

## AC9L2AUF01

**with support, recognise and meaning in Auslan**

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### **Elaborations**

- greeting others using appropriate forms of , for example, HELLO, GOOD MORNING, GOOD AFTERNOON , and use of sign names where appropriate
- participating in routine such as expressing thanks, asking to go to the bathroom or get a drink, and describing the day's weather, for example, raising hand or waving when attending to roll call, saying PLEASE, THANK-YOU, GOOD, TODAY WEATHER SUN
- responding to and using visual such as pointing, eye contact and
- following classroom instructions that include simple for completing , such as DS:SIT-CIRCLE Sit in a circle. DS:LINE-UP Line up. DS:LOOK-AT PRO1 Look at me.
- participating in games, and songs, if appropriate, that involve the use of repeated , expressions, actions and , for example, 'I spy', 'Fruit salad' or the 'ABC Auslan song'
- responding to Auslan such as stories and poems, through play-acting or movement, illustrating , events or scenes
- using Auslan numbers 0–10, for example, sorting counters into groups and counting objects
- participating in simple dialogues in Auslan through role-play, for example, playing shops using classroom objects such as toys and books, and practising simple , for example, PRO1 WANT, PRO1 WANT-NOT, YES, NO, PRO1 LIKE, PRO1 LIKE-NOT
- showing emotions using , for example, responding to visual prompts and modifying emotions each time, such as being happy, sad, angry or tired
- parts of a simple Auslan story

Students learn to:

**with support, recognise and communicate meaning in Auslan**

(AC9L2AUF01)

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

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

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

- Communicate responsively

#### **Elaborations**

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

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

- Communicate responsively

#### **Social management**

- Communication

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#### **Social management**

- Communication

## **Inquiring**

- Identify, process and evaluate information

## **Social management**

- Communication

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

- Communicate responsively

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## **Resources**

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9L2AUF01

##### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9L2AUF01

greeting others using appropriate forms of address, for example, HELLO, GOOD MORNING, GOOD AFTERNOON, and use of sign names where appropriate

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### **Snapshot – Communication**

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

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AC9L2AUF01

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##### **Continuum extract**

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L2AUF01

participating in routine exchanges such as expressing thanks, asking to go to the bathroom or get a drink, and describing the day's weather, for example, raising hand or waving when attending to roll call, saying

PLEASE, THANK-YOU, GOOD, TODAY WEATHER SUN

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### **Snapshot – Communication**

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

### **Content description**

AC9L2AUF01

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

### **Content description**

AC9L2AUF01

following classroom instructions that include simple DSs for completing activities, such as

DS:SIT-CIRCLE

Sit in a circle.

DS:LINE-UP

Line up.

DS:LOOK-AT PRO1

Look at me.

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

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

#### **Content description**

AC9L2AUF01

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

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

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

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AC9L2AUF01

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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

**AC9L2AUF02**

**explore, with support, of Auslan, noticing similarities and differences between Auslan and English**

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### **Elaborations**

- noticing that every uses or signs to make meaning
- noticing that their name can be written and fingerspelled
- comparing Auslan and English and noticing similarities and differences
- comparing how to gain attention in a classroom situation, in Auslan and English, for example, by waving or tapping
- noticing that are important when communicating in both Auslan and English

Students learn to:

**explore, with support, language features of Auslan, noticing similarities and differences**

## **Auslan and English**

(AC9L2AUF02)

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

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

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

- Explore the influence of cultures on interactions

#### **Reading and viewing**

- Phonic knowledge and word recognition

### **Elaborations**

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

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

- Develop multiple perspectives

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

- Explore the influence of cultures on interactions

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

- Communicate responsively

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

- Explore the influence of cultures on interactions

#### **Inquiring**

- Identify, process and evaluate information

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

- Develop multiple perspectives

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

- Explore the influence of cultures on interactions

#### **Inquiring**

- Identify, process and evaluate information

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

- Develop multiple perspectives

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

- Explore the influence of cultures on interactions

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

- Develop multiple perspectives

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

- Explore the influence of cultures on interactions

### **Resources**

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

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

**Content description**

## **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others

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

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

#### **Content description**

#### **Learning progression extract**

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

##### **Phonic knowledge**

- says the most common phoneme for taught single-letter graphemes (e.g. "Tt", "Mm", "Ss")
- identifies and names letters for taught single-letter graphemes
- blends phonemes for taught single-letter graphemes to decode vowel-consonant (VC) words (e.g. "at") and consonant-vowel-consonant (CVC) words (e.g. "hop")
- identifies first phoneme in words
- orally segments CVC words (e.g. "c-a-t", "h-a-t")
- recognises taught graphemes when represented in various fonts, capitals and lower-case (e.g. "Aa", "Rr", "Dd")

##### **Word recognition**

- reads taught high-frequency words in a text and in the environment (e.g. "the", "to", "I", "no", "said")

##### **Phonic knowledge**

- says the most common phoneme for all single-letter graphemes
- identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g. "Bb", "Gg")
- writes/selects corresponding graphemes for all common phonemes
- blends phonemes for all common, single-letter graphemes to read VC words (e.g. "in") and CVC words (e.g. "pan") and applies this knowledge when reading decodable texts
- segments and writes VC and CVC words with letters in correct order and reads them aloud
- reads single syllable words with common double consonants and applies this when reading decodable texts (e.g. 'ss' - "fuss", "ll" - "will", "ff" - "puff")

##### **Word recognition**

- reads an increasing number of taught high-frequency words in decodable texts and own writing (e.g. "was", "you", "one", "said", "have", "were")

##### **Phonic knowledge**

- gives examples of phonemes that can be represented by more than one consonant (e.g. "ck", "ph")
- blends phonemes for all common, single-letter graphemes to read consonant-consonant-vowel-consonant (CCVC) words (e.g. "blot") and consonant-vowel-consonant-consonant (CVCC) words (e.g. "list") and applies this knowledge when reading decodable texts
- reads words with split digraphs (e.g. "cake", "blame")
- reads single-syllable words with taught consonant digraphs and applies this knowledge when reading decodable texts (e.g. "sh", "ch" and "ck" – "ship", "rich", "lock")
- reads words with taught common vowel graphemes (e.g. "ee", "ea", "ie", "-e" and including "-y") and applies this knowledge when reading decodable texts
- reads one-and two-syllable words with common suffixes (e.g. "-ed", "-ing", "-s/es") and applies this knowledge when reading decodable texts (e.g. "jumping", "boxes")
- segments and represents CCVC and CVCC words containing consonant digraphs and/or clusters of consonants (e.g. "ch-o-p", "w-i-sh", "b-e-s-t")

##### **Word recognition**

- reads an increasing number of taught high-frequency words in decodable texts and different contexts (e.g. own writing, shared reading)

## **Snapshot – Develop multiple perspectives**



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

### **Content description**

AC9L2AUF02

### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

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

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

### **Content description**

AC9L2AUF02

### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L2AUF02

### **Continuum extract**

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

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

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

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

### **Content description**

AC9L2AUF02

### **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**

AC9L2AUF02

### **Continuum extract**

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

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

### **Snapshot – Develop multiple perspectives**

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

## **perspectives**

### **Content description**

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AC9L2AUF02

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

### **Content description**

AC9L2AUF02

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## **AC9L2AUF03**

### **explore connections between and**

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### **Elaborations**

- recognising that there are different types of deaf and hard of hearing groups, such as those with or without hearing aids or , those who are non-verbal or deaf, or hard of hearing people who do not sign
- exploring different and of class members and identifying different ways of visually expressing meaning or showing respect, for example, waving in or bowing in Japanese
- noticing Auslan users' use of physical space, such as by changing position or standing so they can see the signer, for example, tapping for attention and then working out the spatial arrangement to have the
- using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the of Australia to notice the (s) of First Nations Australians in their local area and/or across Australia
- locating countries/places of significance to students in the class on a digital or world map
- noticing that students in the class may speak more than one

Students learn to:

### **explore connections between language and culture**

(AC9L2AUF03)

### **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

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

- Explore the influence of cultures on interactions

### **Elaborations**

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

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

- Communicate responsively

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

- Explore the influence of cultures on interactions

## **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

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

- Explore the influence of cultures on interactions

## **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

## **Culture**

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

## **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

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

- Communicate responsively

## **Resources**

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

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

##### **Content description**

AC9L2AUF03

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

##### **Content description**

AC9L2AUF03

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

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

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AC9L2AUF03

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

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

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

#### **Content description**

AC9L2AUF03

#### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others

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

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

### **Content description**

AC9L2AUF03

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L2AUF03

### **Continuum extract**

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

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

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

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

### **Content description**

AC9L2AUF03

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L2AUF03

### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9L2AUF03

### **Continuum extract**

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

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