


# VICTORIAN CURRICULUM: SPANISH 3-4 UNIT PLANNER

<b>LANGUAGE:</b>	Spanish	<b>YEAR LEVEL:</b>	3-4	<b>TERM</b>	:	<b>DURATION</b>	:	<b>NUMBER OF LESSONS IN UNIT:</b>	10 lessons
------------------	---------	--------------------	-----	-------------	---	-----------------	---	-----------------------------------	------------

UNIT TITLE:	Wild animals	
ESSENTIAL QUESTION:		
UNIT OVERVIEW:		
	<p><b>Topics:</b></p> <p><b>Descriptions</b> (colours) El perro es blanco.</p> <p><b>Descriptions</b> (size) El pez es pequeno.</p> <p><b>Descriptions</b> (features) El león <u>tiene</u> cuatro patas.</p>	<p><b>Cultural links (hispanic animals)</b></p> <p><b>Super 7</b></p> <p><b>TPRS</b></p> <p><b>Location/habitat</b> [El/la <u>está</u> en la selva, el océano, ] En la selva <u>hay</u> tucanes.</p> <p><b>Clasification</b> (mammals): el/la .... es un animal mamífero.</p> <p><b>Clasification</b> (land, air, mammals,etc)[el/la .... es un animal de ...tierra, aire, mar]</p> <p>A la tortuga le gusta comer lechuga.</p> <p><b>Descriptions</b> (colours) El perro es blanco.</p> <p><b>Descriptions</b> (size) El pez es pequeno.</p> <p><b>Descriptions</b> (features) El león <u>tiene</u> cuatro patas.</p> <p><b>Descriptions</b> (sounds) El [animal] hace ...</p> <p><b>Descriptions</b> (actions) El perro puede correr.</p>
COMMON ASSESSMENT TASK:	<p><b>CFAT 1 - Describe all formative assessment tasks</b></p> <p>Students will be provided with ... to do ....</p> <p><b>CFAT 2 - Describe all formative assessment tasks</b></p>	

	<p>Students will be provided with ... to do ....</p> <p><b>Differentiated performance:</b></p> <p>Level 1 (beginning): ...</p> <p>Level 2 (developing/towards standard): ...</p> <p>Level 3 (achieved/at standard): They will need to:</p> <p>-</p> <p>-</p> <p>Level 4 (above standard)</p>		
<b>UNIT GOALS:</b>	<p>Through this unit, students will be working towards being able to:</p> <ul style="list-style-type: none"> <li>• They <b>use</b> [...] adjectives and regular verbs</li> <li>• They <b>make statements</b> <b>using</b> the present tense and the present + infinitive form (for example, <i>quiero cantar, quiero salir</i>) [...]</li> <li>• They <b>translate</b> short texts, using word lists and dictionaries and create simple bilingual texts.</li> <li>• They <b>make</b> simple statements about characters (animals) such as [...]. (7)</li> </ul>		
<b>Victorian Curriculum: Languages</b>  <b>STRANDS AND CONTENT DESCRIPTIONS included in this unit</b>	<b>COMMUNICATING</b>		<b>UNDERSTANDING</b>
	<p>&lt;Insert content descriptions and code&gt;</p> <ul style="list-style-type: none"> <li>• <b>Participate</b> in collaborative tasks and experiences such as creating and <b>presenting</b> a display or performance and following procedures and instructions (VCESC128)</li> <li>• <b>Present</b> information about personal or shared interests or experiences, <b>using</b> simple descriptive language and supporting resources such as tables, lists and images (VCESC131)</li> <li>• <b>Create</b> short imaginative texts such as dialogues and stories using modelled language (VCESC133)</li> <li>• <b>Create</b> bilingual texts such as action games, songs, stories or photo captions, and <b>identify</b> and <b>discuss</b> aspects of culture represented in the texts (VCESC135)</li> </ul>		<p><b>Experiment</b> with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements (VCESU138)</p> <p><b>Notice</b> and <b>apply</b> elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts (VCESU139)</p>
	<b>Learning progression</b>		<b>Learning goals</b>
	 <p><b>1.</b></p>	<p><b>Notice</b> elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts (VCESU139)</p> <p><b>identify</b> aspects of culture represented in the texts (VCESC135)</p> <p><b>following</b> procedures and instructions (VCESC128)</p>	
	<b>2.</b>	<b>using</b> simple descriptive language and supporting resources such as tables, lists and images (VCESC131)	

		3.	Present information about personal or shared interests or experiences, Participate in collaborative tasks and experiences such as creating and	
		4.	discuss aspects of culture represented in the texts <a href="#">(VCESC135)</a> presenting a display or performance and following procedures and instructions <a href="#">(VCESC128)</a>	
		5.	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	
		6.	discuss aspects of culture represented in the texts <a href="#">(VCESC135)</a>	
		7.	Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements <a href="#">(VCESU138)</a> Create short imaginative texts such as dialogues and stories using modelled language <a href="#">(VCESC133)</a> Create bilingual texts such as action games, songs, stories or photo captions, and	
		8. Achievement Standard		

Link to <a href="#">HITS</a>								
SG Setting Goals	SL Structured Lessons	ET Explicit Teaching	WE Worked Examples	CL Collaborative Learning	ME Multiple Exposures	Q Questioning	F Feedback	MS Metacognitive Strategies

UNIT OUTLINE					
LESSON:	LEARNING INTENTIONS AND SUCCESS CRITERIA	LEARNING ACTIVITIES:	KEY LANGUAGE (Vocabulary, key phrases and sounds introduced)	KEY ASSESSMENT TASKS:	RESOURCES:
<b>1</b>  <b>I DO, you watch</b> Explicit teaching <b>I DO, you help</b> Monitor Ss comprehension Evaluate Ss practice <b>YOU DO, I help</b> Guided practice <b>YOU DO, I watch</b> Independent practice <b>Plough back</b> Reflection		→			
2 Friday  15/02/2019					
3 Friday  22/02/2019		→			
4 Friday  27/02/2019					

5 Friday 8/03/2019		❖			
15/03/2019 Friday		•			
CFAT TASK					

## CURRICULUM MAPPING – SPANISH 3-4 (F – 10 SEQUENCE)

Strand	Communicating										
Sub-strand	Socialising			Informing		Creating		Translating		Reflecting	
Content Description	Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes (VCESC127)	Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions (VCESC128)	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 (VCESC129)	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 (VCESC130)	Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images (VCESC131)	Read, view and listen to stories, children's television programs and songs and make simple statements about characters, themes and reactions (VCESC132)	Create short imaginative texts such as dialogues and stories using modelled language (VCESC133)	Compare and explain simple texts or expressions in both Spanish and English, such as street signs, advertisements, sayings and greetings (VCESC134)	Create bilingual texts such as action games, songs, stories or photo captions, and identify and discuss aspects of culture represented in the texts (VCESC135)	Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices (VCESC136)	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 (VCESC137)
Term 1											
Term 2											
Term 3					✓		✓		✓		
Term 4											

Strand	Understanding						
Sub-strand	Systems of language			Language variation and change			Role of language and culture
Content Description	Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements (VCESU138)	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 (VCESU139)	Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions (VCESU140)	Understand that language use varies according to the age and relationship of participants (VCESU141)	Recognise that languages change with use over time and according to context (VCESU142)	Identify the variety of languages represented in the school, local community and general Australian population (VCESU143)	Discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions such as expressions of respect and affection (VCESU144)
Term 1							
Term 2							
Term 3	✓	✓					
Term 4							

Foundation to Level 2 Achievement Standard	Levels 3 and 4 Achievement Standard Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.	Levels 5 and 6 Achievement Standard
<p>By the end of Level 2</p> <ul style="list-style-type: none"> <li>Students interact with teachers and peers through action-related talk and play.</li> <li>They introduce themselves and exchange greetings such as <i>Buenos días/tardes/noches</i>, and farewells (for example, <i>hasta pronto</i>).</li> <li>They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example, <i>Sal de aquí. Párate en la puerta.</i></li> <li>They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters <i>ll, ñ, rr/r gfi, c</i> and <i>y</i>.</li> <li>Students identify specific words and expressions in simple texts, such as names of people, places or objects.</li> <li>They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, <i>Mi casa es grande. Nuestro ordenador es pequeño. Tu celular es nuevo.</i></li> <li>They respond to and create simple spoken and written texts using modelled examples and formulaic language.</li> <li>Students use gender (for example, <i>el pastel/la torta</i>), simple verb forms (for example, <i>estudiar, comer, dormir</i>), definite articles and vocabulary related to familiar environments to describe people, places and things.</li> <li>Students translate frequently used words and simple phrases, using visual cues and word lists (for example, <i>clase, zapatos, camisa, teléfono/celular</i>) and create simple print and digital texts in both Spanish and English.</li> </ul>	<p>By the end of Level 4</p> <ul style="list-style-type: none"> <li>Students interact with teachers and peers in classroom routines, action-related talk and play. (1)</li> <li>They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (for example, <i>El bolso de Susana es hermoso</i>), requesting help (for example, <i>Necesito ayuda con mi bicicleta</i>) and seeking permission such as <i>¿Puedo ir al salón de informática?</i>. (2)</li> <li>They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. (3)</li> <li>They make statements using the present tense and the present + infinitive form (for example, <i>quiero cantar, quiero salir</i>) about aspects of their lives such as school, home and everyday routines (for example, <i>Mi escuela está cerca de mi casa. Me gusta la clase de español</i>). (4)</li> <li>They approximate Spanish pronunciation and intonation in simple statements. (5)</li> <li>Students gather information relating to own and others' lifestyles and present information at sentence level in simple texts. (6)</li> <li>They make simple statements about characters such as <i>La bruja es amable</i>, themes and their own reactions such as <i>El payaso está triste</i> in response to imaginative texts. (7)</li> <li>They use modelled sentence structures to compose short original texts using conjunctions such as <i>y, o, porque</i> and <i>pero</i>, and prepositions such as <i>a, con, de</i> and <i>en</i>. (8)</li> <li>Students use vocabulary related to school, home and lifestyles (for example, <i>divertido, alto, gordo, grande</i>). (9)</li> <li>They use possessive adjectives (for example, <i>mi libro, nuestro coche</i>), adjectives (for example, <i>extraño, fantástico</i>), singular and plural forms (for example, <i>el árbol, la cafetería, las pelotas, los mensajes</i>) and regular verbs (for example, <i>cantar, correr, vivir</i>) in simple constructions. (10)</li> </ul>	<p>By the end of Level 6</p> <ul style="list-style-type: none"> <li>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.</li> <li>They use modelled sentence structures to ask and respond to questions (for example, <i>¿quién? ¿quiénes? ¿por qué? ¿por dónde? si, por supuesto</i>), seek clarification (for example, <i>¿Ella dice que apagamos la computadora?</i>) and give advice (for example, <i>No debes comer tantos dulces</i>).</li> <li>When interacting, students use appropriate pronunciation of Spanish-specific sounds such as <i>ci/ca</i> and <i>ga/gi</i>, and intonation patterns.</li> <li>They gather information relating to language and culture and present it in different formats.</li> <li>They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary (<i>divertido, alto, gordo, grande</i>).</li> <li>They use regular and common irregular verbs in present tense (for example, <i>estudio español, voy a mi casa</i>), simple past tense (for example, <i>Ayer comí helado. Fueron a la cafetería</i>) and near future (for example, <i>Voy a ir a la playa. Vamos a comer frutas</i>).</li> <li>Students use pronouns (for example, <i>él/ella nosotros/as ellos/ellas, usted/ustedes/ vosotros/as</i>), prepositions (for example, <i>debajo de, por, al lado de, cerca de</i>), adverbs (for example, <i>muy, poco, bien, mal, lentamente</i>), agreement of nouns and adjectives (for example, <i>gente simpática, juegos divertidos</i>), and adverbs to mark time (for example, <i>hoy, ayer, mañana, ya, todavía</i>) and place (for example, <i>dentro de, encima de, a la izquierda, a la derecha</i>).</li> <li>They apply rules of punctuation such as question and exclamation marks (for example, <i>¿cuándo? ¡cuidado!</i>) and accents (for example, <i>sofá, árbol, música</i>).</li> </ul>

<ul style="list-style-type: none"> <li>• They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.</li> <li>• Students know that Spanish uses the same alphabet as English when written, except for ñ as in <i>mañana</i> and <i>España</i>.</li> <li>• They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, <i>Dofia Josefa</i>, <i>Don José</i>, <i>Tia</i>).</li> <li>• They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as <i>chat</i>, <i>tortilla</i>, <i>fiesta</i>.</li> <li>• Students identify differences and similarities between their own and others' languages and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• When writing, they apply punctuation and capitalisation rules. (11)</li> <li>• They translate short texts, using word lists and dictionaries and create simple bilingual texts. (12)</li> <li>• They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as <i>Sarita</i>, <i>gatico</i>. (13)</li> <li>• Students differentiate between statements, commands, exclamations and questions according to intonation. (14)</li> <li>• They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. (15)</li> <li>• 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. (16)</li> <li>• They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. (17)</li> <li>• 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 <i>¿Me pasa el iPad por favor?</i> (18)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• They describe their own experiences of using Spanish and identify ways in which learning and using Spanish' may impact on their own identity.</li> <li>• 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, <i>¡Hasta pronto Doña Clara!</i> <i>¡Adiós chicos!</i>).</li> <li>• 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'.</li> <li>• Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions.</li> <li>• 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, <i>chofer</i>, <i>carne</i>, <i>tenis</i>, <i>golf</i>, <i>corner</i>, <i>kiwi</i>, <i>parking</i>, <i>gol</i>, <i>tiquet</i>, <i>chao</i> ).</li> <li>• 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.</li> <li>•</li> </ul>
--	---	---

### Levels 3 and 4 Achievement Standard

Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.

By the end of Level 4

- Students interact with teachers and peers in classroom routines, action-related talk and play. (1)
- 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?*. (2)
- They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. (3)
- 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*). (4)
- They approximate Spanish pronunciation and intonation in simple statements. (5)
- Students gather information relating to own and others' lifestyles and present information at sentence level in simple texts. (6)
- 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. (7)
- 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*. (8)
- Students use vocabulary related to school, home and lifestyles (for example, *divertido*, *alto*, *gordo*, *grande*). (9)
- 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. (10)
- When writing, they apply punctuation and capitalisation rules. (11)
- They translate short texts, using word lists and dictionaries and create simple bilingual texts. (12)
- They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as *Sarita*, *gatico*. (13)
- Students differentiate between statements, commands, exclamations and questions according to intonation. (14)
- They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. (15)
- 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. (16)
- They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. (17)
- 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?* (18)

VICTORIAN CURRICULUM: *<INSERT LANGUAGE>* ACHIEVEMENT STANDARD[illegible]