



# Canberra Academy of Languages

## Unit Outline – Continuing Spanish

### Unit overview

**Unit:** 57566 The Individual T (1.0)

**Course:** 5732 CONTINUING SPANISH

**Timeframe:** 2020, Semester 1

**Teacher:** Eleanor Body

### Unit Description

Students learn about how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through the target language.

### Unit Goals

This unit should enable students to:

- evaluate and apply language learning processes and strategies in relation to identity
- engage with the target language and culture to express identity
- understand the diversity, variability and fluidity of language to express identity and belonging.

### Content

The theme of “the individual” will be addressed in this unit through the organisers/domains, and the focus areas listed below. For the nexus to topics, see the term overviews where the domains are referenced by the numbering below (e.g. 1 – Engaging with texts in relation to identity).

#### Q1: The Individual a

- 1) Engaging with texts in relation to identity
  - a) Expression of identity; ways of belonging
  - b) Conveying ideas about individual/identity
- 2) Contexts of language and culture
  - a) Effect of intercultural understanding on interaction and expression of identity
  - b) Aspects of intercultural communication such as register and body language
  - c) How customs/traditions may vary
  - d) Own language learning and intercultural experiences
- 3) Values, beliefs and perspectives
  - a) Individual values, beliefs and perspectives & expression of identity such as role and relationships
  - b) Construction of identity and belonging
  - c) Own values, beliefs and practices.

#### Q2: The Individual b

- 4) Features of language use
  - a) Ideas about the individual’s experience
  - b) Sharing ideas and understanding perspectives
  - c) Audience, purpose and context in spoken and written interactions
  - d) Processes and strategies in viewing, listening and reading
  - e) Grammatical features and functions for communication, accuracy, complexity and fluency
- 5) Reflection
  - a) Reflection on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition

### Language specific information

For language specific information, including an overview of essential understandings and grammar for the program, see Appendix F in each BSSS ACT BSSS Modern Languages course document.

## Assessment Items

Assessment Item Task Mode	Category	Week	Weighting %
Listening	In-class	6	30
Reading	Inquiry	8	20
Speaking	In-class	15	30
Writing	Inquiry	17	20

In-class and inquiry categories and weightings will alternate within each half-unit each semester.

## General Assessment Criteria

Students will be assessed in each of the assessment tasks on the degree to which they demonstrate: knowledge and understanding; and skills.

## ACT BSSS Assessment Procedures

**Completion of assessment items:** Students are required to substantially complete and submit all assessment items that contribute to the assessment for a unit unless due cause and adequate evidence is provided. Otherwise, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be deemed to have voided the unit.

**Late submission of work:** Late work will be subject to a penalty of 5% per day including weekends, unless prior arrangement is made for an extension, supported by evidence of due cause for the extension.

**Moderation, calculation of unit scores and course scores:** Moderation is conducted every semester to ensure comparability of grades from different schools. Your course score in each T or H course is calculated from your best 80% unit scores. A course score indicates how well you performed in your course compared to all other students in the course's scaling group. For more details, see [http://www.bsss.act.edu.au/information\\_for\\_students/scaling\\_and\\_the\\_atar](http://www.bsss.act.edu.au/information_for_students/scaling_and_the_atar).

**Plagiarism:** Assessment tasks must be done without plagiarism. Advice in relation to ownership of work, acknowledgement of sources and plagiarism is outlined on the ACT BSSS website. See below or follow the link from the CAL website.

**Appeals:** Procedures for appealing a grade or score may be found on the ACT BSSS website. See below or follow the link from the CAL website.

**Attendance/Participation:** It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, including off-site components in the blended learning program, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the required classes/contact time or 90% participation in structured learning activities in a unit, without due cause supported by adequate evidence will be deemed to have voided the unit.

Additional information about assessment is available from [www.cal.act.edu.au/programs.htm#assessment](http://www.cal.act.edu.au/programs.htm#assessment).

## Achievement standards, assessment tasks, program of learning

Achievement standards for this unit can be found in the course document: <http://www.bsss.act.edu.au/curriculum/courses> > Continuing Modern Languages.

**Assessment rubrics** are based on the task type, task mode and assessment criteria (see above) and on the achievement standards. **For information about assessment task types**, see that sub-heading in the course document. For specific details including task types relating to each assessment task, see the assessment task descriptions via the links on the class page at <https://languages.org.au>.

The CAL **program of learning** comprises for each unit comprises the unit outline, the term overviews and the weekly modules. More details are available at <https://languages.org.au> and on the CAL Google Classroom portal.