# 2018 AUSLAN SCOPE AND SEQUENCE

| Junior Primary | Junior and Senior Primary | Senior Primary |
|---|---|---|
| **Term One** | **Term One** | **Term One** |
| Greetings<br>Turn-taking / working collaboratively | Numbers and data | Numbers and data |
| **Term Two** | **Term Two** | **Term Two** |
| Sign Languages around the world and in Australia | Deafhood and Identity | Deafhood and Identity |
| **Term Three** | **Term Three** | **Term Three** |
| Auslan and English relationships<br>HOLME | Constructed Action<br>Role Shift | Constructed Action<br>Role Shift |
| **Term Four** | **Term Four** | **Term Four** |
| Constructed Action<br>Story Telling | Translating between Auslan and English | Translating between Auslan and English |

# 2018 AUSLAN SCOPE AND SEQUENCE

| YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 |
|---|---|---|---|
| **Term One** | **Term One** | **Term One** | **Term One** |
| Auslan dialects<br>Sign Languages around the world | Auslan dialects<br>Sign Languages around the world | Evolution of sign language | Evolution of sign language |
| **Term Two** | **Term Two** | **Term Two** | **Term Two** |
| HOLME<br>Translation | HOLME<br>Translation | Paraphrasing<br>Retelling | Paraphrasing<br>Retelling |
| **Term Three** | **Term Three** | **Term Three** | **Term Three** |
| Deaf Cultural Experiences<br>Storytelling | Deaf Cultural Experiences<br>Storytelling | Deaf Cultural Experiences | Deaf Cultural Experiences |
| **Term Four** | **Term Four** | **Term Four** | **Term Four** |
| Cultural knowledge and awareness - how Deaf is seen by the world. | Cultural knowledge and awareness - how Deaf is seen by the world. | Cultural Knowledge and awareness – how deaf is seen by the world. | Cultural Knowledge and awareness – how deaf isseen by the world. |

# 2018 AUSLAN SCOPE AND SEQUENCE:   Junior and Senior Primary

| Topic Theme | Strand and Sub Strands | Strand and Sub Strands | Strand and Sub Strands | Strand and Sub Strands |
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| **Term One:**<br>**Numbers and Data** | **Socialising**<br>Communicate with teacher, peers and familiar adults in guided and free interactions that develop social and communicative skills<br>[Key concepts: self, family, interaction, experience, preference; Key processes: interacting, greeting, asking/answering questions, recounting, describing, comparing]<br><br>Participate in group learning activities that involve taking turns, playing action games, making choices or swapping and classifying items<br>[Key concepts: play, action-learning, problem-solving; Key processes: participating, playing, collaborating]<br><br>Participate in classroom routines and activities such as following directions, attracting attention, responding to questions and turn-taking<br>[Key concepts: direction, response, support, protocol; Key processes: participating, responding, interacting, turn-taking | **Informing**<br><br>Collect, classify and paraphrase information from a variety of Auslan texts and sources used in school and in the Deaf community<br>[Key concepts: information, facts, vocabulary, findings; Key processes: recalling, paraphrasing, interviewing, surveying, recording, presenting]<br>(ACLASFC022) | **Translating**<br><br>Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story or captions, noticing similarities, differences and instances of equivalence<br>[Key concepts: literal, difference, meaning, equivalence; Key processes: comparing, matching, identifying, translating] | **Language variation and change**<br><br>Recognise that there is variation in Auslan use, for example in different locations or physical environments<br>[Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering]<br>(ACLASFU034) |

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| **Term 2:**<br>**Deafhood and**<br>**Identity** | **Identity**<br><br>Consider how individual and community relationships combine to createfamily and social networks, influence social behaviours and contribute to a sense of belonging and identity<br>[Key concepts: identity, relationship, belonging, place, behaviour, ways of interacting; Key processes: exploring, sharing, describing explaining]<br>(ACLASFC028) | **Role of language and culture**<br><br>Explore connections between identity and cultural values and beliefs and the expression of these connections in Auslan<br>[Key concepts: language, culture, symbol; Key processes: exploring, understanding, noticing, recognising, questioning, making connections]<br>(ACLASFU036) | | |
| **Term 3:**<br>**Constructed Action**<br>**Role Shift** | **Language variation and change**<br><br>Recognise that there is variation in Auslan use, for example in different locations or physical environments<br>[Key concepts: variation, adaptation; Key processes: identifying, recognising, exploring, considering] | **Systems of language**<br><br>Identify and demonstrate how the formational elements of handshape and its orientation, movement, location and non-manual features can be arranged in signs which may be iconic, and explore ways of recording Auslan<br>[Key concepts: orientation, hand dominance, iconicity, non-manual features, recording language; Key processes: identifying, recognising, comparing, distinguishing, comparing, describing, decoding]<br>(ACLASFU030)<br><br>Observe that signers can include different | | |

| | | information, including gestural overlays, within a single sign, and identify examples of signers using space grammatically through points, depicting signs and constructed action<br>[Key concepts: space, function of points, indicating verbs, depicting signs, constructed action; Key processes: recognising, identifying, discussing, comparing] (ACLASFU031)<br><br>Understand that clauses can be enriched through the use of adjectives and adverbs (when, where, how), often produced with non-manual features<br>[Key concepts: verb types, adverbs, clause structure, questions; Key processes: recognising, exploring] (ACLASFU032)<br><br>Understand how signers make different language choices in different types of texts depending on the purpose and intended audience, and explore how space is used in Auslan for purposes of textual cohesion<br>[Key concepts: textual | | |

| | | features, similarity, difference, cohesion; Key processes: identifying, examining, comparing] (ACLASFU033) | | |
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| **Term 4: Translating between Auslan and English** | **Translating**<br><br>Translate high-frequency signs/words and expressions in simple texts such as repeated lines in a story or captions, noticing similarities, differences and instances of equivalence<br>[Key concepts: literal, difference, meaning, equivalence; Key processes: comparing, matching, identifying, translating] (ACLASFC026)<br><br>Create bilingual versions of different types of texts, such as captioned recordings of Auslan phrases or classroom resources such as posters and digital displays<br>[Key concepts: bilingualism, meaning; Key processes: creating, identifying, categorising] (ACLASFC027) | | | |