

Spanish 3-4 Course Overview – Year B 2018

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
Module 1:	Module 2:	Module 3:	Module 4:
MI TIEMPO LIBRE / MY SPARE TIME	EL DEPORTE REY / THE KING OF ALL SPORTS	¡ASÍ ME CUIDO! HOW I LOOK AFTER MYSELF	COMIENDO SANO / EATING HEALTHY
KEY QUESTION: <i>¿Qué me gusta hacer?</i>	KEY QUESTION: <i>¿Cómo me matengo en forma?</i>	KEY QUESTION: <i>¿How do I care about myself?</i>	KEY QUESTION: <i>¿What do I eat to keep me healthy?</i>
KEY CONCEPTS: Leisure, experience	KEY CONCEPTS: Sports, celebration	KEY CONCEPTS: Health, body, action	KEY CONCEPTS: Food, culture, ,routines health
KEY PROCESSES: questioning & describing	KEY PROCESSES: questioning, describing	KEY PROCESSES: recognising, applying, performing	KEY PROCESSES: reflection, comparing, participating
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
SOCIALISING Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes	SOCIALISING Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition and complimenting others	SOCIALISING Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes	SOCIALISING Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions
INFORMING Present information about personal or shared interests or experiences, using simple descriptive language and supporting	CREATING Create short imaginative texts such as dialogues and stories using	INFORMING Gather and share information from peers and from texts relating to the Spanish-speaking world and to areas such as home, school, routines, responsibilities and interests	INFORMING Present information about personal or shared interests or experiences, using simple descriptive language and supporting

<p>resources such as tables, lists and images</p> <p>REFLECTING Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices and conventions.</p> <p>SYSTEMS OF LANGUAGE Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that languages change with use over time and according to context</p>	<p>modelled language</p> <p>SYSTEMS OF LANGUAGE Notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts</p> <p>LANGUAGE VARIATION AND CHANGE Identify the variety of languages represented in the school, local community and general Australian population</p> <p>ROLE OF LANGUAGE AND CULTURE Discuss examples of ways in which the culture of Spanish speakers influence everyday interactions such as expressions of respect and affection</p>	<p>CREATING Read, view and listen to stories, children’s television programs and songs and make simple statements about characters, themes and reactions</p> <p>TRANSLATING Create bilingual short texts such as action games, songs, stories or photo captions, and identify and discuss aspects of culture represented in the texts</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that languages change with use over time and according to context</p> <p>ROLE OF LANGUAGE AND CULTURE Discuss examples of ways in which the culture of Spanish speakers influence everyday interactions such as expressions of respect and affection</p>	<p>resources such as tables, lists and images</p> <p>TRANSLATING Compare and explain simple texts or expressions in both Spanish and English, such as street signs, advertisements, sayings and greetings</p> <p>REFLECTING Explore own sense of identity, for example, by discussing membership of groups such as a club, a country or a language-speaking community, and how these elements of identity are reflected in language use</p> <p>SYSTEMS OF LANGUAGE Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions</p>
--	--	---	---

Across the year 

Reading program: age appropriate readers which support the language learning connected to each of the modules

Celebration: annual cycle of celebrations as appropriate

Years 3 and 4 Achievement Standard

By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (for example, *El bolso de Susana es hermoso*), requesting help (for example, *Necesito ayuda con mi bicicleta*) and seeking permission such as *¿Puedo ir al salón de informática?*. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and the present + infinitive form (for example, *quiero cantar, quiero salir*) about aspects of their lives such as school, home and everyday routines (for example, *Mi escuela está cerca de mi casa, Me gusta la clase de español*). They approximate Spanish pronunciation and intonation in simple statements. Students gather information relating to own and others' lifestyles and present information at sentence level in simple texts. They make simple statements about characters such as *La bruja es amable*, themes and their own reactions such as *El payaso está triste* in response to imaginative texts. They use modelled sentence structures to compose short original texts using conjunctions such as *y, o, porque* and *pero*, and prepositions such as *a, con, de* and *en*. Students use vocabulary related to school, home and lifestyles (for example, *divertido, alto, gordo, grande*). They use possessive adjectives (for example, *mi libro, nuestro coche*), adjectives (for example, *extraño, fantástico*), singular and plural forms (for example, *el árbol, la cafetería, las pelotas, los mensajes*) and regular verbs (for example, *cantar, correr, vivir*) in simple constructions. When writing, they apply punctuation and capitalisation rules. They translate short texts, using word lists and dictionaries and create simple bilingual texts. They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as *Sarita, gatico*.

Students differentiate between statements, commands, exclamations and questions according to intonation. They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. They give examples of how language use varies according to the age, gender and relationship of participants, and of ways that languages change over time. They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. They identify ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions such as *¿Me pasa el ipad por favor?*

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.

Updated 22/12/20017