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| --- |
| Years 5–6 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 5 and 6, Auslan learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration, and with support from teachers and peers, in purposeful, creative and structured activities involving signing and viewing. They interact in Auslan to exchange information and ideas relating to their interests, school and local environment, and engage with Auslan-using communities in person or via secure digital access. They work independently and/or in groups, with support. They use signed, digital and multimodal resources to extend their learning.  Students engage with a range of visual and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify Auslan structures and features. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values. | 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 6, students initiate and use strategies to maintain interactions in Auslan that are related to their immediate environment. They collaborate in activities that involve the language of planning and problem-solving to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Auslan or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of signs, depicting signs (DSs), non-manual features (NMFs) and signing spaces. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules of signs, pace and signing space to develop fluency. They use modelled structures when creating and responding in Auslan. They compare language structures and features in Auslan and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. | | By the end of Year 6, students initiate and use strategies to maintain interactions in Auslan that are related to their immediate environment. They collaborate in activities that involve the language of planning and problem-solving to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Auslan or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of signs, depicting signs (DSs), non-manual features (NMFs) and signing spaces. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules of signs, pace and signing space to develop fluency. They use modelled structures when creating and responding in Auslan. They compare language structures and features in Auslan and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. | | By the end of Year 6, students initiate and use strategies to maintain interactions in Auslan that are related to their immediate environment. They collaborate in activities that involve the language of planning and problem-solving to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Auslan or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of signs, depicting signs (DSs), non-manual features (NMFs) and signing spaces. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules of signs, pace and signing space to develop fluency. They use modelled structures when creating and responding in Auslan. They compare language structures and features in Auslan and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. | | By the end of Year 6, students initiate and use strategies to maintain interactions in Auslan that are related to their immediate environment. They collaborate in activities that involve the language of planning and problem-solving to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Auslan or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of signs, depicting signs (DSs), non-manual features (NMFs) and signing spaces. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules of signs, pace and signing space to develop fluency. They use modelled structures when creating and responding in Auslan. They compare language structures and features in Auslan and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider 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 and sustain modelled exchanges in familiar contexts related to students’ personal worlds and school environment  AC9L2AU6C01 |  |  |  |  | **Understanding systems of language**  apply knowledge of signs, pace and signing space to develop fluency in familiar contexts  AC9L2AU6U01 |  |  |  |  |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9L2AU6C02 |  |  |  |  | use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate textual conventions  AC9L2AU6U02 |  |  |  |  |
| **Mediating meaning in and between languages**  locate and process information and ideas in a range of signed, visual and multimodal texts, and respond in different ways to suit purpose  AC9L2AU6C03 |  |  |  |  | compare some Auslan structures and features with those of English, using some familiar metalanguage  AC9L2AU6U03 |  |  |  |  |
| apply strategies to interpret and convey meaning in familiar signed and visual cultural contexts  AC9L2AU6C04 |  |  |  |  | **Understanding the interrelationship of language, culture and identity**  recognise that language reflects cultural practices, values and identity, and that this impacts on communication  AC9L2AU6U04 |  |  |  |  |
| **Creating text in Auslan**  create and present a range of informative and imaginative signed, visual and multimodal texts using a variety of modelled structures to sequence information and ideas, and using fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, appropriate to text type  AC9L2AU6C05 |  |  |  |  |  | | | | |

**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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