(no-code)

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

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Elaborations

• using consistent patterning of for proper and lexicalised , with used more frequently to meaning

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

• exchanging information about themselves and their world using , for example, KNOW-WHAT? PRO1 NEW DOG Guess what? I have a new dog. POSS2 WEEKEND GOOD BAD? How was your weekend?

• asking for and providing additional detail, such as in a mock interview , for example, POSS2 STORY WOW. :LEANING-FORWARD TELL MORE Your story is interesting. Please tell me more. FS:IF PRO2 BOSS PRO2 WILL CHANGE WHAT? What would you change if you were boss?

• participating in conversations with their peers using strategies to , such as turn-taking and asking for , clarification or confirmation, for example, WHAT? PLEASE AGAIN Could you repeat that, please? STILL GO-AHEAD Go ahead … FS:SO PRO2 SAY PRO1 FIX THAT? So, you want me to fix that? PLEASE SLOW SIGN? Could you sign that slowly, please? PRO2 SAY BEFORE WHAT? What did you just say, sorry?

• using appropriate to enhance through backchannels and exclamations, for example, SURPRISE Oooh (with appropriate) INCREDIBLE No way! HOLD … Hang on a minute …

• describing and comparing topics, setting up use of space, for example, a weather report, PT+up WEATHER QUEENSLAND HOT The weather in Queensland is hot. PT+dn WEATHER TASMANIA COLD The weather in Tasmania is cold.

• expressing degrees of emotions and intensity through variations of signs and , for example, angry versus furious, happy versus ecstatic

• using in a role-play or turn-taking , for example, ANYWAY, THEN, PAUSE-NOD , , FS:SO, NOW, BUT , and others, as well as hand clasp, hand drop to indicate turn-taking

• explaining or justifying an opinion using conditional statements such as if … then … or when, for example, STUDY SCIENCE WHY-NOT? Why do you not want to study science?

• using persuasive and to present a point of in face-to-face or online , for example, PRO1 THINK SCHOOL UNIFORM GOOD BECAUSE ALL STUDENT ALIKE FEELMATTER-NOT RICH POOR ALIKE I think school uniform are good because they keep students equal, and it doesn't matter if they are rich or poor. PRO1 THINK SPORT GOOD BECAUSE PEOPLE PLAY OUTSIDE IMPROVE MENTAL HEALTH (wellbeing) I think sport is great because it encourages people to go out and improve their wellbeing.

• discussing an event involving 2 or more people using and tracking with , for example, recounting a lunchtime incident

• their to socialise with different using appropriate code-switching techniques, for example, in class or in the playground, or at an excursion with students from different year levels

• using culturally appropriate protocols when working with an interpreter such as not interrupting or blocking the line of sight

• using appropriate protocols within and beyond the classroom such as gaining group attention through flashing lights, tapping, foot stomping and waving, and maintaining eye gaze, and limiting the use of when with unfamiliar Auslan users

Students learn to:

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

(AC9L2AU10EC01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

• Collaboration

Social management

• Communication

Social management

• Communication

Social management

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Social management

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Social management

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Social management

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Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9L2AU10EC01

Learning progression extract

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

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01
initiating greetings thanks and apologies with unfamiliar people, for example,
SCHOOL WHERE, SIGN NAME HAVE, DEAF, HEARING?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01
exchanging information about themselves and their world using NMFs, for example,
KNOW-WHAT? PRO1 NEW DOG
Guess what? I have a new dog.
POSS2 WEEKEND GOOD BAD?
How was your weekend?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

asking for and providing additional detail, such as in a mock interview activity, for example,

POSS2 STORY WOW. NMF:LEANING-FORWARD TELL MORE

Your story is interesting. Please tell me more.

FS:IF PRO2 BOSS PRO2 WILL CHANGE WHAT?

What would you change if you were boss?

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

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

WHAT? PLEASE AGAIN

Could you repeat that, please?

STILL GO-AHEAD

Go ahead …

FS:SO PRO2 SAY PRO1 FIX THAT?

So, you want me to fix that?

PLEASE SLOW SIGN?

Could you sign that slowly, please?

PRO2 SAY BEFORE WHAT?

What did you just say, sorry?

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L2AU10EC01

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

WHAT? PLEASE AGAIN

Could you repeat that, please?

STILL GO-AHEAD

Go ahead …

FS:SO PRO2 SAY PRO1 FIX THAT?

So, you want me to fix that?

PLEASE SLOW SIGN?

Could you sign that slowly, please?

PRO2 SAY BEFORE WHAT?

What did you just say, sorry?

Continuum extract

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

• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

using appropriate NMFs to enhance communication through backchannels and exclamations, for example,
SURPRISE
Oooh (with appropriate intonation)
INCREDIBLE
No way!
HOLD …
Hang on a minute …

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

describing and comparing topics, setting up use of space, for example, a weather report,
PT+up WEATHER QUEENSLAND HOT
The weather in Queensland is hot.
PT+dn WEATHER TASMANIA COLD
The weather in Tasmania is cold.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

using discourse markers in a role-play or turn-taking activity, for example,
ANYWAY, THEN, PAUSE-NOD
, list buoys,
FS:SO, NOW, BUT
, and others, as well as hand clasp, hand drop to indicate turn-taking

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

explaining or justifying an opinion using conditional statements such as if … then … or when, for example,
STUDY SCIENCE WHY-NOT?
Why do you not want to study science?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

using persuasive language and NMFs to present a point of view in face-to-face or online
interactions, for example,
PRO1 THINK SCHOOL UNIFORM GOOD BECAUSE ALL STUDENT ALIKE FEELMATTER-NOT RICH POOR ALIKE
I think school uniforms are good because they keep students equal, and it doesn't matter if they are
rich or poor.
PRO1 THINK SPORT GOOD BECAUSE PEOPLE PLAY OUTSIDE IMPROVE MENTAL HEALTH (wellbeing)
I think sport is great because it encourages people to go out and improve their wellbeing.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communicate responsively

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

Content description

AC9L2AU10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communicate responsively

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

Content description

AC9L2AU10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communicate responsively

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

Content description

AC9L2AU10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – AUSLAN language resource

Auslan

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

AC9L2AU10EC02

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

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Elaborations

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

Students learn to:

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

with peers

(AC9L2AU10EC02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication

Elaborations

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

Social management

• Communication

Managing and operating

• Select and operate tools

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

• Collaboration

Social management

• Communication

Social management

• Communication

Generating

• Create possibilities

Social management

• Communication

Social management

• Collaboration

Social management

• Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9L2AU10EC02

Learning progression extract

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

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9L2AU10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks
• select and operate advanced and emerging digital tools confidently
• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L2AU10EC02

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L2AU10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communicate responsively

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

Content description

AC9L2AU10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L2AU10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC02

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

TODAY PRO1 EXPLAIN RULES

Today I will explain the rules.

MUST CAREFUL FEED

You must be careful when feeding.

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC02

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9L2AU10EC02

Continuum extract

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

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC02

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L2AU10EC02

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

PRO2 INTRODUCTION PRO1 ACKNOWLEDGEMENT OF COUNTRY

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

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9L2AU10EC03

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

•

•

Elaborations

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

Students learn to:

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

(AC9L2AU10EC03)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Social management

• Communication

Futures

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

Social management

• Communication

People

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

Inquiring

• Identify, process and evaluate information

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Inquiring

• Identify, process and evaluate information

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

Inquiring

• Identify, process and evaluate information

Social management

• Communication

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L2AU10EC03

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that

develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9L2AU10EC03

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9L2AU10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9L2AU10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Identify, process and evaluate information

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

Content description

AC9L2AU10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

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

Content description

AC9L2AU10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Identify, process and evaluate information

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

Content description

AC9L2AU10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9L2AU10EC03

Continuum extract

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Snapshot – Identify, process and evaluate information

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

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AC9L2AU10EC03

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• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC03

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

Snapshot – Identify, process and evaluate information

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

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• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

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• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

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Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9L2AU10EC04

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

-
-

Elaborations

- experimenting with literal Auslan of popular English , noticing when this confusion, for example, 'It's raining cats and dogs'
- recognising the need to recast and considering why one may use more /signs than another to a particular meaning, for example, when Auslan uses spatial concepts or to describe an event, which will take longer to explicate in a linear spoken
- considering approaches to , for example, in relation to free versus literal by Deaf or hearing interpreters
- comparing their own of short from Auslan to English, and vice versa, with those of their classmates, noting choices drawn from online sign dictionaries and discussing variations and possible reasons for these
- translating poems, short stories or songs from English into Auslan
- exploring the role and function of Deaf interpreters and differences between Deaf interpreters and hearing Auslan-English interpreters
- developing guidelines on culturally appropriate and ethical behaviour when and translating, for example, considering potential consequences of inaccurate
- simple or role-plays between deaf students and non-signers such as a hearing teacher, librarian or canteen manager
- participating in an excursion to an interpreted theatre event or other interpreted event, discussing interpretation later in class
- transcribing part of a using either annotation software or , and recording what signs, spatial locations and are used
- filming various Auslan and expressions used by Auslan signers and attaching English captions with appropriate , for example, PAH! (finally) and BA-BA (odd/bizarre/unusual)
- and comparing different of online Auslan and English public announcements and government policy/information
- identifying strategies used by deaf people to physical environments, for example, while walking on a footpath together and signing, one person will always be monitoring the path ahead and be alert of any obstacles, and identifying other ways deaf people draw on additional perceptual resources
- creating and presenting to their peers a signed interpretation of a wordless animation

Students learn to:

apply strategies to interpret and translate signed interactions, visual and written tex

meaning and intercultural understanding in familiar and unfamiliar contexts

(AC9L2AU10EC04)

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

Inquiring

• Identify, process and evaluate information

Understanding ethical concepts and perspectives

• Examine values, rights and responsibilities and ethical norms

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

Managing and operating

• Select and operate tools

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Social management

• Communication

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L2AU10EC04

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9L2AU10EC04

Learning progression extract

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

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author's perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)

• interprets symbolism in texts, providing evidence to justify interpretation

• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

• analyses the credibility and validity of primary and secondary sources

• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute

to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L2AU10EC04

Continuum extract

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

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AC9L2AU10EC04

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- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
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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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necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L2AU10EC04

Continuum extract

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develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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necessary for understanding by using approaches and strategies suitable for the context
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context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Identify, process and evaluate information

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

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Examine values, rights and responsibilities and ethical norms

Ethical Understanding: Understanding ethical concepts and perspectives: Exami responsibilities and ethical norms

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
• describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L2AU10EC04

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
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Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9L2AU10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks
• select and operate advanced and emerging digital tools confidently
• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L2AU10EC04

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L2AU10EC04

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

PAH!

(finally) and

BA-BA

(odd/bizarre/unusual)

Continuum extract

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

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L2AU10EC04

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

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Snapshot – Identify, process and evaluate information

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

Content description

AC9L2AU10EC04

Continuum extract

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

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

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• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9L2AU10EC04

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC04

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

AC9L2AU10EC05

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

•

•

Elaborations

• presenting a biographical report on a prominent deaf person, using visual prompts to describe their life and achievements, and incorporating some commentary and personal opinion

• providing instructions in an engaging or entertaining style to interest in a group such as an information-gap game or a sign linguistics game

• creating digital clips, social media posts or presentations in Auslan that are designed to persuade, inform or invite response on an issue of relevance such as recycling and 'zero waste'

• reflecting in Auslan on the impact of a visit to a significant cultural First Nations location, and, with permission, referring to cultural knowledge of the site

• creating a promotional signed about the aims and goals of an upcoming event such as the school fete, an environmental walk, or a fundraiser for a local charity

• and presenting a handshape or signed poem on a theme such as friendship or a favourite hobby or place

• creating a short film in Auslan that incorporates a storyline or cultural twist appropriate for a deaf

• the next scene, a new or an alternative ending for a signed fable, short story or cartoon

• creating the for a role-play about future travel plans, or a best/worst holiday experience, and performing with partner, incorporating elements of tension, humour or emotion

• using to tell a simple story, incorporating close and distant focus

Students learn to:

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

(AC9L2AU10EC05)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

• Create, communicate and collaborate

Writing

• Creating texts
• Creating texts

Elaborations

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

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Futures

• Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Country/Place

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

Social management

• Communication

Social management

• Communication

Generating

• Create possibilities

Creating and exchanging

• Create, communicate and collaborate

Generating

• Create possibilities

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication
• Collaboration

Social management

• Communication

Resources

Snapshot – Create, communicate and collaborate

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

Content description

AC9L2AU10EC05

Continuum extract

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

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9L2AU10EC05

Learning progression extract

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

Crafting ideas

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

• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)

• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)

• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)

• uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

• varies sentence structure for effect (see Grammar)

• judiciously uses language, visual and audio features to emotionally or intellectually affect the reader

• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")

• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")

• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")

• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")

• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

• creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities

• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)

• creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)

• uses evidence and references

• creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

• maintains tone appropriate to the audience

• uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9L2AU10EC05

Learning progression extract

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

Crafting ideas

• creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)

• includes relevant, rich, evocative description

• uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere

• intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)

• generates, selects and crafts ideas to support a theme

• selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

• uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)

• uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)

• includes visual and audio resources to evoke mood or atmosphere of text

• varies sentence structure for effect (see Grammar)

Vocabulary

• uses words that create connotations (e.g. "startled", "dismayed")

• uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

Crafting ideas

• creates sustained texts that develop more abstract themes or concepts in imaginative ways

• uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)

• develops an imaginative text around a theme or social issue

Text forms and features

• uses stylistic features for effect (e.g. narrates from an omniscient point of view)

• uses recurring imagery for cohesion

• uses language to create humour (e.g. irony, satire)

• uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

Vocabulary

• uses vocabulary for precision (e.g. "shrouded" for "covered")

• uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

Snapshot – Create, communicate and collaborate

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

Content description

AC9L2AU10EC05

Continuum extract

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

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

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

Content description

AC9L2AU10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9L2AU10EC05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Create, communicate and collaborate

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

Content description

AC9L2AU10EC05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9L2AU10EC05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Create, communicate and collaborate

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

Content description

AC9L2AU10EC05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC05
Continuum extract

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L2AU10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9L2AU10EU01

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

•

Elaborations

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

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

(AC9L2AU10EU01)
General capabilities and cross-curriculum priorities

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

• Communication
Elaborations

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

• Communication
Social management

• Communication
Social management

• Communication
Social management

• Communication
Social management

• Communication
Social management

• Communication
Social management

• Communication
Resources
Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU01

applying knowledge of iconicity, for example, how the path movement of a verb can show the timing of an action, for example,
PRO1 WAIT DS:FAST-REPEAT PRO2,
observing that English can do the same with changes to the length of words, for example, I've been waiting a loooooong time for you

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – AUSLAN language resource

Auslan

Language support resource

The Auslan Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Auslan. It is optional and includes illustrative examples of language and language use.
Introduction
The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.
The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

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

Language features and structures

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

Thematic contexts for language use

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

Download

AC9L2AU10EU02

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

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Elaborations

• showing where and how a signer uses space to establish a location, for example, through the use of points, or fingerspelled

• recognising and practising using locations for present , non-present , or abstract that do not exist in space

• recognising that fully-lexical signs may be found in the dictionary and have a standard , and are not listed in a dictionary in all forms

• intensifying through the use of such as HOT , signing with great emphasis, and depicting a wide-eyed expression for EXTREMELY HOT , or signing TOUGH with great exertion to show VERY TOUGH

• distinguishing between the of a sign and the overlaid , for example, MAN SPRINT (base form), MAN SPRINT :INTENSITY (manner added)

• showing that in , a signer can shift into the role of another, or themselves at a different time, through eye-gaze change, body shift, head change, and matching facial expressions

• viewing a signed and documenting time codes for entity, handling and

• changing the movement to express how a happens over time, for example, signing WATCH versus WATCH :SLOW-REPEAT watch again and again

• using structures to show a sequence of time, for example, WORK ALL DAY, FUTURE GENERATION

• applying knowledge of such as PLUS, IF or BUT to join and

• adding , , , and , and moving between 'showing' and 'telling' information to elaborate and

Students learn to:

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

(AC9L2AU10EU02)

General capabilities and cross-curriculum priorities

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

Writing

• Grammar

Social management

• Communication

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Analysing

• Interpret concepts and problems

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9L2AU10EU02

Learning progression extract

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

Grammatical accuracy

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

Group and word level

• uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")

• adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")

• creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")

• uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")

• uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

• selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect

• uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

Whole text level

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

Grammatical accuracy

• writes well-structured texts, rarely making grammatical errors

Group and word level

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

• selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description

• uses nominalisations to create concise noun groups/phrases

• intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")

• maintains subject-verb agreement in complex sentences

Sentence level

• crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice

• makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

Whole text level

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU02

Continuum extract

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

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU02

intensifying adjectives through the use of NMFs such as

HOT

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

EXTREMELY HOT

, or signing

TOUGH

with great exertion to show

VERY TOUGH

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU02

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

MAN SPRINT

(base form),

MAN SPRINT NMF:INTENSITY

(manner added)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L2AU10EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to

context

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU02

changing the movement to express how a verb happens over time, for example, signing
WATCH
versus
WATCH DS:SLOW-REPEAT
watch again and again

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU02

using structures to show a sequence of time, for example,
WORK ALL DAY, FUTURE GENERATION

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU02

applying knowledge of conjunctions such as
PLUS, IF
or
BUT
to join clauses and create cohesion

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L2AU10EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9L2AU10EU03

reflect on and evaluate Auslan , using to discuss and features

•

-

Elaborations

• using to about features of Auslan such as talking about the use of , , and

• comparing with English , such as a small, sleek new car, or a large, battered, old ute

• comparing instances of representation of direct and indirect speech in English and corresponding this with the use of in Auslan

• identifying and reflecting on created and emerging vocabulary, signs and expressions in , for example, COMPUTER, MOUSE (COMPUTER), INTERNET, WI-FI, SELFIE, CHAT

• using to identify how to construct cohesive and coherent through the use of and , and such as THEN or G:WELL or and pausing

• interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they notice, such as more use of fingerspelled , less use of and , or the use of different signs such as FILM (old sign), TOILET (old sign)

• discussing how signers can compare or contrast ideas by locating things in the same or opposing sides of

• comparing the creation of meaning in Auslan from fully-lexical signs, , non-lexical signing and , with the creation of meaning in English , , and

• identifying cultural differences between the use of personal names in Auslan and in their own , for example, Auslan signers not using a person's name sign when addressing them directly, in contrast to the practice in many spoken

• identifying that iconic abstract signs such as can represent a whole object or part of an object, and describing such as LOVE, AVOID/RESIST , and discussing how it relates to metaphors in English

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

• reflecting on similarities and differences in ways of communicating in signed and spoken , for example, when joining , taking turns and using name signs

Students learn to:

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

(AC9L2AU10EU03)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Engaging with cultural and linguistic diversity

• Communicate responsively

Inquiring

• Identify, process and evaluate information
Engaging with cultural and linguistic diversity
• Communicate responsively
Engaging with cultural and linguistic diversity
• Communicate responsively
Inquiring
• Identify, process and evaluate information
Engaging with cultural and linguistic diversity
• Communicate responsively
Inquiring
• Identify, process and evaluate information
Engaging with cultural and linguistic diversity
• Communicate responsively
Inquiring
• Identify, process and evaluate information
Engaging with cultural and linguistic diversity
• Communicate responsively
Inquiring
• Identify, process and evaluate information
Engaging with cultural and linguistic diversity
• Communicate responsively
Inquiring
• Identify, process and evaluate information
Engaging with cultural and linguistic diversity
• Communicate responsively
Resources
Snapshot – Identify, process and evaluate information
Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati
Content description
AC9L2AU10EU03
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability
Snapshot – Communicate responsively
Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr
responsively
Content description
AC9L2AU10EU03
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected
Snapshot – Communicate responsively
Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr
responsively

Content description

AC9L2AU10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Identify, process and evaluate information

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

Content description

AC9L2AU10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual
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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Com
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identifying and reflecting on created and emerging vocabulary, signs and expressions in texts, for
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COMPUTER, MOUSE (COMPUTER), INTERNET, WI-FI, SELFIE, CHAT

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

Content description

AC9L2AU10EU03

using metalanguage to identify how to construct cohesive and coherent texts through the use of referents and discourse markers, and connectives such as lexical signs
THEN
or
G:WELL
or NMFs and pausing

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

Content description

AC9L2AU10EU03

interviewing older members of Deaf families or Deaf communities and reporting back to the class about any differences in signing they notice, such as more use of fingerspelled words, less use of DSs and NMFs, or the use of different signs such as
FILM
(old sign),
TOILET
(old sign)

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

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

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

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Content description

AC9L2AU10EU03

identifying that iconic abstract signs such as SASS DSs can represent a whole object or part of an
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LOVE, AVOID/RESIST
, and discussing how it relates to metaphors in English

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm
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AC9L2AU10EU04

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

•

Elaborations

• considering culturally appropriate and ethical when with Deaf people, discussing vocabulary, and expressions to be avoided
• discussing the of the Australian population, including Auslan users who are deaf, hard of hearing, deafblind and children of deaf adults ( )
• identifying examples of deaf people who have been recognised in Australian society, and discussing how such recognition contributes to broader awareness and value of Auslan, such as Alastair McEwin and Drisana Levitzke-Gray
• reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in Auslan to a group of Auslan-using visitors at a school assembly
• reflecting on the impact of key events such as the Milan Congress in 1880 and the Signed English movement in the 1970s and 1980s on the education of deaf children, and developing a promotional video suggesting ways to further progress understanding
• viewing signed news and other media , or presentations by Deaf people, reflecting on the ways and in the wider community have changed towards Auslan in recent years, and the reasons for this evolution in perception and the increased positive profile
• keeping a journal of memorable experiences associated with learning and using Auslan, noting insights gained into themselves as users, for example, how they choose to use either Auslan or English in different
• promoting participation in community issues and programs, such as creating more green places and safe playgrounds, volunteering in aged care facilities or childcare centres, by contributing to a school secure blog
• exploring the role of globalisation in terms of what technology offers signed in terms of maintaining their vitality and changing and about signed , including the capacity for further advancements in technologies to store, record and share signed
• understanding that knowledge about past and present Deaf people and cultural are embodied in and transmitted through Auslan, for example, ways of producing the sign for SIGN embodies cultural meaning
• reflecting on the role of Auslan interpreters in raising awareness and understanding of Auslan in the wider community, and considering ways in which they influence the function and nature of Auslan, for example, by the introduction of new
Students learn to:

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

(AC9L2AU10EU04)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.
Engaging with cultural and linguistic diversity

• Develop multiple perspectives
Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Elaborations

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

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Social awareness

• Empathy

Social awareness

• Empathy

Country/Place

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

Social awareness

• Empathy

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

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

Creating and exchanging

• Create, communicate and collaborate

Social awareness

• Empathy

Futures

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

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9L2AU10EU04

Continuum extract

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

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference,

and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9L2AU10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9L2AU10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

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

Content description

AC9L2AU10EU04

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• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
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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 – Empathy

Personal and Social capability: Social awareness: Empathy

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

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

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Snapshot – Develop multiple perspectives

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

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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 – Create, communicate and collaborate

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

Content description

AC9L2AU10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content
and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively
communicate and collaborate, inclusive of diverse groups

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9L2AU10EU04

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their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds,
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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 – Explore the influence of cultures on interactions

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

Content description

AC9L2AU10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying
opportunities to show respect for cultural traditions
• analyse the influence of culture on interactions within and across cultural and linguistic groups,
developing opportunities for exchange and collaboration