

# AUSLAN IN AUSTRALIAN CURRICULUM – VERSION 9

## YEARS 7 - 8 SECOND LANGUAGE LEARNER (L2) - YEARS 7 - 10 (Year 7 Entry)

BAND LEVEL DESCRIPTION	Strand: COMMUNICATING MEANING IN AUSLAN (C)	Strand: UNDERSTANDING LANGUAGE AND CULTURE (U)
<p>In Years 7 and 8, students are beginning their learning of Auslan. This will be influenced by the extent of students' backgrounds and prior experiences of language learning. Students use Auslan to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Signing and viewing activities are supported by modelling, scaffolding and feedback. First-language and second-language learners may work collaboratively to facilitate learning.</p> <p>Students access authentic and purpose-developed signed, visual and multimodal resources which may include advertisements, blogs, conversations, textbooks and video clips. First-language learners may source texts and other resources from the Deaf community to share with peers. Students use their Auslan and/or English literacy knowledge of metalanguage in a range of contexts to reflect on similarities and differences between Auslan and English language structures and features. They understand differences between using signs in Auslan and in using the Roman alphabet in English. They recognise that language choices reflect cultural identity, beliefs and values.</p>	<p>Sub Strand: <b>INTERACTING IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C1) interact with others using modelled language to exchange information in familiar contexts about self and personal worlds AC9L2AU8EC01</li> <li>• (C2) engage in modelled signed and visual exchanges with peers to organise activities related to daily life and school environment AC9L2AU8EC02</li> </ul> <hr/> <p>Sub Strand: <b>MEDIATING MEANING IN AND BETWEEN LANGUAGES</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C3) locate and process information and ideas in familiar signed, visual and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9L2AU8EC03</li> <li>• (C4) develop and begin to apply strategies to interpret, translate and convey meaning in Auslan in familiar contexts AC9L2AU8EC04</li> </ul> <hr/> <p>Sub Strand: <b>CREATING TEXT IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C5) create signed, visual and multimodal informative and imaginative texts using modelled fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space AC9L2AU8EC05</li> </ul>	<p>Sub Strand: <b>UNDERSTANDING SYSTEMS OF LANGUAGE</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (U1) recognise and use modelled combinations of handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) to form signs and phrases and demonstrate understanding of how these are represented in familiar contexts AC9L2AU8EU01</li> <li>• (U2) develop knowledge, and use structures and features of, the Auslan grammatical system to understand and create signed, visual and multimodal texts AC9L2AU8EU02</li> <li>• (U3) compare Auslan language structures and features with English, using familiar metalanguage AC9L2AU8EU03</li> </ul> <hr/> <p>Sub Strand: <b>UNDERSTANDING THE INTERRELATIONSHIP OF LANGUAGE, CULTURE AND IDENTITY</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (U4) recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9L2AU8EU04</li> </ul>
<p><b>ACHIEVEMENT STANDARDS (AS)</b></p> <hr/> <p>By the end of Year 8, students use Auslan language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions in exchanges using familiar gestures, questions and instructions. They locate and respond to information in texts and use non-verbal, signed, visual and contextual cues to help make meaning. They respond in Auslan or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, modelled grammatical structures, and familiar signs including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.</p> <p>Students use the parameters of signs and demonstrate understanding that Auslan has conventions and rules for signed communication. They comment on aspects of Auslan and English language structures and features, using metalanguage. They demonstrate awareness that Auslan is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.</p>		

# AUSLAN IN AUSTRALIAN CURRICULUM – VERSION 9

## YEARS 9 - 10 SECOND LANGUAGE LEARNER (L2) - YEARS 7 - 10 (Year 7 Entry)

BAND LEVEL DESCRIPTION	Strand: COMMUNICATING MEANING IN AUSLAN (C)	Strand: UNDERSTANDING LANGUAGE AND CULTURE (U)
<p>In Years 9 and 10, Auslan learning builds on each student's prior learning and experiences. Students use Auslan to initiate and sustain interactions while sharing their own and others' experiences of the world. They sign and view to communicate with other users of Auslan through community and online events. First-language and second-language learners may support each other in their literacy development. Students may raise awareness of, and facilitate class involvement in, Deaf community events. They continue to receive guidance, modelling, feedback and support.</p> <p>Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of signed, visual and multimodal texts which may include magazines, online and print articles, social media, textbooks and video clips. First-language learners may source texts and other resources from the Deaf community to share with peers. Students acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values.</p>	<p>Sub Strand: <b>INTERACTING IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C1) initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds AC9L2AU10EC01</li> <li>• (C2) use signed and visual exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9L2AU10EC02</li> </ul> <hr/> <p>Sub Strand: <b>MEDIATING MEANING IN AND BETWEEN LANGUAGES</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C3) interpret information, ideas and perspectives in a wide range of signed, visual and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9L2AU10EC03</li> <li>• (C4) apply strategies to interpret and translate signed interactions, visual and written texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9L2AU10EC04</li> </ul> <hr/> <p>Sub Strand: <b>CREATING TEXT IN AUSLAN</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (C5) create signed, visual and multimodal, informative and imaginative texts, selecting features of signing, depicting signs (DSs), non-manual features (NMFs) and signing space, for familiar and some unfamiliar contexts and purposes, to engage different audiences AC9L2AU10EC05</li> </ul>	<p>Sub Strand: <b>UNDERSTANDING SYSTEMS OF LANGUAGE</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (U1) apply features of Auslan sign production including handshape, orientation, location and movement (HOLM), and non-manual features (NMFs), and show how these are represented in familiar and some unfamiliar contexts AC9L2AU10EU01</li> <li>• (U2) select and use structures and features of the Auslan grammatical system to enhance meaning and create signed, visual and multimodal texts AC9L2AU10EU02</li> <li>• (U3) reflect on and evaluate Auslan texts, using metalanguage to discuss language structures and features AC9L2AU10EU03</li> </ul> <hr/> <p>Sub Strand: <b>UNDERSTANDING THE INTERRELATIONSHIP OF LANGUAGE, CULTURE AND IDENTITY</b></p> <hr/> <p><b>Content descriptions</b> <i>Students learn to:</i></p> <ul style="list-style-type: none"> <li>• (U4) reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9L2AU10EU04</li> </ul>
<b>ACHIEVEMENT STANDARDS (AS)</b>		
<p>By the end of Year 10, students initiate and sustain interactions in Auslan to exchange and compare experiences and ideas about their own and others' personal worlds. They communicate using non-verbal, signed and visual language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Auslan or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of Auslan, including fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.</p> <p>Students apply features and conventions of signing to enhance communication. They select and apply knowledge of language structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their use of Auslan and their own cultural identity to discuss how these influence their ideas and ways of communicating.</p>		