

Spanish Years 9-10 Course Overview – Year C 2022

This overview was developed to cater to the majority cohort of learners: Year 7/8 Entry sequence

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

Term 1	Term 2	Term 3	Term 4
<p>Module 1: ¿QUIÉN Y CUÁNDO? (Who and When?)</p> <p>KEY QUESTIONS: Who do I admire and why? Who should we admire?</p> <p>KEY CONCEPTS: self, relationship, identity</p> <p>KEY PROCESSES: Interpreting, interacting, evaluating, comparing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Socialise and exchange and compare ideas and opinions in relation to issues relevant to their own lives and interests, such as relationships, events and aspirations</p> <p>TRANSLATING Translate texts from Spanish into English and vice versa, noticing and</p>	<p>Module 2: INGENIO HUMANO (Human Ingenuity)</p> <p>KEY QUESTIONS: How's it going? How does technology affect our lives?</p> <p>KEY CONCEPTS: communication, audience, representation</p> <p>KEY PROCESSES: negotiating, interacting, interpreting, reporting</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Negotiate with peers to plan and take action on local and global issues and to engage in different forms of spoken, written and digital transactions</p> <p>INFORMING Analyse and interpret information, ideas and perspectives obtained</p>	<p>Module 3: ¿ QUÉ SERÁ, SERÁ? (What will be, will be?)</p> <p>KEY QUESTIONS: Why should I care for the planet, its animals and people? How can I influence the future of the planet?</p> <p>KEY CONCEPTS: responsibility, perspective, community</p> <p>KEY PROCESSES: making connections, reflecting, expressing, presenting</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Negotiate with peers to plan and take action on local and global issues and to engage in different forms of spoken, written and digital transactions</p> <p>TRANSLATING Create bilingual texts such as displays, explanatory or promotional material or</p>	<p>Module 4 : OTROS TIEMPOS (Other times)</p> <p>KEY QUESTIONS: What was it like back then? How are we similar or different to civilisations of the past?</p> <p>KEY CONCEPTS: creativity, adventure, expression</p> <p>KEY PROCESSES: interacting, planning, comparing, analysing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions</p> <p>CREATING Express creative ideas and imagined experiences that relate to the cultures of Spanish-speaking communities using a variety of texts</p>

<p>explaining words or expressions that are culturally specific and difficult to translate</p> <p>REFLECTING Consider and discuss the relationship between language, culture and identity</p> <p>SYSTEMS OF LANGUAGE Recognise and apply rules of Spanish pronunciation, stress and intonation, demonstrating awareness of differences in accent and pronunciation across the Spanish-speaking world, and use appropriate writing conventions</p> <p>LANGUAGE VARIATION AND CHANGE 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>from a range of spoken, written and digital texts and present these in new forms</p> <p>SYSTEMS OF LANGUAGE Extend knowledge of and use more complex features and patterns of the Spanish grammatical system, including possessive, demonstrative, object and relative pronouns; comparative and superlative adjectives; irregular verbs in the present tense, compound and simple past tenses, future and conditional tenses; and an introduction to the imperative mood</p> <p>REFLECTING Consider own reactions when engaging with Spanish speakers and resources and how these may reflect aspects of own language and culture</p> <p>TRANSLATING Translate texts from Spanish into English and vice versa, noticing and explaining words or expressions that are culturally specific and difficult to translate</p>	<p>performances for immediate and virtual environments</p> <p>ROLE OF LANGUAGE AND CULTURE Understand the role of language and culture in shaping cultural identity and consider how learning a second language encourages a broadening of perspectives</p> <p>CREATING Respond to a range of imaginative oral, print and digital texts by interpreting or modifying them to express own ideas and feelings</p> <p>LANGUAGE VARIATION AND CHANGE Understand how language diversity reflects local and global variations in social and cultural histories</p>	<p>SYSTEMS OF LANGUAGE Analyse textual features of spoken, written and digital texts and consider how they shape meaning and influence responses</p> <p>INFORMING Organise and present critical perspectives on information obtained from different sources to a variety of audiences</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that Spanish is used in a variety of ways to achieve different purposes in different contexts</p>
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Spanish Years 9-10 Achievement Standard

By the end of Year 10, students interact in written and spoken Spanish to communicate about personal experiences, relationships and aspirations, and broader local and global issues such as the environment, social media and tourism, including issues that pertain to Spanish-speaking countries. Learners interact with peers to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language and appropriate protocols (for example, *Perdona, pero no estoy de acuerdo contigo porque ..., me parece mejor ... ¿qué os parece si...?*) to express and compare opinions, share perspectives, and express agreement or disagreement (for example, *Me parece que..., ¿qué les parece?, Que buena idea, me opongo*). They apply rules of pronunciation, stress and intonation to a range of sentence types. They locate, summarise and analyse information from a range of texts, and communicate different perspectives and information in a range of contexts using different modes of presentation. They respond to and create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions. They use grammatical elements including present, imperfect, past and future tenses, reflexive

verbs, and the subjunctive mood to express emotion (for example, *Como chocolate todos los días, Fui al parque ayer, Salíamos a bailar los fines de semana, Estudiaré informática en la universidad*). They use appropriate forms of possessive adjectives in own language production, as well as cohesive devices and prepositions to create cohesion and interest. They use relative pronouns (for example, *El programa que miraba era cómico*), relative clauses (for example, *Mi amigo chileno me ha dicho que quiere venir con nosotras al cine*) and adverbial phrases (for example, *a la derecha, con frecuencia*) to extend and elaborate their written texts. They work in Spanish and English to translate and create bilingual texts, explaining words or expressions that are culturally specific such as *tapas, adobe, vaquero, Vive en el quinto pino, ... más largo que un día sin pan*. They describe their own reactions in intercultural exchanges and explain how their own assumptions and identity influence their language use.

Students identify differences in accent and pronunciation across the Spanish-speaking world, such as the use *ceceo* and *seseo* in different regions and countries. They use metalanguage to explain features of language (formal and informal language) and grammar (for example, *las formas negativas, el futuro próximo con el verbo ir, masculino, femenino, singular, plural*), and for reflecting on the experience of Spanish language and culture learning. They identify relationships between parts of words (prefixes and suffixes) and stems of words (for example, *desagradable, la camioneta, la reconciliación*), and how word patterns connect words in semantic families (for example, *mercado, mercancía, feliz, felicidad, felicitaciones*). They analyse the textual features of a range of texts in different modes and identify how these shape responses and influence meaning. They give examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences. Students describe changes in the role of Spanish as a global language and explain how language both influences and reflects culture. They know that Spanish is co-official with many other languages in a range of countries, such as Guaraní in Paraguay; Quechua in Bolivia, Ecuador and Peru; and Basque/Euskera, Catalan and Galician in Spain. They explain how meanings and interpretations vary according to the cultural assumptions that people bring to interactions, and consider how learning a second language provides the opportunity to view oneself from the perspectives of others.

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