

AUSLAN VCE COURSE OUTLINE 2004

Theme: <i>The Individual</i>	Teacher: <i>Susan Ashley</i>	VCE Unit: 1
Topic: <i>Personal Identity</i>	Sub-Topic: <i>Hobbies, Personal Opinions & Values, Hopes & Aspirations</i>	Sub-Topic Length ____ weeks

OUTCOMES	LEARNING ACTIVITIES IN CLUSTERS	LANGUAGE ELEMENTS	ASSESSMENT	RESOURCES
<p>Knowledge & skills related to Outcome 1.</p>	<p>Cluster 1: Students:</p> <ul style="list-style-type: none"> • As a class, brainstorm hobbies. "YOU LOVE HOBBY WHAT?" Students also give feedback on tokens and surrogates. • Introduce Deaf Greeting "HELLO, YOU DEAF?" "WHERE YOU FROM?" In pairs, converse using greeting & leave-taking routines, asking and providing information about their hobbies <p>Cluster 2: Students:</p> <ul style="list-style-type: none"> • Introduced to vocabularies "ME HOPE FUTURE AIM, PAH" and individually practice signing their own hopes and aspirations for the future • In pairs, practice using greeting & leave-taking routines, asking and providing information about their hobbies, hopes and aspirations for the future • In pairs, videotape themselves conversing, using greeting & leave-taking routines, asking and providing information about their hobbies, hopes and aspirations for the future (others continue conversing with other students and improving their signs) • Evaluate their own performance and the performance of their peers using Evaluation Sheets 	<p>Grammar</p> <ul style="list-style-type: none"> • WH-Q, Y/N Q • Topic-Comment (Topicalisation) • Spatial Reference • Classifiers in Space • Pronouns • Role Shift • Verb Inflections • Spatial Verbs • Tokens and Surrogates • Descriptive Classifiers • Fingerspelling • Facial Expression • Time Marking <p>Vocabulary</p> <p>Text Types</p> <ul style="list-style-type: none"> • Greeting/Leave-taking • Conversation • Interview • Describing 	<p>Unit 1 – Outcome 1: Establish and maintain a signed exchange relating to areas of personal experience</p> <p>Assessment Task: Participate in informal conversation and participate in greeting and leave-taking routines.</p>	<ul style="list-style-type: none"> • Video camera, video tape, tripod, batteries, sheet (for background) • TV, VCR, video tape

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Theme: <i>The Changing World</i>	Teacher: <i>Susan Ashley</i>	VCE Unit: 1
Topic: <i>Technology</i>	Sub-Topic: <i>Communication Techniques</i>	Sub-Topic Length ____ weeks

OUTCOMES	LEARNING ACTIVITIES IN CLUSTERS	LANGUAGE ELEMENTS	ASSESSMENT	RESOURCES
<p>Knowledge & skills related to Outcome2.</p>	<p>Cluster 1: Students:</p> <ul style="list-style-type: none"> • In pairs, write down questions that will be asked in an interview with a Deaf Role Model, and practise asking the questions to each other • In class, present the questions for feedback • Interview a Deaf Role Model using the questions, and write down answers in note form • In a small group, discuss ways on retelling the interview with a personal opinion at the end • Videotape themselves retelling the interview with a personal opinion at the end • In class, evaluate their own and peer's retelling using an evaluation sheet 	<p>Grammar</p> <ul style="list-style-type: none"> • Y/N Q, WH Q • Topicalisation (Topic-Comment) • Spatial Reference • Role Shift • Token & Surrogate • Time Marking • Time Line • Descriptive Classifiers • Verb Inflections • Fingerspelling <p>Vocabulary</p> <p>Text Types</p> <ul style="list-style-type: none"> • Interview • Retell/Rephrase 	<p>Unit 1 – Outcome 2: View signed texts and extract information.</p> <p>Assessment Task: View signed texts such as conversations and interviews to obtain specific information AND View signed texts and retell/rephrase</p>	<ul style="list-style-type: none"> • Guests – Deaf Role Models • Video camera, video tape, tripod, batteries, sheet (for background) • TV, VCR, video tape

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Topic: <i>Technology</i>	Sub-Topic: <i>Communication Techniques</i>	Sub-Topic Length ____ weeks

OUTCOMES	LEARNING ACTIVITIES IN CLUSTERS	LANGUAGE ELEMENTS	ASSESSMENT	RESOURCES
<p>Knowledge & skills related to Outcome2.</p>	<p>Cluster 2: Students:</p> <ul style="list-style-type: none"> • Become familiar with the vocabularies that will be presented in video-taped signed text information and family interaction • With a prepared question from the teacher, view both the video-taped signed text and family interaction and write down specific information in notes • In small groups, discuss personal opinions • One representing each group, share group opinions with class for questions and feedback from peers and teacher • Individually practice for retelling on video camera • Retell on video camera • In class, evaluate their own and peer's retelling using an evaluation sheet 	<p>Grammar</p> <ul style="list-style-type: none"> • Y/N Q, WH Q • Topicalisation (Topic-Comment) • Spatial Reference • Role Shift • Token & Surrogate • Time Marking • Time Line • Descriptive Classifiers • Verb Inflections • Fingerspelling <p>Vocabulary</p> <p>Text Types</p> <ul style="list-style-type: none"> • Retell/Rephrase 	<p>Unit 1 – Outcome 2: View signed texts and extract information.</p> <p>Assessment Task: View signed texts such as conversations and interviews to obtain specific information AND View signed texts and retell/rephrase.</p>	<ul style="list-style-type: none"> • Videos – Family Interaction on Communication Techniques, Signed Text on Communication Techniques • Video camera, video tape, tripod, batteries, sheet (for background) • TV, VCR, video tape

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Topic: <i>Technology</i>	Sub-Topic: <i>Communication Techniques</i>	Sub-Topic Length ____ weeks

OUTCOMES	LEARNING ACTIVITIES IN CLUSTERS	LANGUAGE ELEMENTS	ASSESSMENT	RESOURCES
<p>Knowledge & skills related to Outcome2.</p>	<p>Cluster 3: Students:</p> <ul style="list-style-type: none"> • Become familiar with the vocabularies that will be presented in a video-taped conversation and signed text • With a prepared question from the teacher, view both the video-taped conversation and signed text and write down specific information in notes • In pairs, discuss the answers to a question on the videos • Retell/rephrase the conversation to the class or group 	<p>Grammar</p> <ul style="list-style-type: none"> • Y/N Q, WH Q • Topicalisation (Topic-Comment) • Spatial Reference • Role Shift • Token & Surrogate • Time Marking • Time Line • Descriptive Classifiers • Verb Inflections • Fingerspelling <p>Vocabulary</p> <p>Text Types</p> <ul style="list-style-type: none"> • Retell/Rephrase 	<p>Unit 1 – Outcome 2: View signed texts and extract information.</p> <p>Assessment Task: View signed texts such as conversations and interviews to obtain specific information AND View signed texts and retell/rephrase.</p>	<ul style="list-style-type: none"> • Videos – Family discussing communication techniques • Video camera, video tape, tripod, batteries, sheet (for background) • TV, VCR, video tape

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Theme: <i>The Individual</i>	Teacher: <i>Susan Ashley</i>	VCE Unit: 1
Topic: <i>Relationships</i>	Sub-Topic: <i>Family</i>	Sub-Topic Length ____ weeks

OUTCOMES	LEARNING ACTIVITIES IN CLUSTERS	LANGUAGE ELEMENTS	ASSESSMENT	RESOURCES
<p>Knowledge & skills related to Outcome 3.</p>	<p>Cluster 1: Students: In pairs, interview each other about their respective families including:</p> <ul style="list-style-type: none"> - relationships - position - physical descriptions <ul style="list-style-type: none"> • In small groups deliver a brief account of their own family, peers ask questions and discuss ways in which to improve the account <p>Cluster 2:</p> <ul style="list-style-type: none"> • Individually think of the funniest thing they saw their family member doing • In pairs, share the funniest thing they saw their family member doing, and ask questions to their partner on their family member • In class, share on the above • In pairs, videotape their personal account on the above • View peers' signed accounts on video and discuss on strengths and areas to improve <p>Cluster 3:</p> <ul style="list-style-type: none"> • Individually, write a detailed account of their early childhood, including identification of important milestones to date • In pairs, deliver a detailed account of their early childhood, including identification of important milestones to date <p>In class, give an account of their partner's early childhood, including identification of important milestones to date</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Enumeration • Numbers • Age • Time Marking • Time Line • Topic-Comment (Topicalisation) • Spatial Reference • WH-Q, Y/N Q • Classifiers in Space • Personal pronouns • Possessive pronouns • Role Shift • Verb Inflections • Spatial Verbs • Tokens and Surrogates • Descriptive Classifiers • Fingerspelling • Facial Expression <p>Vocabulary</p> <p>Text Types</p> <ul style="list-style-type: none"> • Interview • Personal Account 	<p>Unit 1 – Outcome 3: Respond personally to real or imaginary experiences relating to everyday situations.</p> <p>Assessment Task: Participate in a personal or imaginative signed presentation.</p>	<ul style="list-style-type: none"> • Video camera, video tape, tripod, batteries, sheet (for background) • TV, VCR, video tape