

(no-code)

, and in a range of , responding to ideas, opinions and , their in response to others

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Elaborations

- using code-switching skills to with a range of Auslan users such as those who are Deafblind, young or new to signing
- using impartiality to ask and respond to requests for elaboration or , for example, WELL ONE RESEARCH PT+f SHOW BUT OTHER RESEARCH SHOW DIFFERENT Well, one type of research showed this, but another type of research showed a different result.
- integrating to coherent and cohesive flow of , for example, ANYWAY, THEN, PAUSE-NOD , , fs:SO, NOW, BUT , as well as hand clasp, hand drop to indicate turn-taking
- demonstrating appropriate use of to show formal or informal by modifying manner, , use of , pauses or eye gaze, in role-plays and skits
- identifying and using nuances in emotions and opinions, for example, RECOGNISE PRO2 UPSET PRO1(PL) TIME-OUT I that you are upset. Let's take a break from this. WOW TRUE IMPACT PT+c Wow, that's really made an impact on me. ANGRY? FURIOUS! I'm not angry ... I'm furious!
- making connections between their own and others' ideas or in an using conditionals, for example, SOMETIMES POSSIBLE HAPPEN WHY? FS:IF PRO2 PAST THINK (CONTEMPLATE) WILL TRUE HAPPEN Sometimes th happen because you think they will, so it comes true. FS:IF PRO2 THINK PRO2 CAN PRO2 CAN. FS:IF PRO2 THINK PRO2 CAN-NOT PRO2 CAN-NOT If you think you can, you can. If you think you can't, you can't.
- engaging in turn-taking to share , opinions and cultural on a topic, for example, WAIT LET PT+rt FINISH FIRST THEN PRO2 PT+f Wait for the person to finish talking then you can have your turn.
- demonstrating different strategies and sign choices when communicating in different , for example, modifying the timing of signing when with an interpreter

Students learn to:

initiate, sustain and extend exchanges in a range of contexts, responding to ideas, c perspectives, adjusting their language in response to others

(AC9L1AU10C01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Interacting

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

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Engaging with cultural and linguistic diversity

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- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Collaboration

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Communicate responsively

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

Content description

AC9L1AU10C01

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 – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9L1AU10C01

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 – Communicate responsively

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

Content description

AC9L1AU10C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10C01

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

AC9L1AU10C01

using impartiality to ask and respond to requests for elaboration or perspectives, for example, WELL ONE RESEARCH PT+f SHOW BUT OTHER RESEARCH SHOW DIFFERENT Well, one type of research showed this, but another type of research showed a different result.

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Snapshot – Communicate responsively

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

Content description

AC9L1AU10C01

integrating discourse markers to facilitate coherent and cohesive flow of communication, for example,

ANYWAY, THEN, PAUSE-NOD

, list buoys,

fs:SO, NOW, BUT

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

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Snapshot – Communicate responsively

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

Content description

AC9L1AU10C01

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how language and culture are interrelated or connected

Snapshot – Communicate responsively

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

Content description

AC9L1AU10C01

identifying and using nuances in emotions and opinions, for example,

RECOGNISE PRO2 UPSET PRO1(PL) TIME-OUT

I acknowledge that you are upset. Let's take a break from this.

WOW TRUE IMPACT PT+c

Wow, that's really made an impact on me.

ANGRY? FURIOUS!

I'm not angry ... I'm furious!

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Snapshot – Communicate responsively

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

Content description

AC9L1AU10C01

making connections between their own and others' ideas or beliefs in an exchange using conditionals, for example,

SOMETIMES POSSIBLE HAPPEN WHY? FS:IF PRO2 PAST THINK (CONTEMPLATE) WILL TRUE HAPPEN

Sometimes things happen because you think they will, so it comes true.

FS:IF PRO2 THINK PRO2 CAN PRO2 CAN. FS:IF PRO2 THINK PRO2 CAN-NOT PRO2 CAN-NOT

If you think you can, you can. If you think you can't, you can't.

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

Content description

AC9L1AU10C01

engaging in turn-taking to share views, opinions and cultural perspectives on a topic, for example,

WAIT LET PT+rt FINISH FIRST THEN PRO2 PT+f

Wait for the person to finish talking then you can have your turn.

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9L1AU10C01

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Wait for the person to finish talking then you can have your turn.

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

AC9L1AU10C01

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Resource – AUSLAN language resource

Auslan

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

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

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

Language features and structures

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

Thematic contexts for language use

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

approaches, methodologies and pedagogies that best suit their students' learning.

Download

AC9L1AU10C02

contribute to discussions that involve diverse to outcomes, debate issues and compare experiences

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Elaborations

- working in groups to achieve a successful outcome for a hypothetical scenario, for example, 'What 10 items would we agree to take to a deserted island?'
- planning and responses to interview an Auslan user about their experiences or opinions on selected topics, such as a discussion around recommended actions to improve the school or local area
- negotiating with a peer on how to improve a task, for example, GOOD PRO1(PL) THINK (CONTEMPLATE) TRY-OUT SWAP? It's good we thought about it. Why don't we try swapping?
- working with peers to plan key points for an argument in a debate, using space and to contrast and interactional strategies, for example, PRO2 CONFUSE. PRO1(PL) REVISE I've confused you; let's do that again ... PT+lf BELIEVE WHAT ... PT+rt OPPOSITE BELIEVE WHAT ... PT+c PRO1 BELIEVE ... They believe ... but they believe ... I believe ...
- planning and presenting a group task, for example, a speech to celebrate, commemorate or a significant person or event
- negotiating what to include in an informative signed resource for the school website or other media, using to prioritise features for the target , for example, about events such as the National Week of Deaf People ()
- discussing how to explain a procedural , using abstract space such as instructions on how to use a lawn mower, a washing machine or a digital tool

Students learn to:

contribute to discussions that involve diverse views to negotiate outcomes, debate compare experiences

(AC9L1AU10C02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Interacting

Social management

- Communication
- Collaboration

Elaborations

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

Social management

- Communication
- Collaboration

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Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9L1AU10C02

Learning progression extract

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- 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

AC9L1AU10C02

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

AC9L1AU10C02

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

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Content description

AC9L1AU10C02

negotiating with a peer on how to improve a task, for example,
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It's good we thought about it. Why don't we try swapping?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10C02

working with peers to plan key points for an argument in a debate, using space and NMFs to contrast views and interactional strategies, for example,

PRO2 CONFUSE. PRO1(PL) REVISE

I've confused you; let's do that again ...

PT+lf BELIEVE WHAT ... PT+rt OPPOSITE BELIEVE WHAT ... PT+c PRO1 BELIEVE ...

They believe ... but they believe ... I believe ...

Continuum extract

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

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

Personal and Social capability: Social management: Collaboration

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AC9L1AU10C02

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Snapshot – Collaboration

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Personal and Social capability: Social management: Communication

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Personal and Social capability: Social management: Collaboration

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AC9L1AU10C03

evaluate and synthesise information, ideas and in a broad range of signed, visual and and respond appropriately to cultural , and

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Elaborations

- applying knowledge of and when viewing signed , to understand meaning, and discussing choices made
- analysing different signed from international deaf signers, such as from World Federation of the Deaf (), and commenting on the strategies used to meaning
- sequencing and summarising the key points of an extended, informative signed presentation on a current issue

- or viewing First Nations Australians' stories in Auslan or English, and creating a profile of them in Auslan
- comparing the choices used in a formal and an informal signed on the same topic, with a focus on and pauses, use of space, and
- using signed and sources to research significant events in Deaf history to show how information can be presented in different ways
- analysing of Deaf poetry, for example, discussing themes, expression and construction, and comparing how sign choice and stylistic techniques combine to ideas and emotions
- identifying the different roles of storytelling in , such as teaching, entertaining and communicating traditions or , and finding examples of these in well-known stories, fables or legends
- responding to signed poems that use extended metaphor to ideas and or to express emotional experience, for example, 'Butterfly hands' by Walter Kadiki
- viewing a captioned play and reviewing the production
- considering and responding to situations where Deaf Gain and Deafhood may occur in an event, book, or filmed footage

Students learn to:

evaluate and synthesise information, ideas and perspectives in a broad range of sign multimodal texts and respond appropriately to cultural context, purpose and audience

(AC9L1AU10C03)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Elaborations

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

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

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

Inquiring

- Identify, process and evaluate information

Inquiring

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- Identify, process and evaluate information

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU10C03

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 – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9L1AU10C03

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the

demands of tasks and texts

- identifies subtle contradictions and inconsistencies in texts

Vocabulary

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

Snapshot – Identify, process and evaluate information

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

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

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

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

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

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU10C03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU10C03

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
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Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU10C03

Continuum extract

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

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Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU10C03

Continuum extract

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

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- evaluate the information selected to determine bias and reliability

AC9L1AU10C04

interpret and signed, visual and written and to reflect cultural , and

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Elaborations

- experimenting with Auslan of popular English and with non-compositional meaning, giving justification explanations for choices, for example, 'You're in over your head'
- analysing a to identify examples of where the use of space and describe a scene, compared with English captions
- exploring how and translating vary depending on the , for example, one-to-one, small group or large
- considering the nature of , with reference to different strategies such as decoding literal meaning, for meaning and cultural
- and translating a of a well-known or poem and presenting it to a younger
- using different types of communicating and , such as the use of tactile signing, haptics and visual frames in real-time, depending on , or
- comparing of simple stories in Auslan and , and identifying some differences
- discussing the of signs with a non-English equivalent, for example, PAH! and BA-BA
- transcribing part of a using , recording the grammatical features

Students learn to:

interpret and translate signed, visual and written interactions and texts to reflect cultural context, purpose and audience

(AC9L1AU10C04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reading and viewing

- Understanding texts

Elaborations

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

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Inquiring

- Identify, process and evaluate information

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Managing and operating

- Select and operate tools

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9L1AU10C04

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

AC9L1AU10C04

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

AC9L1AU10C04

Continuum extract

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

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural contexts

Content description

AC9L1AU10C04

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

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural contexts

Content description

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural contexts

Content description

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

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Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

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Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9L1AU10C04

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU10C04

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
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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 intercultural exchanges

Content description

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- 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

AC9L1AU10C04

discussing the translation of signs with a non-English equivalent, for example,

PAH!

and

BA-BA

Continuum extract

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9L1AU10C04

discussing the translation of signs with a non-English equivalent, for example,

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU10C04

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 – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9L1AU10C04

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

AC9L1AU10C05

and present informative and imaginative for diverse and , selecting vocabulary, expressions, grammatical structures and a range of features and , to different

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Elaborations

- creating a filmed and captioned that informs the school community about a new recycling initiative at the school or developing a herb and vegetable garden patch in the playground, incorporating features suitable for a deaf and hearing
- providing explanations of abstract or technical concepts, such as poverty or ozone layer depletion, shaping the style of the presentation to suit the intended , for example, through significant use of
- creating a complex imaginative combining and switching between ways of reference, for example, , , and frames of spatial reference
- creating a recount in Auslan, reflecting on the impact of a past school excursion to a significant cultural First Nations location, and, with permission, referring to cultural knowledge of the site
- creating a short film on their hobby or interests, using a 'deaf lens' to edit camera angles to focus on and
- creating and promoting a set of protocols to be used outside the classroom for a deaf or hearing , such as maintaining eye gaze, flashing lights and hand waving, for example, standing on a stage and waving hands to gain 's attention
- creating and presenting a signed monologue of an exciting or humorous event, incorporating and to meaning
- creating an imaginative incorporating communicative styles and social behaviours observed in Auslan , for example, a digital persona or avatar in a fantasy world or imagining they are the ' in a painting and creating a scenario and dialogue

Students learn to:

create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and convey meaning to different audiences

(AC9L1AU10C05)

General capabilities and cross-curriculum priorities

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

Social management

- Communication

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 .

Managing and operating

- Select and operate tools

Social management

- Communication

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.

Generating

- Create possibilities

Social management

- Communication

Country/Place

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

Managing and operating

- Select and operate tools

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Generating

- Create possibilities

Social management

- Communication

Generating

- Create possibilities

Social management

- Communication

Resources

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10C05

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 – Creating texts

Literacy: Writing: Creating texts

Content description

AC9L1AU10C05

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

AC9L1AU10C05

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 – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9L1AU10C05

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

AC9L1AU10C05

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

AC9L1AU10C05

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

AC9L1AU10C05

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

AC9L1AU10C05

Continuum extract

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

- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10C05

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

AC9L1AU10C05

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

AC9L1AU10C05

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

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

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9L1AU10C05

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

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Continuum extract

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- 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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Continuum extract

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

AC9L1AU10U01

apply features and of sign production to in response to a range of , and

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Elaborations

- applying path movements of signs, such as primary-path and local movements and secondary-repeated local movements during a path movement or when a hand is staying still
- using subtle to meaning effectively, such as a slightly raised eyebrow or quick eye-gaze change in a role-play or in narrating an event
- applying variation in handshapes and one-handed, 2-handed and double-handed signs
- identifying and keeping a class record of how signs are classed into 3 categories: manual, non-manual, multi-channel
- modifying and for emphasis in different such as a large group presentation or small group to share a secret
- applying signs with different levels of , for example, those that are fully transparent, translucent or arbitrary
- using different types of depending on the , and , for example, tactile and international forms of
- exploring best-practice strategies for capturing partly-lexicalised signs for digital or online dictionaries or resources
- applying knowledge of in signed , 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
- explaining the use of mouth to add meaning to a discourse, by commenting on a recorded interview in Auslan or signed news bulletin
- analysing and discussing a signer's use of pausing in a signed description or information report and how it can modify the meaning of a signed

Students learn to:

apply features and conventions of sign production to extend fluency in response to contexts, purposes and audiences

(AC9L1AU10U01)

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

Inquiring

- Identify, process and evaluate information

Managing and operating

- Select and operate tools

Social management

- Communication

Social management

- Communication

Analysing

- Interpret concepts and problems

Resources

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10U01

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

AC9L1AU10U01

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10U01

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

AC9L1AU10U01

Continuum extract

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

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

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10U01

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10U01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10U01

Continuum extract

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

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10U01

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU10U01

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 – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9L1AU10U01

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

AC9L1AU10U01

applying knowledge of iconicity in signed languages, 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

AC9L1AU10U01

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

AC9L1AU10U01

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

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

AC9L1AU10U02

apply knowledge of grammatical structures and features to meaning and compose a range of that contain complex structures and ideas

-
-

Elaborations

- applying signs as interjections or , including and , for example, using spread handshape to pause, hold or replace voicing um or the sign COINCIDENCE
- describing how short, signed use space – real space, topographic space, abstract space, viewer space and diagrammatic space – and recognising locations for present , non-present or abstract that do not exist in space
- developing the use of composite utterances, that is, those that have elements of , , points and fully-lexical signs in the same utterance
- identifying instances of and their type, such as entity, handling or in increasingly complex Auslan and using these in own creation of
- using appropriate according to the in an example of constructed dialogue
- applying the different types of modification, such as spatial and directional, number of , the action over time, manner and intensification
- understanding how modifications work as part of referential , for example, a signer establishes one on the left and then looks that way
- applying and to express possibility, obligation and ability, for example, MIGHT and SHOULD
- applying knowledge of how meaning or emphasis in can be changed by reordering or parts of

Students learn to:

apply knowledge of grammatical structures and features to predict meaning and co texts that contain complex structures and ideas

(AC9L1AU10U02)

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

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9L1AU10U02

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

AC9L1AU10U02

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

AC9L1AU10U02

applying signs as interjections or discourse markers, including fillers and conjunctions, for example, using spread handshape to pause, hold or replace voicing um or the sign

COINCIDENCE

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

AC9L1AU10U02

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10U02

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Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10U02

applying modal verbs and NMFs to express possibility, obligation and ability, for example,
MIGHT

and

SHOULD

Continuum extract

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

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

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10U02

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

AC9L1AU10U03

reflect on and evaluate Auslan , using to analyse and features

-
-

Elaborations

- investigating and presenting to the class, examples of Auslan signs that have changed over time due to changing experiences, for example, the sign for APPRENTICE modified to refer to TAFE
- observing and explaining how the , thoughts or actions of a protagonist in a are represented in English and comparing this with the use of in Auslan
- comparing some of the ways that modifications to occur in an Auslan and English , such as using in Auslan to indicate durational or habitual aspects and comparing with English, for example, WORK :FAST-REPEAT work for a long time or GO-TO :FAST-REPEAT go regularly
- comparing how a range of emotions can be described through in Auslan and through facial expressions in written English
- reflecting on why people might adapt according to situation of use, such as when signing to a large , the use of one hand or 2, clarity of sign production, size of , , , pauses and amount of
- presenting a report or creating a chart to show how Auslan has been influenced by the use of Signed English in education settings, and cultural towards Signed English
- analysing a signed for examples of and observer space, and describing why the signer has chosen that viewpoint
- evaluating how their knowledge and understanding of has broadened through the study of Auslan and presenting their reflections in a signed monologue to teacher and peers

Students learn to:

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

(AC9L1AU10U03)

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 .

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

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- Communicate responsively

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU10U03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9L1AU10U03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU10U03

investigating and presenting to the class, examples of Auslan signs that have changed over time due to changing experiences, for example, the sign for

APPRENTICE

modified to refer to

TAFE

Continuum extract

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

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Snapshot – Communicate responsively

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

Content description

AC9L1AU10U03

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Snapshot – Identify, process and evaluate information

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

Content description

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Snapshot – Communicate responsively

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

Content description

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Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU10U03

comparing some of the ways that modifications to verbs occur in an Auslan and English text, such as using DSs in Auslan to indicate durational or habitual aspects and comparing with English, for example,

WORK DS:FAST-REPEAT

work for a long time or

GO-TO DS:FAST-REPEAT

go regularly

Continuum extract

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

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Snapshot – Communicate responsively

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

Content description

AC9L1AU10U03

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Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU10U03

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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 – Communicate responsively

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

Content description

AC9L1AU10U03

Continuum extract

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

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Snapshot – Communicate responsively

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

Content description

AC9L1AU10U03

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Snapshot – Identify, process and evaluate information

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

Content description

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Snapshot – Communicate responsively

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

Content description

AC9L1AU10U03

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- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Identify, process and evaluate information

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

Content description

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information and digital sources

- evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

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

Content description

AC9L1AU10U03

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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
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Snapshot – Communicate responsively

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

Content description

AC9L1AU10U03

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

AC9L1AU10U03

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

AC9L1AU10U04

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

-
-

Elaborations

- reflecting on experiences of moving between Auslan and English, comparing how this feels and considering changes in their sense of when communicating in either
- identifying changes to Auslan that reflect positive changes in community towards Deaf people, for example, in relation to /signs such as DISABILITY, HEARING^IMPAIRED/FS:HOH, DEAF^COMMUNITY, HUMAN^RIGHT
- reflecting on their experience of living and communicating in general society and how they interpret visual using 'Deaf eyes'
- 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
- preparing a presentation to promote an Auslan or event, for example, , Deaf Festival, Australian

Deaf Games or Deaf art exhibitions, and explaining how these help shape

- reflecting on the labels 'Deaf/deaf/hard of hearing' and 'hearing', considering what they mean to different people and their implications in terms of status, access, opportunity and privilege
- researching and preparing a presentation for the class or school assembly on the behaviours, rights, roles and responsibilities of the in relation to ownership and maintenance of Auslan
- creating a poster or set of instructions on the protocols for with sign interpreters in various in and out of school

Students learn to:

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

(AC9L1AU10U04)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Elaborations

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Country/Place

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social management

- Communication

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU10U04

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 – Communicate responsively

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

Content description

AC9L1AU10U04

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 – 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

AC9L1AU10U04

Continuum extract

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

- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9L1AU10U04

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 – Communicate responsively

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

Content description

AC9L1AU10U04

identifying changes to Auslan that reflect positive changes in community attitudes towards Deaf people, for example, in relation to words/signs such as

DISABILITY, HEARING^IMPAIRED/FS:HOH, DEAF^COMMUNITY, HUMAN^RIGHT

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 – 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

AC9L1AU10U04

Continuum extract

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

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Continuum extract

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- 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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU10U04

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 – Communicate responsively

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

Content description

AC9L1AU10U04

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9L1AU10U04

Continuum extract

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

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Identify, process and evaluate information

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

Content description

AC9L1AU10U04

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 – 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

AC9L1AU10U04

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 – Communicate responsively

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

Content description

AC9L1AU10U04

Continuum extract

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

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- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9L1AU10U04

Continuum extract

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that have remained the same, drawing on examples from within, between and across cultural groups

- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9L1AU10U04

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