|  |
| --- |
| Years 7–8 band (P–10 sequence) 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 7 and 8, Auslan learning builds on each student’s prior learning and experiences. Students use Auslan, in person or via digital access, to interact and collaborate within and beyond the classroom. They sign and view to exchange information, ideas and opinions about their worlds. They work increasingly independently and in groups, and continue to receive feedback and support.  Students access signed, visual and multimodal texts from an increasing range of authentic sources which may include advertisements, articles, stories and video clips. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Auslan and English language structures and features. They recognise that language choices reflect cultural identity, beliefs 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 8, students initiate and maintain interactions in Auslan in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Auslan to negotiate solutions and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages and in cultural contexts, by reorganising responses to suit context, purpose and audience. They select and use features of signing structures and expressions to create texts.  Students apply the conventions of signing to enhance fluency. They demonstrate understanding that signed, visual and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Auslan text, using metalanguage. They reflect on how language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | | By the end of Year 8, students initiate and maintain interactions in Auslan in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Auslan to negotiate solutions and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages and in cultural contexts, by reorganising responses to suit context, purpose and audience. They select and use features of signing structures and expressions to create texts.  Students apply the conventions of signing to enhance fluency. They demonstrate understanding that signed, visual and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Auslan text, using metalanguage. They reflect on how language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | | By the end of Year 8, students initiate and maintain interactions in Auslan in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Auslan to negotiate solutions and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages and in cultural contexts, by reorganising responses to suit context, purpose and audience. They select and use features of signing structures and expressions to create texts.  Students apply the conventions of signing to enhance fluency. They demonstrate understanding that signed, visual and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Auslan text, using metalanguage. They reflect on how language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | | By the end of Year 8, students initiate and maintain interactions in Auslan in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Auslan to negotiate solutions and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages and in cultural contexts, by reorganising responses to suit context, purpose and audience. They select and use features of signing structures and expressions to create texts.  Students apply the conventions of signing to enhance fluency. They demonstrate understanding that signed, visual and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Auslan text, using metalanguage. They reflect on how language, culture and identity are interconnected, and compare this with 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 exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9L2AU8C01 |  |  |  |  | **Understanding systems of language**  apply knowledge of conventions of sign production to enhance fluency, and respond to and create texts in familiar and some unfamiliar contexts  AC9L2AU8U01 |  |  |  |  |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9L2AU8C02 |  |  |  |  | apply understanding of grammatical structures and features to compose and respond to texts  AC9L2AU8U02 |  |  |  |  |
| **Mediating meaning in and between languages**  interpret information, ideas and opinions in a range of signed, visual and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9L2AU8C03 |  |  |  |  | reflect on similarities and differences between Auslan and English language structures and features, using metalanguage  AC9L2AU8U03 |  |  |  |  |
| interpret and adjust signed, spoken and written language to convey meaning in a range of familiar and some unfamiliar cultural contexts  AC9L2AU8C04 |  |  |  |  | **Understanding the interrelationship of language, culture and identity**  reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs, and values, and how these impact on communication  AC9L2AU8U04 |  |  |  |  |
| **Creating text in Auslan**  create and present signed, visual and multimodal, informative and imaginative texts, selecting fingerspelling (FS), lexical signs, depicting signs (DSs), non-manual features (NMFs) and signing space, appropriate to text type  AC9L2AU8C05 |  |  |  |  |  | | | | |

**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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