

**Copyright and Terms of Use Statement**

**© Australian Curriculum, Assessment and Reporting Authority 202**4

The material published in this work is subject to copyright pursuant to the Copyright Act 1968 (Cth) and is owned by the Australian Curriculum, Assessment and Reporting Authority (ACARA) (except to the extent that copyright is held by another party, as indicated).

The viewing, downloading, displaying, printing, reproducing (such as by making photocopies) and distributing of these materials is permitted only to the extent permitted by, and is subject to the conditions imposed by, the terms and conditions of using the ACARA website (see, especially, clauses 2, 3 and 4 of those terms and conditions). The terms and conditions can be viewed at [https://www.acara.edu.au/contact-us/copyright](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.acara.edu.au%2Fcontact-us%2Fcopyright&data=04%7C01%7CSharon.Foster%40acara.edu.au%7C9931e11fa7684c603e6308d98331bbfb%7C6cf76a3aa824427092003d71673ec678%7C0%7C0%7C637685071906340874%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=U5O4Vlbpf271IGmGiMh7fDwU4pLzzAiHpCQFylkp6s4%3D&reserved=0)

TABLE OF CONTENTS

[F–10 AUSTRALIAN CURRICULUM: Auslan first-LANGUAGE LEARNERS’ support resource 3](#_Toc147736504)

[Introduction 3](#_Toc147736505)

[About language structures and features 3](#_Toc147736506)

[About thematic contexts for language use 3](#_Toc147736507)

[Part 1: Language structures and features 4](#_Toc147736508)

[Part 2: Thematic contexts for language use 16](#_Toc147736509)

F–10 AUSTRALIAN CURRICULUM: Auslan First-LANGUAGE LEARNERS’ support resource

Introduction

This Auslan Language resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Auslan for the First-Language Learner Pathway. It is optional and includes illustrative examples of language and language use.

The resource provides suggestions for sequential development in 2 parts:

* Part 1 – language structures and features
* Part 2 – thematic contexts for language use.

Content in both parts is presented in 3 broad levels – beginner, intermediate and advanced – and is independent of the year bands and sequences in the curriculum, the language-learner background and the time spent on task.

Teachers can use suggestions in the resource to assist their planning of programs based on the AC: Auslan for First-Language Learner Pathway. The resource may assist teachers to meet the diverse language needs and learning backgrounds of students at different entry points into language learning.

For example:

* A Year 5 class has learners with different experiences of learning Auslan as a first language and with deaf and hearing family backgrounds. The teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions, supported by both the beginner and intermediate levels of the resource to differentiate learning.

About language structures and features

Part 1 provides language structures and features that are neither exhaustive nor mutually exclusive. The 3 levels demonstrate how a particular structure or feature could be developed at different stages of a continuum of language learning.

About thematic contexts for language use

Part 2 provides examples of thematic contexts for language use. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students’ learning.

Part 1: Language structures and features

Table 1 begins with ‘Features of sign production’ and ‘Fingerspelling’ followed by structures and features organised in alphabetical order.

Table 1: Language structures and features of Auslan

|  |  |  |  |
| --- | --- | --- | --- |
| **Language structures and features** | | | |
| Features of sign production | **Beginner** | **Intermediate** | **Advanced** |
| manual signs   * handshape, movement and location production of common lexical signs   for recognition and modelled use   * orientation of a sign’s handshape * handshape in less-common lexical signs such as   9 or k   * movement of a sign, for example,   [lift having an upward movement or](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_lift-AVS)  [sit having a downward movement](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_lift-AVS)   * location of a sign on the body or in space and with reference to another in 2-handed signs   **non-manual signs**  **for recognition and modelled use**   * non-manual features of a sign | manual and non-manual signs   * production of all features of lexical signs * NMFs in combination with signs * depiction in the signing space * handshape to differentiate minimal pair words such as   [work and talk](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_work-AVS)   * orientation to differentiate minimal pair words such as   [on and true](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_on-AVS)   * location to differentiate minimal pair words such as   [beautiful and well](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_beautiful-AVS)   * location to differentiate words such as   [brother and paper](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_brother-AVS)   * variation in orientation of a sign’s handshape, for example,   [say and see](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_say-AVS) | more complex manual and non-manual signs   * all handshapes and their orientations, handshape combinations, movements and locations * all NMFs with the duration across the phrase, for example,   [tired pro3 feel, work hard project continue full week nmf:head-shaking, turning-down-corners-of-mouth](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_tired-AVS)  *Despite feeling tired, he continued to work hard on the project for the entire week.*  for recognition and modelled use   * ability to describe all parts of a sign and features, such as a particular NMF across single signs or whole phrases |
| Fingerspelling | fingerspelling – developing skills   * grapheme letter aligned to handshape configuration * names and common places fingerspelled   frequent lexicalised fingerspelled words such as  [fs:if, fs:son, fs:egg or fs:zoo](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/2_FS_IF_2-AVS)  and within modelled sentences, for example,  [poss1 name fs:nathan](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/2_FS_IF_2-AVS)  *My name is Nathan.* | fingerspelling – expanded skills   * names of familiar and unfamiliar objects or places, for example,   [fs:october, fs:dragonfly, fs:airport, fs:helipad](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_october-AVS)   * blended fingerspelled letters to make a coherent sign, for example,   [fs:boot, fs:look, fs:miss, fs:oil, fs:cooper](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_book-AVS) | fingerspelling – advanced skills   * unknown words * for communicative effect such as emphasising a point * blended fingerspelled letters to make a coherent sign such as the first and/or last fingerspelled letters, for example,   [fs:w–k](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_W-K-AVS)  *week*  [fs:o–t](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_W-K-AVS)  *out*  [fs:r–c–e](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_W-K-AVS)  *rice* |
| Lexical signs | **simple adjectives and adverbs**   * range of basic lexical adjectives, for example,   red, big, pretty, or tall (person)   * common possessive adjectives for the present singular, for example,   [poss1 book](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3a_book-AVS)  *my book*  [poss2 cat](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3a_book-AVS)  *your cat*  [poss3 bag](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3a_book-AVS)  *his bag*  [poss3 tail](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3a_book-AVS)  *its tail*   * intensifiers by use of the sign   very or really   * SASS signs for 2-dimensional and 3-dimensional single objects * adverbs to modify verbs such as   [listen carefully, walk slowly](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3a_listen-AVS) | adjectives and adverbs – comparative   * more or worse as intensifiers such as more big or worse small,   for example,  [poss1 cat (nmf) beautiful](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3a_cat-AVS)  *My cat is the most beautiful.*   * adverbs of time such as   [week-ago(three)](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3a_week-AVS)  *3 weeks ago* | adjectives and adverbs – nuanced use   * complex SASS signs for 2-dimensional and 3-dimensional objects with multiple parts, for example,   describing a dream house or an ideal town |
| **conjunctions to join words to give simple preferences or reasons**   * fingerspelled conjunctions such as   fs:and to join signs, for example,  [sister fs:and brother](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3b_sister-AVS)  [cat fs:and dog](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3b_sister-AVS)   * conjunctions such as but, for example,   [pro1 like fruit, but banana like-not pro1](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3b_like-AVS)  *I like fruit but I don’t like bananas.*   * conjunctions such as because, for example,   [pro1 hungry-not because snack eat finish](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3b_hungry-AVS)  *I’m not hungry because I ate a snack.* | complex conjunctions   * conjunctions across a text, such as before, after, until, or, then, next, plus, also, at last, first, second, third, for example,   [first pro1 see car accident then pro1 ring 000](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/2a_first-AVS)  *First, I saw a car accident and then I rang 000.* | more complex conjunctions   * conjunctions across a text, such as next, although, however, consequently, similarly,   for example,  [pro1 sleep in, then miss train, means late school will get detention pro1 consequently](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/2a_sleep-AVS)  *I slept in and then missed the train. This means that I’ll be late for school and will get a detention!* |
| commonly used interrogatives   * NMFs to show questions, raising eyebrows to indicate asking question, for example,   [what that?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/2b_what-AVS)  *[What is that?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/2b_what-AVS)*  [where that?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/2b_what-AVS)  *[Where is that?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/2b_what-AVS)*   * clauses without a subject, for example,   [going where? (without ‘you’)](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3c_going-AVS)  *Where are you going?*  **for recognition and modelled use**  what, where, who, which questions with no NMFs attached | interrogatives using NMFs   * NMFs to indicate questions or statements * indications of uncertainty, for example,   [nmf:lowering-eyebrows-and-slightly-tilting-head](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3c_lowering-AVS)  *I’m not sure about that idea.*   * NMFs with scope and timing, such as   [How much? nmf:raising-eyebrows-and-pausing-to-show-awaiting-confirmation-from-signer](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3c_how-AVS)  *How much is this?* | more complex interrogative expressions   * question words such as   how, how-many, when, how much, why, when |
| **concrete nouns**   * familiar people, places, objects and animals, such as   father, grandmother, airport, hotel, car, cat, monkey | **complex nouns**   * body-anchored signs such as   mouth, eye  and non-body-anchored signs such as  library, city, mountain, ocean, bridge   * reduplication of nouns to show plurality, for example,   signing dog twice to mean dogs | abstract and collective nouns   * collective nouns for animals, such as   [group bird, swarm bee, group ant, cow group](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3d_group-AVS)  *flock of birds, swarm of bees, army of ants, herd of cows*   * abstract nouns such as happiness, truth |
| **number and time**   * days, months and seasons * time on the hour, half past * cardinal numbers * lexical signs before and after * signs referring to points on a timeline, such as   tomorrow or week (last-week)  **for recognition and modelled use**   * lower numbers (one or two) for more common signs (age, days or weeks ahead or behind) * Finish and not-yet | **complex number**   * numeral into signs referring to age, time, etc. * fractions such as   [half in one-and-a-half, two-and-a-three quarter](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3e_one-AVS)   * signs referring to points on a timeline as well as numeral incorporation, such as   [year-ago(three)](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3e_year-AVS)  *3 years ago*  next-week(two)  *in 2 weeks* | **more complex number and time**   * signs referring to the past and/or future, such as   since time(x) or until time(x), for example,  [since child, pro1 love drawing. until now, still passionate](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3e_since-AVS)  *I have loved drawing since I was a child. I am still passionate now.* |
| **referring pronouns**   * pronouns for talking about self and to immediate participants, for example,   [pro1 want chocolate](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3f_want-AVS)  *I would like some chocolate.*  [pro1 like car](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3f_want-AVS)  *I like cars.*  [pro2 like car?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3f_want-AVS)  *Do you like cars?*   * pronouns referring to he, she, they, you (plural), for example,   [pro1 help pro3](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3f_help-AVS)  *I helped him/her.*   * possessive pronouns such as   [poss2 teacher kind](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3f_teacher-AVS)  *Your teacher is kind.*   * different characters in simple stories represented through eye gaze and role shift in CAs | **contextual pronouns**   * ellipsis of the pronoun when it is known that participants understand participants, for example,   [holiday fly (aeroplane) bali?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3f_holiday-AVS)  *Are you going to Bali in the holidays?*   * role shift in CAs in procedures and narratives | **pronouns – nuanced use**   * spatial agreement such as pointing to different locations to represent different people, for example,   [pt+lf pro3 go store. pt+rt pro3 stay home. Then pt+lf pt+rt go park](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/2c_go_store-AVS)  *She* went to the store. *He* stayed at home and then *they* went to the park. |
| **verbs and negation**   * plain verbs such as   eat, sleep, run, read   * depicting verbs to describe action and incorporating non-manual features such as facial expressions to convey the meaning, for example,   [eat delicious nmf:head-nodding](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3g_eat-AVS)  *It is delicious to eat.*  [smell yuk nmf:nose-wrinkling](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3g_eat-AVS)  *It is a disgusting smell.*   * negation of verbs without explicit not, for example,   [understand nmf:head-shake](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3g_understand-AVS)  *I don’t understand.*   * negator signs not-yet, not-like, not-want, for example,   [poss2 mother not-yet arrive nmf:head-shake](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3g_mother-AVS)  *Your mother hasn’t arrived yet.* | aspects and modifiers in verbs   * reduplicative aspectual marking of verb to show habitual or iterative aspect, for example,   repeating the signed verb eat twice to show that it is a habit   * modal verb signs such as   can, will, should, can-not, for example,  [auslan learn pro2 should](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3g_auslan-AVS)  *You should learn Auslan.*   * verbs with depicting signs, for example,   using depicting signs/handshapes to represent the manner in which a person is reading a book (browsing, skimming, etc.) or to indicate the size and shape of the book   * verbs with intensifiers, for example,   [play enthusiastically](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3g_play-AVS) | nuanced verbs with classifiers and spatial expressions   * spatial verbs, for example, depicting the spatial movement of individuals during an activity, for example,   [move put drop](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3g_move-AVS)  *Move, put there and drop it.* |
| Non-manual features (NMFs) | NMFs and intensifiers   * NMFs for effect when producing a matching lexical sign, such as   expressing sad with a sad face   * negation with head shake or when signing a verb using explicit sign not, for example,   [pro1 like-not chocolate nmf:head-shake](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_like-AVS)  *I do not like chocolate.*   * negative forms of frequent verbs, such as   can-not or know-not   * NMFs to intensify, for example,   [pro3(pl) tall nmf:puffing](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_tall-AVS)  *They are so tall!*  for recognition and modelled use   * NMFs to express carelessness or concern, for example,   [poss1 problem-not nmf:bottom-lip-out](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_problem-AVS)  *It’s not my problem.* | negation and adverbial NMFs   * *th* with protruding tongue to express carelessness, for example,   [walk nmf:th](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_walk-AVS)  *walk carelessly*   * NMFs to intensify in a negative way, for example,   [sore ds:repeat nmf:sucking-cheeks-in](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_sore-AVS)  *very sore*   * phrases with and without adverbial mouth patterns, for example,   [food sour nmf:pursing-lips](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_food-AVS)  *sour food*   * intensifier NMFs for graded descriptions, for example,   *using NMFs to increase the intensity of* hotand cold  [nmf:head-set-back, frowning, lowering-eyebrows-and-pausing](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_head-AVS)  *No, I do not agree with you.* | expressive NMFs for contextual nuances   * NMFs for surprise or emphasis, for example,   [forget bin outside? nmf:furrowed-brow](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_forget-AVS)  *Did you forget about the bin outside?!*  [farnmf:mouthing-oo (oo = puffing-out-cheek)](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_forget-AVS)  *very far away*  [nmf:next-ee **(**ee = mouth-wide-with-teeth-showing)](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_forget-AVS)  *right next to*  [recent nmf:cs (cs = cheek-to-shoulder)](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_forget-AVS)  *just happened*   * scope and timing of negation and adverbial NMFs across a clause, for example,   [Understand nmf:head-shake can-not nmf:puffing do!](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_understand-AVS)  *I don’t understand why I can’t do it at all!* |
| Depicting signs (DSs) | entity representation   * DSs for giving directions, for example,   [ds:take-bus](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/5a_take-AVS)  Take the bus.   * entity DSs in environments where they are elicited, for example,   ds:bird-fly signed to show the action of a bird flying   * one-handed DSs for a single animal, person or car, such as   kangaroo, baby or car  as well as simple shapes such as  flat and wide or tall and thin   * simple movements such as linear (a path from A to B), for example,   the movement for ds:walk or random, jumping or bouncing, such as  a ball bouncing [ds:ball-bounce](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/5a_ball_bounce-AVS)   * 2-handed DSs that represent static locations in, on or under, for example,   [ds:table-ball-under](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/5a_ball_under-AVS)  *The ball is under the table*  for recognition and modelled use   * entity DSs in narratives * 2-handed DSs that represent static locations next to or between with no mental rotation required, for example,   one hand signing table and the other hand representing the object being placed on the table | depicting entities   * movement DSs when giving directions * locative DSs when giving directions, for example,   [ds:table-blue-box-key-in](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/5a_key_plain_plus-AVS)  *The key is in the blue box on the table.*   * DSs withhandshapes for a range of shapes, such as   [pole, airplane, flat and wide](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/5a_pole-AVS)   * change in orientation of handshape, for example,   adjusting the handshape to describe the action of jumping, bouncing, falling, etc.   * 2-handed DSs that represent next to, between, behind   [car-park ds:next-to car](https://www.dropbox.com/scl/fo/di9fbxei371mpfml518xh/AADIzy-zFzKfzvwP7HGEEyY?dl=0&e=1&preview=5a_carpark.mp4&rlkey=2vkt1zcnup22dkkntz61ygtm6)   * 2-handed DSs with figure and ground not shown simultaneously, for example, car pulled up at the shops.   for recognition and modelled use   * mental rotation such as in   [ds:bookshelf behind table](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/5a_bookshelf-AVS),  adjusting the signing space and hand movements to indicate the relative positions of the bookshelf and table | entity depiction applications   * DSs with handshapes for objects such as   cylinder, pyramid, sphere   * a range of movements including turns or pivots * 2-handed DSs with movement, for example,   ds:car-following-car, car-taking-over-car   * relative locations such as   left, right and front, back, with or without movement of one handshape.   * labelling of objects being referred to if not clear from context, such as   incorporating fingerspelling or DSs |
| handling manipulative verbs   * signed within signing space * handling verbs that refer to how someone manipulates an object rather than transfers it, for example,   push, pull   * simple manipulative DSs using the handshape for handling some commonly shaped objects such as   a cylinder or piece of paper   * location for transfer verbs will be real world, for example,   [please ds:handling-handshape (pick-up) box](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/5b_please-AVS)  *Please pick up the box.* | handling demonstrative signs for objects   * handling signs, rather than lexical verbs, such as adding the transfer verbs pick-up, give or put to the DS * DS without a redundant lexical sign, such as   ds:(pick-up) at the start   * lexical signs instead of handling DSs, for example,   [pro2 give pro1 pen please?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/5b_give-AVS)   * 2-handed figure and ground used (often not shown simultaneously), for example,   [bike, riding bike, pedalling](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3_bike-AVS)   * handshape choice to describe handling objects that are various shapes, for example,   a small, narrow handshape to symbolise handling a key   * movement and location for manipulation and transfer, including twisting, turning or the physical action of moving an object from one place to another * complex handling signs – either transferring something from person A to person B or else from place A to place B, for example,   picking up an object from a specific spot and placing it elsewhere, showcasing the directional movement and the change in location through precise hand and body movements | advanced handling transfer techniques   * handling DSs for less commonly shaped objects * choice of which object is being talked about in a handling DS based on the handshape for less commonly shaped objects, for example,   toothbrush |
| size and shape specifiers (SASS) –geometric shapes   * SASS to describe 2D shapes such as circles, squares and triangles * SASS for simple 3D shapes such as cubes * simple SASS signs for 2-dimensional and 3-dimensional single objects, for example,   ball where the signer outlines the shape of a ball with their hands  for recognition and modelled use   * modification of nouns to show features of them, for example,   increasing the size of sign to show larger/smaller, such as  [ds:tiny-house versus ds:huge-house](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/5c_tiny-AVS) | size and shape specifiers (SASS) – shapes and patterns   * lexical adjectives for specific characteristics such as vertical or horizontal orientation * SASS DSs for patterns such as spots or stripes * objects and shapes with SASS DSs, and also patterns on them   for recognition and modelled use   * surface descriptions with a SASS, such as a bumpy road | size and shape specifiers (SASS) – sizes and patterns   * SASS DSs for patterns with subcategory such as size of stripe or spot * handshapes for 2D and 3D including surface descriptions, such as   the smooth surface on a sphere  for recognition and modelled use   * size differences in complex patterns such as dots versus spots, thin versus thick stripes * descriptions of complex patterns and shapes |
| Signing space | single lexical signs   * simple statements made in designated signing space, for example,   [pro1 like cooking](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/6_like-AVS)  *I like cooking.*   * modified indicating verbs in designated signing space, for example,   [pro1 see dog](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/6_see-AVS)  *I see a dog.*   * Spatial displacement shown through gestures rather than verbs, such as using space in front of signer to depict movement, for example,   depicting movement across a distance to mean ‘run’ rather than using verb run   * frequent verbs of transfer such as see, give or tell, for example,   [give pro2 pencil](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/6_give-AVS)  *I’ll give you a pencil.*   * spatially displaced nouns, for example,   signing space to sign table and chair*,* conveying relationship between the 2 objects | spatial displacement and modification in signing space   * indicating verbs for real space, for example,   using indicating verbs put or place while gesturing to specific locations in signing space, linking actions to their corresponding spatial references, for example,  [pick-up plate ds:carry pt+lf table](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/6_pick-AVS)  *Pick up the plate and put it on the table.*   * modification for non-present referents across clauses and sentences, for example,   john go store. pro3 buy some food. then pro3 return home  *John went to the store. He bought some food and then returned home.* | signing space and spatial referencing   * use of space across whole narratives for present referents * modification for non-present referents across texts * use of space for absent things or people |
| Use of space and coherence | spatial referencing and noun phrases   * use of pointing to people or objects who are present or in real space, for example,   [pt+f pro3(pl) play](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_play-AVS)  *They are playing.*   * full noun phrases when referring to a referent, for example, * [pt+f red ball poss-1](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_red_plain-AVS)   *That’s my red ball.*   * spatial descriptions of topographic scenes with single viewpoint, for example, following story describing a room with a window on left of room and a door on right * spatial descriptions with character viewpoint, for example,   [pro3 see pt+rt accident](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_see-AVS)  *He saw the accident over there.* | spatial coherence and grammatical usage   * pointing for reference to locations in signing space where people have been set up, for example,   [pro1(pl) sit pt+rt here](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/7_sit-AVS)  *We will sit here.*   * grammatical use of space across a clause * demonstration of character viewpoint, for example,   [pro3 pt+up see bird ds:fly](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/7_see-AVS)  *She saw the bird flying past.*  Note:  pro3 (from her perspective)  see (from her viewpoint)  bird ds:fly (depicting the bird's movement) | discourse spatialisation and pointing coordination   * referring back to subordinate hand (as buoys) while dominant hand produces other signs, for example,   [cousin(two) pro1 have.](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/7_cousin-AVS)  [lbuoy(1): age-years(ten), lbuoy(2): age-years(fifteen). adore pro3(pl).](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/7_cousin-AVS)  *I have 2 cousins. One is 10 years old and one is 15 years old. I adore them.*   * communication of space across discourse, such as describing layout of a room * blended or mix viewpoints to include character and observer, for example,   [pro3 see car ds:drive-fast](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/7_see_car-AVS)  *She saw the car drive by quickly.*  *Note:*  pro3 (from her perspective)  see (from observer's perspective)  car ds:drive-fast (depicting the car's movement) |
| Use of space and constructed actions (CAs) | role shifting   * role shift to represent a single character in narrative * CA for dialogue (rather than using words ‘he said’ ‘she said’)   for recognition and modelled use   * identification of periods of text where signer is using CA * identification of who is being referred to in CA when characters are made explicit | coherence and spatial referencing   * role shift indication by shift in eye gaze from narrator to character * expressions to match characters, for example,   using excited facial expressions to show when a character is excited   * space and NMFs consistent in clause and for characters * CA to represent 2–4 people other than signer, for example, when talking about 2 to 4 people who are not present   for recognition and modelled use   * CA use simultaneous to signing | constructed action across discourse   * role shift to represent characters in a narrative * eye gaze to show narrator versus character * with and without body partitioning |
| Syntax | **simple clauses**   * verbless clauses such as   [boy playground](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_boy-AVS)  *The boy is in the playground*.  [cat big](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_boy-AVS)  *The cat is big*.   * clauses with intransitive plain verbs such as   [pro3 dancing](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_dancing-AVS)  *She is dancing*.   * clauses with transitive plain verbs   [cat love dog](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_cat-AVS)  *The cat loves the dog*.   * subject+verb+object word order where appropriate * lexical signs to describe aspectual information such as usually, sometimes, finish or not-yet * buoys used for listing items or people, for example, listing referents on subordinate hand in statement, for example,   [poss1 house have people(four). lbuoy(1): poss1 mother lbuoy(2): brother lbuoy(3): sister lbuoy(4): pro1.](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_house-AVS)  There are 4 people in my house; my mother, brother, sister and me.  For recognition and modelled use   * conditionals when marked with lexical items such as fs:if * topicalisation, for example,   [ice-cream flavour, chocolate, who prefer](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_ice_cream-AVS)  *… as for ice-cream flavours, who prefers chocolate?* | **more complex clauses**   * flexible use of sign order, for example,   [café pro1 will meet pro2 at](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_cafe-AVS)  [or](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_cafe-AVS)  [meet pro2 at the café, pro1 will](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_cafe-AVS)  *I will meet you at the café.* (both)   * clauses without a subject when reference is maintained, for example, not using pro1 in   [school go](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_school-AVS)  *I go to school*.   * conditional clause with fs:if without NMFs, for example,   [fs:if rain, umbrella pro1 bring](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_rain-AVS)  *If it rains, I will bring an umbrella*.   * topic-comment structure, for example,   [book, pro1 already finish](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_book-AVS)  *As for the book, I already read it.*   * temporal information such as beginning of an action, for example,   [start eating, begin reading](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_start-AVS)  for recognition and modelled use   * a range of aspect marking | **complex clauses**   * subordinate clauses such as   [pro1 think fs:charlie prefer dog](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_think-AVS)  *I think that Charlie prefers dogs.*   * relative clauses, for example,   [yesterday girl win competition, poss1 friend](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_yesterday-AVS)  *The girl who won the competition yesterday is my friend.*   * flexible use of body partitioning * integrating NMFs for conjunctions, such as the nmf:same for *and,* for example,   [pro3 tall strong nmf:same](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_tall-AVS)  *She is tall and strong.*   * use of CA for contrast, for example,   in sentence, *Although he prefers quiet activities, she enjoys participating in lively social events,* signer can alternate facial expressions and body movements to depict each character   * topic-comment structure with accompanying NMFs, for example,   [in today’s class nmf:forward-head-tilt-and -serious-facial expression pro1 learn about impact climate change nmf:wide-eyes-and-concerned-expression. climate impact weather australia.](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/8_in-AVS)  *In today’s class I learned about the impact of climate change. This affects weather in Australia.* |

Part 2: Thematic contexts for language use

Thematic contexts representing perspectives that shape the students’ world are suggested in Table 2.

Table 2: Thematic contexts for Auslan

|  |  |  |
| --- | --- | --- |
| **Thematic contexts** | | |
| **Self and others** | **Self and community** | **Personal and global environments** |
| **Beginner** | **Intermediate** | **Advanced** |
| This is me   * introducing self with name and/or sign name, and additional identifying information, for example,   [pro1 deaf](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/This_deaf-AVS)  *I am deaf*   * describing physical attributes of self, for example,   [pro1 ds:tall hair black](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/This_tall-AVS)  *I am tall and I have black hair.*   * identifying family members, friends and significant people in my life, for example,   [pt+c friend name fs:lisa](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/This_is_me_friend-AVS)  *This is my friend. Her name is Lisa.*   * describing animals and pets, for example,   [pro1 have 2 bird(two), 3 fish(three) pro1 have](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/This_bird-AVS)  *I have 2 birds and 3 fish.*   * discussing likes and dislikes, such as colours, food, sport, hobbies, activities, toys, for example,   [yellow pro1 like, pizza pro1 like, soccer play pro1 like, tennis pro1 like-not](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/This_is_me_yellow-AVS)  *I like yellow. I like pizza. I like playing soccer. I don’t like tennis.*   * sharing what I like to do with my family or friends, for example,   [pro1(pl) go beach, snorkel, play](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/This_go-AVS)  *We go to the beach and snorkel and play.*   * labelling and expressing feelings and emotions, based on images, for example,   [pro3 sad](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/This_sad-AVS)  *He’s sad.*  And extending to expressions about self, for example,  [pro1 happy](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/This_sad-AVS)  *I’m happy.* | Myself and others   * explaining about self, such as   where I live, who I live with, whether my family is deaf or hearing, what my family is like, and what my family or significant others, mean to me   * providing a context or back story to explain own sign name if applicable * describing self, for example,   [friendly pro1, new people meet enjoy](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Myself_friendly-AVS)  *I am friendly and enjoy meeting new people.*   * describing personality traits of family, friends and significant people in my life, for example,   [poss1 sister care (rpt)](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Myself_sister-AVS)  *My sister is very caring.*   * talking about pets and care responsibilities, for example,   [pro1 look after poss1 cat, need food, water, every day brush fur](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Myself_look-AVS)  I look after my cat who needs food, water and daily grooming.   * comparing sport and leisure time, for example,   [every weekend pro1 go where? beach with family. surf, swim. good fun! pro2 like beach? pro2 like there at beach what?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Myself_every-AVS)  *Every weekend, I go to the beach with my family. We go surfing, swimming and have good fun. Do you like the beach? What do you like to do at the beach?*   * qualifying likes/dislikes, and indicating preferences for entertainment and leisure, such as movies, video games, music, books, for example,   [pro1 like video game play why? cousin pro3 america live pl2 video-game(play)](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Myself_video-AVS)  *I like playing video games because I can play with my cousin who lives in America.*   * comparing experiences, for example,   [today pro2 walk school?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Myself_today-AVS)  *Did you walk to school today?* | Understanding myself and others   * discussing emotions, feelings, opinions, for example,   [world full rubbish. make pro1 sad](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Understanding_world-AVS)  *The world is full of waste. It makes me sad.*   * comparing wishes, dreams, desires, aspirations, for example,   [future pro1 hospital work want, nurse. help sick people. poss2 future work what?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Understanding_future-AVS)  *In the future, I’d like to work in a hospital as a nurse helping sick people. What work would you like to do in the future?*   * justifying preferences: healthy lifestyle choices, sports training, study habits, future interests, social issues, sustainability practices, for example,   [exercise daily important, pro1 believe health maintenance necessary fulfil life. how can improve health future?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Understanding_exercise_L2-AVS)  *Daily exercise is important. I believe maintaining health is key to a fulfilling how can you improve your health in the future?*   * sharing thoughts and opinions about family and/or significant people in my life   [poss1 mother kind, supportive, encourage dream, always grateful](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Understanding_mother-AVS)  *My mother is kind, supportive and encourages my dreams. I am always grateful.*   * explaining value of specific relationships, for example,   value of a deaf child’s relationship with a deaf grandparent, or the connection I have with my best friend   * researching current affairs/contemporary issues within Deaf communities locally, nationally or internationally, identifying similarities and differences with hearing communities * identifying role models in my life, and in wider Deaf community and reflecting on why I admire their achievements |
| My personal world   * sharing ideas about what makes me who I am – my language, my culture, my country * discussing the significance of sign names, if I have one, or anyone known to me has one, if appropriate, for example,   [pro3 sign name mean, pro3 run-fast](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/My_sign-AVS)  *Her sign name means she is a fast runner.*   * understanding languages can be signed or spoken, and people may use writing, speech, gesture, drawings, art, and signs to communicate, and comparing this with how I use my first language to communicate * demonstrating cultural practices such as tapping the upper arm, flashing lights, or waving to get attention * exploring everyday technology that I use or would like to use | My language, my culture   * sharing opinions and experiences about what shapes Deaf identity and culture * mapping distribution of Auslan users across Australian states, using data from census and other sources * looking at influence of history and geography on development of Auslan, particularly colonisation of Australia, importation of British Sign Language (BSL), influence of Irish Sign Language (ISL), and location of deaf schools * recognising there is no universal sign language and that many sign languages are used throughout the world * viewing a signed presentation about another person’s experiences with other sign languages and cultures when travelling around the world * exchanging thoughts on technology, such as hearing aids, cochlear implants, and FM devices, and comparing with technology such as captions, smart watches and video remote interpreting * creating a brochure about role that interpreters play, and their function in facilitating language and cultural mediation between deaf and hearing communities * shadowing a signed text by an Auslan signer about their identity * considering advantages and disadvantages of social media for deaf people, and for Auslan language and culture | Living in the 21st century   * reflecting on how the past contributes to the present, for example, discouragement of use of sign languages in schools and in society in the past, and comparing this with the status and acceptance of sign languages today * interviewing an older member of the Deaf community about how times have changed for them, including in relation to technology, access and inclusion * considering ways that Auslan is evolving due to globalisation, and capacity for new technology to store, record, share and influence sign language use internationally * understanding reasons for linguistically close relationships between British, Australian and New Zealand sign languages * discussing use of social media and how it influences everyday life in 21st century * finding evidence of Deaf community influence on wider hearing society, for example, open captioning on televisions in waiting rooms and on social media * debating 21st century issues and concerns, such as climate change, evolving technologies, social media and changing Deaf communities * exploring ways technology has evolved to capture Aboriginal and Torres Strait Islander sign languages, with appropriate permission, and discussing the impact on programs of preservation and revitalisation, for example,   the *Iltyem-iltyem* project   * researching form and function of sign languages in Aboriginal and Torres Strait Islander communities, with appropriate permission, and noticing how these differ from Auslan |
| My classroom   * exchanging respectful greetings with teachers and peers, for example,   [how-are-you?, good-morning, good-afternoon](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/My%20classroom_how-AVS)   * asking and responding to routine questions in class, for example,   [today weather what? sun](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/My%20classroom_today-AVS)  *How is the weather today? Today’s weather is sunny.*   * responding to roll call of fingerspelled name, or sign name if appropriate * responding to classroom instructions, for example,   sit, stand, listen, wait   * asking for permission, assistance, clarification, etc., for example,   [pro2 mean what?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/My%20classroom_mean-AVS)  What do you mean?  [understand-not nmf:head-shake](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/My%20classroom_mean-AVS)  I don’t understand.   * using real space, describing how my classroom is arranged, for example,   [classroom have desks, board front, windows side, door back](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/My_classroom-AVS)  The classroom has desks, a board at the front, windows at the side and a door at the back.   * listing favourite subjects and classroom activities, for example,   [lunchtime sport pro1 like](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/My%20classroom_sport-AVS)  *I like sport at lunchtime.* | School life   * imagining features of 'an ideal deaf school' and comparing these with typical 'hearing' classroom or my current school * expressing school rules and responsibilities by creating an ‘Introduction to our school’ video, presented in Auslan with captions in English and/or another known language * explaining school timetable to new classmate, for example,   [first period math, after, science](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/School_first-AVS)  In first period we have Maths and after that we have Science.   * providing reasons to justify subject preferences and dislikes, for example,   [poss1 favourite subject auslan. why? poss1 teacher pt+f pro3 deaf, pro1 sign knowledge grow ds:fast](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/School_favourite_L1-AVS)  My favourite subject is Auslan because my teacher is deaf and I am learning so much about how to sign   * discussing healthy and sustainable lunch options, including school canteen provisions * noticing diversity of Deaf cultural aspects in wider school community, for example, involvement of interpreters at school assemblies * creating a class website that shares an overview of deaf schools in Australia | Education   * interviewing multiple deaf Auslan signers about their experiences at school when they were younger and contrasting this with education today * debating positives/negatives of specialised versus inclusive or national/international education systems * discussing how the Declaration on the Rights of Deaf Children (World Federation of the Deaf) could be adopted and implemented * contributing to localised school-level Auslan signbanks on specific topics, for example, creating a bank/dictionary of signs used by deaf students and interpreters in Year 10 Science * sharing thoughts about future study and career aspirations and considering career opportunities for deaf people, for example,   [school finish, pro1 university. study what? fs:law year(six). long-time! become lawyer, area nmf:raised-brows? human rights advocate. why? pro1 passionate about deaf people’s right.](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Education_school_L1-AVS)  *When I finish school, I am going to university to study law for 6 long years. I want to become a lawyer to be able to advocate for human rights because I am passionate about Deaf people’s rights.* |
| Where I call home   * drawing plan of my home(s), or my favourite room, sharing it with a peer, and having it signed back to me based on my sketch * sharing information about ‘My favourite place at home’ and why   [pro1 love love poss1 room. ds:big](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Where_love-AVS)  I really love my room. It is big.   * explaining where I like to go in my neighbourhood, for example,   [fs:park near poss1 house have lbuoy(1): swing, lbuoy(2): slide, lbuoy(3): tree ds:big. pro1 love play there](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Where_park-AVS)  *There is a park near my house. It has a swing, a slide and a big tree. I love to play there.*   * watching a video clip about a deaf child and their family and noticing the devices they have in their house, for example, flashing light doorbell and vibrating alarm clock, and confirming whether they have these in their own home | My home and neighbourhood   * describing the architecture or design of their ‘ideal’ house and sharing this information with a deaf peer, focusing on the perspectives of deaf individuals and justifying opinions * describing family activities, chores and responsibilities at home   [yesterday family clean house together](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/My_yesterday-AVS)  Yesterday my family cleaned the house together.   * describing neighbourhood facilities such as school, shops, parks and travel routes, for example,   [pro1 arrive school how? poss1 home pt+rt walk minute(ten) train station. catch train, minute(fifteen). road cross bridge ds:walk-over. arrive!](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/My_arrive-AVS)  How do I get to school? My home (set up referent in space) is a ten-minute walk from the train station. I catch the train which takes 15 minutes. I walk over a bridge on the road. Then I arrive!   * discussing ideas about responsibility for the environment – local, national and global perspectives on recycling, saving water, climate change, etc. | My home, my community, my worlds   * sharing ideas with an Auslan signer about the notion of belonging – how to make society more inclusive * researching concept of deaf spaces, importance of deaf gatherings, and closure of Deaf Clubs and deaf schools in past, and how this impacts on language and culture transmission * designing office/social space for deaf company, taking into account principles of universal access and deaf-friendly architectural design features * exploring effect that expanding sign language interpreting services might have on raising awareness of Auslan, especially in areas of broadcast interpreting on television, and in education, law and health settings * exploring diversity within Australian Deaf community, and comparing with other Deaf communities around the world * discussing benefits of volunteering or participating in community work/service-learning projects, such as supporting local environmental projects, and participating in beach clean-ups * debating issues such as ethical clothing, animal rights |
| How I pass my time   * sharing information about activities, hobbies and interests, for example,   [pro1 love swim, draw. pro1 enjoy horse-riding](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/How_love-AVS)  I love swimming and drawing. I enjoy horse riding.   * listing benefits of sport in Deaf community, for example, fostering interaction and community building, contributing to fitness and wellbeing and allowing individuals to compete regardless of their hearing abilities * using checklist, marking off route travelled on a typical day, based on information presented by an Auslan signer * using listing to describe day at home, or at school, for example,   [afternoon: arrive home, snack, feed dog, homework, dinner, wash-up, tv, bed](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/How_afternoon-AVS)  In the afternoon after I arrive home, I eat a snack, feed the dog, do homework, have dinner, wash up, watch TV and go to bed.   * viewing a simple signed text by signer of similar age, comparing how they pass their time | Recreation, routines and responsibilities   * discussing preferences with a peer, for example, books to read, movies to watch, games to play, music to listen to, sports to view or participate in, for example,   [pro1 like hike ds:rept-slow camp. pro2?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Recreation_like-AVS)  I like going on really long hikes and camping. How about you?   * using curated images or photo prompts to create a fictional text about recreational pursuits, interests or responsibilities of people in pictures   [pro3(pl) climb mount everest, top picnic, parachute down](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Recreation_climb-AVS)  They climb Mount Everest, have a picnic at the top and then parachute down.   * comparing sporting opportunities for hearing and deaf people, and investigating differences between Deaflympics, Paralympics and Olympics, in terms of media exposure and funding * sharing personal routines in class survey, including discussion of recreational commitments, chores and part-time employment where applicable, for example,   [pro3 role home garden clean, dad cook, sister table set](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Recreation_role-AVS)  His role at home is to do the gardening, his dad cooks and his sister sets the table.   * inviting deaf sportsperson to discuss their experiences competing in deaf-only teams, and comparing with hearing teams and events | Reflecting on the past and planning for the future   * comparing and contrasting their own educational experiences with classmates * debating whether it is better to drive a new car or a secondhand car as a new P-plate driver * creating resume of interests, skills, abilities, education and employment experiences and then role-playing job interview, for example,   [pro2 want work here why?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Reflecting_want-AVS)  Why would you like to work here?   * comparing how different generations spent leisure time, for example,   finding out what parents/grandparents did in free time when they were young   * sharing first memories of school and/or positive and negative influences in school, for example, teachers or friends who have been good role models   [pro1 start gymnastics why? mr hayes encourage pro1](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Reflecting_gymnastics-AVS)  I started gymnastics because Mr Hayes encouraged me.   * researching cultural and generational attitudes to deaf people by interviewing older family members about their views of the Deaf community |
| Let’s eat   * using modelled structured expressions about likes and dislikes regarding food, drinks, snacks   [pro1 like chicken but like-not beans pro1](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Lets_like-AVS)  I like chicken but I don’t like beans.   * explaining what is in my lunch box today, for example,   [pt+f fs:samosas. mum make](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Lets_samosas-AVS)  These are samosas. Mum makes them.   * negotiating food choices and ordering at school canteen in practice activity   [fs:sushi have, please?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Lets_sushi-AVS)  Can I please have sushi?   * watching television food shows and competitions hosted by deaf presenters, with deaf children as contestants * participating in simulated shopping or cooking activities, using numbers, for example, * [apple(six), oranges(four) please, or cake need egg(three)](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Lets_apple-AVS) * planning special occasion such as birthday celebration, considering day, time, food, budget, invitations, etc. * grouping food options signed by an Auslan signer, into categories of breakfast, lunch and dinner and snack, by placing matching images on a table | Eating in and eating out   * using measurements, currency, numbers, collective numbers, quantity, shopping lists in a role-play, for example, ordering items from deli   [pro1 want ham gram(three hundred), cheese slice(ten), fs:tabouli small tub, please](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Eating_want-AVS)  Can I please have 300gms of ham, 10 slices of cheese and a small tub of tabouli?   * sharing recipe with class, containing a number of ingredients and steps in cooking process, for example,   [lbuoy(1): add egg(two),](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Eating_add-AVS)  [lbuoy(2): cup(two) warm water, lbuoy(3): tablespoon olive oil](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Eating_add-AVS)  First, add 2 eggs, then 2 cups of warm water and then add a tablespoon of olive oil.   * role-playing dining out and receiving a meal that warrants a complaint, such as a burger with a hair in it, for example,   [soup have fly! i complain and poss1 money back. excuse-me waiter!](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Eating_soup-AVS)  There is a fly in my soup! I am going to complain and get my money back. Excuse me waiter!   * comparing dining etiquette of hearing and deaf people, for example,   removal of items from middle of table for unobstructed view, preference for round table, well-lit restaurant   * viewing story by an Auslan signer regarding meal preferences, or cooking incident such as recipe gone wrong or disaster in kitchen | Health trends   * discussing food choices and what is healthy, balanced, nutritional eating, for example,   [pro1 should eat more vegetables. dinner finish, less ice-cream](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Health_should-AVS)  I should eat more vegetables and have less ice cream after dinner each day.   * investigating and discussing how shopping and eating habits have changed over time, for example,   [now people order take-away deliver. health problem increase](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Health_now-AVS)  These days, people often order takeaway meals to be delivered. This is leading to worrying health consequences.   * participating in discussion with deaf chef/cook, café owner/manager, personal trainer, or a person working in health sector, invited into classroom to talk about their job * exploring health disparities in Deaf community resulting from limited information available in Auslan and noting creation of medical signbank as vocabulary tool * creating report on merits of sport in Deaf community, physically and socially * responding to story by an Auslan signer regarding an experience in hospital |
| Let’s celebrate!   * identifying special occasions celebrated with family and friends, for example,   [poss1 birthday april twenty-six](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Celebrate_birthday-AVS)  My birthday is on April 26   * learning culturally specific signs for expressions of celebration and festivity, such as happy birthday * exploring significance of sign names and how and when they are gifted * learning about important dates and celebrations in Deaf community such as   National Week of Deaf People (NWDP) – held annuallyin third week of September,  Auslan Day – 13 April,  International Day of Sign Languages – 23 September   * viewing text by an Auslan signer about a celebratory event such as birthday or wedding, and identifying key features and vocabulary * creating visual poster, digital book or infographic about a special festival, celebration or Deaf community event | Celebrating cultures, traditions and achievements   * describing celebrations and festivals associated with Deaf communities, for example,   [deaf community festival, learning deaf art, history, learning deaf culture](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Celebrating_deaf-AVS)  At a Deaf community festival we can learn about Deaf art, history and learn about Deaf culture.   * interviewing deaf artist, business owner or other deaf professional about their work and their achievements, for example,   [pro2 business open when? start business why?](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Celebrating_business-AVS)  When did you open your business? Why did you start your business?   * organising information stall or display at school during NWDP, or on Harmony Day or similar, where school community celebrates diversity, respect for different cultures, and inclusion * researching origins and significance of United Nations Convention on the Rights of Persons with Disabilities, and its impact on human rights of deaf people * watching presentation by Deaf interpreter regarding their journey to becoming certified, and their work experiences nationally and/or internationally | Recognising the significance of milestone events   * discussing historic events in Deaf community, such as Milan Congress in 1880, and resulting prohibition of sign language in many countries in the world * examining and comparing significance of deaf celebrations and festivals from around the world, including International Week of Deaf People * discussing previous and current famous Deaf arts festivals, movements, and celebrations, and how they reflect language and cultural practices, such as   Flow Festival (Australia), Deaffest (UK), Deaf Way (USA), De’VIA (USA), Clin d’Oeil (France)   * researching positive impact of legislation and language policy on Deaf community, for example,   Disability Discrimination Act, and Australian Language and Literacy Policy   * exploring repercussions arising from recognition and documentation of sign languages from the 1960s–1990s in USA, UK and Australia, and resulting publication of dictionaries, language policies, and deaf people’s feelings of ownership and pride in their sign language(s) * interviewing deaf activist about their efforts to advocate for change, and impact of their work, for example,   [pro2 think deaf people need change what? please explain](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Recognising_think-AVS)  Please explain what changes you think are necessary for deaf people. |
| Exploring where we live   * mapping places around Australia, for example,   perth, brisbane, hobart   * identifying forms of transport, by circling words, images or writing from a signed list * documenting simple travel route using different transport, as presented by an Auslan signer * understanding currency, for example,   cost of bus ticket to town or city   * following simple directions, for example,   [library where? walk straight, downstairs, turn right](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Exploring_library-AVS)  Where is the library? Walk straight ahead, go downstairs and turn right.   * describing daily weather | Holidays and travel   * discussing preparations and itinerary for travel, for example,   [first day, go beach. second day, go visit museum. third day, go shopping](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Holidays_first-AVS)  On the first day we’ll go to the beach, then on the second day we’ll visit a museum and on the third day we we’ll go shopping.   * describing clothes (items, textures, colours, and other qualities) to suit variety of travel activities, or to narrate holiday fashion show, for example,   [pro3 fs:naomi. pro3 wearing purple grey ski clothes, suit snow](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Holidays_naomi-AVS)  This is Naomi. She is wearing a purple and grey ski suit, perfect for the mountains.   * explaining severe weather conditions or natural disaster in live-action ‘reporter-style’ activity, filmed with classmate * creating multimodal presentation about past or imagined holiday, including place, activities, etc. * sharing plans for my next holiday, for example, * [next-year fs:jan, poss1 family fly where? bali, stay night(five). parents travel before. pro1 travel not-yet. pro1 excited!](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Holidays_next-AVS)   Next year, in January, my family is flying to Bali where we will stay for 5 nights. My parents have been before, but I haven’t been yet. I am excited!   * comparing Australian deaf culture customs and traditions with those of another country, noting what protocols you might have to follow if travelling to that country | Deaf mobilities   * preparing for hypothetical class trip to Gallaudet University, USA, for example,   working out budget for trip, deciding on route, investigating tour options of campus   * exploring ‘deaf tourism’ and increased mobility of deaf communities, for example,   researching the advantages/disadvantages deaf people have when travelling   * researching challenges associated with immigration rules to Australia for deaf people, or experience of deaf refugees * interviewing deaf professional about their experiences travelling to attend international conferences/work meetings, festivals, or global sports events (Deaflympics) * researching common medical issues that could occur while travelling, and role-playing scenarios to practise responding to these |
| Auslan and Deaf culture awareness   * reflecting on my first exposure to other deaf people, and seeing sign language * showing importance of eye contact, light and touch in Deaf culture * using tactile or visual means to get attention, or to respond to others * exploring statistics around Auslan use and numbers of deaf people in Australia, and comparing these figures with general population * recognising social norms and hearing values around sound and noise in specific settings and for getting attention * recognising not all deaf people use Auslan, and that deafblind people in particular might use Auslan differently from deaf people * discovering icons and symbols of sign languages and Deaf community, such as   Deaf flag, and objects representing deaf experience, for example, handshape art   * reviewing television programs for children, with deaf presenters or Auslan-related content | Deaf community and culture exploration   * exploring history and acceptance of sign languages and Deaf community and culture around world, for example,   creating timeline or poster   * researching pioneers in Deaf community, for example, Nola Colefax and Dorothy Shaw, and identifying deaf identities who established first deaf schools in Australia, for example, William Thomson in WA, or Thomas Pattison in NSW * engaging in online ‘language exchange’ program with deaf students from another country, brokering understanding across different sign languages, and recognising similarities and points of ‘sameness’ in deaf experience * investigating identity of deafblind people and their connection to Deaf community, by inviting deafblind guests into classroom to share their personal journeys * inviting deaf artist to present online or in class about cultural values and deaf life experiences they have drawn on to produce their style of artwork * producing adapted version of established board or card game, incorporating deaf cultural elements and linguistic content into game play * creating multimedia presentation about international deaf history, or Australian deaf history | Language and culture in the Deaf world   * recognising additional communication forms used by deafblind people, such as tactile signing and hand-over-hand forms, in addition to tactile fingerspelling and haptics, and exploring other factors regarding identity, culture and communication for deafblind people * exploring role of deaf ecosystem in language and cultural maintenance in Deaf community * comparing levels of endangerment of different sign languages, such as   New Zealand Sign Language (NZSL), village sign languages, American Sign Language (ASL), Scandinavian sign languages, South American sign languages and Auslan, for example, by using UNESCO data and reviewing the International Institute for Sign Languages and Deaf Studies (iSLanDS) survey findings   * summarising and presenting a news or current affairs topic relating to deaf people * investigating how new or specialised language associated with domains such as technology, engineering, cooking or fashion are used, but may not yet be documented in Deaf community * analysing current issues that affect young deaf Australians and exploring opportunities for young deaf people, such as national and international camps and World Federation of the Deaf Youth Section |
| Deaf community engagement   * finding out about important deaf places in my local community, such as deaf centres, schools or organisations * viewing children’s stories that have been translated into Auslan by Auslan signers * sharing information about Auslan and Deaf community in visual format, for example, brochure or poster * inviting a deaf artist into classroom to run a practical student-centred workshop on their area of expertise * welcoming variety of Auslan signers into classroom | Deaf community engagement and outreach   * investigating identity of deafblind people and their connection to Deaf community, by inviting deafblind guests into classroom to share their personal journeys * exploring nature and effect of culture, for example, by comparing cultural concept of deaf identity with a medical model of deafness * investigating perception and role of ‘hearing dogs’ in Deaf community and wider community * comparing attitudes towards cochlear implants in Deaf community with views of hearing people, noting both historical and contemporary opinions * investigating historical patterns of employment of deaf people in certain trades and fields of work, and impact of these traditional employment domains on Auslan development * compiling booklet on deaf services, organisations and associations, and noticing which are deaf-led * investigating how Auslan and deaf culture are promoted in wider community, for example, through the influence of organisations such as Deaf Australia, or by high-profile deaf individuals such as activists or actors, or because of events, like National Week of Deaf People, or Australian Deaf Games * collecting and recording resources created by Auslan signers, such as websites, online materials, etc., for personal revision and study, and to share with interested family and friends | Active participation in the Deaf world   * recognising reasons for shared sense of identity of sign language users and notion of reciprocity in Deaf community * researching role of World Federation of the Deaf in mapping and monitoring vitality of sign languages around world and in protecting sign language diversity * analysing representations of deaf people and sign language in Australian media and wider community, making comparisons with representations of other languages and cultures * analysing current issues that affect young deaf Australians and exploring opportunities for young deaf people, such as national and international camps and World Federation of the Deaf Youth Section * describing role religion has played in influencing use and spread of Auslan and other sign languages around the world, through early establishment of schools and deaf organisations * interviewing national and international deaf leaders about their views regarding ‘Deaf world’ and what this means to them |