

VICTORIAN CURRICULUM: SPANISH 7-8 (7-10) UNIT PLANNER

LANGUAGE:	YEAR LEVEL:	TERM :	DURATION :	NUMBER OF LESSONS IN UNIT:
UNIT TITLE:				
ESSENTIAL QUESTION:				
UNIT OVERVIEW:				
	Topics:		Target phrases:	
COMMON ASSESSMENT TASK:	CFAT 1 - Describe all formative assessment tasks Students will be provided with ... to do CFAT 2 - Describe all formative assessment tasks Students will be provided with ... to do Differentiated performance: Level 1 (beginning): ... Level 2 (developing/towards standard): ... Level 3 (achieved/at standard): They will need to: - - Level 4 (above standard)			
UNIT GOALS:	Through this unit, students will be working towards being able to (include associated achievement standards in brackets, e.g. (1)): <please add relevant dot points and associated achievement standards, e.g. (1) which are linked to achievement standards listed on the achievement standard page further below>			
Victorian Curriculum: Languages	COMMUNICATING		UNDERSTANDING	
STRANDS AND CONTENT DESCRIPTIONS	<Insert content descriptions and code> • • • •		<Insert content descriptions and code> • • • • •	

included in this unit			
	Learning progression		Learning goals
		1.	
		2.	
		3.	
		4.	
		5.	
		6.	
		7.	
		8. Achievement Standard	

Link to HITS								
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: Prepare Engage Guide Apply Evaluate	LEARNING INTENTIONS AND SUCCESS CRITERIA	LEARNING ACTIVITIES:	KEY LANGUAGE (Vocabulary, key phrases and sounds introduced)	KEY ASSESSMENT TASKS:	RESOURCES:
1	We are learning to:		Grammar:		

I DO, you watch Explicit teaching I DO, you help Monitor Ss comprehension Evaluate Ss practice YOU DO, I help Guided practice YOU DO, I watch Independent practice Plough back Reflection	Success criteria:		Target phrases:	Main HITS covered SG, SL, ET, WE, CL, ME, Q, F, MS, DT	
2 I DO, you watch Explicit teaching I DO, you help Monitor Ss comprehension Evaluate Ss practice YOU DO, I help Guided practice YOU DO, I watch Independent practice Plough back Reflection	We are learning to: Success criteria:		Grammar: Target phrases:	Main HITS covered SG, SL, ET, WE, CL, ME, Q, F, MS, DT	
3 I DO, you watch Explicit teaching I DO, you help Monitor Ss comprehension Evaluate Ss practice YOU DO, I help Guided practice YOU DO, I watch Independent practice Plough back Reflection	We are learning to: Success criteria:		Grammar: Target phrases:	Main HITS covered SG, SL, ET, WE, CL, ME, Q, F, MS, DT	
4 I DO, you watch Explicit teaching I DO, you help	We are learning to: Success criteria:		Grammar:		

CURRICULUM MAPPING – SPANISH 7-8 (7 – 10 SEQUENCE)

Strand	Communicating										
Sub-strand	Socialising			Informing		Creating		Translating		Reflecting	
Content Description	Interact with teacher and peers to exchange information about self, family, friends and leisure activities, and to express feelings, likes and dislikes (VCESC001)	Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating (VCESC002)	Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions (VCESC003)	Obtain factual information from a range of spoken, written and digital texts, identify key points and use the information in new ways (VCESC004)	Present information on selected topics in spoken, written and digital forms (VCESC005)	Engage with imaginative and creative texts such as narratives, poems, songs, films or comics, comparing favourite elements and discussing characters, events and ideas (VCESC006)	Create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions (VCESC007)	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 (VCESC008)	Create simple bilingual texts such as learning resources, online announcements, games and displays for use in the classroom, school or wider community (VCESC009)	Notice while participating in intercultural activities that interaction involves culture as well as language (VCESC010)	Consider how aspects of identity such as family background, age and interests impact on intercultural exchange (VCESC011)
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	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 (VCESU012)	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 (VCESU013)	Recognise and describe features of familiar types of texts, and notice how these contribute to the making of meaning (VCESU014)	Understand that Spanish, like all languages, is used in different ways according to roles, relationships and social and cultural contexts (VCESU015)	Understand the dynamic nature of languages (VCESU016)	Recognise that Spanish is a global language that is spoken in a variety of forms in different communities around the world, including Australia (VCESU017)	Recognise the interconnected relationship between language and culture (VCESU018)	
Term 1								
Term 2								
Term 3								
Term 4								

Levels 7 and 8 Achievement Standard Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.	Levels 9 and 10 Achievement Standard
By the end of Level 8 - Students share information about their personal worlds, including personal details, family, friends, leisure activities, likes and dislikes, for example, <i>Hola amigo, ¿Cómo estás? Me gusta tocar la guitarra, No me gusta comer carne.</i> (1) - 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, <i>Haz click sobre la imagen del monumento. Escoge la palabra correcta</i>), request help or permission (for example, <i>¿Me puede ayudar...?</i>, <i>¿Cómo se dice... en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya?</i>), and express opinions (for example, <i>Creo que... ¡Qué sorpresa!</i>). (2) - When interacting, students approximate Spanish sounds and use intonation to distinguish between statements (for example, <i>Juan estudia español</i>), questions (for example, <i>¿Cómo se dice ...?</i>), exclamations (for example, <i>Juan, ¡estudia español!</i>) and requests (for example, <i>¿me das un chocolate?</i>). (3) - They obtain factual information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. (4) - They describe characters, experiences and ideas using high-frequency vocabulary, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions. (5) - When constructing sentences, students apply gender and number agreement to definite and indefinite articles, nouns and adjectives (for example, <i>la luna clara, los bolsos rojos, un amigo español, unas estudiantes extranjeras</i>). (6) - Students apply grammatical rules in relation to conjugation of verbs (for example, <i>La bicicleta roja tiene un cesto negro, Tenemos los libros de lectura amarillos</i>), and use the two verbs for 'to be' (<i>ser</i> and <i>estar</i>) in modelled examples (for example, <i>Eres española/Estás en Australia, Soy alto y delgado/Estoy en año 8</i>). (7) - They apply Spanish writing conventions such as inverted question and exclamation marks (for example, <i>¡No me digas!</i>) (8) - They work in Spanish and English to translate texts, and create simple bilingual texts. (9) - They describe their own experiences of using Spanish and explain how aspects of their identity influence their intercultural exchanges. (10) - 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. (11) - They identify the need to adjust language to suit different situations and relationships (for example, <i>¡Hasta pronto Doña Clara!</i>). (12) - 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. (13) - 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. (14) - They identify cultural aspects of language use that are reflected in everyday interactions such as emailing, text messaging, gift-giving and apologising (for example, <i>Lo siento mucho Don Pedro</i>). (15)	By the end of Level 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, <i>Perdona, pero no estoy de acuerdo contigo porque ..., me parece mejor ... ¿qué os parece si...?</i>) to express and compare opinions, share perspectives, and express agreement or disagreement (for example, <i>Me parece que..., ¿qué les parece?, Que buena idea, me opongo</i>). - 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, <i>Como chocolate todos los días, Fui al parque ayer, Salíamos a bailar los fines de semana, Estudiaré informática en la universidad</i>). - 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, <i>El programa que miraba era cómico</i>), relative clauses (for example, <i>Mi amigo chileno me ha dicho que quiere venir con nosotras al cine</i>) and adverbial phrases (for example, <i>a la derecha, con frecuencia</i>) 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 <i>tapas, adobe, vaquero, Vive en el quinto piso, ... más largo que un día sin pan</i>. - 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 of <i>ceceo</i> and <i>seseo</i> in different regions and countries. - They use metalanguage to explain features of language (formal and informal language) and grammar (for example, <i>las formas negativas, el futuro próximo con el verbo ir, masculino, femenino, singular, plural</i>), 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, <i>desagradable, la camioneta, la reconciliación</i>), and how word patterns connect words in semantic families (for example, <i>mercado, mercancía, feliz, felicidad, felicitaciones</i>). - 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 <i>Guaraní</i> in Paraguay; <i>Quechua</i> in Bolivia, Ecuador and Peru; and <i>Basque/Euskera, Catalan and Galician</i> 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.

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