|  |
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| Years 3–4 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 3 and 4, Auslan learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work collaboratively through purposeful and creative play in structured activities involving signing and viewing. They use Auslan to interact with teachers and peers, and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Auslan and other signing communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.  Students use gestures, words and modelled expressions, imitating the movement, location and handshape of signs. They use their literacy capabilities in English to recognise some similarities and differences between Auslan and English. They locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Auslan texts such as picture books, stories, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours. | 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 4, students use Auslan to initiate structured interactions to share information related to the classroom and their personal worlds. They use familiar language to participate in activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax, including familiar fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.  Students use modelled combinations of signs and demonstrate understanding that Auslan has language conventions and rules to create and make meaning. They identify patterns in Auslan and make comparisons between Auslan and English. They understand that Auslan is connected with culture and identity, and identify how this is reflected in their own language(s), culture(s) and identity. | | By the end of Year 4, students use Auslan to initiate structured interactions to share information related to the classroom and their personal worlds. They use familiar language to participate in activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax, including familiar fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.  Students use modelled combinations of signs and demonstrate understanding that Auslan has language conventions and rules to create and make meaning. They identify patterns in Auslan and make comparisons between Auslan and English. They understand that Auslan is connected with culture and identity, and identify how this is reflected in their own language(s), culture(s) and identity. | | By the end of Year 4, students use Auslan to initiate structured interactions to share information related to the classroom and their personal worlds. They use familiar language to participate in activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax, including familiar fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.  Students use modelled combinations of signs and demonstrate understanding that Auslan has language conventions and rules to create and make meaning. They identify patterns in Auslan and make comparisons between Auslan and English. They understand that Auslan is connected with culture and identity, and identify how this is reflected in their own language(s), culture(s) and identity. | | By the end of Year 4, students use Auslan to initiate structured interactions to share information related to the classroom and their personal worlds. They use familiar language to participate in activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax, including familiar fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, to create texts.  Students use modelled combinations of signs and demonstrate understanding that Auslan has language conventions and rules to create and make meaning. They identify patterns in Auslan and make comparisons between Auslan and English. They understand that Auslan is connected with culture and identity, and identify 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**  initiate exchanges and respond to modelled questions about self, others and the classroom environment, using formulaic expressions  AC9L2AU4C01 |  |  |  |  | **Understanding systems of language**  recognise and use modelled combinations of signs such as handshape, orientation, location, movement (HOLM) and non-manual features (NMFs) to form signed words and phrases  AC9L2AU4U01 |  |  |  |  |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9L2AU4C02 |  |  |  |  | recognise Auslan language conventions, grammatical structures and basic syntax in familiar texts and contexts  AC9L2AU4U02 |  |  |  |  |
| **Mediating meaning in and between languages**  locate and respond to key information related to familiar content obtained from signed, visual and multimodal texts  AC9L2AU4C03 |  |  |  |  | recognise familiar Auslan structures and features and compare with those of English, in known contexts  AC9L2AU4U03 |  |  |  |  |
| develop strategies to comprehend and adjust Auslan in familiar contexts to convey cultural meaning  AC9L2AU4C04 |  |  |  |  | **Understanding the interrelationship of language, culture and identity**  identify connections between Auslan, cultural practices and identity  AC9L2AU4U04 |  |  |  |  |
| **Creating text in Auslan**  create and present informative and imaginative signed, visual and multimodal texts, using familiar fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, formulaic expressions and modelled textual conventions  AC9L2AU4C05 |  |  |  |  |  | | | | |

**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 |  |  |  |  |

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