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F–10 AUSTRALIAN CURRICULUM: Auslan second-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 Second-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 Second-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 student is learning Auslan as a second-language learner for the first time. The teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions, supported by the beginner-language structures and features, and/or thematic contexts, to cater for the linguistic needs of the student.

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 and location production of familiar lexical signs, such as   age at the tip of the nose,  listen at the ear  hungry at stomach  pro1 central at chest  for recognition and modelled use   * movement of a sign, for example,   [lift having an upward movement](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 | manual and non-manual signs   * handshape and location production of lexical signs, such as   cochlear-implant behind the ear biscuit at the elbow   * production of movement of a sign such as   doubt moving up and down communicate moving back and forth   * handshape in less-common lexical signs such as   9 or K   * NMFs in combination with signs   for recognition and modelled use   * 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)   * location of a hand with reference to another in 2-handed signs * non-manual features of a sign | more complex manual and non-manual signs   * combinations of handshape and orientation with movement, for example,   believe with the movement from a location at the forehead to one contacting the base hand in front of signer’s chest   * production of signs and in the signing space in depiction, for example, using signing space to represent   [table, glass (on table), cat jump:to table, glass tipped](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/1_cat-AVS)  *The cat jumped onto the table and knocked over a glass.*   * 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.* |
| Fingerspelling | fingerspelling – developing skills   * grapheme/spoken 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 objects or places * familiar acronyms and abbreviations, such as   [fs:tas, fs:wa, fs:nsw](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/2_FS-TAS-AVS)   * some speed in blending of fingerspelling, for example,   [fs:look, fs:book](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/2_FS-LOOK-AVS) | fingerspelling – advanced skills   * unfamiliar words * for communicative effect such as emphasising a point * blended fingerspelled letters to make a coherent sign, such as the first and/or last letters fingerspelled out, for example,   [fs:w–k](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/2_FS_W-K-AVS)  *week* |
| 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  for recognition and modelled use   * 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*   * SASS signs for 2-dimensional and 3-dimensional single objects | 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 ideal town |
| **simple conjunctions**   * fingerspelled conjunctions such as fs:and to join signs such as   [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 to describe preferences or reasons   * 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, in-case, for example,   [before pro1 hungry after eat food pro1 full](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3b_before-AVS)  *Before I was hungry and after eating food, I am full.* |
| commonly used interrogatives   * NMFs to show questions, for example,   nmf:raised-eyebrows for yes-no questions  for recognition and modelled use   * 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?*   * signs for what, where | interrogatives with and without NMFs   * NMFs to indicate questions or statements * without NMFs to indicate questions, for example,   what, where, who, which questions | more complex interrogative expressions   * question words such as   how, how-many, when, how much   * 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 at appropriate time, for example,   [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?* |
| **concrete nouns**   * familiar people, places, objects and animals, such as   father, school, car, cat | **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, for example,   [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) | **number and timelines**   * lower numbers (one or two) for more common signs (age, days or weeks ahead or behind) * 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* | **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.* |
| **pronouns – self and participants**   * pronouns for talking about self and 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?* | **referring pronouns**   * 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.*  **for recognition and modelled use**   * 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 |
| **verbs and negation**   * plain verbs such as   eat, sleep, run, read   * depicting verbs to describe the action and, incorporating 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 with 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.* | aspects and modifiers in verbs   * reduplicative aspectual marking of the verb to show habitual or iterative aspect, for example,   repeating the signed verb eat twice to show that it is a habit   * 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.*   * 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.* | nuanced verbs with classifiers and spatial expressions   * verbs with depicting signs, for example,   using a 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   * 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.*   * verbs with intensifiers, for example,   [play enthusiastically](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/3g_play-AVS) |
| 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*  for recognition and modelled use   * intensifier NMFs for graded descriptions, for example,   using NMFs to increase the intensity of HOT and COLD   * NMFs in interactions, for example,   [nmfs:head-set-back, frowning, lowering-eye brows-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 out? nmf:furrowed-brow](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/4_forget-AVS)  *Did you forget to take out the bin?!*  [far nmf: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   * signs 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   * linear movements (a path from A to B), for example,   the movement for ds:walk   * 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   * random movements such as jumping or bouncing, for example,   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 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   * 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)  for recognition and modelled use   * entity DSs in narratives * 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 the table   * representation of the 'ground' handshape | entity depiction applications   * DSs with handshapes for objects such as   cylinder, pyramid, sphere   * movement DSs when giving directions * a range of movements including turns or pivots * 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   * handling verbs that refer to how someone manipulates an object rather than transfers it, for example,   push, pull   * simple manipulative DSs using the correct 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 * 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) | advanced handling transfer techniques   * DSs without a redundant lexical sign, such as   pick-up at the start   * 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 – 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 |
| size and shape specifiers (SASS) – geometric shapes   * SASS to describe 2D shapes such as circles, squares and triangles   for recognition and modelled use   * simple 3D shapes such as an ice-cream cone | size and shape specifiers (SASS) – shapes and patterns   * 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   * lexical adjectives for specific characteristics such as   vertical or horizontal orientation   * SASS DSs for simple patterns such as   spots or stripes   * objects and shapes with SASS DSs, and also patterns on them * modification of nouns to show features, 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)  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 | plain verbs and word order in signing space   * 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 the signer to depict movement, for example,   depicting movement across a distance to mean ‘run’ rather than using the 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 the relationship between the 2 objects | spatial displacement and modification in signing space   * indicating verbs for real space such as   using indicating verbs put or place while gesturing to the specific locations in the signing space, linking the 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.](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/6_John-AVS)  *John went to the store. He bought some food and then returned home.* | signing space and spatial referencing   * use of space across 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 nice](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/7_Pro3Nice-AVS)  *She is nice.*   * 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.*  for recognition and modelled use   * spatial descriptions of topographic scenes with a single viewpoint, for example,   following a story describing a room with a window on the left of the room and a door on the right | 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 the 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 a narrative * CA for dialogue (rather than using words ‘he said’ ‘she said’)   for recognition and modelled use   * identification of periods of a 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 character is excited  for recognition and modelled use   * CA to represent 2 people other than the signer, for example,   when talking about 2 people who are not present | constructed action across discourse   * role shift to represent 2 characters in a narrative * eye gaze to show narrator versus character |
| 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 the subordinate hand in the statement  [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, such as name, if hearing or deaf, age, place of residence, for example,   [hi, pro1 name jonty. pro1 hearing. pro1 age-year(seven), live albury](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/This_is_me_hi-AVS)  *Hi, my name is Jonty. I am hearing. I am 7 years old and live in Albury.*   * describing physical attributes of myself and others, for example,   [pro1 girl, brown ds:curly-hair, green eyes](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/This_is_me_girl-AVS)  *I am a girl with brown curly hair and green eyes.*   * 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,   [dog(two) pro1 have. big fluffy silly love play play play](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/This_is_me_dog-AVS)  *I have 2 dogs. They are big, fluffy and silly. They love to play, play and play.*   * discussing likes and dislikes such as colours, food, sport, hobbies, activities and 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.* | Myself and others   * explaining context for 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. pro2?](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. How about you?*   * justifying preferences such as 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](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Understanding_exercise_L2-AVS)  *Daily exercise is important. I believe maintaining health is necessary for a fulfilling life.*   * 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.*   * researching current affairs/contemporary issues within Deaf communities locally, nationally or internationally, identifying similarities and differences with hearing communities |
| My personal world   * sharing ideas about what makes me who I am – my language, my culture, my country * discussing 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.*   * exploring everyday ways of communicating, such as through signed language, spoken, written, gestural language, drawings and art * exploring everyday technology used by deaf people, for example,   vibrating alarms, visual alerts, captioning | My language, my culture   * mapping distribution of Auslan users across Australian states, using data from census and other sources * looking at the influence of history and geography on the development of Auslan, particularly colonisation of Australia, importation of British Sign Language (BSL), influence of Irish Sign Language (ISL), and location of deaf schools * 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 the 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,   the 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 the 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 and social media * exploring ways technology has evolved to capture Aboriginal and Torres Strait Islander sign languages, with appropriate permission, discussing the impact on programs of preservation and revitalisation, for example,   the *Iltyem-iltyem* project   * researching the form and function of sign languages in Aboriginal and Torres Strait Islander communities, with appropriate permissions, 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 classroom instructions, for example,   sit, stand, listen, wait   * asking for permission, assistance and 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   * expressing school rules and responsibilities by creating an ‘Introduction to our school’ video, presented in Auslan, with voiceover and captions in English and/or another known language * explaining school timetable to a 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 fun, pro1(pl) play game – knowledge grow ds:fast-repeat](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/School_favourite_L2-AVS)  My favourite subject is Auslan because my teacher is fun and we play games, so I learn quickly.   * discussing healthy and sustainable lunch options, including school canteen provisions * noticing diversity of cultural aspects in the wider school community, for example,   the involvement of interpreters at school assemblies | Education   * imagining the features of ‘an ideal deaf school’, and comparing these with a typical ‘hearing’ classroom, or my current school * creating a class website to portray an overview of deaf schools in Australia, and the history of deaf education in each state and territory * interviewing multiple deaf Auslan signers about their experiences at school when they were younger and contrasting this with education today * debating the 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 for younger students of Auslan * 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](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Education_school_L2-AVS)  *When I finish school, I am going to university to study law for 6 long years. I want to lawyer to be able to advocate for human rights because I am passionate about Deaf People's rights.* |
| Where I call home   * describing my house(s)/my home(s), for example,   [poss1 house have 5 room. poss1 bedroom yellow](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Where_house-AVS)  My house has 5 rooms. My bedroom is yellow.   * 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 similarities and differences about their house, for example, flashing light doorbell and vibrating alarm clock | My home and neighbourhood   * making drawings or plans of the inside and outside of my ideal house(s)/apartment(s), etc., then sharing and justifying this information with a peer using space and DSs * interacting with a deaf Auslan signer to learn their opinion on the ideal house for a deaf family * 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 my 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 of past and how this impacts language and culture transmission * designing office/social space for deaf company, bearing in mind 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 the 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 the 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 a checklist, marking off route travelled on 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 a signer of similar age, comparing how they pass their time | Recreation, routines and responsibilities   * discussing preferences with 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 long-distance, 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 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 the 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   * debating the pros and cons of having a part-time job while in school, and how it might impact on my future   [pro1 think part-time job good train future work. work hard learn](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Reflecting_think-AVS)  I think that having a part-time job is good training for future work. I am learning to work hard.   * describing my future education and career aspirations * creating a resume with interests, skills, abilities, education and employment experiences, and then role-playing a 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 their 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 a good role model   [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 the school canteen in a 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 TV food shows and competitions hosted by deaf presenters and 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 a special occasion such as a birthday celebration, considering day, time, food, budget, invitations, etc. * grouping food options signed by an Auslan signer, into categories of breakfast, lunch, 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 a 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 a recipe with the class, containing a number of ingredients and steps in the 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,   [excuse-me. soup have fly!](https://s7ap1.scene7.com/s7viewers/html5/VideoViewer.html?asset=australiancurriculum/Eating_excuse-AVS)  Excuse me. There is a fly in my soup!   * comparing dining etiquette of hearing and deaf people, for example,   removal of items from the middle of table for unobstructed view, preference for round table, well-lit restaurant   * viewing story by an Auslan signer regarding meal preferences, or a cooking incident, such as recipe gone wrong or a disaster in kitchen | Health trends   * discussing food choices and what is healthy, nutritional eating   [pro1 should eat more vegetable. 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 deaf person working in health sector, invited into the 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 a vocabulary tool * creating report on merits of sport in Deaf community, physically and socially * responding to a 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 annually in 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 a 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 the 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 the human rights of deaf people * watching a presentation by a 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 the USA, UK and Australia, and resulting publication of dictionaries, language policies, and deaf people’s feelings of ownership and pride in their sign languages * interviewing a deaf activist about their efforts to advocate for change, and the 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 a 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 a 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! | 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   * comparing deaf culture customs and traditions that are similar to, or different from, those of hearing Australians and/or other cultures around the world * exploring ‘deaf tourism’ and increased mobility of deaf communities, for example,   researching 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) |
| Auslan and Deaf culture awareness   * reflecting on my first experience at seeing sign language * showing importance of eye contact, light and touch in Deaf culture * listing 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 not all deaf people use Auslan, and that deafblind people 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 * finding out about important deaf spaces in local community, such as deaf centres, schools, or organisations, and planning a visit * role-playing cultural elements of greetings, introductions and interactions, for example,   including hearing status, mentioning any deaf family, noting where I go to school, who my Auslan teacher is, getting attention appropriately | Deaf community and culture exploration   * exploring history and acceptance of sign languages and Deaf community and culture around world, for example,   creating a 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 * researching ways in which deaf people design and adapt spaces in cultural ways in order to use visual language and then designing a classroom to suit a range of hearing, hard of hearing and deaf learners * collecting and recording resources created by Auslan signers, such as websites, online materials., for personal revision and study, and to share with interested family and friends * viewing presentations by a panel of diverse members of Deaf community sharing stories about their lives and experiences * recognising rich use of visual vernacular/ cinematic signing styles in examples of storytelling by Auslan signers | 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 * summarising and presenting news or current affairs topic relating to deaf people * producing adapted version of established board or card game, incorporating deaf cultural elements and linguistic content into the game play * 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 |
| Deaf community engagement   * viewing children’s stories that have been translated into Auslan * sharing information about Auslan and Deaf community in visual format, for example,   a brochure or poster   * inviting deaf artist into classroom to run a practical student-centred workshop on their area of expertise * welcoming variety of deaf Auslan signers into classroom | Deaf community engagement and outreach   * investigating identity of deafblind people and their connection to the 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 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 influence of organisations such as Deaf Australia, or by high-profile deaf individuals such as activists or actors, or because of events, such as National Week of Deaf People, or Australian Deaf Games | Active participation in the Deaf world   * recognising reasons for shared sense of identity of sign language users and notion of reciprocity in the Deaf community * researching role of the 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 the World Federation of the Deaf Youth Section * describing role religion has played in influencing the use and spread of Auslan and other sign languages around 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 |