**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessment Tasks’ table.
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

|  |  |  |
| --- | --- | --- |
|  | **Strand** | **Communicating** |
|  | **Sub-strand** | **Socialising** | **Informing** | **Creating** | **Translating** | **Reflecting** |
|  | **Content Description** | Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions [(VCESC145)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC145) | Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities[(VCESC146)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC146) | Interact in class activities and routines by asking and responding to questions, asking for clarification and making suggestions [(VCESC147)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC147) | Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities [(VCESC148)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC148) | Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports [(VCESC149)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC149) | Share and compare understandings and opinions about ideas encountered in imaginative Spanish-language texts such as works of art, fables, performances and television programs [(VCESC150)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC150) | Produce a variety of texts such as scripted performances, raps and digital stories using imaginary characters, places, ideas and events[(VCESC151)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC151) | Translate simple texts that provide comparisons between cultural aspects of meaning-making in Spanish and English and note how language cannot always be directly translated [(VCESC152)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC152) | Create own bilingual texts and learning resources, such as displays, posters, word banks and glossaries for the classroom/school environment [(VCESC153)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC153) | Compare ways of communicating in particular Australian and Spanish-speaking contexts[(VCESC154)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC154) | Discuss how it feels to interact in a different language, what they understand by ‘identity’, and whether learning Spanish has any effect on their sense of self [(VCESC155)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC155) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | **Strand** | **Understanding** |
|  | **Sub-strand** | **Systems of language** | **Language variation and change** | **Role of language and culture** |
|  | **Content Description** | Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such as question and exclamation marks[(VCESU156)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU156) | Understand and use grammatical elements such as tenses, pronouns, prepositions, conjunctions, adverbs and noun-adjective agreements to construct simple texts for different purposes [(VCESU157)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU157) | Identify how different Spanish texts such as comics, cartoons, magazines or emails use language in ways that create different effects  [(VCESU158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU158) | Recognise that language use varies according to the contexts of situation and culture [(VCESU159)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU159) | Understand that the Spanish language constantly changes due to contact with other languages and the impact of new technologies [(VCESU160)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU160) | Recognise that the Spanish language has different forms, roles and functions in different contexts and communities [(VCESU161)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU161) | Reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers [(VCESU162)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU162) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

*See next page for Achievement Standards and Assessments section*

|  |  |  |
| --- | --- | --- |
| **Levels 3 and 4 Achievement Standard**  | **Levels 5 and 6 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 7 and 8 Achievement Standard** |
| By the end of Level 4* Students interact with teachers and peers in classroom routines, action-related talk and play.
* 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*?.
* They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning.
* 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*).
* They approximate Spanish pronunciation and intonation in simple statements.
* Students gather information relating to own and others’ lifestyles and present information at sentence level in simple texts.
* 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.
* 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*.
* Students use vocabulary related to school, home and lifestyles (for example, *divertido, alto, gordo, grande*).
* 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.
* When writing, they apply punctuation and capitalisation rules.
* They translate short texts, using word lists and dictionaries and create simple bilingual texts.
* They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as *Sarita, gatico*.
* Students differentiate between statements, commands, exclamations and questions according to intonation.
* They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features.
* 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.
* They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community.
* 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?*
 | By the end of Level 6* 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. (1)
* They use modelled sentence structures to ask and respond to questions (for example, *¿quién?/¿quiénes?, ¿por qué?¿por dónde? sí, por supuesto*), seek clarification (for example, *¿Ella dice que apaguemos la computadora?*) and give advice (for example, *No debes comer tantos dulces*). (2)
* When interacting, students use appropriate pronunciation of Spanish-specific sounds such as *ci/ca* and *ga/gi*, and intonation patterns. (3)
* They gather information relating to language and culture and present it in different formats. (4)
* They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary (*divertido, alto, gordo, grande*). (5)
* They use regular and common irregular verbs in present tense (for example, *estudio español, voy a mi casa*), simple past tense (for example, *Ayer comí helado, Fueron a la cafetería*) and near future (for example, *Voy a ir a la playa, Vamos a comer frutas*). (6)
* Students use pronouns (for example,*él/ella nosotros/as ellos/ellas, usted/ustedes/ vosotros/as*), prepositions (for example, *debajo de, por, al lado de, cerca de*), adverbs (for example, *muy, poco, bien, mal, lentamente*), agreement of nouns and adjectives (for example*, gente simpática, juegos divertidos*), and adverbs to mark time (for example,*hoy, ayer, mañana, ya, todavía*) and place (for example, *dentro de, encima de, a la izquierda, a la derecha*). (7)
* They apply rules of punctuation such as question and exclamation marks (for example,*¿cuándo?, ¡cuidado!*) and accents (for example, *sofá, árbol, música*). (8)
* 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. (9)
* They describe their own experiences of using Spanish and identify ways in which learning and using Spanish' may impact on their own identity. (10)
* 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, *¡Hasta pronto Doña Clara! ¡Adiós chicos!*). (11)
* 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’. (12)
* Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions. (13)
* 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, *chofer, carné, tenis, golf, corner, kiwi, parking, gol, tiquet, chao*). (14)
* 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. (15)
 | By the end of Level 8* Students use written and spoken Spanish for classroom interactions, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts.
* They use rehearsed and spontaneous language to give and follow instructions and engage in discussions, such as expressing or rejecting points of view (for example, ¿Estás de acuerdo?, verdadero/falso, ¿qué te parece?, ¿cuándo?, ¿cómo?, ¿por qué?).
* They apply appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types (for example, ¿Nos vamos?, ¡Nos vamos!, Pasó por aquí/Paso por aquí), and use interrogative and imperative moods (for example, ¿Has comido? ¡Abre la puerta!).
* They locate, summarise and analyse information and ideas on topics of interest from a range of texts, and communicate information, different perspectives and their own opinions (for example, a mí me parece…) using different modes of presentation.
* They describe their responses to different imaginative texts by expressing opinions (for example, en mi opinión, personalmente yo prefiero, estoy de acuerdo), stating preferences (for example, después de pensarlo, yo…, prefiero más bien...es buena/mala idea), and comparing ways in which people, places and experiences are represented (for example, mejor que… peor que….más... menos).
* They draw on past experiences or future possibilities to create imaginative texts using regular (for example, caminar, beber, vivir) and irregular verbs (for example, estar, tener, ir) in a range of tenses including present (vivo), present perfect (he vivido), preterite (viví), imperfect (vivía) and future (viviré).
* They use descriptive vocabulary, such as numbers, adjectives (for example, generoso, simpático, listo, amistoso, azul, rosa, café) and adverbs (for example, generalmente, raramente, nunca), to extend and elaborate their texts.
* They use cohesive devices such as y, o, porque, cuando, por eso, pero, puesto que, debido a, y, pues, para and prepositions such as antes del atardecer, dentro de la casa in own language production to create cohesion.
* Students translate texts on familiar topics and produce texts in Spanish and English, comparing their different versions and considering possible explanations for variations.
* When participating in intercultural experiences they identify similarities and differences in language use and cultural expression.
* They identify significant people, places, events and influences in their lives and explain why these are important to their own sense of identity.
* Students know that in Spanish there are words that are spelled and pronounced the same but that have different meanings, such as pila (pile or battery), and that a word often takes on a different meaning when an accent is added, for example, papá (‘father’) and papa (‘potato’), and the definite article el and pronoun él (‘he’ or ‘him’).
* They use metalanguage to explain features of language, texts and grammar and to identify how text structures and language features vary between different types of texts.
* Students explain how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships.
* They identify how Spanish both influences and is influenced by other languages and is spoken in a variety of forms in communities around the world.
* They explain why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions.
 |

|  |  |  |
| --- | --- | --- |
| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |