

Copy and paste the units you're focusing on into your school planner

**UNIT: Describing Things, People, and Objects
(depicting signs and constructed action)**

YEAR/ BAND	LEARNING INTENTION	SUCCESS CRITERIA	LEARNING ACTIVITIES AND FORMATIVE ASSESSMENT	CURRICULUM LINKS
Foundation	<p>Learning Intention</p> <p>To visually communicate through my body, face, hands, and movement</p>	<p>I can...</p> <p>Follow instructions and information that include simple DS</p> <p>Participate in games that uses visual communication like entity, handling, SASS or gestures</p> <p>Shadow parts of a simple Auslan story</p> <p>Notice NMFs are important when telling a story</p> <p>Find ways to visually express meaning and communicate</p>	<ul style="list-style-type: none"> - PARTICIPATING: Engage in visual communication activities like Broken telephone, I spy, and charades - SHARING INFORMATION: Translate images, using depicting signs and constructed action - UNDERSTANDING: Classroom activities where direction and instructions using ds is used - PRACTISING: Becoming inanimate objects such as a tree, or an animal, using constructed action 	<p>recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9L2AU2C01</p> <p>participate in a range of guided, play-based language activities, using formulaic expressions and visual cues AC9L2AU2C02</p> <p>locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9L2AU2C03</p> <p>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</p>

YEAR/ BAND	LEARNING INTENTION	SUCCESS CRITERIA	LEARNING ACTIVITIES AND FORMATIVE ASSESSMENT	CURRICULUM LINKS
Years 1 -2	<p>Learning Intention</p> <p>To understand how Auslan works to visually communicate through my body, face, hands, and movement</p>	<p>I can..</p> <p>Recognise how Auslan users visually describe objects, people, and animals where English uses adjectives</p> <p>Recognise how DS and CA shows flexibility in signing and expression</p> <p>Understand and use handshapes, NMFs and movement to meaningfully depict people/animals/ objects</p>	<ul style="list-style-type: none"> - PARTICIPATING: Engage in visual communication activities like Broken telephone, I spy, and charades - SHARING INFORMATION: Translate images, using depicting signs and constructed action - UNDERSTANDING: Classroom activities where direction and instructions using ds is used - PRACTISING: Becoming inanimate objects such as a tree, or an animal, using constructed action 	<p>notice that Auslan has features that may be similar to or different from English</p> <p>AC9L2AU2U03</p> <p>recognise that signs and features of language are used to construct meaning in Auslan</p> <p>AC9L2AU2U02</p> <p>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)</p> <p>AC9L2AU2U01</p>

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Years 3-4	<p>Learning Intention</p> <p>To visually communicate through my body, face, hands, and movement</p>	<p>I can..</p> <p>Describe the appearance of people and objects, using my hands and movement</p> <p>Follow classroom instructions that include simple DS</p> <p>Understand, adapt, and create Auslan text using depicting signs and constructed action</p> <p>Express a person/character's emotions and behaviour through NMFs and constructed action</p>	<ul style="list-style-type: none"> - PARTICIPATING: Engage in visual communication activities like Broken telephone, I spy, and charades - TRANSLATING: Translate images, using depicting signs and constructed action - UNDERSTANDING: Classroom activities where direction and instructions using ds is used - PRACTISING: Becoming inanimate objects such as a tree, or an animal, using constructed action - DESCRIBING: Describe characters, objects and people using depicting signs - STORYTELLING: View and summarise Auslan stories (and make their own adaptations, using a variety of depicting signs and constructed action). <p>Comparing how stories are told in English to Auslan translation</p>	<p>locate and respond to key information related to familiar content obtained from signed, visual and multimodal texts</p> <p>AC9L2AU4C03</p> <p>develop strategies to comprehend and adjust Auslan in familiar contexts to convey cultural meaning</p> <p>AC9L2AU4C04</p>

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Years 5-6	<p>LEARNING INTENTION</p> <p>To be able to identify, understand and experiment with DS and CA in Auslan story telling.</p>	<p>I can...</p> <p>Identify and use a range of DS and CA</p> <p>Use correct handshapes for representing people/objects/animals, patterns, textures, arrangement</p>	<ul style="list-style-type: none"> - View visual vernacular videos (worksheets and videos tab) and examine how descriptions are presented visually, including summary and adaptation/modification to the Auslan story - Viewing an Auslan story to demonstrating receptive skills by summarising or answering questions on a worksheet - Translate a familiar text or comics using Auslan and recognising it can't be translated word for word - Experiment and create a short text using a variety of DS and CA as well as lexicalised signs - Identify and use examples of DS and CA in an Auslan text 	<p>locate and process information and ideas in a range of signed, visual and multimodal texts, and respond in different ways to suit purpose</p> <p>AC9L2AU6C03</p> <p>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</p> <p>AC9L2AU6C05</p>

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Years 7-8	<p>LEARNING INTENTION</p> <p>To be able to identify, understand and experiment with DS and CA in Auslan story telling.</p>	<p>I can...</p> <p>Identify and use a range of DS and CA, using the names and features used in DS and CA</p> <p>Use correct handshapes for representing people/objects/animals, patterns, textures, arrangement</p>	<ul style="list-style-type: none"> - View visual vernacular videos (worksheets and videos tab) and examine how descriptions are presented visually, including summary and adaptation/modification to the Auslan story - Viewing an Auslan story to demonstrating receptive skills by summarising or answering questions on a worksheet - Translate a familiar text or comics using Auslan and recognising it can't be translated word for word - Experiment and create a short text using a variety of DS and CA as well as lexicalised signs, using NMFs to depict certain emphasis or speed, or weight etc... - Identify and use examples of DS and CA in an Auslan text 	<p>apply understanding of grammatical structures and features to compose and respond to texts</p> <p>AC9L2AU8U02</p> <p>reflect on similarities and differences between Auslan and English language structures and features, using metalanguage</p> <p>AC9L2AU8U03</p>

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Years 9-10	<p>LEARNING INTENTION</p> <p>To be able to identify, understand and experiment with DS and CA in Auslan story telling.</p>	<p>I can...</p> <p>Identify and use a range of DS and CA, using the names and features used in DS and CA</p> <p>Use correct handshapes for representing people/objects/animals, patterns, textures, arrangement</p>	<ul style="list-style-type: none"> - View visual vernacular videos (worksheets and videos tab) and examine how descriptions are presented visually, including summary and adaptation/modification to the Auslan story - Viewing an Auslan story to demonstrating receptive skills by summarising or answering questions on a worksheet - Translate a familiar text or comics using Auslan and recognising it can't be translated word for word - Experiment and create a short text using a variety of DS and CA as well as lexicalised signs, using NMFs to depict certain emphasis or speed, or weight etc... - Identify and use examples of DS and CA in an Auslan text 	<p>initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others</p> <p>AC9L2AU10C01</p> <p>interpret and translate signed, spoken, visual and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts</p> <p>AC9L2AU10C04</p> <p>create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences</p> <p>AC9L2AU10C05</p> <p>apply features and conventions of sign production to extend fluency when responding to and creating texts in familiar and unfamiliar contexts</p> <p>AC9L2AU10U01</p>