

Spanish 5-7 Course Overview – Year C 2019

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

| Term 1 | Term 2 | Term 3 | Term 4 |
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| Module 1: A PLACE TO CALL HOME | Module 2: JOURNEY TO A MYSTERY ISLAND | Module 3: <i>ESPECIES EN PELIGRO DE EXTINCIÓN</i> ENDANGERED SPECIES ON PLANET EARTH | Module 4: <i>REDUCE – REÚSA – RECICLA</i> REDUCE – REUSE – RECYCLE |
| KEY QUESTION: Is a house a home? Does the weather affect the way we live? | KEY QUESTION: Where are we going? What are the essentials for the journey? | KEY QUESTION: How can we help to save endangered animals? | KEY QUESTIONS: How do we support our environment? How can we all plan to contribute for a better future for everyone? |
| KEY CONCEPT: Cooperation, sustainability | KEY CONCEPTS: diversity, cooperation | KEY CONCEPTS: Diversity, reaction | KEY CONCEPTS: Cooperation, belonging, reflecting |
| KEY PROCESSES: Expressing, sharing, comparing | KEY PROCESSES: Observing, reflecting, comparing | KEY PROCESSES Observing, considering, reflecting | KEY PROCESSES: Planning, participating |
| CONTENT DESCRIPTIONS | CONTENT DESCRIPTIONS | CONTENT DESCRIPTIONS | CONTENT DESCRIPTIONS |
| SOCIALISING (5-6) Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities | SOCIALISING (5-6) Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions | SOCIALISING (5-6) Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions | SOCIALISING (5-6) Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities |
| INFORMING (5-6) Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities | INFORMING (5-6) Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities | INFORMING (5-6) Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided | INFORMING(5-6) Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports |
| REFLECTING (5-6) Compare ways of communicating in | | | |

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| <p>particular Australian and Spanish-speaking contexts</p> <p>ROLE OF LANGUAGE AND CULTURE(5-6) Reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers</p> <p>SOCIALISING (7-8) Engage in class activities and discussions through asking and responding to open-ended questions, and expressing or rejecting points of view</p> <p>CREATING(7-8) Respond to a variety of imaginative texts by expressing opinions and comparing the ways in which people, places and experiences are represented</p> <p>SYSTEMS OF LANGUAGE (7-8) Analyse the structure and organisation of a range of texts, particularly those related to social and informative media, for example, blogs, advertisements and text messages</p> | <p>REFLECTING (5-6) Discuss how it feels to interact in a different language, what they understand by 'identity', and whether learning Spanish has any effect on their sense of self</p> <p>LANGUAGE VARIATION AND CHANGE(5-6) Recognise that the Spanish language has different forms, roles and functions in different contexts and communities</p> <p>ROLE OF LANGUAGE AND CULTURE (7-8) recognise the interconnected relationship between language and culture</p> <p>SYSTEMS OF LANGUAGE (7-8) Understand and control grammatical structures such as different forms of the past tense, regular and connections, explaining]regular verbs, interrogative and imperative moods, and conjunctions in a range of familiar types of texts</p> | <p>report</p> <p>REFLECTING (5-6) Compare ways of communicating in particular Australian and Spanish-speaking contexts</p> <p>CREATING (5-6) Share and compare understandings and opinions about ideas encountered in imaginative Spanish-language texts such as works of art, fables, performances and television programs</p> <p>REFLECTING (5-6) Compare ways of communicating in particular Australian and Spanish-speaking contexts</p> <p>TRANSLATING (7-8) Produce short bilingual texts such as digital stories, comics and blogs, and discuss how language reflects culture</p> <p>LANGUAGE VARIATION AND CHANGE (7-8) Examine how elements of communication, including gestures, facial expressions and use of silence, vary according to context, situation and relationships across languages and cultures</p> | <p>REFLECTING(5-6) Compare ways of communicating in particular Australian and Spanish-speaking contexts</p> <p>CREATING(5-6) Produce a variety of texts such as scripted performances, raps and digital stories using imaginary characters, places, ideas and events</p> <p>SYSTEMS OF LANGUAGE(5-6) Identify how different Spanish texts such as comics, cartoons, magazines or emails use language in ways that create different effects</p> <p>SOCIALISING (7-8) Engage in class activities and discussions through asking and responding to open-ended questions, and expressing or rejecting points of view</p> <p>SYSTEMS OF LANGUAGE (7-8) Analyse the structure and organisation of a range of texts, particularly those related to social and informative media, for example, blogs, advertisements and text messages</p> |
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| LANGUAGE VARIATION AND CHANGE (7-8) Understand the dynamic nature of languages | | | |
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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

Spanish Years 5 and 6 Achievement Standard

By the end of Year 6, students use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings. They use modelled sentence structures to ask and respond to questions (for example, *¿quién?/¿quiénes?, ¿por qué?¿por dónde? sí, por supuesto*), seek clarification (for example, *¿Ella dice que apaguemos la computadora?*) and give advice (for example, *No debes comer tantos dulces*). When interacting, students use appropriate pronunciation of Spanish-specific sounds such as *ci/ca* and *ga/gi*, and intonation patterns. They gather information relating to language and culture and present it in different formats. They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary (*divertido, alto, gordo, grande*). They use regular and common irregular verbs in present tense (for example, *estudio español, voy a mi casa*), simple past tense (for example, *Ayer comí helado, Fueron a la cafetería*) and near future (for example, *Voy a ir a la playa, Vamos a comer frutas*). Students use pronouns (for example, *él/ella nosotros/as ellos/ellas, usted/ustedes/ vosotros/as*), prepositions (for example, *debajo de, por, al lado de, cerca de*), adverbs (for example, *muy, poco, bien, mal, lentamente*), agreement of nouns and adjectives (for example, *gente simpática, juegos divertidos*), and adverbs to mark time (for example, *hoy, ayer, mañana, ya, todavía*) and place (for example, *dentro de, encima de, a la izquierda, a la derecha*). They apply rules of punctuation such as question and exclamation marks (for example, *¿cuándo?, ¡cuidado!*) and accents (for example, *sofá, árbol, música*). They translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own and create bilingual texts for the classroom and school community. They describe their own experiences of using Spanish and identify ways in which learning and using Spanish' may affect their own identity.

Students know that Spanish has its own rules for pronunciation and grammar and that language use must be adjusted to suit different contexts, situations and relationships (for example, *¡Hasta pronto Doña Clara! ¡Adiós chicos!*). They use metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with such as 'verb', 'adverb', 'noun' and 'agreement'. Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions. They identify ways that languages change through contact with other languages and due to new technologies, and give examples of Spanish words used in English (for example, 'patio', 'chocolate') and words used in Spanish that are borrowed from other languages (for example, *chofer, carné, tenis, golf, corner, kiwi, parking, gol, tiquet, chao*). They reflect on the language they use at home, at school and in the community and identify how young Spanish speakers would use language in the same contexts.

Spanish Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Spanish for classroom interactions, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts. They use rehearsed and spontaneous language to give and follow instructions and engage in discussions, such as expressing or rejecting points of view (for example, *¿Estás de acuerdo?, verdadero/falso, ¿qué te parece?, ¿cuándo?, ¿cómo?, ¿por qué?*). They apply appropriate pronunciation and

rhythm in spoken Spanish to a range of sentence types (for example, *¿Nos vamos?, ¡Nos vamos!, Pasó por aquí/Paso por aquí*), and use interrogative and imperative moods (for example, *¿Has comido? ¡Abre la puerta!*). They locate, summarise and analyse information and ideas on topics of interest from a range of texts, and communicate information, different perspectives and their own opinions such as *a mí me parece...*, using different modes of presentation. They describe their responses to different imaginative texts by expressing opinions (for example, *en mi opinión, personalmente yo prefiero, estoy de acuerdo*), stating preferences (for example, *después de pensarlo, yo..., prefiero más bien...es buena/mala idea*), and comparing ways in which people, places and experiences are represented (for example, *mejor que... peor que...más... menos*). They draw on past experiences or future possibilities to create imaginative texts using regular (for example, *caminar, beber, vivir*) and irregular verbs (for example, *estar, tener, ir*) in a range of tenses including present (*vivo*), present perfect (*he vivido*), preterite (*viví*), imperfect (*vivía*) and future (*viviré*). They use descriptive vocabulary, such as numbers, adjectives (for example, *generoso, simpático, listo, amistoso, azul, rosa, café*) and adverbs (for example, *generalmente, raramente, nunca*), to extend and elaborate their texts. They use cohesive devices such as *y, o, porque, cuando, por eso, pero, puesto que, debido a, y, pues, para* and prepositions such as *antes del atardecer, dentro de la casa* in own language production to create cohesion. Students translate texts on familiar topics and produce texts in Spanish and English, comparing their different versions and considering possible explanations for variations. When participating in intercultural experiences they identify similarities and differences in language use and cultural expression. They identify significant people, places, events and influences in their lives and explain why these are important to their own sense of identity.

Students know that in Spanish there are words that are spelled and pronounced the same but that have different meanings, such as *pila* (*pile or battery*), and that a word often takes on a different meaning when an accent is added, for example, *papá* ('father') and *papa* ('potato'), and the definite article *el* and pronoun *él* ('he' or 'him'). They use metalanguage to explain features of language, texts and grammar and to identify how text structures and language features vary between different types of texts. Students explain how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships. They identify how Spanish both influences and is influenced by other languages and is spoken in a variety of forms in communities around the world. They explain why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions.

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

Updated 25 Jan 2019