouns in different ways, such as how they look (

BIG

or

RED

), feel (

SOFT

or

HOT

), smell (

SMELLY

) or sound (

LOUD

) and using lexicalised signs such as colour and sound, or for size, shape, weight, texture

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9L1AU2U02

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9L1AU2U02

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9L1AU2U02

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9L1AU2U02

### **Continuum extract**

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

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

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

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

### **Content description**

AC9L1AU2U02

### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **AC9L1AU2U03**

#### **notice that Auslan has features that may be similar to or different from English**

•

### **Elaborations**

- noticing that Auslan has more flexibility in order than English
- comparing differences in forms of in signed and spoken , for example, not using a person's name when signing directly to them, unlike the use of names in English and some other
- participating in shared of children's books containing Auslan images and English , asking and answering about unfamiliar and , and noticing the comparative number of signs and used in the book
- recognising that there are many sign around the world and that sign in English-speaking countries, such as Auslan, American Sign Language ( ) and British Sign Language ( ), are different
- creating a chart or poster to compare signs used in , and/or New Zealand Sign Language ( ) that are similar to Auslan
- recognising that different serve different in both Auslan and English, for example, comparing the Auslan and English in a procedure such as a recipe or in a such as a story
- recognising lexicalised signs when comparing Auslan expressions used in everyday such as greetings with equivalent English expressions, for example, HOW-ARE-YOU? compared with How are you? , and combining with to meaning, and
- comparing in Auslan and English, for example, comparing how features of , such as body movement, mannerism, role shift, eye gaze and , may or may not be present in an English
- creating a poster, chart or diagram of the origins of Auslan from and Irish Sign Language (ISL) used by early settlers and convicts in the early 1790s

Students learn to:

#### **notice that Auslan has features that may be similar to or different from English**

(AC9L1AU2U03)

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

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

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

- Communicate responsively

### **Elaborations**

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

### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

### **Analysing**

- Interpret concepts and problems

## **Social management**

- Communication

- Collaboration

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

- Communicate responsively

### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

### **Analysing**

- Interpret concepts and problems

### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

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

- Communicate responsively

## **Resources**

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9L1AU2U03

#### **Continuum extract**

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

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

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

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

## **Content description**

AC9L1AU2U03

### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

## **Snapshot – Communicate responsively**

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

## **Content description**

AC9L1AU2U03

### **Continuum extract**

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

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

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

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

## **Content description**

AC9L1AU2U03

### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

## **Snapshot – Communicate responsively**

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

## **Content description**

AC9L1AU2U03

### **Continuum extract**

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

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

## **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**

AC9L1AU2U03

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

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

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

##### **Content description**

AC9L1AU2U03

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **Snapshot – Communication**

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

##### **Content description**

AC9L1AU2U03

##### **Continuum extract**

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

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

### **Snapshot – Collaboration**

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

##### **Content description**

AC9L1AU2U03

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9L1AU2U03

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9L1AU2U03

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U03

### **Continuum extract**

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

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

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

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

### **Content description**

AC9L1AU2U03

### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

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

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

### **Content description**

AC9L1AU2U03

recognising lexicalised signs when comparing Auslan expressions used in everyday interactions such as greetings with equivalent English expressions, for example, HOW-ARE-YOU?

compared with How are you? , and combining with NMFs to convey meaning, mood and tone

### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U03

recognising lexicalised signs when comparing Auslan expressions used in everyday interactions such as greetings with equivalent English expressions, for example, HOW-ARE-YOU?

compared with How are you? , and combining with NMFs to convey meaning, mood and tone

### **Continuum extract**

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

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

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

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

### **Content description**

AC9L1AU2U03

### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U03

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U03

### **Continuum extract**

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

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

### **AC9L1AU2U04**

#### **notice that people use in ways that reflect cultural**

- 
- 

#### **Elaborations**

- identifying and showing markers of social and cultural when introducing themselves, their family names, given name/s, and/or sign names if appropriate, in a role-play
- noticing how is represented in a sign name, discussing the names of class members and where that name came from, if appropriate
- identifying themselves as members of a , describing their ways of communicating with deaf, hard of hearing and hearing children, family members and the
- exploring symbols and used by First Nations Australians and the in a range of , for example, finding out what the symbols on flags represent
- exploring the 'Deaf way' such as the use of physical space to ensure signers can see each other, being able to through windows or from a distance, and recognising the importance of facial expression, eye gaze and in information in a and
- considering roles and responsibilities in relation to membership of a community, for example, in a , by describing how they can help others to be aware of their preferences in the classroom, or with responsibilities related to a local community, such as how to be a caring neighbour
- identifying different ways members with each other and with members of the wider hearing community using Auslan or English, including face-to-face or online, interpreters and relay services
- using a Y-chart to compare aspects of their lives as deaf or hard of hearing children with those of hearing children, for example, ways of playing games such as the swimming-pool game 'Marco Polo',



which uses splashing instead of calling out their name

- talking about Auslan signs or informal signs they might use at home that are different from signs used by other people

Students learn to:

## **notice that people use language in ways that reflect cultural identity**

(AC9L1AU2U04)

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

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

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

#### **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

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

#### **Analysing**

- Interpret concepts and problems

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

#### **Analysing**

- Interpret concepts and problems

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

- Reflect on the relationship between cultures and identities

#### **Culture**

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

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

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

- Communicate responsively

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

- Reflect on the relationship between cultures and identities

### **Resources**

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

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

##### **Content description**

AC9L1AU2U04

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

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

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

##### **Content description**

AC9L1AU2U04

##### **Continuum extract**

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

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

#### **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**

AC9L1AU2U04

##### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

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

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

##### **Content description**

AC9L1AU2U04

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

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

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

##### **Content description**

AC9L1AU2U04

### **Continuum extract**

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

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

### **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**

AC9L1AU2U04

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

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

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

### **Content description**

AC9L1AU2U04

### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **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**

AC9L1AU2U04

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U04

### **Continuum extract**

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

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

meanings for familiar cultural and linguistic groups

- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

### **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**

AC9L1AU2U04

#### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

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

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

#### **Content description**

AC9L1AU2U04

#### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **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**

AC9L1AU2U04

#### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9L1AU2U04

#### **Continuum extract**

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

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

### **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**

## **relationship between cultures and identities**

### **Content description**

AC9L1AU2U04

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U04

### **Continuum extract**

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

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

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

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

### **Content description**

AC9L1AU2U04

### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U04

### **Continuum extract**

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

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

### **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**

AC9L1AU2U04

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L1AU2U04

### **Continuum extract**

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

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

### **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**

AC9L1AU2U04

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows