**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)

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|  | **Strand** | **Communicating** |
|  | **Sub-strand** | **Socialising** | **Informing** | **Creating** | **Translating** | **Reflecting** |
|  | **Content Description** | Discuss and compare young people’s interests, behaviours and values across cultural contexts[(VCESC181)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC181) | Engage in shared activities such as planning and organising events by contributing ideas, opinions and suggestions and managing diverse views[(VCESC182)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC182) | Engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning [(VCESC183)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC183) | Analyse, synthesise and evaluate ideas and information from multiple sources on a range of local and global issues [(VCESC184)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC184) | Convey information on a range of issues using different modes of presentation to suit different audiences [(VCESC185)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC185) | Engage with and review creative texts, identifying and explaining cultural attitudes and key messages[(VCESC186)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC186) | Produce a variety of imaginative texts to express ideas, attitudes and values for a range of audiences[(VCESC187)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC187) | Translate both Spanish and English texts, and discuss cultural and other dimensions of the process[(VCESC188)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC188) | Create bilingual texts that interpret aspects of Australian language and culture for Spanish-speaking audiences [(VCESC189)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC189) | Participate in intercultural experiences, reflecting on own ways of communicating and considering how intercultural communication involves shared responsibility for meaning-making [(VCESC190)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC190) | Explore and compare cultural traditions in both the Spanish-speaking world and their own cultural contexts, considering how these influence identity[(VCESC191)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC191) |
| **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 # |
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|  | **Strand** | **Understanding** |
|  | **Sub-strand** | **Systems of language** | **Language variation and change** | **Role of language and culture** |
|  | **Content Description** | Recognise that pronunciation, intonation, rhythm and pace assist in fluency and in meaning-making in spoken interactions  [(VCESU192)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU192) | Apply complex grammatical rules such as those relating to reflexive verbs and subjunctive and conditional moods, and use cohesive devices to link and extend ideas in own spoken and written texts[(VCESU193)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU193) | Discuss the purpose and features of a range of texts, such as informative, argumentative or persuasive texts, using appropriate metalanguage to identify and describe characteristics [(VCESU194)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU194) | Analyse how language use in both spoken and written modes varies according to the geographical location and cultural profile of Spanish-speaking communities [(VCESU195)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU195) | Understand and analyse the power of language to influence people, actions, values and beliefs[(VCESU196)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU196) | Investigate the variety of languages used in different communities in the Spanish-speaking world, for example, Mapudungun, Basque/Euskera and Náhuatl [(VCESU197)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU197) | Understand and describe ways in which language and culture are interrelated and influence each other[(VCESU198)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU198) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Levels 7 and 8 Achievement Standard**  | **Levels 9 and 10 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 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.
 | By the end of Level 10* Students use written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. (1)
* They use language spontaneously to offer opinions on social issues and to discuss young people’s interests, behaviours and values across cultural contexts. (2)
* They justify opinions such as No creo que sea la mejor manera de resolver…, Estoy en contra de esa idea porque…, evaluate perspectives and reflect on their own language learning. (3)
* They collaboratively plan and organise events and manage diverse views by using the subjunctive mood to express emotion and doubt and give negative commands (for example; Siento que no puedas ir a La Habana, Es posible que compre un reproductor MP3, No pienso que sea … Siento que estés enfermo … ¡No grites tanto!), the imperative mood for commands (for example, Hazlo bien, Toma el jugo/zumo, Escríbeme, Llámala …), and passive voice when appropriate (for example, se cometieron errores). (4)
* Students locate, analyse, synthesise and evaluate ideas and information on local and global issues from a range of perspectives and sources. (5)
* They present information using different modes of presentation to suit different audiences and to achieve different purposes. (6)
* They select appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts, such as Ese joven no sirve para nada / Es un joven valiente, Ellos son ilegales / Ellos son los refugiados. (7)
* They produce a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, applying knowledge of the imperfect (for example, Cuando era joven vivíamos en Bogotá, Vivía en Granada cuando Pedro se graduó) and conditional tenses (for example, Valdría la pena ver los murales de Diego Rivera). (8)
* They use grammatical elements such as reflexive verbs (for example, acostarse, cepillarse) and relative pronouns (for example, el amigo que visitamos), and use cohesive devices (for example, sin embargo, por eso, pero) to link and extend ideas, and time markers such as al día siguiente, después de…, más tarde… for sequencing. (9)
* When translating Spanish, students identify cultural perspectives and explain how they have been represented. (10)
* They create bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences. (11)
* They contribute to mutual understanding when participating in intercultural experiences, and explain how family and cultural traditions shape people’s sense of identity. (12)
* Students identify connections between the variety of other languages used in different communities in the Spanish-speaking world and explain some of the variations in Spanish, such as the pronunciation of the letters c, s and z, and different ways of pronouncing ll and y. (13)
* They use appropriate metalanguage to explain grammatical features such as word order, tenses and subjunctive mood and the purpose and features of different texts, such as informative and persuasive texts. (14)
* Students analyse the influence of language on peoples’ actions, values and beliefs, including its capacity to include and exclude. (15)
* They explain ways in which language and culture are interrelated and influence each other. (16)
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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