

Spanish Year 10 Course Overview 2019

This overview was developed to cater to the majority cohort of learners: R-10 sequence

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

Term 1	Term 2	Term 3	Term 4
Module 1:	Module 2:	Module 4:	Module 6:
IDENTITY AND RELATIONSHIPS	LIFESTYLES IN THE SPANISH-SPEAKING WORLD	LEARNING FROM THE PAST	THE WORLD WE LIVE IN
<p>KEY QUESTION: Who are we?</p> <p>KEY CONCEPTS: Identity, relationships, values, youth culture</p> <p>KEY PROCESSES: Discussing, responding, building connections</p>	<p>KEY QUESTION: How do lifestyles vary in the Spanish-speaking world?</p> <p>KEY CONCEPTS: Leisure, society, celebration, heritage</p> <p>KEY PROCESSES: Informing, investigating, comparing, discussing</p>	<p>KEY QUESTION: How does the past affect our present and our future?</p> <p>KEY CONCEPTS: Significance, diversity, values, identity, worldview</p> <p>KEY PROCESSES: Discussing, analysing, explaining</p>	<p>KEY QUESTION: What social issues are young people facing today?</p> <p>KEY CONCEPTS: Society, youth culture, change</p> <p>KEY PROCESSES: Exploring issues, identifying, discussing, reflecting</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</p> <p>Discuss and compare young people's interests, behaviours and values across cultural contexts</p> <p style="text-align: center;">SYSTEMS OF LANGUAGE</p> <p>Recognise that pronunciation, intonation, rhythm and pace assist in fluency and in meaning-making in spoken interactions</p>	<p style="text-align: center;">SOCIALISING</p> <p>Engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning</p> <p style="text-align: center;">INFORMING</p> <p>Convey information on a range of issues using different modes of presentation to suit different</p>	<p style="text-align: center;">SOCIALISING</p> <p>Discuss and compare young people's interests, behaviours and values across cultural contexts</p> <p style="text-align: center;">CREATING</p> <p>Engage with and review creative texts, identifying and explaining cultural attitudes and key messages</p>	<p style="text-align: center;">SOCIALISING</p> <p>Engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning</p> <p style="text-align: center;">INFORMING</p> <p>Analyse, synthesise and evaluate ideas and information from multiple</p>

<p>LANGUAGE VARIATION AND CHANGE Analyse how language use in both spoken and written modes varies according to the geographical location and cultural profile of Spanish-speaking communities</p> <p>TRANSLATING Translate both Spanish and English texts, and discuss cultural and other dimensions of the process</p>	<p>audiences</p> <p>SYSTEMS OF LANGUAGE Apply complex grammatical rules such as those relating to reflexive verbs and subjunctive and conditional moods, and use cohesive devices to link and extend ideas in own spoken and written texts</p> <p>ROLE OF LANGUAGE AND CULTURE Understand and describe ways in which language and culture are interrelated and influence each other</p> <p>Module 3: TECHNOLOGY IS ALL AROUND US</p> <p>KEY QUESTION: How much technology do you use?</p> <p>KEY CONCEPTS: Technological change, globalisation</p> <p>KEY PROCESSES: Analysing, reflecting, comparing, discussing</p>	<p>SYSTEMS OF LANGUAGE Discuss the purpose and features of a range of texts, such as informative, argumentative or persuasive texts, using appropriate metalanguage to identify and describe characteristics</p> <p>LANGUAGE VARIATION AND CHANGE Investigate the variety of languages used in different communities in the Spanish-speaking world, for example, Mapudungun, Basque/Euskera and Náhuatl</p> <p>Module 5 : EL TURISMO RESPONSIBLE- (RESPONSIBLE TOURISM)</p> <p>KEY QUESTION: What is your perspective on ecotourism?</p> <p>KEY CONCEPTS: Society, environment, responsibility, adventure</p> <p>KEY PROCESSES: Planning, constructing, reporting, persuading</p>	<p>sources on a range of local and global issues</p> <p>REFLECTING Explore and compare cultural traditions in both the Spanish-speaking world and their own cultural contexts, considering how these influence identity</p> <p>LANGUAGE VARIATION AND CHANGE Analyse how language used in both spoken and written modes varies according to the geographical location and cultural profile of Spanish-speaking communities</p>
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	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	
	<p>SOCIALISING</p> <p>Discuss and compare young people’s interests, behaviours and values across cultural contexts. Engage in shared activities such as planning and organising events by contributing ideas, opinions and suggestions and managing diverse views</p> <p>REFLECTING</p> <p>Explore and compare cultural traditions in both the Spanish-speaking world and their own cultural contexts, considering how these influence identity</p> <p>CREATING</p> <p>Engage with and review creative texts, identifying and explaining cultural attitudes and key messages</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Examine ongoing changes in Spanish as a language of local and international communication, considering the power of language to both influence and reflect culture</p>	<p>SOCIALISING</p> <p>Engage in shared activities such as planning and organising events by contributing ideas, opinions and suggestions and managing diverse views</p> <p>INFORMING</p> <p>Analyse, synthesise and evaluate ideas and information from multiple sources on a range of local and global issues</p> <p>CREATING</p> <p>Engage with and review creative texts, identifying and explaining cultural attitudes and key messages</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>Understand and analyse the power of language to influence people, actions, values and beliefs</p>	

Spanish Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously to offer opinions on social issues and to discuss young people's interests, behaviours and values across cultural contexts. They justify opinions such as *No creo que sea la mejor manera de resolver...*, *Estoy en contra de esa idea porque...*, evaluate perspectives and reflect on their own language learning. They collaboratively plan and organise events and manage diverse views by using the subjunctive mood to express emotion and doubt and give negative commands (for example; *Siento que no puedas ir a La Habana, Es posible que compre un reproductor MP3, No pienso que sea ... Siento que estés enfermo ... ¡No grites tanto!*), the imperative mood for commands (for example, *Hazlo bien, Toma el jugo/zumo, Escíbeme, Llámala ...*), and passive voice when appropriate (for example, *se cometieron errores*). Students locate, analyse, synthesise and evaluate ideas and information on local and global issues from a range of perspectives and sources. They present information using different modes of presentation to suit different audiences and to achieve different purposes. They select appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts, such as *Ese joven no sirve para nada / Es un joven valiente, Ellos son ilegales / Ellos son los refugiados*. They produce a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, applying knowledge of the imperfect (for example, *Cuando era joven vivíamos en Bogotá, Vivía en Granada cuando Pedro se graduó*) and conditional tenses (for example, *Valdría la pena ver los murales de Diego Rivera*). They use grammatical elements such as reflexive verbs (for example, *acostarse, cepillarse*) and relative pronouns (for example, *el amigo que visitamos*), and use cohesive devices (for example, *sin embargo, por eso, pero*) to link and extend ideas, and time markers such as *al día siguiente, después de..., más tarde...* for sequencing. When translating Spanish, students identify cultural perspectives and explain how they have been represented. They create bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences. They contribute to mutual understanding when participating in intercultural experiences, and explain how family and cultural traditions shape people's sense of identity.

Students identify connections between the variety of other languages used in different communities in the Spanish-speaking world and explain some of the variations in Spanish, such as the pronunciation of the letters *c*, *s* and *z*, and different ways of pronouncing *ll* and *y*. They use appropriate metalanguage to explain grammatical features such as word order, tenses and subjunctive mood and the purpose and features of different texts, such as informative and persuasive texts. Students analyse the influence of language on peoples' actions, values and beliefs, including its capacity to include and exclude. They explain ways in which language and culture are interrelated and influence each other.

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

Updated 25 Jan 2019