**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** | | **Reflecting** | |
|  | **Content Description** | Interact appropriately with people in different contexts, sharing experiences, interests and opinions about current events or school and community experience | | Engage in different processes of collaborative learning, including planning, problem-solving, task completion and evaluation | | Participate in extended interactions by explaining and clarifying answers, responding to others’ contributions, asking follow-up questions and observing protocols in and beyond the classroom | | Collate and analyse information accessed through a variety of signed texts to present an overview or develop a position on issues or interests | | Present information on different events or experiences to inform, report, promote, instruct or invite action | | Interpret different types of texts that involve the expression of feelings or experiences and the representation of imagined people, places and scenarios, sharing and comparing their responses to different elements | | Create and present entertaining individual or collaborative texts that reflect real or imagined people, places or experiences | | Translate and interpret less familiar short texts and compare their translations to those of their classmates, considering why there might be differences in interpretation and how language reflects elements of culture and experience | | Create bilingual texts to use in the wider school community, identifying words/signs or expressions that carry specific cultural meaning in either language | | Consider their own and each other’s cultural experiences and ways of expressing identity and reflect on the role of Auslan in building and expressing identity for Deaf people | | Reflect on their intercultural interactions and experiences, for example by considering their responses when engaging with Auslan users or digital resources, and on how these responses reflect their own languages and cultures | |
| **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** | Identify different types of non-manual features and characteristics of signs, including iconicity, and explore the use of software to transcribe and annotate signed texts | | Develop knowledge of additional elements of the Auslan grammatical system, analysing indicating verbs, depicting signs and constructed action | | Understand and control additional elements of Auslan grammar, such as the use of non-manual features for negation or conditional forms, and understand how signers use constructed action and depicting signs in composite utterances | | Expand understanding of grammatical features and cohesive devices used in a range of personal, informative and imaginative texts designed to suit different audiences, contexts and purposes | | Understand that Auslan has evolved and developed through different periods of influence and cultural and societal change | | Understand historical and contemporary factors that impact on awareness, support and use of Auslan and its vitality in contemporary Australia, comparing it with that of other signed languages around the world | | Reflect on how language use is influenced by communities’ world views and sense of identity and on how language and culture influence each other | |
| **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 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard** |  |
| By the end of Level 6,   * Students discuss aspects of their daily lives, social activities and school experience and respond to each other’s comments. * They describe relationships and characteristics of people and objects and express feelings and preferences, for example, POSS1 FRIEND CHANGE OTHER SCHOOL PRO1 SAD. * They negotiate with each other to plan, organise and complete learning tasks and activities, using statements such as PRO1 DON’T-WANT DRAW, PRO1 WANT TAKE-PHOTO, THANKYOU PRO2 EXPLAIN CLEAR, or THAT FIRST IMPORTANT THAT SECOND. * They follow more complex instructions and directions involving several steps. * They compare experiences, routines, interests and activities, using signs associated with time, sequence and location. * They follow protocols when interacting with each other or with interpreters or visitors to the classroom, for example by interrupting conversations appropriately or providing context for a new participant joining a conversation. * They paraphrase the content of selected signed texts, such as community announcements, and relay the information to others. * They plan, rehearse and deliver short presentations, taking into account context, purpose and audience. * They respond to creative and imaginative texts, for example by discussing ideas and characters, shadowing signed elements of theatrical or cinematographic texts that use handshapes, and by making connections with their own experiences. * They create or reinterpret simple imaginative texts using elements of constructed action (CA), such as body shift, eye gaze and head orientation change. * They modify non-manual features and lexical signs to indicate manner. * They translate familiar texts from Auslan to English and vice versa, identifying which words or phrases require interpretation or explanation. * Students discriminate between body-anchored and non-body-anchored signs, and recognise how non-body-anchored signs can modify their locations meaningfully. * They know that the function of CA is to represent the words, thoughts or actions of a protagonist in a text, either themselves or others, and that spatial relationships between objects are typically expressed with depicting signs in Auslan. * 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. * 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. * Students recognise how Auslan has been transmitted across generations and describe different ways it has been documented and recorded, for example, by glossing and the use of technology such as ELAN. * Students reflect on the ways culture is differently interpreted by others, for example by identifying how stereotypes about deaf and hearing people influence perceptions. | By the end of Level 8   * Students use Auslan to interact and to exchange information, experiences, interests and opinions with teachers, peers and others. (1) * They initiate and maintain conversations and use strategies such as fingerspelling to replace unknown signs to support continued interaction, such as PRO2 MEAN [FINGERSPELL]? (2) * They engage in different processes of collaborative learning, including planning, negotiating, and problem-solving, using familiar and some spontaneous language, for example PRO1 AGREE-NOT, PRO1 THINK DIFFERENT. (3) * Students participate in class discussions, explaining and clarifying positions, asking follow-up questions, using non-manual features (NMFs) for topicalisation or negation. (4) * They use appropriate protocols to join or leave conversations, for example, waiting for eye gaze or for the signer to finish, not asking for a full recount when arriving mid-conversation, and providing context for a new participant joining a conversation. (5) * Students locate, interpret and analyse information from a variety of texts, such as signed announcements, interviews or media reports, using context and familiar language to work out unfamiliar meaning. (6) * They demonstrate understanding of different types of signed texts by paraphrasing, summarising and explaining main ideas, key themes or sequences of events. (7) * They interpret different types of creative and imaginative texts, such as Deaf performances or expressive art forms, describing and comparing their responses. (8) * They plan, draft and present informative and imaginative texts, linking and sequencing ideas using connectives, such as BUT, WHEN or WELL, and strategies such as repetition, stress and pausing for emphasis. (9) * They create bilingual texts to use in the wider school community, for example by captioning short stories, poems or interviews with members of the Deaf community. (10) * Students reflect on how their own ways of communicating may be interpreted when interacting with deaf people; and they modify elements of their behaviour such as eye contact, facial expression or body language as appropriate. (11) * Students identify and describe the different types of NMFs, and understand their function and how they interact with clause type. (12) * They identify iconic signs and discuss how these match their referents, such as COMPUTER-MOUSE. * They understand how handshape and movement represent different things in each type of depicting sign (DS). (13) * They identify and categorise instances of signers using spatial modifications to signs and know that signs can be iconic in a number of ways. (14) * They analyse clauses to see where signers create composite utterances with elements of constructed action (CA), DSs, points and fully-lexical signs in the same utterance. (15) * 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. (16) * They understand that the most unifying factor of the Deaf community is the use of Auslan. (17) * 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. (18) | By the end of Level 10   * Students use Auslan to build relationships and to initiate, sustain and extend interactions with teachers, peers and contacts in the wider community. * They engage in debate and discuss aspirations and social issues, explaining and justifying positions and elaborating opinions using expressions such as NEVER THOUGHT YEAH-RIGHT. * Students use strategies to support discussion, such as self-correction, rephrasing or elaborating if not understood. * They use smooth and fluent fingerspelling. * They use spontaneous language to participate in activities and learning experiences that involve collaborating, planning, organising, negotiating and taking action. * They use modal verbs and non-manual features (NMFs) to express possibility, obligation and ability, such as PRO1 MAYBE SEE THAT MOVIE or PRETEND PRO2 DEAF…. * Students use culturally appropriate norms, skills and protocols when engaging with and learning from Deaf people and the Deaf community, for example, waiting to be introduced to new people and knowing how to introduce themselves as second language Auslan learners. * They analyse, synthesise and evaluate information from a range of signed sources, summarising key ideas and specified points of information. * They predict the meaning of unfamiliar signs and expressions from context and their knowledge of depicting conventions. * They compare responses to creative texts such as Deaf poetry, Deaf art and signed narratives. * Students demonstrate understanding of Auslan and Deaf culture, for example by preparing and delivering presentations or signed narratives on social and cultural issues, community initiatives and lifestyles. * They build cohesion and complexity in texts by using fully-lexical connectives such as IF, THEN and/or NMFs to link clauses. * They use constructed action (CA) to show different points of view. * Students demonstrate culturally appropriate and ethical behaviour when interpreting and translating texts and consider potential consequences of inaccurate interpreting. * They describe how they feel and behave when communicating in a visual world, for example by discussing how the experience fits with their sense of self. * They reflect on the role of Auslan in connecting and building Deaf identity. * Students recognise and explain different ways that signers represent signing space, such as character or observer space. * They understand and use depicting signs and CA in complex ways to create composite utterances. * They investigate variation in the use of Auslan, explaining influences such as geographical location, social groupings and history, educational experience, the age of learners, family background and degree of contact with Signed English or other languages. * They make comparisons between the ecologies of Auslan and those of signed languages in other countries, taking account of issues such as languages policy and rights, advocacy, language reform and language vitality. * They identify factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs. * Students know that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person. |

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| **Assessments** | | |  |  | | |
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