**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** | **Communicating** |
|  | **Sub-strand** | **Socialising** | **Informing** | **Creating** | **Translating** | **Identity** |
|  | **Content Description** | Interact with people for different purposes, using descriptive and expressive language to give opinions, talk about themselves and show interest in others | Collaborate with peers to plan and conduct shared events or activities such as performances, presentations, demonstrations or transactions | Contribute to discussions and shared learning activities by asking and responding to questions to clarify or indicate comprehension, managing interactions and monitoring and evaluating their learning | Identify, summarise and compare information obtained from different types of Auslan texts or from their own data collection | Present information to describe, explain, persuade or report on different experiences or activities in ways likely to engage the intended audience | Engage with different types of creative and imaginative texts by identifying important elements, discussing ideas, characters and themes and making connections with their own ideas and experience | Create live or filmed performances that engage specific audiences and present imagined experiences, people or places | Translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words or phrases may not readily correspond across the two languages | Create their own bilingual texts and learning resources to use themselves or to share with others, such as Auslan–English dictionaries, posts to websites, digital newsletters or school performances | Create their own bilingual texts and learning resources to use themselves or to share with others, such as Auslan–English dictionaries, posts to websites, digital newsletters or school performances | Reflect on how different language and cultural backgrounds and experiences influence perceptions of Auslan and of the Deaf community and also of the hearing community |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  | **Strand** | **Understanding** |
|  | **Sub-strand** | **Systems of language** | **Language variation and change** | **Language Awareness** | **Role of language and culture** |
|  | **Content Description** | Describe the elements of sign production, including non-manual features, and explore the processes of annotating Auslan with multimedia software and/or glossing or transcribing signed texts on paper | Identify different types of verbs based on their ability to integrate space into the sign, and recognise types of depiction available to a signer, namely, entity, handling and SASS depicting signs and constructed action | Understand that the starting point of a clause gives prominence to the message, that clauses can be linked equally or unequally with conjunctions and connectives, and that signers can show as well as tell about an event to provide more detail | Identify structures, language features and cohesive devices used in different types of texts, recognising that language choices reflect purpose, context and audience | Explore variation in terms of the impact of other languages on Auslan across contexts and over time | Explore the current status and profile of Auslan and of the Deaf community in contemporary Australian society, considering issues such as language transmission, usage and documentation | Reflect on how communities’ ways of using language are shaped by and reflect cultural values and beliefs, and how these may be differently interpreted by users of other languages |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Levels 3 and 4 Achievement Standard**  | **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard** |
| By the end of Level 4 * Students communicate with each other, the teaching team and others about aspects of their personal worlds, daily routines, preferences and pastimes at school and in the Deaf community.
* They show aspectual marking on verbs to indicate frequency when communicating about daily routines, for example pro3 tap-shoulder-repeatedly, and use modifications to show manner when describing actions and activities.
* They initiate and maintain interaction by using discourse markers such as fillers, checking and clarifying their understanding.
* They contribute to class activities and shared learning tasks that involve transacting, planning and problem-solving, for example, by giving and following directions, LIBRARY IN DS: turn-right AUSLAN DICTIONARY DS: fat-book SHELF++ THAT. PLEASE BRING-me, expressing preferences, asking for clarification and using persuasive language PLEASE POPCORN GIVE-me++ BEG?
* They use appropriate cultural protocols in different situations, for example, to gain the attention of a group, such as flashing lights, waving, multiple tapping or foot stomping in some contexts, waiting for eye contact or pauses in signing and walking between signers without interrupting them.
* They paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community.
* They recall specific points of information and recount main points in correct sequence EVERY MONDAY POSS1 CLASS LIST-BUOY-1 READING LIST-BUOY-2 MATHS LIST-BUOY-3 SWIMMING.
* They plan, rehearse and deliver short presentations about topics such as cultural activities or events in the Deaf community, with the support of materials such as photos, props, timelines or maps.
* They take into account the purpose and intended audience of a text.
* They view imaginative texts such as stories, poems and theatre performances, identifying how signers represent their own or others’ actions through constructed action (CA).
* They create simple imaginative texts of their own, using CA to represent their own or other people’s actions, thoughts, feelings or attitudes.
* They create signed class translations, for example, of repeated lines in familiar children’s stories, and simple bilingual texts for the classroom or school community, such as posters or bilingual picture dictionaries.
* Students identify places that are important to the Deaf community and describe how such places evoke a sense of belonging and pride.
* They recognise that the single most unifying factor of the community is the use of Auslan; and they describe ways in which Auslan and associated communicative and cultural behaviours are similar to or different from wider community spoken languages and forms of cultural expression.
* Students demonstrate how the formational elements of handshapes and their orientation, movement, location and non-manual features can be arranged in signs, identifying, for example, whether a sign is body anchored or not, or is single, double or two-handed.
* They know the functions of different pointing signs, such as pronouns, determiners or locatives; and can identify examples of signers using a location to refer to a previous referent.
* They use metalanguage to talk about Auslan, using terms such as constructed action, depicting signs, indicating verbs, non-manual features, pointing signs and clauses.
* They recognise variation in how Auslan is used, for example by recognising regional dialects and differences in signing space.
* They identify different ways that Deaf community members communicate with each other and with members of the wider hearing community, for example, face to face, via technology, social media and interpreters.
* They know that culture is closely related to language and to identity and that it involves visible and invisible elements.
 | By the end of Level 6* Students use Auslan to interact with people for a range of different purposes. (1)
* They use descriptive and expressive language to share and compare experiences, ideas and opinions, such as THEATRE GOOD, LONG -really, LONG-really. (2)
* They participate in class discussions and show interest and respect for others, for example by using active watching behaviours, signing clearly, pausing for others to respond, asking pertinent questions, making constructive comments, rephrasing, repeating and linking their own contributions. (3)
* Students use non-manual features (NMFs) such as eye gaze to gain, hold or finish a turn when communicating in pairs or groups. (4)
* They provide context for a new participant joining a conversation, PRO1 TALK-OVER MATH TEACHER. (5)
* They use action-oriented language to make shared arrangements, organise events and complete transactions, negotiating roles, responsibilities and priorities and taking into account the views of others. (6)
* Students locate, summarise and compare information from a range of sources. (7)
* They present information on selected issues to inform, alert or persuade people, for example, by creating announcements to inform about an emergency or about a clean-up the environment appeal, or instructions for a computer game. (8)
* They use a range of connectives to create textual cohesion. (9)
* They view and compare expressions of Deaf experience through different visual art forms, such as painting, photography or sculpture. (10)
* They view and respond to different types of creative and imaginative texts, discussing ideas, characters and themes; and they identify how a signer has referred to the same referent in different ways, for example with a lexical noun then with a depicting sign (DS). (11)
* They create and perform their own short imaginative texts based on a stimulus, concept or theme using space to track a character or location throughout a text. (12)
* They translate a variety of familiar school and community texts from Auslan to English and vice versa, identifying which words/signs/phrases require interpretation or explanation. (13)
* They create bilingual texts and resources for their own language learning and to support interactions with non-signing people. (14)
* They describe their connections with the Deaf community and how these contribute to their sense of identity. (15)
* They reflect on differences between how signed language and spoken language users may be perceived, for example in relation to different protocols when joining interactions, taking turns, using names, or passing between people who are communicating with each other. (16)
* Students describe a sign’s form in terms of all the elements and how they are put together, including types of NMFs. (17)
* They recognise when a signer has established a location in space in a text and describe how this was done, for example through the use of points, non-body-anchored signs or fingerspelled words. (18)
* They distinguish between the three types of DSs and what they represent and how they are used in clauses. (19)
* They identify and describe how constructed action (CA) can be shown in different ways, for example, through a change in eye gaze, body, or head orientation, and by matching facial expressions and reference to another character. (20)
* They identify how signers use space to track a referent through a text, for example by pointing back to an established location to refer to a noun or by modifying indicating verbs. (21)
* They understand different ways that English words are borrowed into Auslan and identify connections between Auslan and other signed languages, for example, BSL, ISL and ASL. (22)
* They recognise the diversity of Auslan users in the community, including people who are deaf, hard of hearing and hearing people such as CODAs or interpreters. (23)
* Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded. (24)
* Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions. (25)
 | By the end of Level 8* Students interact to share ideas and interests and to offer opinions, using compound and complex sentences, for example by using lexical conjunctions as well as non-manual features (NMFs).
* They participate in discussions and debates, acknowledging others’ opinions and developing and supporting arguments.
* They collaborate in activities that involve planning, project design and problem-solving, for example, G:WELL RIGHT-YEAH , BUT I WANT ADD COMMENT.
* They use evaluative language to reflect on learning activities and to provide feedback to others.
* They follow protocols for interacting with sign language interpreters in various contexts.
* Students locate, collate, summarise and analyse ideas and information from a variety of sources, such as interviews, documentaries or speeches, and they use such information in new forms.
* They use primary or secondary signed sources in their research, for example, when exploring significant events in Deaf history.
* They use specialised language to create texts such as vlogs, advertisements or research-based factual reports designed to convince or persuade others.
* They analyse elements of different imaginative texts such as poetry, performances, signed stories, skits and sketches, and explain how sign choice, NMFs and the use of different stylistic techniques combine to convey ideas and emotions.
* They create imaginative and expressive texts that draw from their experience as Auslan users and members of the Deaf community, including metaphorical iconicity to create particular effects and to engage interest.
* Students translate and interpret unfamiliar texts in Auslan or English and compare their own translations to those of their classmates, considering why there might be differences between them.
* They create bilingual texts to use in the wider school community.
* They describe how the concept and the experience of Deafhood and visual ways of being apply to themselves and others.
* They reflect on how their own ways of communicating may be interpreted when interacting with hearing people, and on their use of different communication strategies and behaviours, such as their use of gesture, facial expression and body language.
* Students know that signs can be iconic in a number of ways, and identify iconic signs that represent a whole object or part of an object.
* They distinguish between character and observer space, classify verb types according to how they use space, and identify constructed action in a text.
* They explain the form and function of a range of clause types, including what NMFs are used, for example, questions, topicalisation, negation or conditionals.
* They identify all the ways a signer refers to the same referent throughout a text to create cohesion.
* They recognise that Auslan is constantly evolving and changing, for example, by identifying changes to Auslan that reflect changes in social relationships, community attitudes and changing technology.
* Students reflect on how all ways of language use are influenced by communities’ world views and identities, for example by comparing the cultural concept of Deaf identity with the medical model of deafness.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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