**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** | Communicate with teacher, peers and familiar adults in guided and free interactions that develop social and communicative skills | | Participate in group learning activities that involve taking turns, playing action games, making choices or swapping and classifying items | | Participate in classroom routines and activities such as following directions, attracting attention, responding to questions and turn-taking | | Identify specific points of information in simple Auslan texts and use the information to complete guided tasks | | Present information about self, family, people, places and things using signed descriptions and visual prompts | | Participate in a range of imaginative experiences and respond through drawing, telling with familiar signs and written words or enacting with constructed action | | Express imaginative experience through creative games, role-play and mime, using familiar signs, modelled language and constructed action | | Translate familiar words and phrases from Auslan into English and vice versa, using visual cues, signs and English words, noticing how signs and words differ | | Create simple print or digital texts such as labels, posters, wall charts or cards that use both Auslan images and English words | | Explore ideas of identity, social groupings, relationship, space and place, and how these relate to the Deaf community | | Notice similarities and differences between Auslan and spoken languages in relation to ways of interacting, sharing stories and playing games | |
| **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** | Recognise the main formational elements of handshape, movement and location in Auslan signs, and understand that a sign is the same as a spoken or written word even though it can be iconic | | Recognise that signing happens in a finite space that can be used meaningfully within individual signs, learning in particular how depicting signs, some verbs, pronouns and enacting make use of spatial relationships | | Recognise that groups of words combine to make clauses and include nouns and pronouns (people, places, things), adjectives (qualities) and verbs (happenings, states); and distinguish between statements and questions based on non-manual features | | Understand that texts are made up of units of meaning, such as words, gestures or sentences/clauses and that different types of texts have particular features that help serve their purpose | | Understand that all languages including signed languages vary and borrow words and signs from each other | | Recognise that Auslan is a legitimate language, one of many languages used in Australia and around the world | | Understand that people use language in ways that reflect their culture, such as where and how they live, who they live with and what is important to them | |
| **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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| **Foundation to Level 2 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2   * Students interact with the teaching team, class visitors and each other to share information about themselves, their families, friends, routines, pastimes and experiences. (1) * They use fingerspelling or sign names as appropriate and lexical adjectives or size and shape specifiers (SASS) depicting signs (DS) to describe the appearance and characteristics of family members, friends or teachers, for example, POSS1 BROTHER OLD++ TALL SKINNY or POSS3 SISTER FRECKLES. (2) * Students recount shared and personal experiences and favourite activities, using plain or indicating verbs that are modified, such as PRO1 GO-TO-right, PLAY-continuous, RETURN-left, or LAST-WEEK PRO1-plural VISIT NANNA. (3) * They sequence events correctly using time markers such as YESTERDAY, LAST-YEAR, TWO-DAYS-AGO. (4) * They use everyday social exchanges such as greeting, thanking and apologising, and express feelings through the use of NMFs and lexical signs. (5) * They compare likes, dislikes and preferences, for example, PRO1 LIKE APPLE DON’T-LIKE ORANGE. (6) * They use appropriate NMFs to ask and respond to a range of wh- questions and yes/no questions. (7) * They indicate agreement/disagreement or understanding/lack of understanding by using other NMFs. (8) * They follow directions for class routines, for example, PLEASE DS:line-up-facing-front, and give and follow instructions of two or more steps, using directional terms or DSs such as DS:turn-left T-JUNCTION DS:turn-right. (9) * Students follow culturally appropriate protocols, such as responding to and using attention-gaining strategies such as flashing lights, waving or tapping a shoulder or table, using voice-off while signing, and observing appropriate distance between signers. (10) * They recall and retell specific points of information from texts such as class messages, directions, introductions and ‘visual vernacular’ descriptions, and they recognise familiar fingerspelled words. (11) * They follow procedural texts involving several steps and retell them using list buoys. (12) * They view short Auslan stories and respond by identifying and comparing favourite elements, characters and events. (13) * They use features of constructed action (CA) such as shifting eye gaze, or head or body–head orientation when creating imagined texts, and use NMFs to modify manner or intensify adjectives, such as REMEMBER PRO1 JUMP-really-far-and-high. (14) * They identify themselves as members of different groups and describe their relationships with deaf, hard of hearing and hearing children, family members, and the community. (15) * They identify similarities and differences between how people interact and share stories in Auslan and in spoken languages. (16) * Students know that Auslan is a language in its own right, different from mime and gestures used in spoken languages. (17) * They know that eye contact is necessary for effective communication and that meaning is communicated visually through the use of signs, fingerspelling, NMFs and non-conventional gestures. (18) * They recognise and describe the main elements of Auslan signs: handshape, movement and location; and identify and categorise signs according to these. (19) * They recognise that some signs link to visual images, for example DRINK, ELEPHANT. (20) * Students know that some words, such as proper nouns, are borrowed from English by fingerspelling and mouthing, and that locations or orientations of signs can be modified meaningfully, for example to show who is involved in an event. (21) * They recognise that signers can tell with lexical signs or show with DSs and CA, and that clauses include a verb and sometimes nouns. (22) * They recognise the importance of facial expression, eye gaze and NMFs in a visual-gestural language and culture. (23) | 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. |

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