**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** | Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things[(VCESC109)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC109) | Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language[(VCESC110)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC110) | Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions  [(VCESC111)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC111) | Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks[(VCESC112)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC112) | Present factual information about self, family, friends and everyday objects using simple statements and support materials [(VCESC113)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC113) | Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance [(VCESC114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC114) | Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression [(VCESC115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC115) | Translate frequently used words and simple phrases using visual cues and resources such as word lists[(VCESC116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC116) | Create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries [(VCESC117)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC117) | Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s)  [(VCESC118)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC118) | Recognise themselves as belonging to groups, for example, ‘my friends’, ‘my class’, ‘my school’, ‘my family’ and ‘my community’ [(VCESC119)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESC119) |
| **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 and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing[(VCESU120)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU120) | Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships [(VCESU121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU121) | Understand that language is organised as ‘text’ and recognise features of familiar texts such as charts, labels, rhymes and stories [(VCESU122)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU122) | Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day [(VCESU123)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU123) | Understand that the English and Spanish languages borrow words from each other [(VCESU124)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU124) | Recognise that Spanish is one of many languages spoken around the world and in Australia[(VCESU125)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU125) | Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers [(VCESU126)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCESU126%22%20%5Co%20%22View%20elaborations%20and%20additional%20details%20of%20VCESU126) |
| **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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| **Foundation to Level 2 Achievement Standard**Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2* Students interact with teachers and peers through action-related talk and play. (1)
* They introduce themselves and exchange greetings such as *Buenos días/tardes/noches*, and farewells (for example, *hasta pronto*). (2)
* They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example, *Sal de aquí, Párate en la puerta*. (3)
* 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 *ll*,*ñ*, *rr/r* *g/j, c*and *y*. (4)
* Students identify specific words and expressions in simple texts, such as names of people, places or objects. (5)
* They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, *Mi casa es grande, Nuestro ordenador es pequeño, Tu celular es nuevo*. (6)
* They respond to and create simple spoken and written texts using modelled examples and formulaic language. (7)
* Students use gender (for example, *el pastel/la torta*), simple verb forms (for example,*estudiar, comer, dormir*), definite articles and vocabulary related to familiar environments to describe people, places and things. (8)
* Students translate frequently used words and simple phrases, using visual cues and word lists (for example, *clase, zapatos, camisa, teléfono/celular*) and create simple print and digital texts in both Spanish and English. (9)
* They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures. (10)
* Students know that Spanish uses the same alphabet as English when written, except for *ñ* as in *mañana*and*España*. (11)
* They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example,*Doña Josefa, Don José, Tía*). (12)
* 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 *chat*, ‘tortilla’, ‘fiesta’. (13)
* Students identify differences and similarities between their own and others’ languages and cultures. (14)
 | 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?*
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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