BSSS Program of Learning CAL Implementation

Program of Learning: Diverse Perspectives

Unit description

Students learn how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems. Students examine and demonstrate an awareness of perspectives. They explore, through the target language, a diversity of cultural expressions such as the arts and sciences.

Specific unit goals

This unit enables students to:

- understand how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems
- understand the diversity, variability and fluidity of language use

Key questions

- What are some of the possible perspectives people may have on certain issues? (Domains 1, 2 and 3)
- What are the cultural and linguistic features of self-expression in certain contexts? (Domains 1, 2 and 3)

- What are cultural and linguistic similarities and differences in the ways individuals with different identities express their perspectives to others from similar and/or different cultural groups? (Domains 2, 3 and 4)
- When, how, and why do people consciously or unconsciously choose to share their opinions on issues? (Domains 2, 3 and 4)
- How do your identity and practices influence your perspective on certain topics? (Domains 1, 4 and 5)

General Capabilities

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 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 how the customs and traditions of societies, communities, and cultures play an important role for individuals and personal identity, including Aboriginal and Torres Strait Islander culture and identity as a point of comparison with self
- Asia and Australia's Engagement With Asia
    - Students consider whether and how they personally and collectively contribute to Australia's engagement with its regional community, the Asia-Pacific region

- Sustainability - Students compare their personal values and beliefs about issues that affect societies and communities, including sustainability, with the values and beliefs held by other individuals and groups - Students discuss their personal 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.

Teaching and Learning Activities and Resources Required	*Please refer to the Unit Outline and the Q3 and Q4 overviews available on the relevant language page at https://www.languages.org.au/*

Content Descriptions	Content elaborations	Points of Progress Assessment	Student Details Specific Needs
Engaging with Texts		Students demonstrate understanding and analysis of the content of target-language texts	*To be updated according to cohort requirements*
• critically analyse a variety of increasingly complex texts that explore change and the issues that impact our world, such as social, historical, political, environmental, technological and economic challenges and opportunities • create a variety of increasingly sustained texts for different purposes to explore trends and issues that impact on our personal, societal and global world	• Students read, view, or listen to texts in the target language. They identify and describe how aspects of change are represented in texts. • Students compare positive, negative, and neutral representations of change, and consider how their own values and assumptions influence their reactions to representations of change • Students use written or spoken target language to evaluate how changes are represented in texts, and how context can shape representations of change • Students use written or spoken target language to identify, describe, and explain changes, challenges, and opportunities in their lives or the world around them • Students use written or spoken target language to analyse the impact of broader cultural or social changes	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	

Contexts of language and culture		diagnostic and formative assessment, weekly)
● evaluate how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others ● understand the nature of intercultural communication such as register and body language ● evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time ● analyse, reflect on and monitor own language learning and intercultural experiences	● Students identify and explain how an individual's cultural background and cultural and linguistic knowledge influences interactions, biases, and interpretations of events or situations ● Students engage with texts about changes, trends, and/or issues within the culture(s) of the target language ● Students compare their own values, beliefs and perspectives to those held by other members of the same groups ● Students 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) ● 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	Students use written and spoken forms of the target language, as well as nonverbal communication strategies, to demonstrate their skills and understanding (informal diagnostic and formative assessment, weekly) Students create written, visual, or spoken texts for formal
Values, beliefs and perspectives		
● Analyse how values, beliefs and perspectives are expressed through the	● Students reflect on how their identity, including their personal and cultural	

arts, in a variety of mediums and diverse contexts, through language and images ● Understand how diverse perspectives are constructed and interpreted through cultural, intercultural and intracultural perspectives ● Critically analyse own values, beliefs, ideas and practices in relation to those represented in texts	values and beliefs, may lead to biases when responding to ideas in texts or presented by other people ● Students practise interpreting ideas through perspective-taking activities in which they consider multiple interpretations of an idea or concept	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) *For further details, please refer to the Unit Outline and the overviews available on the relevant language page at*
Features of language use		
● communicate ideas, concepts and opinions related to diverse perspectives such as political or social behaviours and systems ● collaborate to share ideas and understand perspectives ● respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect ● evaluate and use processes and strategies to make meaning when viewing, listening and reading ● apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency	● Students can accurately use appropriate vocabulary and grammar to make statements or express opinions on topics related to identity, such as nationality, family, gender, relationships, personality, and/or appearance ● Students work in pairs or groups to share their interpretations and responses to perspectives represented in texts ● Students can choose appropriate verbal and nonverbal communication strategies and accurate vocabulary and grammar when using the target language ● Students can justify their choices (e.g. of language register and vocabulary)	

	for communicating through the target language	*https://www.lang uages.org.au/*	
Reflection			
● reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition	● Students evaluate their strengths and areas for future development in terms of vocabulary, grammar, and the four macro-skills of language		
Evaluation	Reflect on the unit survey data and on changes you would make when delivering this unit next time.		