|  |
| --- |
| Years 1–2 band Auslan Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a band in the Australian Curriculum: Auslan. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| In Years 1 and 2, Auslan learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with teachers and peers through purposeful and structured activities involving signing and viewing. They interact in Auslan to share information about themselves and their immediate environments, using play-based and action-related learning. In informal settings, they use local and digital resources to explore Auslan and signing communities in diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise key words and phrases, imitate language gestures, and use modelled language to communicate with others. They create simple informative and imaginative texts that may include pictorial representations, words and short statements. They collaborate and respond to visual and multimodal texts that may include conversations, rhymes, picture and story books, animated captioned cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Auslan language and culture and their own. | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the band.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 2, students use Auslan to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar signs and modelled language, including some fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.  Students imitate the parameters of signs. They demonstrate understanding that Auslan has conventions and rules for signing. They give examples of similarities and differences between some features of Auslan and English. They understand that language is connected with culture and identity, and notice how this is reflected in their own language(s), culture(s) and identity. | | By the end of Year 2, students use Auslan to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar signs and modelled language, including some fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.  Students imitate the parameters of signs. They demonstrate understanding that Auslan has conventions and rules for signing. They give examples of similarities and differences between some features of Auslan and English. They understand that language is connected with culture and identity, and notice how this is reflected in their own language(s), culture(s) and identity. | | By the end of Year 2, students use Auslan to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar signs and modelled language, including some fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.  Students imitate the parameters of signs. They demonstrate understanding that Auslan has conventions and rules for signing. They give examples of similarities and differences between some features of Auslan and English. They understand that language is connected with culture and identity, and notice how this is reflected in their own language(s), culture(s) and identity. | | By the end of Year 2, students use Auslan to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar signs and modelled language, including some fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.  Students imitate the parameters of signs. They demonstrate understanding that Auslan has conventions and rules for signing. They give examples of similarities and differences between some features of Auslan and English. They understand that language is connected with culture and identity, and notice how this is reflected in their own language(s), culture(s) and identity. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Communicating meaning in Auslan | 1 | 2 | 3 | 4 | Understanding language and culture | 1 | 2 | 3 | 4 |
| **Interacting in Auslan**  recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions  AC9L2AU2C01 |  |  |  |  | **Understanding systems of language**  recognise that Auslan is a visual-gestural language, and imitate the parameters of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs)  AC9L2AU2U01 |  |  |  |  |
| participate in a range of guided, play-based language activities, using formulaic expressions and visual cues  AC9L2AU2C02 |  |  |  |  | recognise that signs and features of language are used to construct meaning in Auslan  AC9L2AU2U02 |  |  |  |  |
| **Mediating meaning in and between languages**  locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9L2AU2C03 |  |  |  |  | notice that Auslan has features that may be similar to or different from English  AC9L2AU2U03 |  |  |  |  |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9L2AU2C04 |  |  |  |  | **Understanding the interrelationship of language, culture and identity**  notice that people use language in ways that reflect cultural identity  AC9L2AU2U04 |  |  |  |  |
| **Creating text in Auslan**  with support, create signed, visual and multimodal texts, using modelled fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space  AC9L2AU2C05 |  |  |  |  |  | | | | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

[](https://www.qcaa.qld.edu.au/copyright) © State of Queensland (QCAA) 2024

**Licence:** <https://creativecommons.org/licenses/by/4.0> **| Copyright notice:** [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. **| Attribution** (include the link): © State of Queensland ([QCAA](https://www.qcaa.qld.edu.au/copyright)) 2024 [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright).

Unless otherwise indicated material from Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the [Australian Curriculum website](https://www.australiancurriculum.edu.au/) and its [copyright notice](https://www.acara.edu.au/contact-us/copyright).