

## BSSS Program of Learning CAL Implementation

### Program of Learning: Society and Community

#### Unit description

Students learn how different language communities are organised. They learn through the target language how to engage in diverse cultural practices and consider these in relation to their own. Students explore how to participate in society and the community.

#### Specific unit goals

This unit enables students to:

- evaluate the dynamic interrelationship of language and culture, and the importance of intercultural capabilities
- acquire language learning processes and strategies which enable students to communicate understandings about communities

#### Key questions

- What are the roles and responsibilities of different people within societies and communities? (Domain 1)
- How are different ideas, beliefs, and values represented and expressed within and across societies and communities? (Domains 1, 2 and 4)
- How does intercultural understanding, such as appropriate use of language, formality register, and body language, affect communication and interactions within societies and communities? (Domains 1, 2 and 4)

- What are the customs and traditions of societies, communities, and cultures? How and why do they vary? (Domains 2 and 3)
- Which societies and communities do you see yourself as a member of? Do you share the beliefs and values of those societies and communities? (Domains 3 and 5)
- How does your use of verbal and non-verbal communication vary according to context? (Domains 3, 4 and 5)

### **General Capabilities**

The [General Capabilities](#) are addressed as follows:

- Literacy:
  - students respond to and create written, spoken, visual, multimodal, print and/or digital texts
  - grammar and word knowledge is developed through explicit study of grammar and vocabulary in the target language, primed by teaching required metalanguage and terminology in English
  - students practise decoding and encoding from sound and written systems, the learning of grammatical, orthographic and textual conventions, and the development of semantic, pragmatic and interpretive, critical and reflective literacy skills.
- Critical thinking:
  - Students have opportunities to interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking and reflection, and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytical and problem-solving skills.
- Personal and social capability:
  - Students reflect on their own identity and how they navigate self-expression, communication, and relationships across different contexts.
  - Students learn to interact effectively in an additional language and with people of diverse language backgrounds. This involves negotiating and interpreting meaning in a range of social and cultural situations, and understanding and empathising,

which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

- Intercultural understanding:
  - By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Cross Curriculum Priorities may be addressed as follows, depending on teacher focus:

- Aboriginal and Torres Strait Islander Histories and Cultures
  - Students consider the customs and traditions of societies, communities, and cultures, including Aboriginal and Torres Strait Islander histories and cultures as a point of comparison
- Asia and Australia's Engagement With Asia
  - Students consider how different ideas, beliefs, and values are represented and expressed within and across societies and communities, including in Australia's engagement with its regional community, the Asia-Pacific region
- Sustainability
  - Students compare their own values and beliefs around issues that affect societies and communities, including sustainability, with the values and beliefs held by others within the societies and communities they consider themselves to be members of
  - Students discuss practices in everyday life that are related to living sustainably

### Assessment Tasks

Students are assessed on whether they meet the Achievement Standards for Understanding in Reading and Listening assessment tasks.

Students are assessed on whether they meet the Achievement Standards for Communicating in Writing and Speaking assessment tasks.

|   |  |   |   |
|---|--|---|---|
| <b>Teaching and Learning Activities and Resources Required</b>  | <i>Please refer to the Unit Outline and the Q3 and Q4 overviews available on the relevant language page at <a href="https://www.languages.org.au/">https://www.languages.org.au/</a></i>   |   |   |
| <b>Content Descriptions</b>   | <b>Content elaborations</b>  | <b>Points of Progress Assessment</b>  | <b>Student Details Specific Needs</b>                 |
| <b>Engaging with Texts</b>  |  |   |   |
| <ul style="list-style-type: none"><li>critically analyse a variety of increasingly complex texts that explore how roles and responsibilities are shaped and defined by the expectations and values of the</li></ul> | <ul style="list-style-type: none"><li>Students read, view, or listen to texts in the target language. They identify and describe how roles and responsibilities related to education, occupations, and traditions are represented in texts. They compare</li></ul> | Students demonstrate understanding and analysis of the content of target-language texts | <i>To be updated according to cohort requirements</i> |

|  |  |  |  |
|--|--|--|--|
| <p>society such as education, occupation and tradition</p> <ul style="list-style-type: none"> <li>• create a variety of increasingly sustained texts for different purposes, that convey ideas, beliefs and/or values</li> </ul> | <p>perspectives represented in texts with their own values, assumptions, and understanding. They consider how and why there may be similarities and differences across societies and cultures.</p> <ul style="list-style-type: none"> <li>• Students use target language to express their own values and beliefs in written or spoken texts</li> <li>• Students use written or spoken target language to identify and describe aspects of societies and communities, such as cultural background, traditions, roles and responsibilities within groups, or values</li> <li>• Students use written or spoken target language to express their personal opinions and beliefs about certain topics</li> </ul> | <p>Students proactively engage with and interrogate patterns of language use in a classroom setting using texts appropriate to their level of knowledge and skill (informal diagnostic and formative assessment, weekly)</p> <p>Students use written and spoken forms of the target language, as well as nonverbal communication strategies, to demonstrate their skills and</p> |  |
| <p><b>Contexts of language and culture</b></p>   |  |  |  |
| <ul style="list-style-type: none"> <li>• evaluate how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages in</li> </ul>  | <ul style="list-style-type: none"> <li>• Students identify and explain how cultural background and cultural and linguistic knowledge influences</li> </ul>   |  |  |

|   |  |  |  |
|---|--|--|--|
| <p>society and community, to understand oneself and others</p> <ul style="list-style-type: none"> <li>● understand the nature of intercultural communication such as register and body language</li> <li>● evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time</li> <li>● analyse, reflect on and monitor own language learning and intercultural experiences</li> </ul> | <p>interactions, biases, and interpretations of events or situations</p> <ul style="list-style-type: none"> <li>● Students consider aspects of what makes certain features of verbal and nonverbal communication important in specific linguistic and cultural contexts</li> <li>● Students engage with texts that compare diverse linguistic and cultural habits across cultures and/or texts which explore diversity within the culture(s) and diaspora communities that use the target language</li> <li>● Students reflect on the ways that they respond to different verbal and nonverbal communication strategies in specific contexts for specific purposes</li> <li>● Students reflect on their own use of verbal and nonverbal communication strategies in specific contexts for specific purposes</li> </ul> | <p>understanding (informal diagnostic and formative assessment, weekly)</p> <p>Students create written, visual, or spoken texts for formal assessment tasks assessing comprehension and/or spoken and/or written use of the target language (formal diagnostic and/or summative assessment, four times per unit)</p> <p><i>For further details, please refer to the Unit Outline and</i></p> |  |
| <p><b>Values, beliefs and perspectives</b></p>  |  |  |  |

|  |   |  |  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>● analyse individual values, beliefs and perspectives in the expression of identity such as roles and relationships</li> <li>● understand how identity and belonging are constructed through cultural, intercultural and intracultural knowledge perspectives</li> <li>● critically analyse own values, beliefs, ideas and practices in relation to those represented in texts</li> </ul> | <ul style="list-style-type: none"> <li>● Students identify which societies and communities they see themselves as members of</li> <li>● Students compare their own values, beliefs and perspectives to those held by other members of the same groups</li> <li>● Students can identify the cultural and social expectations held by themselves and others within specific contexts (e.g. how someone should behave; what language register should be used when address parents or teachers)</li> <li>● Students analyse their personal role in their relationships (e.g. with family members, peers, teachers) and compare how values, beliefs, and social expectations may differ across cultures</li> </ul> | <p><i>the Q3 and Q4 overviews available on the relevant language page at <a href="https://www.languages.org.au/">https://www.languages.org.au/</a></i></p> |  |
| <p><b>Features of language use</b></p>   |   |  |  |
| <ul style="list-style-type: none"> <li>● communicate ideas, concepts and opinions <u>related to the individual's</u></li> </ul>  | <ul style="list-style-type: none"> <li>● Using the target language, students can express their own ideas and</li> </ul>   |  |  |

|  |   |  |  |
|--|---|--|--|
| <p>experience such as personal interests and relationships</p> <ul style="list-style-type: none"> <li>• collaborate to share ideas and understand perspectives</li> <li>• respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect</li> <li>• evaluate and use processes and strategies to make meaning when viewing, listening and reading</li> <li>• apply specific grammatical features and functions with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul> | <p>opinions about their interests, beliefs, and relationships in a manner appropriate to audience and/or social context</p> <ul style="list-style-type: none"> <li>• Students work in pairs or groups to share their interpretations and responses to perspectives represented in texts</li> <li>• Students can choose appropriate verbal and nonverbal communication strategies and accurate vocabulary and grammar when using the target language</li> <li>• Students can justify their choices (e.g. of language register and vocabulary) for communicating through the target language</li> </ul> |  |  |
| <b>Reflection</b>  |   |  |  |
| <ul style="list-style-type: none"> <li>• reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition</li> </ul>  | <ul style="list-style-type: none"> <li>• Students evaluate their strengths and areas for future development in terms of vocabulary, grammar, and the four macro-skills of language</li> </ul>   |  |  |

**Commented [1]:** This is taken directly from the BSSS curriculum document. Unsure if it is simply an error in that document.



**Teacher reflections**

*Reflect on the unit survey data and on changes you would make when delivering this unit again.*