

Spanish Year 8 Course Overview – Year A 2019

This overview was developed to cater to the majority cohort of learners: Year 8 Entry sequence

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

Term 1	Term 2	Term 3	Term 4
Module 1: THE STORY OF MY LIFE	Module 2: DE DIA EN DIA EN MI CIUDAD (DAY TO DAY IN MY CITY)	Module 3: MI CASA ES TU CASA (MY HOUSE IS YOUR HOUSE)	Module 4: DE VIAJE (TRAVEL)
KEY QUESTION: Who do you think I am?	KEY QUESTION: What is my day like in my city?	KEY QUESTION: How do I make myself at home?	KEY QUESTION: Where have I been and where do I want to go?
KEY CONCEPTS: Identity, relationships, diversity	KEY CONCEPTS: Routine, place	KEY CONCEPTS: Conviviality, hospitality, perspective	KEY CONCEPTS: Journey, discovery, experience
KEY PROCESSES: Interacting, evaluating, interpreting, comparing	KEY PROCESSES: Negotiating, interacting, comparing	KEY PROCESSES: Analysing, making connections, reflecting	KEY PROCESSES: Interacting, planning, comparing
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
SOCIALISING Interact with teacher and peers to exchange information about self, family, friends and leisure activities, and to express feelings, likes and dislikes	SOCIALISING Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating	SOCIALISING Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions	SOCIALISING Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating
REFLECTING Consider how aspects of identity such as family background, age and interests impact on intercultural	INFORMING Obtain factual information from a range of spoken, written and digital texts, identify key points and use	TRANSLATING Translate and compare simple texts such as public signs, menus and advertisements in Spanish and English, noticing that it is not always	SYSTEMS OF LANGUAGE Recognise and describe features of familiar types of texts, and notice how these contribute to the making of meaning

<p>exchange</p> <p>SYSTEMS OF LANGUAGE Notice the role and importance of pronunciation and intonation in Spanish, for example, to distinguish between statements, questions and exclamations, and understand Spanish writing conventions such as inverted question marks at the start of questions</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that Spanish is a global language that is spoken in a variety of forms in different communities around the world, including Australia</p> <p>LANGUAGE VARIATION AND CHANGE Understand the dynamic nature of languages</p>	<p>the information in new ways</p> <p>CREATING Create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions</p> <p>SYSTEMS OF LANGUAGE Understand and use the main elements of the Spanish grammatical system, including definite and indefinite articles, gender and number agreement, present tense of regular and common irregular verbs, and simple sentence construction, paying attention to word order</p> <p>TRANSLATING Translate and compare simple texts such as public signs, menus and advertisements in Spanish and English, noticing that it is not always possible to translate word for word</p>	<p>possible to translate word for word</p> <p>ROLE OF LANGUAGE AND CULTURE Recognise the interconnected relationship between language and culture</p> <p>CREATING Engage with imaginative and creative texts such as narratives, poems, songs, films or comics, comparing favourite elements and discussing characters, events and ideas</p> <p>REFLECTING Notice while participating in intercultural activities that interaction involves culture as well as exchange</p>	<p>INFORMING Present information on selected topics in spoken, written and digital forms</p> <p>LANGUAGE VARIATION AND CHANGE Understand that Spanish, like all languages, is used in different ways according to roles, relationships and social and cultural contexts</p>
--	--	--	---

Spanish Years 7 and 8 Achievement Standard

By the end of Year 8, students share information about their personal worlds, including personal details, family, friends, leisure activities, likes and dislikes, for example, *Hola amigo, ¿Cómo estás? Me gusta tocar la guitarra, No me gusta comer carne*. They interact with one another in shared activities, negotiations, games and events, using modelled language to ask and respond to familiar questions, give and respond to instructions (for example, *Haz click sobre la imagen del monumento. Escoge la palabra correcta*), request help or permission (for example, *¿Me puede ayudar...?, ¿Cómo se dice... en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya?*), and express opinions (for example, *Creo que... ¡Qué sorpresa!*). When interacting, students approximate Spanish sounds and use intonation to distinguish between statements (for example, *Juan estudia español*), questions (for example, *¿Cómo se dice ...?*), exclamations (for example, *Juan, ¡estudia español!*) and requests (for example, *¿me das un chocolate?*). They obtain factual information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. They describe characters, experiences and ideas using high-frequency vocabulary, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions. When constructing sentences, students apply gender and number agreement to definite and indefinite articles, nouns and adjectives (for example, *la luna clara, los bolsos rojos, un amigo español, unas estudiantes extranjeras*). Students apply grammatical rules in relation to conjugation of verbs (for example, *La bicicleta roja tiene un cesto negro, Tenemos los libros de lectura amarillos*), and use the two verbs for 'to be' (*ser* and *estar*) in modelled examples (for example, *Eres española/Estás en Australia, Soy alto y delgado/Estoy en año 8*). They apply Spanish writing conventions such as inverted question and exclamation marks such as *¡No me digas!* They work in Spanish and English to translate texts, and create simple bilingual texts. They describe their own experiences of using Spanish and explain how aspects of their identity influence their intercultural exchanges.

Students identify and apply rules for pronunciation and grammar and use metalanguage in Spanish to explain basic features of language, texts and grammar, making connections with terms such as 'verb', 'adjective', 'noun' and 'agreement' that are used in English learning, and incorporating concepts such as grammatical gender. They identify the need to adjust language to suit different situations and relationships (for example, *¡Hasta pronto Doña Clara!*). Students describe the distribution of communities of Spanish speakers in different countries and regions and know that Spanish is spoken in a variety of forms in different communities. They identify how languages and cultures change through contact, and give examples of Spanish words used in English such as 'patio', 'chocolate' and words used in Spanish that are borrowed from other languages such as *shopping, tiquet*. They identify cultural aspects of language use that are reflected in everyday interactions such as emailing, text messaging, gift-giving and apologising (for example, *Lo siento mucho Don Pedro*).

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

Updated 26/11/2018