(no-code)

and respond to about self, others and the classroom environment, using and familiar expressions

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Elaborations

• encouraging and praising each other using such as GOOD WORK, EXCELLENT TRY, CONGRATULATIONS PRO2 WON, LUCKY/GOOD-LUCK, UNLUCKY/BAD-LUCK good work, excellent try, congratulations that you won, lucky/good luck, unlucky/bad luck

• discussing preferences spontaneously in relation to school or general , using comparative , for example, PRO1 LIKE MATH, SCIENCE BUT POSS1 FAVOURITE ART, WHY? PRO1 LIKE PAINTING I like maths and science, but my favourite is art because I like painting.

• asking factual with relevant lexicalised signs, , and to request information about planned in the or local and national events, in relation to details such as place, time or cost, for example, DEAF CLUB START WHEN? When does Deaf Club start? PT+dn YEAR DEAFLYMPICS WHERE? Where are the Deaflympics this year? NAIDOC ASSEMBLY MEET TIME WHAT? What time do we meet for the NAIDOC assembly?

• developing appropriate conversational behaviours such as sharing ideas through turn-taking, acknowledging and extending others' contributions using , interjections, and such as OH! WHOA (a claw handshape with movement in front of face expressing SORRY or DANGER) WOW PRO2-KNOW UM AH (I see)

• sharing feelings about important experiences or events, using to show manner, for example, PRO1 EXCITED HOLIDAY SOON I am excited about the holidays. POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD I was sad when my friend changed schools.

• comparing routines or in face-to-face or online , using signs for time, sequence and location, for example, WHAT TIME PRO2 USUALLY GO-TO BED? What time do you usually go to bed? EVERY MONDAY POSS1 CLASS LBUOY(1):READING LBUOY(2):MATHS LBUOY(3):SWIMMING. POSS2 CLASS G:WELL? Every Monday my class has , then maths, then swimming. What about your class?

• using persuasive in social with each other, with and lexicalised signs such as MUST/MUST-NOT versus CAN/CAN-NOT to explicitly express opinion or stance on an issue, or use of conditionals to demonstrate cause and effect, for example, FS:IF PRO2 DRIVE DANGEROUS, PRO2 WILL CRASH If you drive dangerously, you will crash.

• using appropriate protocols when following instructions or gaining the attention of a group, such as flashing lights, waving, multiple tapping or foot stomping in some , waiting for eye contact or pauses in signing, and using such as EXCUSE ME or SORRY INTERRUPT or QUICK INTERRUPT when interrupting a conversation

• developing communicative strategies in conversations such as clarifying own and others' points of information, for example, PRO2 MEAN …? Do you mean …? THAT RIGHT (CORRECT)? Is that right? KNOW WHAT PRO1 MEAN? Do you know what I mean? THIS PRO2 FINISH THIS? Do you think that's finished now? RIGHT (CORRECT) PRO1? … am I right?

• understanding how to walk between signers engaged in conversation without interrupting, whereby the signer walks in front of the person signing and the person walking behind is responsible for steering the signer away from bumping into people, objects or poles

Students learn to:

initiate exchanges and respond to questions about self, others and the classroom e modelled and familiar expressions

(AC9L1AU4C01)

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

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

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Engaging with cultural and linguistic diversity

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Social management

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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

Resources

Snapshot – Communicate responsively

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

Content description

AC9L1AU4C01

Continuum extract

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

• 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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9L1AU4C01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• 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")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Communicate responsively

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

Content description

AC9L1AU4C01
encouraging and praising each other using phrases such as
GOOD WORK, EXCELLENT TRY, CONGRATULATIONS PRO2 WON, LUCKY/GOOD-LUCK, UNLUCKY/BAD-LUCK
good work, excellent try, congratulations that you won, lucky/good luck, unlucky/bad luck

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select strategies for open, flexible and focused communication in unfamiliar settings, considering
their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C01
encouraging and praising each other using phrases such as
GOOD WORK, EXCELLENT TRY, CONGRATULATIONS PRO2 WON, LUCKY/GOOD-LUCK, UNLUCKY/BAD-LUCK
good work, excellent try, congratulations that you won, lucky/good luck, unlucky/bad luck

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C01

discussing preferences spontaneously in relation to school or general activities, using comparative language, for example,

PRO1 LIKE MATH, SCIENCE BUT POSS1 FAVOURITE ART, WHY? PRO1 LIKE PAINTING

I like maths and science, but my favourite subject is art because I like painting.

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

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

Snapshot – Communicate responsively

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

Content description

AC9L1AU4C01

asking factual questions with relevant lexicalised signs, CAs, DSs and NMFs to request information about planned activities in the Deaf community or local and national events, in relation to details such as place, time or cost, for example,

DEAF CLUB START WHEN?

When does Deaf Club start?

PT+dn YEAR DEAFLYMPICS WHERE?

Where are the Deaflympics this year?

NAIDOC ASSEMBLY MEET TIME WHAT?

What time do we meet for the NAIDOC assembly?

Continuum extract

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

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• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

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

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr

responsively

Content description

AC9L1AU4C01

developing appropriate conversational behaviours such as sharing ideas through turn-taking, acknowledging and extending others' contributions using discourse markers, interjections, fillers and NMFs such as

OH!

WHOA

(a claw handshape with movement in front of face expressing

SORRY

or

DANGER

)

WOW

PRO2-KNOW

UM

AH (I see)

Continuum extract

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

• 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

AC9L1AU4C01

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Snapshot – Communicate responsively

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

Content description

AC9L1AU4C01

sharing feelings about important experiences or events, using NMFs to show manner, for example,

PRO1 EXCITED HOLIDAY SOON

I am excited about the holidays.

POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD

I was sad when my friend changed schools.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C01

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• apply verbal and non-verbal communication skills when responding to others

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

Snapshot – Communicate responsively

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

Content description

AC9L1AU4C01

comparing routines or activities in face-to-face or online exchanges, using signs for time, sequence and location, for example,

WHAT TIME PRO2 USUALLY GO-TO BED?

What time do you usually go to bed?

EVERY MONDAY POSS1 CLASS LBUOY(1):READING LBUOY(2):MATHS LBUOY(3):SWIMMING. POSS2 CLASS G:WI

Every Monday my class has reading, then maths, then swimming. What about your class?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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AC9L1AU4C01

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Snapshot – Communicate responsively

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

Content description

AC9L1AU4C01

using persuasive language in social interactions with each other, with NMFs and lexicalised signs
such as
MUST/MUST-NOT
versus
CAN/CAN-NOT
to explicitly express opinion or stance on an issue, or use of conditionals to demonstrate cause and
effect, for example,
FS:IF PRO2 DRIVE DANGEROUS, PRO2 WILL CRASH
If you drive dangerously, you will crash.

Continuum extract

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meanings for familiar cultural and linguistic groups
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linguistic groups respond
• select strategies for open, flexible and focused communication in unfamiliar settings, considering
their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C01

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Snapshot – Communicate responsively

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

Content description

AC9L1AU4C01

using appropriate protocols when following instructions or gaining the attention of a group, such as
flashing lights, waving, multiple tapping or foot stomping in some contexts, waiting for eye contact

or pauses in signing, and using language such as
EXCUSE ME
or
SORRY INTERRUPT
or
QUICK INTERRUPT
when interrupting a conversation

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

AC9L1AU4C01
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• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9L1AU4C01
developing communicative strategies in conversations such as clarifying own and others' points of information, for example,
PRO2 MEAN …?
Do you mean …?
THAT RIGHT (CORRECT)?
Is that right?
KNOW WHAT PRO1 MEAN?
Do you know what I mean?
THIS PRO2 FINISH THIS?
Do you think that's finished now?
RIGHT (CORRECT) PRO1?
… am I right?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C01

developing communicative strategies in conversations such as clarifying own and others' points of information, for example,

PRO2 MEAN …?

Do you mean …?

THAT RIGHT (CORRECT)?

Is that right?

KNOW WHAT PRO1 MEAN?

Do you know what I mean?

THIS PRO2 FINISH THIS?

Do you think that's finished now?

RIGHT (CORRECT) PRO1?

… am I right?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communicate responsively

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

Content description

AC9L1AU4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

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

AC9L1AU4C02

participate in that involve planning and transacting with others, using a range of and structures in familiar

•

•

Elaborations

• working together in projects such as short films or displays to demonstrate content knowledge from different curriculum areas, sharing decisions about content, vocabulary and sequencing, for example, making a film to describe the basic needs of an animal

• playing group games that involve the of information, such as a treasure hunt or guessing game, using lexicalised signs and and for appropriate questioning, for example, BROWN EYES CURLY HAIR, PRO3 HAVE, YES-NO? Does he have brown eyes and curly hair? CAN COOK WITH? Can you use it for cooking? DS:OPEN-DOOR PT+f :WALK-THROUGH Open the door and walk through.

• negotiating roles and responsibilities such as group leader, note-taker or reporter, and expressing preferences when working on shared projects, using expressions such as PRO1 RATHER THAT JOB PRO2 WANT, WHAT? I would prefer to do that; What job do you want to do? PRO1 FILM PRO2 QUESTION I'll film; you ask the .

• working together on collaborative tasks such as craft , using interactional such as CAN PRO2 BRING SCISSORS PAPER, PLEASE? Can you please bring scissors and paper?

• using a structured or story to a role-play in groups, for example, a for a visit to a restaurant or aspects of popular stories, using , and role shifts

• contributing to the development of a set of class rules, for example, PT CHEWING FORBIDDEN We are not allowed to have gum. MUST :CHAIRS-IN :ENTITY We must push our chairs in. MUST PUT POSS2 HAND UP :HAND-UP You must put your hand up. ALWAYS NICE Always be nice

• relaying messages between different members in Auslan games such as 'Auslan whispers', passing on visual images or jigsaw , using or lexicalised signed , for example, one student has half an image of a pink elephant, and signs to others PINK ELEPHANT, YOU HAVE? YES-NO?

• creating a class profile or map identifying student connections to different countries

Students learn to:

participate in activities that involve planning and transacting with others, using a ra phrases and structures in familiar contexts

(AC9L1AU4C02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

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

• Develop multiple perspectives

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Analysing

• Interpret concepts and problems

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Resources

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9L1AU4C02

Continuum extract

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

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9L1AU4C02

Learning progression extract

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

• 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")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9L1AU4C02

Continuum extract

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- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L1AU4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C02

playing group games that involve the exchange of information, such as a treasure hunt or guessing game, using lexicalised signs and SASSs and DSs for appropriate questioning, for example,

BROWN EYES CURLY HAIR, PRO3 HAVE, YES-NO?

Does he have brown eyes and curly hair?

CAN COOK WITH?

Can you use it for cooking?

DS:OPEN-DOOR PT+f DS:WALK-THROUGH

Open the door and walk through.

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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AC9L1AU4C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C02

negotiating roles and responsibilities such as group leader, note-taker or reporter, and expressing preferences when working on shared projects, using expressions such as

PRO1 RATHER THAT JOB PRO2 WANT, WHAT?

I would prefer to do that; What job do you want to do?

PRO1 FILM PRO2 QUESTION

I'll film; you ask the questions.

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C02

working together on collaborative tasks such as craft activities, using interactional phrases such as

CAN PRO2 BRING SCISSORS PAPER, PLEASE?

Can you please bring scissors and paper?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L1AU4C02

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CAN PRO2 BRING SCISSORS PAPER, PLEASE?

Can you please bring scissors and paper?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C02

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

AC9L1AU4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C02

contributing to the development of a set of class rules, for example,

PT CHEWING FORBIDDEN

We are not allowed to have gum.

MUST DS:CHAIRS-IN DS:ENTITY

We must push our chairs in.

MUST PUT POSS2 HAND UP CA:HAND-UP

You must put your hand up.

ALWAYS NICE

Always be nice

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L1AU4C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C02

relaying messages between different members in Auslan games such as 'Auslan whispers', passing on visual images or jigsaw activities, using DSs or lexicalised signed sentences, for example, one student has half an image of a pink elephant, and signs to others

PINK ELEPHANT, YOU HAVE? YES-NO?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L1AU4C02

relaying messages between different members in Auslan games such as 'Auslan whispers', passing on visual images or jigsaw activities, using DSs or lexicalised signed sentences, for example, one student has half an image of a pink elephant, and signs to others
PINK ELEPHANT, YOU HAVE? YES-NO?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9L1AU4C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

AC9L1AU4C03

locate and respond to key information related to familiar content obtained from signed, visual and

•

•

Elaborations

• using information collected from peers about interests, preferences or routines and presenting findings to the class using visual supports/graphic organisers, for example, determining the percentage of environmentally friendly methods of transport that students use to get to school
• categorising object and signs based on their handshapes in such as a handshape bingo game, listing or signing signs related to the fixed handshape selected by the teacher, for example, handshape:five = COCKATOO, WHERE, HOW-MANY, FIRE
• watching an Auslan video explaining the basic rules in a game or sport and following instructions by playing the game
• learning that First Nations Australian change according to connections and relationships between people, and giving examples of how this occurs in Auslan
• paraphrasing, retelling or recalling key points of information used in announcements, short documentaries or news items, such as signing back the information in Auslan or explaining the content to a peer who watched a different item
• watching a story in Auslan and sequencing the events, using visual

• viewing short Auslan stories or signed presentations by a teacher, peer or visitor, identifying specific points of information and recording observations in table form, for example, who, what, when, where

• using and to subsequent events in a cartoon or short film clip, answering, for example, NEXT, WHAT? What happens next?

• comparing 2 signed versions of a popular story, indicating their preference for one version over the other and explaining why

• drawing a personal interpretation of a description of a 's appearance

• viewing by Deaf theatre companies and/or signed theatre and expressing their reactions using to show changing emotions such as anticipation, fear or relief

• demonstrating understanding of a through retelling or enacting or using , focusing on the importance of eye gaze and role shift in , when responding to the

Students learn to:

locate and respond to key information related to familiar content obtained from sigr multimodal texts

(AC9L1AU4C03)

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

Social management

• Communication

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

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

Social management

• Communication

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Social management

• Communication

Inquiring

• Identify, process and evaluate information

Social management

• Communication

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU4C03

Continuum extract

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

• 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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9L1AU4C03

Learning progression extract

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

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

Comprehension

• reads and views simple texts and some elementary texts (see Text complexity)

• scans texts to locate specific information in an elementary print text

• recounts or describes the most relevant details from a text

• tracks ideas or information throughout the text

• identifies main idea by synthesising information across a simple text

• identifies the arguments in an elementary text

• identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)

• explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)

• makes connections between texts (e.g. compares 2 versions of a well-known story)

• integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")

• predicts the content and purpose of a text based on a range of text features

Processes

• uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)

• recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)

• identifies parts of text used to answer literal and inferential questions

• uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)

• uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)

• identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

• uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")

• interprets language devices (e.g. exaggeration or repetition)

• interprets simple imagery (e.g. simile, onomatopoeia)

• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")

• identifies words that state opinions (e.g. "I think")

• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)

• locates information or details embedded in the text

• identifies the main idea in an elementary text

• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)

• draws inferences and identifies supporting evidence in the text

• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)

• recognises that texts can present different points of view

• distinguishes between fact and opinion in texts

• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)

• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)

• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU4C03

categorising object and signs based on their handshapes in activities such as a handshape bingo game, listing or signing signs related to the fixed handshape selected by the teacher, for example, handshape:five = COCKATOO, WHERE, HOW-MANY, FIRE

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Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU4C03

using CAs and gestures to predict subsequent events in a cartoon or short film clip, answering, for example,
NEXT, WHAT?
What happens next?

Continuum extract

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Identify, process and evaluate information

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C03

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Snapshot – Identify, process and evaluate information

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

AC9L1AU4C04

develop strategies to comprehend and Auslan to cultural meaning

-

-

Elaborations

• noticing how signs can rich, multilayered meaning which might not have a direct match in English, for example, using only to how powerfully the big bad wolf blows down the houses in 'The Three Little Pigs', or to Jack's focus and exertion in climbing the beanstalk in 'Jack and the Beanstalk'
• comparing single signs and that have direct matches to in English, for example, GO-TO meaning to travel to/to attend/to go/to in English or more lexicalised such as MOTHER, SCHOOL
• identifying a list of non-equivalent Auslan sign/ used by deaf people that might be easily understood by hearing people, for example, head nodding and shaking, pointing to the wrist for time, shrugging shoulders for don't know
• creating a class signed of repeated lines in familiar children's stories, such as 'We're Going on a Bear Hunt', using to show throughout the story
• identifying the of some signs, such as SNORKELLING, SAILING , and noticing how similar they are to the object/ , and how this helps with translating
• translating English to Auslan, using , and
• exploring similarities and differences in Auslan that differ in the northern regions (NSW, Qld and ACT) and southern regions (Vic, SA, WA, NT and Tas), such as ANIMAL or AFTERNOON , and colour signs
• creating for the classroom or school community, such as posters including signed images or digital library displays, and discussing how to represent meaning in different for different
• explaining and identifying the meaning behind their sign name if appropriate, based on factors such as personality traits, physical characteristics or notable skills
• watching a simple Auslan video and translating this into written English

Students learn to:

develop strategies to comprehend and adjust Auslan to convey cultural meaning

(AC9L1AU4C04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Elaborations

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

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges
Analysing

• Interpret concepts and problems
Navigating intercultural contexts

• Adapt in intercultural exchanges
Analysing

• Interpret concepts and problems
Navigating intercultural contexts

• Adapt in intercultural exchanges
Analysing

• Interpret concepts and problems
Navigating intercultural contexts

• Adapt in intercultural exchanges
Analysing

• Interpret concepts and problems
Navigating intercultural contexts

• Adapt in intercultural exchanges
Analysing

• Interpret concepts and problems
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
Navigating intercultural contexts

• Adapt in intercultural exchanges
Analysing

• Interpret concepts and problems
Navigating intercultural contexts

• Adapt in intercultural exchanges
Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L1AU4C04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9L1AU4C04
Learning progression extract

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

Comprehension
- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes
- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary
- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)

• uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
• identifies words that state opinions (e.g. "I think")
• understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Comprehension

• reads and views elementary texts (see Text complexity)
• locates information or details embedded in the text
• identifies the main idea in an elementary text
• identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry)
• draws inferences and identifies supporting evidence in the text
• monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs)
• recognises that texts can present different points of view
• distinguishes between fact and opinion in texts
• compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

Processes

• integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read elementary texts (see Phonic knowledge and word recognition and Fluency)
• identifies language features that signal purpose in an elementary text (e.g. diagrams, dialogue)
• uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed)
• navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links

Vocabulary

• interprets creative use of figurative language (e.g. metaphor, simile, onomatopoeia)
• interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
• describes the language and visual features of texts using metalanguage (e.g. grammatical terms such as "cohesion", "tense", "noun groups/phrases")
• recognises how synonyms are used to enhance a text (e.g. "transport", "carry", "transfer")
• draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. "universe")
• recognises how evaluative and modal words are used to influence the reader (e.g. "important", "should", "dirty")

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L1AU4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4C04

comparing single signs and words that have direct matches to phrases in English, for example, GO-TO

meaning to travel to/to attend/to go/to in English or more lexicalised words such as MOTHER, SCHOOL

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Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4C04

identifying the iconicity of some signs, such as

SNORKELLING, SAILING

, and noticing how similar they are to the object/referent, and how this helps with translating

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

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understanding of, cultural diversity

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4C04

exploring similarities and differences in Auslan dialects that differ in the northern regions (NSW,
Qld and ACT) and southern regions (Vic, SA, WA, NT and Tas), such as
ANIMAL
or
AFTERNOON
, and colour signs

Continuum extract

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Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

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• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9L1AU4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L1AU4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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Continuum extract

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L1AU4C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

AC9L1AU4C05

and present informative and imaginative signed, visual and , using (FS), , ( ), ( ), , expressions and textual

•

•

Elaborations

• planning and rehearsing a presentation of factual information at a school assembly, for example, information about significant events such as the National Week of Deaf People or Harmony Day, using visual supports such as a timeline

• creating and presenting an informative video about their school to support newly arrived deaf students, using Auslan and visuals, including a signed glossary of the most relevant signs

• explaining a favourite computer game, sport or playground game to a younger , highlighting key terms and supporting the information with pictures, and demonstrated actions, for example, teaching how to play handball or 'Duck, duck, goose'

• creating simple descriptions in Auslan and matching them to appropriate First Nations locations in their local area or elsewhere in Australia

• creating card games to play with peers that contain pictures, labels and signs, for example, cards relating to different forms of transport

• creating an informative video for younger peers, identifying the Auslan signs and putting them into handshape categories

• information, such as a digital report in a school newsletter, about cultural events, for example, an excursion to a Deaf event/school, Auslan Day, a deaf visitor or about local community, national or international events such as Anzac Day or Chinese New Year

• creating a short signed by experimenting and adapting key elements of a popular picture book or humorous story, using elements of such as role shift and eye gaze, , and signing techniques, according to

• performing stories for a live or community festival with a focus on to express emotion and humour

• participating in storytelling games or imaginative , for example, the joint construction of a progressive story

Students learn to:

create and present informative and imaginative signed, visual and multimodal texts, fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs space, formulaic expressions and modelled textual conventions

(AC9L1AU4C05)

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
• Collaboration

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Inquiring

• Identify, process and evaluate information

Social management

• Communication

Social management

• Communication

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

Inquiring

• Identify, process and evaluate information

Social management

• Communication

Social management

• Communication

Generating

• Create possibilities

Social management

• Communication

Social management

• Communication

• Collaboration

Generating

• Create possibilities

Social management

• Communication

• Collaboration

Resources

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9L1AU4C05

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

AC9L1AU4C05

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C05

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L1AU4C05

Continuum extract

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

• participate cooperatively in groups on common tasks and activities

• perform designated roles within groups, appreciating everyone's contributions to a shared outcome

• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Create, communicate and collaborate

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

Content description

AC9L1AU4C05

Continuum extract

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

• experiment with the features of familiar digital tools to create content

• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C05

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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

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Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU4C05

Continuum extract

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

- 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
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C05

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L1AU4C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Identify, process and evaluate information

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C05

Continuum extract

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9L1AU4C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4C05

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L1AU4C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

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Personal and Social capability: Social management: Communication

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

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Continuum extract

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AC9L1AU4U01

recognise and use combinations of signs to form and

•

Elaborations

• using the 5 major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE ( )
• understanding that are an element of a sign and are used to show emotional states as well as demonstrating emphasis, weight, exertion, proximity, texture and speed, for example, puffed cheeks

to demonstrate heaviness of an object being carried

• noticing the of handshapes in signs by focusing on a handshape of the week, such as a pointer handshape, and linking with lexicalised signs like BOY, THINK, PEOPLE

• identifying and demonstrating compound signs and recognising the and of signs to new meaning, for example, the sign RED + BALL = TOMATO

• distinguishing between single-handed signs such as MUM, SON, 2-handed signs such as BOOK, CHURCH, and double-handed signs such as TOILET, CONFUSE and TOMATO

• using and speed to demonstrate anticipation and/or to enhance storytelling

• recognising the pattern and describing how the movement changes between groups of related numbers, for example, 5, 15, 50, fifth

• noticing that meaning through can be expressed at a slow, medium and fast speed to match the deaf , given the environment, and the familiarity with the or concept they are spelling

• recognising and identifying the fully lexicalised signs that originated as partly-lexical , for example, AEROPLANE, TICKET, DRINK, MEET and MEETING

• understanding and identifying the concept of linguistic aspects in

• recognising how to sign with correct mouth to show emphasis and represent force and noise, for example, expressing certainty by mouthing ALP while signing PRO1 SURE

Students learn to:

recognise and use combinations of signs to form words and phrases

(AC9L1AU4U01)

General capabilities and cross-curriculum priorities

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

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

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

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Analysing

• Interpret concepts and problems

Social management

• Communication

Analysing

• Interpret concepts and problems

Social management

• Communication

Social management

• Communication

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Inquiring

• Identify, process and evaluate information

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9L1AU4U01

Continuum extract

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

• describe how their cultural identities influence interactions with others

• understand how cultural and linguistic diversity affect interactions within their community

• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U01

using the 5 major locations of signs on the body or in space, and identifying signs associated with each, such as

SEE

(head/face),

SAY

(mouth/chin),

WHY

(chest),

TALK

(hand) and

ONE

(signing space)

Continuum extract

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

• 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

• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9L1AU4U01

using the 5 major locations of signs on the body or in space, and identifying signs associated with each, such as

SEE

(head/face),

SAY

(mouth/chin),

WHY

(chest),

TALK

(hand) and

ONE

(signing space)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4U01

identifying and demonstrating compound signs and recognising the HOLM and NMF of signs to create new meaning, for example, the sign
RED + BALL = TOMATO

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U01
distinguishing between single-handed signs such as
MUM, SON,
2-handed signs such as
BOOK, CHURCH,

TOILET, CONFUSE
and
TOMATO

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4U01
distinguishing between single-handed signs such as
MUM, SON,
2-handed signs such as

BOOK, CHURCH,

TOILET, CONFUSE
and
TOMATO
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
Snapshot – Communication
Personal and Social capability: Social management: Communication
Content description

AC9L1AU4U01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication
Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description

AC9L1AU4U01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
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• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description

AC9L1AU4U01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
Snapshot – Explore the influence of cultures on interactions
Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions
Content description

AC9L1AU4U01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify
opportunities or challenges for relationship-building
Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU4U01

recognising and identifying the fully lexicalised signs that originated as partly-lexical DSs, for example,

AEROPLANE, TICKET, DRINK, MEET

and

MEETING

Continuum extract

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

• 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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4U01

recognising and identifying the fully lexicalised signs that originated as partly-lexical DSs, for example,

AEROPLANE, TICKET, DRINK, MEET

and

MEETING

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4U01

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4U01

recognising how to sign with correct mouth gesture to show emphasis and represent force and noise, for example, expressing certainty by mouthing ALP while signing

PRO1 SURE

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

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

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

AC9L1AU4U02

recognise and use Auslan , grammatical structures and basic , in familiar and

•

•

Elaborations

• recognising that Auslan users' use of , movement, , and enrich many elements of the , for example, integrating to show adjectival meanings such as READ CAREFUL, with the sign CAREFUL accompanied by appropriate

• demonstrating examples of types of , including entity, handling and , and their use in

• noticing how signers visually reconstruct their own or another's talk and/or actions using all elements of which includes eye gaze, and role shift, for example, identifying when the signer changes or reacts in a particular way

• using and lexicalised signs to describe a person, animal or items, for example, FOOTBALL WHERE PT+f GYM The football is at the gym.

• contributing examples of signs that tell when, where or how a happens, such as WANT LUNCH NOW I'd like lunch now. < PRO1(PL) RUN FAR We have run far. PLEASE COME HERE Come here please. PRO2 QUICK FINISH You finished quickly.

• noticing the relationship between the location of and the direction of some indicating , for example, role-playing CALL PRO1, CALL PRO2

• recognising and responding to in signed , for example, doing (WALK, WRITE) and saying (TELL, CALL (YELL), ANNOUNCE) in teacher instruction and

• distinguishing between and using yes/no and wh- , and noticing that each type of has different

Students learn to:

recognise and use Auslan language conventions, grammatical structures and basic texts and contexts

(AC9L1AU4U02)

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

Writing

• Grammar

Elaborations

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

Social management

• Communication

Social management

• Communication

Analysing

• Interpret concepts and problems

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

Inquiring

• Identify, process and evaluate information

Resources

Snapshot – Communicate responsively

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

Content description

AC9L1AU4U02

Continuum extract

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

• 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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9L1AU4U02

Learning progression extract

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

Grammatical accuracy

• uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")

• writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

Group and word level

• uses pronouns to represent participants (e.g. "she", "we", "them")

• uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")

• uses common and proper nouns

• uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")

• uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

Sentence level

• writes coherent simple sentences to express an idea or event

Whole text level

• sequences sentences to reflect a logical flow of ideas

• uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (e.g. "I have a bird. It can talk.")

• uses basic text connectives repetitively (e.g. "and", "then")

Grammatical accuracy

• writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

• uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")

• uses simple present, past and future tenses accurately to represent processes

• uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")

• uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")

• uses articles accurately (e.g. "a", "an", "the")

Sentence level

• writes simple sentences correctly

• writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

Whole text level

• writes a few sentences about a related idea

• groups related ideas into paragraphs

Grammatical accuracy

• writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

Group and word level

• uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)

• employs a range of tenses to represent processes

• maintains subject-verb agreement in simple and compound sentences

• uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")

• uses adverbials to present more surrounding details for time, place, manner and reason

Sentence level

• writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)

• writes complex sentences using conjunctions (e.g. "when", "because")

Whole text level

• uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices –

headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4U02

recognising that Auslan users' use of signing space, movement, CAs, DSs and NMFs enrich many elements of the language, for example, integrating NMFs to show adjectival meanings such as

READ CAREFUL,

with the sign

CAREFUL

accompanied by appropriate NMF

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

Content description

AC9L1AU4U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4U02

using verb and noun lexicalised signs to describe a person, animal or items, for example,
FOOTBALL WHERE PT+f GYM
The football is at the gym.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4U02

contributing examples of signs that tell when, where or how a verb happens, such as
WANT LUNCH NOW
I'd like lunch now.
PRO1(PL) RUN FAR
We have run far.
PLEASE COME HERE
Come here please.
PRO2 QUICK FINISH
You finished quickly.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U02

noticing the relationship between the location of referents and the direction of some indicating
verbs, for example, role-playing
CALL PRO1, CALL PRO2

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

Content description

AC9L1AU4U02

recognising and responding to verbs in signed text, for example, doing (
WALK, WRITE
) and saying (
TELL, CALL
(
YELL
),

ANNOUNCE

) verbs in teacher instruction and narrative texts

Continuum extract

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

• 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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4U02

recognising and responding to verbs in signed text, for example, doing (

WALK, WRITE

) and saying (

TELL, CALL

(

YELL

),

ANNOUNCE

) verbs in teacher instruction and narrative texts

Continuum extract

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

• use a range of skills to enhance verbal and non-verbal communication

• apply verbal and non-verbal communication skills when responding to others

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU4U02

Continuum extract

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

• 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

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

AC9L1AU4U03

recognise familiar Auslan structures and features and compare with those of English, in known

•

•

Elaborations

• comparing order in Auslan with written English, for example, FORWARD WEEK(TWO) PRO1 HOLIDAY I am going on holiday in 2 weeks.

• recognising some signs are borrowed from other sign around the world, such as and , for example, the kiss fist is a form of expression meaning TRULY LOVE IT

• noticing that differing in the creation of Auslan result in differing types and amounts of signing, for example, the use of more in

• recognising there are lexicalised signs for common English and abbreviations such as the days of the week, name of the month or names of states, for example, FS:VIC, NSW, SA
• recognising the features of using different , eye gazing and mannerism to gain, hold and finish explaining the , and considering in English which perform similar functions such as Yes, Really?, Wow and That's it.
• comparing Deaf and hearing jokes, noticing that Auslan jokes have an emphasis on visual elements and Deaf ways, for example, the timber joke
• keeping an Auslan/English class record of lexicalised Auslan signs and informal signs that they might use at home and at school

Students learn to:

recognise familiar Auslan structures and features and compare with those of Englis contexts

(AC9L1AU4U03)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

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

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Analysing

• Interpret concepts and problems

Social management

• Communication

Analysing

• Interpret concepts and problems

Social management

• Communication

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9L1AU4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U03

comparing word order in Auslan phrases with written English, for example,
FORWARD WEEK(TWO) PRO1 HOLIDAY
I am going on holiday in 2 weeks.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U03

recognising some signs are borrowed from other sign languages around the world, such as ASL and BSL,
for example, the kiss fist gesture is a form of ASL expression meaning
TRULY LOVE IT

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- 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
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

Content description

AC9L1AU4U03

recognising some signs are borrowed from other sign languages around the world, such as ASL and BSL,
for example, the kiss fist gesture is a form of ASL expression meaning
TRULY LOVE IT

Continuum extract

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

• 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
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U03
recognising there are lexicalised signs for common English words and abbreviations such as the days of the week, name of the month or names of states, for example,
FS:VIC, NSW, SA

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4U03
recognising there are lexicalised signs for common English words and abbreviations such as the days of the week, name of the month or names of states, for example,
FS:VIC, NSW, SA

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U03
recognising the features of using different NMFs, eye gazing and mannerism to gain, hold and finish explaining the context, and considering words in English which perform similar functions such as Yes, Really?, Wow and That's it.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant and significant aspects of a concept or problem, understanding that

approaches may change depending on the subject or learning area

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU4U03

recognising the features of using different NMFs, eye gazing and mannerism to gain, hold and finish explaining the context, and considering words in English which perform similar functions such as Yes, Really?, Wow and That's it.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

Content description

AC9L1AU4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

AC9L1AU4U04

identify connections between Auslan, cultural practices and

•

Elaborations

• exploring the positive effects of learning Auslan, such as the ability to express themselves and to belong to the

• recognising and identifying behaviours, rights, roles and responsibilities as a member of the in relation to ownership and maintenance of Auslan, and how these rest within the

• recognising the distinctive behaviours and in the that is the 'Deaf way', such as 'the long goodbye' and storytelling in social settings, for example, over-explaining why one arrived late, and direct/blunt comments

• exploring representations of information used in cultural expressions of First Nations Australians and making connections with those of Auslan and , for example, the different regional used by First Nations groups to identify themselves, such as Zenadth Kes, Koori, Koorie, Noongar and Nunga, and comparing this with the way is expressed by Auslan users

• recognising that Aboriginal and Torres Strait Islander peoples' use of signed is a mode of

• considering markers of social and cultural and their adaptations to Auslan use when communicating in different environments, such as in video chats, across a large yard, or when one or both hands are occupied, for example, variations in vocabulary, size of , clarity of signs, use of and

• comparing social etiquette in different communities and , for example, the importance of eye contact in the or comparing manners in different

• identifying different ways members with each other and with members of the wider hearing community, including face-to-face or online, such as National Relay Service ( ) or Video Relay Service ( ), through social media, the use of written English, or using interpreters

• recognising variation in adaptation of signing between different users of Auslan, for example, people who are deafblind use hand-over-hand signing, haptics and tactile

• developing a timeline about significant Auslan milestones such as the introduction of Auslan in Deaf schools and the publication of the Auslan dictionary

• understanding the effects of and variation in signers and signs across Australia, for example, differences in age, schooling or location such as northern/southern

Students learn to:

identify connections between Auslan, cultural practices and identity

(AC9L1AU4U04)

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

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 .

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

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.

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Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

• Explore the influence of cultures on interactions

Engaging with cultural and linguistic diversity

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Resources

Snapshot – Communicate responsively

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

Content description

AC9L1AU4U04

Continuum extract

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

• 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

• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding

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

AC9L1AU4U04

Continuum extract

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

• 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

• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

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

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Snapshot – Communicate responsively

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

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU4U04

Continuum extract

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

• 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

• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Communicate responsively

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

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Snapshot – Communicate responsively

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

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Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU4U04
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• 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
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm

responsively

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Snapshot – Reflect on the relationship between cultures and identities

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

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

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Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9L1AU4U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Communicate responsively

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

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Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Communicate responsively

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

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

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