Year 7 to 10 (Entry)

Languages
Spanish

Scope and sequence

V1.0

Government of South Australia
Department for Education

Languages – Spanish: Year 7 to 10 (Entry)

Contents

Context Statement

In Languages, students communicate and make meaning in the language being learnt; they reflect on the interrelationship between language, culture, learning and identity and thereby develop their intercultural capability.

The Australian Curriculum: Languages is organised through 2 interrelated strands:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The 2 strands are divided into sub-strands which reflect dimensions of language use. Across the year levels, the content descriptions in each sub-strand present a development sequence of knowledge, understanding and skills and the related content to be taught and learnt. These sub-strands are further organised into threads that provide a deeper level of detail. Each content description has a number of elaborations as suggestions for teaching at each year level. The processes of listening, speaking, reading, viewing and writing are integrated across all content descriptions.

The Australian Curriculum: Languages provides a number of entry points, or pathways, into language learning, Foundation to Year 10.

This Spanish scope and sequence is for second language learners, that is, learners who are learning the target language at school as an additional, new language.
Teachers will make appropriate adjustments to the curriculum to cater for the range of learners and for their context.

For the second language learner pathway, there are 2 learning sequences:

- Foundation to Year 10 sequence
- Years 7 to 10 (Year 7 Entry) sequence.

The South Australian Languages Scope and Sequence provides:

- achievement standards written in dot points with key verbs highlighted to provide clarity and to emphasise the progression of achievement
- explicit plain English interpretations of the content descriptions at each year level
- advice through content elaborations for each content description to support understanding of the content, context and level of learning expected at each year level
- all structural elements of the Australian Curriculum presented in a cohesive way as a guide on planning interrelated teaching and learning experiences
- a conceptual approach to expose students to deep inquiry to develop transferable skills, knowledge and understandings
- an intercultural language learning orientation to develop respect for diversity, an openness to multiple experiences and perspectives, and the capability to reflect on their own cultural identity and positioning
- a multilingual literacy approach, recognising that learning languages contributes to students' literacy in English, in their own languages and across the curriculum.

Achievement standards

Year 8	Year 10
Skills By the end of Year 8, students: • **share** information about their personal worlds, including personal details, family, friends, leisure activities, likes and dislikes • **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, request help or permission, and express opinions • **approximate** Spanish sounds and use intonation to distinguish between statements, exclamations and requests when interacting • **obtain** factual information and **identify** key points from different sources, using non-verbal and contextual clues to help make meaning • **describe** characters, experiences and ideas using high-frequency vocabulary • **create** short informative and imaginative texts using modelled sentence structures and formulaic expressions • **apply** gender and number agreement to definite and indefinite articles, nouns and adjectives, when constructing sentences • **apply** grammatical rules in relation to conjugation of verbs and use the two verbs for 'to be' in modelled examples • **apply** Spanish writing conventions such as inverted question and exclamation marks • **translate** texts and **create** simple bilingual texts in Spanish and English • **describe** their own experiences of using Spanish and **explain** how aspects of their identity influence their intercultural exchanges. **Understandings** By the end of Year 8, 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 • **identify** the need to adjust language to suit different situations and relationships • **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 • **identify** how languages and cultures change through contact, and give examples of Spanish words used in English and words used in Spanish that are borrowed from other languages • **identify** cultural aspects of language use that are reflected in everyday interactions such as emailing, text messaging, gift-giving and apologising.	**Skills** By the end of Year 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 • **interact** with peers to make decisions, solve problems, and negotiate and plan action in response to issues • **use** both rehearsed and spontaneous language and appropriate protocols to express and compare opinions, share perspectives, and express agreement or disagreement, when interacting • **apply** rules of pronunciation, stress and intonation to a range of sentence types • **locate**, **summarise** and **analyse** information from a range of texts • **communicate** different perspectives and information in a range of contexts using different modes of presentation • **respond** to and **create** personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions • **use** grammatical elements including present, imperfect, past and future tenses, reflexive verbs, and the subjunctive mood to express emotion • **use** appropriate forms of possessive adjectives in own language production, as well as cohesive devices and prepositions to create cohesion and interest • **use** relative pronouns, relative clauses and adverbial phrases to extend and elaborate written texts • **work** in Spanish and English to translate and create bilingual texts, explaining words or expressions that are culturally specific • **describe** their own reactions in intercultural exchanges and **explain** how their own assumptions and identity influence their language use. **Understandings** By the end of Year 10, students: • **identify** differences in accent and pronunciation across the Spanish-speaking world • **use** metalanguage to explain features of language (formal and informal language) and grammar, and for reflecting on the experience of Spanish language and culture learning • **identify** relationships between parts of words (prefixes and suffixes) and stems of words, and how word patterns connect words in semantic families • **analyse** the textual features of a range of texts in different modes and **identify** how these shape responses and influence meaning

	give examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences **describe** changes in the role of Spanish as a global language and **explain** how language both influences and reflects culture **know** that Spanish is co-official with many other languages in a range of countries **explain** how meanings and interpretations vary according to the cultural assumptions that people bring to interactions **consider** how learning a second language provides the opportunity to view oneself from the perspectives of others.

Scope and sequence

Strand: Communicating
Using language for communicative purposes in interpreting, creating and exchanging meaning.

Sub-strand: Socialising
Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Thread: Socialising and interacting

Year 7	Year 8	Year 9	Year 10
Interact with teacher and peers to greet and exchange information about self, family, friends, interests, likes and dislikes.	**Interact** in familiar contexts to exchange information about friendships, routines, leisure activities and special occasions, to compare likes and dislikes, and express feelings.	**Initiate** interactions to socialise, and exchange information and preferences about matters relevant to their own lives and interests, such as relationships, events and leisure.	**Initiate** and **sustain** interactions to socialise, exchange and compare ideas and opinions about issues relevant to their own lives and interests, such as relationships, experiences and aspirations.

Year 7

Students:

- **interact** using greetings with teacher and peers, being mindful of register, for example, *¡Buenos días, clase! Buenas tardes señor Rodríguez, ¿cómo está usted? Hola ¿qué tal Pedro? Adiós señora, que le vaya bien, ¡Hasta luego amigos!*
- **describe** self, using rehearsed and formulaic phrases to give details such as name, age, family, address, place of birth, and languages spoken
- **respond** to questions about personal world such as home, neighbourhood, family and friends, *¿Dónde vives? ¿Cuántas personas hay en tu familia? ¿Cómo se llaman tus amigos?*
- **express** likes, dislikes, *Me gusta jugar con el ordenador/computador, No me gusta la sopa.*

Year 8

Students:

- **exchange** information in conversations about their personal world and friendships by using present tense high-frequency verbs such as *ser, estar, tener, llamarse* and *vivir, Me llamo David y vivo con mi padre en una casa grande, Mi hermana tiene 24 años y está casada, Mi amigo se llama Jack y es divertido, vive en un apartamento elegante*
- **pose** and **respond** to questions about routines and leisure activities using modelled language associated with time, frequency and location, for example, *¿A qué hora te levantas? Todos los días me levanto a las 7, ¿Qué haces este fin de semana? El sábado voy a la playa y mi fiesta de cumpleaños es el domingo en mi casa*
- **express** and **compare** likes, dislikes, preferences, *No me gusta la sopa ni las patatas, Pues a mí me encanta la música, Su deporte preferido es el cricket, pero mi deporte favorito es la natación, A mí también, A mí tampoco*
- **share** special occasions in their lives such as, *Mi hermanita nació la semana pasada, mi equipo ganó la competencia, me gusta celebrar con mis amigos*
- **describe** feelings and states of being, for example, *Estoy estresada ..., estoy contenta ..., estoy cansado ..., estoy aburrido.*

Year 9

Students:

- **initiate** conversations with peers, using prompts such as, *¿Qué vas a hacer este fin de semana? He visto esta película, ¿a ti te gusta?, ¿Has viajado en avión alguna vez?*
- **exchange** their preferences with peers, for example, *A mi familia le gusta la comida basura pero yo prefiero vivir sano, Prefiero practicar deportes después de la escuela, ¿y tú?, ¿Cuál prefieres, andar en bicicleta o hacer la natación?*
- **express** ideas about relationships that are relevant to them and their peers, *Mi familia me importa mucho, Muchos de mis amigos tienen novias pero yo no, Mis mascotas y mi familia me ayudan mucho aguantar el estrés de la escuela, ¿Cómo pasas tiempo con tu amigos?*
- **exchange** details of present, future and past events, for example, *Hoy vamos a la playa, En este momento están jugando al vóleibol, Esta mañana he visto a Sandra, El año que viene va a estudiar las Ciencias*
- **describe** and **compare** routines, events, part-time work and leisure activities with peers and those of young people in Spanish-speaking countries.

Year 10

Students:

- **sustain** interactions, using strategies such as asking for repetition, clarification or confirmation, for example, *repítemelo de nuevo por favor, ¿Me das otro ejemplo? Sí lo veo de esta manera también*
- **correspond** with peers using digital platforms, real or simulated, to **exchange** opinions on aspects of their lives such as relationship, responsibilities, interests and aspirations
- **compare** personal perspectives on topics such as, *acoso escolar, ideal de belleza,* and *música,* using expressions such as *de ninguna manera ..., claro que sí ...* to link ideas and sustain interactions
- **recount** and **express** impressions of past experiences and significant events, such as holidays, special events, or childhood events, for example, *En mis vacaciones, primero fuimos a ..., después ..., Durante la segunda semana ..., y entonces ..., Fue fenomenal ..., Al final ..., De niño iba a la playa ..., pero ahora ...*
- **discuss** hopes, opinions and ambitions, giving reasons for plans, for example, *Espero aprobar los exámenes, Creo que ..., Pienso (+ infinitive), prefiero ..., ¿y tú? Y vosotros ¿Qué opináis? Estoy de acuerdo contigo, ¿Estáis de acuerdo? En el futuro, me gustaría ser ....*

Key concepts: identity, respect, community, interculturality **Key questions:** • What is identity? • How does my identity change in different situations? • How can we show respect through the language choices we make?	**Key concepts:** relationships, perspective, respect **Key questions:** • How do our relationships affect the language we use? • Is there a right or wrong way to communicate? • How do we form opinions?

Thread: Taking action and transacting

Year 7	Year 8	Year 9	Year 10
Cooperate with teacher and peers in collaborative activities and events that involve making arrangements and transacting.	**Interact** with teacher and peers in collaborative activities and events that involve planning, making arrangements, transacting and negotiating.	**Collaborate** with teachers and peers to plan and take action on local and global issues and to **engage** in spoken, written and digital transactions.	**Negotiate** with peers to plan and take action on local and global issues and to **engage** in spoken, written and digital transactions.
Students: • **collaborate** with teacher and peers to **produce** class reference materials such as wall charts or databases to **display** key vocabulary and language structures used regularly in the Spanish classroom • **collaborate to achieve** a collective outcome, for example, by working together to follow a procedural text such as a Spanish-language recipe • **make** arrangements for a presentation of Spanish learning to family or peers, or a performance for the school community about causes of interest, such as recycling, wellbeing or cyber safety • **participate** in real or simulated transaction scenarios with peers, such as purchasing food, ordering a service, or buying tickets for an event, such as, *¿cuánto cuesta? ¡qué caro! ¿tiene descuento? ¿acepta tarjeta de crédito?* • **participate** in class activities such as word, board or electronic games, for example, *Lotería, El ahorcado, El laberinto*, and **negotiate** by using formulaic language, for example, *es tu turno, me toca a mí, tira los dados*.	**Students:** • **plan** a class event such as a fund-raising stall or excursion and negotiate time, place, roles and participants, for example, *Hay que comprar …, ¿Qué día? ¿Dónde? ¿A qué hora?* • **make** arrangements, adjusting language to suit formal and informal contexts, by **giving, accepting** and **declining** requests and invitations, *No, gracias, Gracias por tu invitación pero no puedo ir, Sí claro, con mucho gusto, Me gustaría aceptar su invitacion* • **interact** with peers in skits or role-plays in transaction scenarios, such as being lost and asking for directions, or buying and selling goods in varying contexts such as markets, stores or online • **negotiate** with peers in scenarios related to travelling in a Spanish speaking country, noting differing opinions to reach an outcome, for example, by discussing places to visit, activities to do and deciding on a group itinerary, using modelled and formulaic language such as, *¿Adónde vamos? ¿Qué deberíamos visitar? A mí no me gusta la paella, quiero comer tapas, Prefiero visitar Santiago en vez de Valparaíso.*	**Students:** • **plan** shared experiences such as a Spanish-speaking guest speaker or performer, or a virtual study tour, and make decisions about time, places and transport, for example, *¿Solamente dos días en Barcelona?! pero yo quiero ver la catedral y también visitar el Parque Guell* • **collaborate** to create promotional or informative texts for the school community, such as, infographics or flyers to promote the learning of Spanish to in-coming high school students, or bilingual posters to raise awareness of humanitarian or environmental initiatives in Australia and/or Spanish-speaking countries • **collaborate to conduct** a survey to **compare** class perspectives on local or global issues such as *el cambio climático, los refugiados, las redes sociales*, and **discuss** subsequent actions and solutions according to the class perspectives.	**Students:** • **negotiate** with peers to **plan** collaborative action, such as by creating a petition for a school recycling programme or a neighbourhood improvement, using language such as, *¿Qué creéis que tenemos que hacer para …? creo que primero deberíamos escribir …, sugiero que terminemos, es evidente que …* • **plan** and **produce** shared class texts such as a blog or a series of short, modelled recorded talks on issues related to the Spanish-speaking world that call people to action using persuasive language • **plan** and **compose** questions for an interview, or arguments for a debate, to **exchange** ideas and opinions about a local or global issue.

Key concepts:		Key concepts:	
transaction, collaboration, negotiation, roles and responsibilities		transaction, collaboration, respect, negotiation, perspective	
Key questions:		**Key questions:**	
• How does role-play in different scenarios help us learn about languages and cultures?		• Why is it important to collaborate?	
• What language choices are we making when we borrow, buy, sell, swap and trade?		• How can our language choices convey respect?	
• What makes an interaction a transaction?		• How do we negotiate decisions when we have different ideas and opinions?	
• How can we share roles and responsibilities and work together?		• What happens when we consider a scenario from a range of perspectives?	

Thread: Building language for classroom interaction

Year 7	Year 8	Year 9	Year 10
Participate in classroom routines and interactions using modelled language to follow instructions, ask and answer questions and express opinions.	**Participate** in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions.	**Contribute** to classroom interactions by expressing encouragement, seeking support, offering opinions and discussing learning.	**Interact** with peers using rehearsed and spontaneous language to share ideas, express and comment on opinions using discussion protocols, and reflect on learning.
Students:	**Students:**	**Students:**	**Students:**
• **participate** in classroom routines such as recording the day and date, noting the weather or calling the roll, *hoy es 25 de mayo, hace frío hoy, atención a la lista, Susana ¿estás aquí? no, Susana está ausente hoy*	• **follow** instructions or requests, for example, *Haz click sobre la imagen del monumento, Escoge la palabra correcta*	• **encourage**, **acknowledge** and **compliment** one another using modelled phrases, such as, *muy bien compañeros, me gustan tus ideas, enhorabuena, íQué éxito! es muy creativo, has logrado mucho éxito*	• **elicit** the ideas and opinions of peers to support collaboration, *¿Qué les parece? ¿Qué hacemos ahora? ¿Cuál es la próxima etapa?*
• **negotiate** a set of agreed class rules, such as, *en clase hablamos español casi siempre, levanta la mano para pedir la palabra, respeta a los compañeros*	• **ask** and **respond** to questions using prepositions to communicate classroom needs, for example, *¿Dónde están las tijeras? Están al lado del ordenador. ¿Dónde está mi trabajo? Veo tu hoja encima de tu cuaderno.*	• **seek** support through communicative strategies such as questioning further or asking for repetition or clarification, for example, *lo siento, no entendí, ¿puede/podría repetir? ¿Puedes repetir?*	• **interact** using appropriate discussion protocols, such as by acknowledging opinions and contributions of peers, and elaborating on and extending topics, for example, *Perdona, pero no estoy de acuerdo contigo porque …, me parece mejor …, ¿qué os/les parece si …?*
• **follow** instructions by responding to high frequency instructional verbs, such as *recortar, pegar, leer, usar, hablar, hacer,* in a variety of modelled forms, such as, *escribimos, haz, pegad, lea*	• **ask** for help, information, permission or clarification, for example, *¿Me puede ayudar? Perdón, lo siento, gracias ¿Puede/s repetir? ¿Puedo ir al baño? ¿Cómo se escribe …? No entiendo, ¿Cómo se dice … en español?*	• **contribute** to guided class discussions by offering own opinions, for example, *Me parece que …, Opinio que, Lo veo así, No me interesa*	• **reflect** on their language learning for example, by exchanging learning strategies, *Me ayuda …, Siempre necesito hacer …, Lo encuentro difícil cuando …, No entiendo …,* or by evaluating learning resources, *Creo que … porque, Prefiero …, Es más útil que…, Tiene menos … que, En primer lugar …, Creo … Ahora creo que …, No estoy de acuerdo.*
• **express** opinions with set phrases, such as, *este es mejor, esta es peor, me gusta, no me gusta.*	• **exchange** opinions or suggestions, for example, *Creo que …, ¡Qué sorpresa! De acuerdo / no estoy de acuerdo, Prefiero …,* and inviting peers to give opinions or suggestions, for example, *¿Estás de acuerdo? ¿Qué piensas? yo sí / yo no.*	• **follow** and **give** instructions or advice, using formulaic expressions such as, *Hay que parar de …, Tiene que pensar de …, No se puede hacer ….*	

Key concepts:		Key concepts:	
routines, procedure		protocol, perspective	
Key questions:		**Key questions:**	
• What routines do we need in the classroom and why?		• What skills do we need to share opinions respectfully?	
• What's the daily language of our classroom?		• What's the role of protocols?	
• What skills do I need to follow instructions effectively?		• What skills do I need to give and follow instructions or advice?	

Sub-strand: Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge.

Thread: Obtaining and using information

Year 7	Year 8	Year 9	Year 10
Locate, **organise** and **classify** factual information from a range of simple spoken, written and multimodal texts.	**Obtain** factual information from a range of familiar spoken, written and multimodal texts, **identify** key points and use the information in new ways.	**Select** and **compare** information and ideas from a range of familiar spoken, written and multimodal texts, **identify** attitudes and **apply** the information in new forms.	**Analyse** and **compare** information, ideas and perspectives obtained from a range of spoken, written and multimodal texts and **apply** these in new forms.
Students:	**Students:**	**Students:**	**Students:**
• **locate, organise** and **match** factual information such as prices, times, ages and greetings from a range of spoken, written and multimodal texts, such as, blogs, cartoons, graphs, journal entries and greeting cards • **organise** and **classify** results of a class survey on topics such as likes and dislikes, activities or habits and **record** data in a digital table, concept map, wall chart or diagram • **obtain** information about people, places or events in the Spanish-speaking world, presenting the information in new ways, such as, timelines or captioned images to show a sequence of events, an infographic to capture a cultural idea or a poster to highlight an event.	• **identify** key points of information in short spoken or recorded texts such as phone messages, announcements or television advertisements, and **compile** the points with peers to build common understanding of events, contexts and participants • **identify** gist using familiar language, format and images for support, in written and multimodal texts such as, websites, brochures, advertisements, news items or videos, on topics such as popular culture and youth life in Spanish speaking countries • **obtain** data from texts such as sports highlights, weather reports or news-flash items and **re-use** the information, for example, to announce sports results, or plan an event dependent on the weather.	• **select** information from a range of texts and use modelled language to **paraphrase** and **summarise** the texts • **research** social, historical and cultural aspects of Spanish-speaking communities by **gathering** information from a range of texts and **presenting** the information to their peers using structured formats such as posters and visual presentations • **analyse** findings of a survey to **compare** attitudes of adults and students towards topics such as school facilities, technology use, music or celebrities, for example, *Veinte estudiantes y quince adultos usan los medios sociales, la mayoría de los estudiantes quieren una nueva cancha de baloncesto, cinco estudiantes prefieren la música jazz en vez de la música pop*.	• **analyse** and **compare** information obtained from different sources on topics of social and cultural interest, such as *el cine latinoamericano contemporáneo, el efecto del turismo en las tortugas de las Islas Galápagos* or *los refugiados en España,* then **summarise** and **convey** the key ideas and information to peers in conversation or on a shared website • **cross-reference** and **synthesise** key ideas and associated language from texts such as announcements, reports, blogs, interviews or conversations on topical issues such as *Las corridas de toros* or *La influencia del internet en la música*, for use in own texts • **identify** perspectives and context in texts such as articles and reports by **distinguishing** between facts and opinion, for example, by identifying the author, intended audience and purpose of a text • **present** information in new forms, such as writing a letter of application in response to an advertised position of employment or scholarship.

Key concepts:	**Key concepts:**
information, processing	perspective, reliability, analysis
Key questions:	**Key questions:**
• What is the difference between fact and fiction? • How can we locate the information we need?	• How do we know what sources of information are reliable and trustworthy? • What processes could we use to analyse a text? • Where can I see culture reflected in texts?

Thread: Conveying and presenting information

Year 7	Year 8	Year 9	Year 10
Present information relating to their personal world and immediate environments in spoken, written and multimodal forms.	**Present** information and ideas relating to their own world and that of Spanish speakers in spoken, written and multimodal forms.	**Convey** information, ideas and opinions obtained from a range of sources, and **present** using familiar text types.	**Convey** and **present** information and diverse perspectives obtained from a range of sources for different audiences.
Students:	**Students:**	S**tudents:**	**Students:**
• **present** factual information as dot points, short sentences or tabulated facts in spoken, written and digital forms on significant events in their personal worlds, such as family celebrations, travel, school excursions or events • **produce** informative texts that combine print, digital or visual elements for young Spanish speakers and learners, such as, a brochure about their school or community, an infographic about positive digital citizenship, a virtual tour of their neighbourhood, or a multimedia report on a favourite band or sporting event • **design** and **share** a digital game or quiz for peers using a digital slide application or online platform, in which the audience discovers and learns about cultures of Spanish-speaking communities.	• **describe** in spoken, written and/or multimodal forms their own culture for a Spanish-speaking audience, such as a class in Spain, depicting elements of culture such as known languages, a special dish or meal, a significant place or a cultural celebration • **present** digital slide presentations, posters or speeches to describe and make connections with social/cultural practices or aspects of daily life in a Spanish speaking country, related to school, leisure, daily routines, celebrations and festivals • **present** and **compare** data gathered through online peer surveys, for example, about their daily routines, mobile phone/internet use, television viewing or hours of sport played, for example, *cinque persone non hanno un cellulare, cinco personas no tienen celular, muchos/pocos/la mayor parte, el 15 por ciento, dos de veinte …* • **use** different modes of presentation to **profile** significant events, people or places related to the cultures or histories of Spanish-speaking communities, using modelled language and text conventions.	• **produce** a persuasive brochure, video or animation, to **promote** areas of South Australia likely to be of interest to Spanish-speaking visitors of the same age • **present** information, ideas and opinions in multimodal texts on a chosen topic of interest, such as recycling, gaming, healthy food choices and sport and fitness • **present** information about social and environmental issues affecting Spanish-speaking regions, for example, *consecuencias de la deforestación en el Amazonas*, in public texts such as advertisements, websites, magazine articles**.**	• **present** information on topics such as fashion, music, migration or the environment, and **convey** varying perspectives, such as, child/adult, Australian/Spanish-speaking, insider/outsider or rural/urban using formats such as displays, online posts or oral presentations • **present** their own perspective on contemporary topics such as *Los efectos de las redes sociales en la vida de los jóvenes* for teacher and peers • **convey** a personal opinion in a persuasive text for a formal audience, such as a presentation to a school assembly on the benefits of language learning, an election speech to student council, or a letter to the principal about the benefits of in-country study.

Key concepts:		**Key concepts:**	
sharing, presentation		conveying, presentation, perspective, connection	
Key questions:		**Key questions:**	
• What is my biodata? • How can I share information about my world in an interesting way? • How do visuals help to convey meaning?		• How do texts convey cultural ideas? • How do we select the best modes and texts to engage and connect with an audience?	

Sub-strand: Creating

Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

Thread: Participating in and responding to imaginative experience

Year 7	Year 8	Year 9	Year 10
Engage with imaginative texts to **identify** and **describe** characters, settings and events and **share** favourite elements.	**Engage** with imaginative texts to **discuss** key messages, characters and ideas, **share** opinions and **compare** favourite elements.	**Engage** with and **respond** to a range of imaginative visual, oral, print and digital texts to **express** own ideas and feelings.	**Engage** with and **respond** to a range of imaginative visual, oral, print and digital texts to **express** own opinions, ideas and feelings.
Students:	**Students:**	**Students:**	**Students:**
• **identify** and **describe** characters and events in a movie, story or comic, by responding to questions, for example, *¿Cómo se llaman los protagonistas? ¿Cómo es su familia? ¿Qué lugares visitan los personajes?* • **view** creative visual texts such as short films or artworks from Spanish-speaking countries, and **share** favourite elements with peers, using formulaic language such as, *Me gusta …, No me gustan …, Me fastidian …, Me hace sentir…* • **sequence** events from an imaginative text by creating a captioned storyboard or timeline of main events • **label** images from imaginative texts using simple sentences and formulaic language to describe central events, characters or cultural elements.	• **engage** with a variety of texts such as stories, poems, songs, artworks or video clips, and **use** modelled language to discuss key ideas and own opinions, for example, *¡Qué triste! ¡Qué divertido! ¡Qué aburrido! ¡Qué guay/nota/bacano/chulo! Me gusta … / no me gusta, creo que es …* • **read** and **listen** to traditional texts such as *leyendas, fábulas, rimas y refranes,* and with support **identify** key messages, morals and cultural elements, and **compare** favourite aspects with peers • **engage** with contemporary and traditional texts to **create** profiles of protagonists and antagonists, **discuss** positive and negative character traits and whether they are similar across cultures.	• **engage** with and **respond** to imaginative texts by modifying key elements for a different audience, for example, incorporating a new character or event or devising a new ending to a familiar story for young Spanish learners • **listen** to and **view** songs and music clips from a variety of musical styles popular in Spanish-speaking countries and describe elements that engage and move them: *la letra, el ritmo, el ambiente, los temas,* and **compare** ideas and feelings with peers • **view** performances or visual artworks from Spanish-speaking countries, and **use** formulaic and modelled Spanish and English to express own ideas and feelings about the works and themes, *Me interesa la obra porque …, Se nota que hay …, Guau ¡tan cómico! Me hace sentir…, En el cuadro la artista nos enseña ….*	• **respond** to imaginative and expressive multimedia texts, including performance and visual arts, using modelled language, for example, *Fue muy entretenido porque …, Me encantó cuando …, Fue trágico el final de…, Para mí las imágenes representan …, Personalmente prefiero …, Lo que me hizo pensar fue …* • **re-present** selected songs, poems or spoken word pieces using gesture, rhythm, intonation and imagery to highlight mood and meaning for teacher and peers • **engage** with imaginative texts such as folk tales to **compare** the themes and perspectives of main characters, for example *el Lobo* and *Caperucita Roja* and **record** text conventions and language features for own use.

Key concepts:

description, response, message

Key questions:

• What language can I use to describe the characters?

• Is there a message in every imaginative text?

• What do I really think about the message in this imaginative text?

• How can imaginative experiences help us learn languages and understand cultures?

Key concepts:

engagement, perspective, opinions

Key questions:

• What makes an imaginative text engaging?

• Why do we sometimes have differing opinions about an imaginative experience?

• From whose perspective is the imaginative text told or expressed?

• How can imaginative experiences help us understand the relationship between language and culture?

Thread: Creating and expressing imaginative experience

Year 7	Year 8	Year 9	Year 10
Create simple imaginative texts using modelled language and support, that **present** events, characters and feelings, drawing upon familiar experiences. Students: • **create** and **perform** a skit based on an imagined scenario that involves elements such as comedy, emotion or surprise • **create** texts such as chants, acrostics, photo stories and cartoons based on personal feelings or familiar experiences • **create** own picture book for a younger audience with a repetitive narrative structure, such as an Australian children's book.	**Create** simple imaginative texts that **present** events, characters and emotions, drawing upon own ideas and experiences. Students: • **create** texts to entertain peers, such as a video presenting an imagined experience in a Spanish-speaking country, an animation about an imaginary character or a comic strip about an aspect of daily life • **reinterpret** and **perform** stories and songs that feature repetitive language and familiar contexts or characters, for example, by changing the sequence or creating alternative endings • **produce** texts expressing ideas and emotions using modelled language, for example a description of an ideal week, *el primer día de una semana ideal ...,* or a captioned visual display or artwork expressing emotions.	**Create** a variety of imaginative texts for different audiences and purposes, to **express** real or imagined experiences, emotions and cultural ideas, in familiar contexts. Students: • **compose** and **present** a series of class vignettes set in a variety of Spanish-speaking countries using costume, gesture, intonation and language to convey cultural ideas for the school community • **compose** familiar texts about imagined experiences, such as a diary entry or blog post, that detail the events, experiences and emotions of attending an event, festival or celebration in a Spanish-speaking country • **create** and **share** a song, rap, skit or annotated artwork that expresses own cultural identity.	**Compose** a range of imaginative texts for different audiences and purposes to **express** real or imagined experiences, ideas, emotions and cultural values. Students: • **compose** texts to entertain or inform others, expressing real and imagined experiences, ideas, emotions, or cultural values, for example, a video about a real or fictional school, or a short story about the local landscape • **reinterpret** familiar children's stories from Spanish-speaking countries, by modifying the theme, setting or character to **present** to younger learners of Spanish • **create** a video clip or digital story involving imaginary characters or avatars in a Spanish-speaking fantasy world, incorporate communicative styles and behaviours observed in texts from Spanish-speaking contexts.

Key concepts: creating, reinterpretation, performance **Key questions:** • How can I create a text that will engage the audience? • How can I reinterpret a text without losing the essence? • How can I demonstrate cultural knowledge in my performance?		**Key concepts:** expression, design, engagement **Key questions:** • What makes an imaginative experience entertaining and engaging? • Why is self-expression important? • How can I represent languages and cultures through imaginative experience?	

Sub-strand: Translating

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Thread: Translating and explaining

Year 7	Year 8	Year 9	Year 10
Translate simple texts from Spanish to English and vice versa, and **notice** that it is not always possible to translate word for word. **Students:** • **translate** simple texts such as comics, captions, public signs or dialogues with the support of word lists and print dictionaries, **noticing** phrases that cannot be directly translated or that contain cultural elements such as, *se llaman …, ¿tiene hambre? no pisar Feliz día de tu Santo, Feliz Día de Reyes, ¡Buen provecho!* • **notice** cognates in Spanish texts that can be used to predict meaning, such as *arte, ciencia, and inteligente*, and **consider** reasons for the similarities • **notice** expressions in Spanish or English that make no sense when translated literally into the other language, for example, *pasarlo bomba, tomar el pelo, meter la pata, costar un ojo de la cara* • **collect** examples of 'false friends' encountered when translating between English and Spanish, for example, *carpeta, contestar*, and *pie.*	**Translate** simple texts from Spanish to English and vice versa, and **share** words or expressions that have no direct equivalent. **Students:** • **translate** short texts, such as emails, advertisements or menus from Spanish to English and vice versa, and **notice** similarities and differences in how the messages are formed • **translate** simple texts using print and electronic dictionaries, noticing that single words in English, Spanish and most other languages can have more than one meaning, such as, 'cricket' (sport or insect), 'walk' (noun, verb) and the six possible translations of 'you' in Spanish, *tú, usted, ustedes, vosotros, vosotras, vos* • **share** with peers and family members, aspects of known languages and cultures that are interesting or similar, for example, gestures, words and expressions that do not have equivalent meaning in English or Spanish.	**Translate** familiar texts from Spanish to English and vice versa, and **identify** and **discuss** culturally specific words or expressions that are challenging to translate. **Students:** • **translate** familiar texts such as short letters or dialogues, and **identify** challenges associated with translating to Spanish, such as, deciding if 'you' should become *tú, usted* or *vosotros*, depending on the social relationship between speakers • **discuss** untranslatable words found in Spanish texts such as *tuerto, sobremesa, estrenar,* and *vergüenza ajena* and consider what makes them untranslatable • **evaluate** the effectiveness of digital translators, for example, by doing a back translation of portions of text in known languages, and **annotate** in English any differences or mistranslations.	**Translate** a range of texts from Spanish to English and vice versa, **compare** versions and **explain** culturally specific expressions and ideas. **Students:** • **translate** authentic texts such as signs, product instructions, notices or advertisements, **compare** versions with peers and **explain** how they convey cultural expressions and ideas • **translate** together, familiar imaginative texts such as rhymes and children's stories and **interpret** non-literal ideas such as idioms and culturally specific concepts • **compare** Spanish translations of English-language texts, identifying aspects that are 'lost in translation', for example, **compare** the English subtitles of a movie scene dubbed in Spanish with the original English version.

Key concepts: translation, interpretation, comparison, equivalence **Key questions:** • What helps us predict the meaning of words and expressions? • How can we move between languages and cultures? • Why is there more than one way to translate or interpret meaning from one language or culture to another? • Are online translators a help or a hindrance?	**Key concepts:** translation, interpretation, translatability **Key questions:** • Can we separate language from culture? • Why is it difficult to translate a word or expressions without context? • What does 'lost in translation' mean? • How do I explain cultural sayings or expressions that have no direct translation?

Thread: Creating bilingual texts

Year 7	Year 8	Year 9	Year 10
Create simple bilingual texts for use in the classroom for self and peers.	**Create** simple bilingual texts and resources for use in the classroom, school and local community.	**Create** print, digital and multimodal bilingual texts for the school and wider community.	**Create** a range of bilingual texts for varied audiences and purposes.
Students:	**Students:**	**Students:**	**Students:**
• **create** bilingual resources for their own use in the classroom, such as word banks, personal Spanish–English dictionaries, and glossaries • **create** bilingual signs and notices using formulaic language, for the classroom and school, that reflect school values or rules, such as, *¡Ponte el sombrero! ¡Recoge tu basura! Levanta la mano antes de preguntar, No te olvides de reciclar, ¡Bajad la voz!* • **create** simple bilingual or multilingual texts with visual support, for example, a video stating items around the school or their house in Spanish, English and other known languages.	• **create** bilingual texts as resources to support learning, such as songs, a picture dictionary, a play, or games for younger learners of Spanish • **create** a bilingual digital personal profile for a sister school, and **consider** which elements of the profile can be translated word for word and which would need explanation due to cultural aspects • **create** simple, bilingual or multilingual texts, such as posters, leaflets or invitations for the school or local community, with images for support, for events such as Reconciliation Week, Languages Week or International Day of Peace, choosing when to use which language.	• **create** bilingual or multilingual texts, such as newsletter items or a flyer for a school event, with contextual and visual support, for the school community • **create** multimodal bilingual resources for international Spanish-speaking students intending to attend Australian schools, to **explain** key vocabulary associated with school traditions, curricula, uniforms, schedules and/or routines • **write** the script for a skit or dialogue highlighting potential miscommunication between Spanish and English speakers, for example, a dramatisation of a guided school tour for Spanish-speaking VIP guests.	• **create** bilingual texts to entertain the school community, for example a narration in English of a play, song or poem performed in Spanish • **provide** descriptive bilingual captions to explain contrasting images from the Spanish-speaking world and Australia, such as, *los nazarenos en las procesiones de Semana Santa y una procesión del Día de ANZACs, el sombrero mexicano y el sombrero Akubra, el canguro y el cóndor* • **produce** bilingual instructional or explanatory texts such as glossaries or illustrated guides for speakers of Spanish, to explain elements of games, activities or sports common in Australia, such as, netball, Australian Rules football, bushwalking or surf lifesaving.

Key concepts:

creating, bilingualism, multilingualism

Key questions:

• Which languages do I use, and when?

• How does being bilingual or multilingual help our learning?

• How can we communicate when we don't speak the same language?

• What are the benefits of using more than one language when creating texts?

Key concepts:

creating, bilingualism, multilingualism, translanguaging

Key questions:

• How does being bilingual or multilingual advantage me?

• What real-life situations would benefit from a bilingual or multilingual text?

• How could being multilingual help us when translating or explaining?

• What is translanguaging and when do we use it?

Sub-strand: Reflecting

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Thread: Reflecting on intercultural experience

Year 7	Year 8	Year 9	Year 10
Participate in intercultural activities and **begin to notice** that interaction involves culture as well as language. **Students:** • **participate** in a guided discussion of the nature and role of culture, how it is intertwined with language, and how it influences language choice in interactions • **observe** live or recorded Spanish-language interactions in familiar contexts such as the classroom, home or a restaurant, and **state** what they find familiar or unfamiliar, for example, body language, exclamations, gestures, levels of politeness, and ways of requesting or thanking • **explore** Spanish language features that mirror and embody cultural values and practices, for example, compare conventions and regional differences of *apellidos* in Spanish speaking countries with conventions of surnames in their own cultures • **begin to notice** how own cultural practices, values and body language may be interpreted by Spanish-speaking peers, for example, personal space and physical contact, personal and family habits and behaviours or ways of celebrating significant events.	**Participate** in and **respond** to intercultural activities and **notice** that interaction involves culture as well as language. **Students:** • **participate** in intercultural experiences, such as eating at a restaurant with food from a Spanish-speaking country, cooking recipes from a Spanish-speaking country, watching a Spanish-language music performance or viewing a soccer match in a Spanish-speaking country, **state** their preconceived ideas prior to the experience, and then **evaluate** new understandings resulting from the experience • **respond** to intercultural activities by describing own reactions utilising formulaic language such as, *No me gusta, Estoy sorprendido, Estoy confundido, Me encanta, Es maleducado, Es cortés* • **notice** that intercultural communication requires making language choices, for example, between *tú, usted* and *vos* in Spanish, to indicate social relations between people.	**Consider** own reactions when interacting with Spanish speakers and resources and **recognise** how their language use reflects culture, attitudes and values. **Students:** • **consider** reactions to intercultural interactions, examining aspects that were unexpected, comfortable or uncomfortable, successful or unsuccessful • **recognise** own assumptions and offer different perspectives to new situations/learning/language, including challenging stereotypes, for example, by making video clips of cultural slip-ups an Australian visitor in a Spanish-speaking country might make, and vice versa • **consider** how intercultural communication involves being flexible and responsive, reflective of their own positioning and values, and open to differences in ways of communicating views or emotions, such as, the less explicit expression of appreciation or thanks in Spanish or variation in attitudes to time and punctuality.	**Consider** own and others' reactions when interacting with Spanish speakers and resources and **discuss** how language reflects culture, attitudes and values. **Students:** • **consider** the nature and function of some elements of communication in Spanish, such as, the enjoyment of debate, disagreement and argument as social rather than confrontational activities, or greater directness in exchanges such as making requests using the direct imperative form, and **discuss** how those elements of communication make them feel and how understanding multiple perspectives promotes respect and tolerance • **consider** examples of how language reflects cultural concepts and values, such as, religious references in sayings such as, *Al que madruga Diós le ayuda, Bendito sea*, or changes to language forms that reflect changes in social values, such as the adoption of some feminine forms of professional titles, *la doctora/el doctor, la abogada/el abogado, la directora/el director* • **discuss** which cultural concepts and values are reflected in their own languages and/or which language forms they might adopt when speaking and writing in Spanish and why.

Key concepts: noticing, reflection, diversity, preconception **Key questions:** • What makes a great communicator? • How can we engage with the languages and cultures around us? • Why does diversity matter? • How does it feel to learn a new language?	**Key concepts:** reflection, perspective, assumption, respect **Key questions:** • What lens do I see the world through? • How can I adjust my interactions to better understand and be understood? • What is the danger in stereotypes? • How do languages enrich me?

Thread: Identity in intercultural interaction			
Year 7	**Year 8**	**Year 9**	**Year 10**
Reflect on own identity in order to understand that language users bring their own identity to meaning making. **Students:** • **identify** aspects of identity that may be important to them such as state, country, family, language, religion and age, and **discuss** with teacher and peers whether those aspects may be important across all cultures • **create** a personal profile in words and images, that highlights their own key characteristics and features of identity, and add them to a class display, **using** formulaic and/or modelled statements, such as**,** *Soy chino/a y australiano/a, Hablo chino, inglés y un poco de español, Soy muy valiente*.	**Reflect** on own identity, and notice how aspects of identity impact on intercultural interactions. **Students:** • **reflect** on the interconnected concepts of culture and identity by **creating** a class concept map or Venn diagram, in which they capture the broad range of cultures that they belong to, such as Australian, community, faith, family, youth, school, and sports' cultures • **reflect** on whether their own cultures, languages, age and interests impact on their intercultural interactions • **share** ideas about the experience of learning and using Spanish, including any perceived changes in levels of confidence, or in attitudes to culture and intercultural communication, such as, by asking themselves, 'How did I feel when I first heard/spoke Spanish? How do I feel now?'	**Reflect** on self as a language user and discuss the relationship between language, culture and identity in their immediate environment. **Students:** • **reflect** on own sense of identity, considering whether it is fixed or fluid, for example, whether they communicate and present themselves in different ways, in different contexts or with different people • **examine** how identity is expressed through language, with reference to languages they speak or learn, or those spoken by their peers, family or community members • **discuss** with peers what Australian identity means to them, and which elements of which cultures they identify with.	**Reflect** on self as a language user, and consider own cultural identity, and the relationship between language, culture and identity. **Students:** • **reflect** on how their identity has been shaped over a period of time, including learning languages, references to key experiences and significant events, interests and family origins, such as through an autobiography mapping their linguistic and cultural experiences, or a journal maintained over time • **consider** own cultural stereotypes, perceptions or attitudes towards languages and cultures as a result of learning Spanish.
Key concepts: identity, reciprocating, awareness, interculturality **Key questions:** • Which cultures contribute to my identity? • What's my place in this world?		**Key concepts:** identity, perspective, influence **Key questions:** • In what ways am I a global citizen? • What influences my identity?	

Strand: Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub-strand: Systems of language

Understanding the language system, including sound, writing, grammar and text.

Thread: Sound and writing systems

Year 7	Year 8	Year 9	Year 10
Develop awareness of features of the Spanish sound system, including pronunciation and intonation, and how sounds are represented in written form.	**Understand** the role and importance of pronunciation and intonation in Spanish, and **recognise** that Spanish writing conventions affect intonation and help convey meaning.	**Use** features of the Spanish sound system and writing conventions as modelled, and **build** awareness of differences in accent and pronunciation across the Spanish-speaking world.	**Understand** and **apply** rules of Spanish pronunciation, stress and intonation to develop fluency, **identify** differences in accent and pronunciation across the Spanish-speaking world, and **use** writing conventions in increasingly complex structures.
Students:	Students:	Students:	Students:
• **notice** and **use** features of pronunciation, silent *h, z, ll, r and rr,* and the different vowel sounds • **reproduce** Spanish sounds such as, *d/t, ce/ci, v/b ga/gi, gue,* and *gui* • **notice** and **apply** writing conventions, such as the use of capitalisation in English and Spanish, and the use of inverted question and exclamation marks, and note how they affect intonation when using spoken language • **listen** to, **pronounce** and **write** high frequency words including names and numbers, noticing the connection between sound and writing.	• **understand** and apply the rules of accents when reading aloud or speaking and writing words, knowing that they are part of the spelling conventions of Spanish and that they determine pronunciation, in words such as *teléfono* and *difícil*, and that they can change the meaning of words such as, *tú, año, sí* • **understand** how intonation and tone assist meaning when individual words are unfamiliar, for example, *¡Qué miedo!* • **apply** graphic symbols such as *ñ* and *tildes,* on keyboards and in writing systems and use *¿…?, ¡…!* in writing and typing to distinguish between statements, questions and exclamations • **build** a bank of high frequency words in written and oral form.	• **use** metalanguage to refer to accents and marks such as, *tilde, acento, diéresis* • **identify** common cognates in speech or writing, for example, *chocolate, hospital, drama, idea* • **reproduce** modelled pronunciation, stress and intonation in interactions to develop fluency • **build** awareness of the variation in pronunciation across the Spanish-speaking world, such as, pronunciation of *ce* and *ci* in different regions, *ceceo vs seseo,* and the soft /sh/ pronunciation of *ll* and *y* in Argentine Spanish *calle/cashe.*	• **recognise** the importance of stress, pronunciation and spelling for meaning-making, for example, *estudio* versus *estudió,* and **use** accents to make meaning and show understanding • **use** conventions of pronunciation*, Yo me llamo Yasmina Villa,* /sh/ or /y/, *Cien ciervos están comiendo el césped,* either *ceceo* or *seseo* • **identify** and **create** a bank of examples of words with accents from a variety of Spanish-speaking regions.

Key concepts: systems, sound, speech, symbols	**Key concepts:** sound systems, writing systems, rhythm
Key questions: • What does Spanish language look like and sound like compared to languages I know? • Does pronunciation matter? • How does punctuation change meaning? • What can we learn about a language from its alphabet and symbols?	**Key questions:** • How can stress and intonation change the meaning? • Is handwriting a lost art?

Thread: Grammatical and vocabulary knowledge

Year 7	Year 8	Year 9	Year 10
Develop understanding of and **begin to use** the key features of the Spanish grammatical system.	**Develop** understanding of the key features of the Spanish grammatical system and **build** metalanguage to talk about grammar and vocabulary.	**Extend** knowledge of and **apply** more complex features and patterns of the Spanish grammatical system and **explore** how to combine these elements for a range of purposes.	**Understand** and **apply** more complex features and patterns of the Spanish grammatical system, **combine** these elements for a range of purposes, and **use** metalanguage when discussing their use.

Year 7

Students:

- **develop** an understanding of the structure of simple sentences, paying attention to word order

- **use** appropriate definite and indefinite articles that match the noun in gender and number and **notice** some special cases such as, *el día, el idioma, la mano, la foto*

- **use** concrete nouns by applying rules for gender and number agreement, such as, *niño/s, niña/, profesor/es, profesora/s*

- **use** adjectives with nouns and **apply** rules of agreement, such as, *los pantalones largos, las faldas largas, la estudiante trabajadora, el libro interesante/la película interesante, el sombrero azul, los perros marrones*

- **understand** the forms and use or omission of subject pronouns in Spanish, **know** that in Spanish subject pronouns are used for emphasis and to avoid ambiguity, and **understand** that they determine verb endings in conjugations

- **understand** and **use** the three conjugations for the present tense of regular verbs, - ar, - er, - ir

- **identify** and **use** with teacher support, present tense forms of commonly used irregular verbs, such as, *ser, estar, tener, ir, hacer, querer, jugar*

- **develop** understanding that there are two versions of the verb 'to be' in Spanish

- **develop** awareness that different verbs are used in English and Spanish for certain phrases such as, *Tengo 12 años* vs I am 12 years old, *Hace frío* vs It is cold

- **use** verb conjugations in affirmative and negative forms, *Hablo español con mi profesora, Sam no vive aquí*

Year 8

Students:

- **seek** information using interrogatives and **use** verb conjugations in interrogative sentences, for example, *Renata, ¿cuándo juegas al fútbol? ¿Quién habla español? Antonio, ¿Cuántos años tienes?*

- **express** ownership using possessive adjectives, for example, *el libro rojo es mío, el sombrero azul es tuyo*

- **use** demonstratives such as *este, aquella*

- **differentiate** between cardinal and ordinal numbers and use appropriately

- **use** basic quantifiers such as, *mucho, bastantes, pocas,* attending to gender and number agreement when necessary

- **understand** and **use** the present tense of common irregular verbs, for example, *ser, estar, tener, ir, hacer, querer, jugar*

- **increase** vocabulary by observing patterns and using cognates

- **understand** and **use** reflexive verbs, alongside time markers and expressions of frequency

- **understand** the use of verbs such as *gustar, encantar, doler and interesar*

- **identify** and **use** the gerund and infinitive non-personal forms of verbs to express the development of action, *estar + gerundio,* and the idea of future *ir + a + infinitivo*

- **describe** when and where an action occurs using prepositions and adverbs of time and place such as, *a, de, desde, en, entre, hasta, antes, después, ahora*

- **express** modality using adverbs such as *bien, mal, regular, despacio, rápidamente*

- **follow** basic formulaic instructions expressed in the imperative such as, *lee la página 20, salgan de clase, escribid en los cuadernos*

Year 9

Students:

- **understand** and **apply** definite and indefinite articles, including omission and gender-change cases, for example, *me gusta mucho el cuadro del salón, me gusta mucho un cuadro del salón, ¿tienen cuadros de paisajes?, el agua está fría*

- **continue to develop** awareness of the presence of 'false friends' in Spanish and English, such as, *actualmente* / currently, *realizar* / carry out, *embarazada* / pregnant, *constipado* / a cold

- **use** collective nouns such as *gente* and *familia,* and **notice** the subsequent use of singular verbs, for example, *la gente es …*

- **notice** change in meaning when an adjective precedes the noun, for example, *un pobre hombre/un hombre pobre*

- **understand** and **use** indefinite adjectives and pronouns such as, *alguno, ninguna, otros, alguien, nadie*

- **notice** appropriate constructions for double negatives

- **use** comparatives and superlatives, including irregular forms, for example, *mejor que ..., peor que ..., el mayor …*

- **understand** and **use** *pretérito perfecto* for regular and irregular verbs to **express** past events and ideas, and **begin to use** *pretérito indefinido* and *pretérito imperfecto* in set phrases

- **expand** the use of prepositions such as, *por, para, con, sin, contra, hacia* to **provide** more detail and information

Year 10

Students:

- **understand** and **apply** possessive and demonstrative pronouns, for example, *aquel es el tuyo* and neutral demonstratives such as, *esto, aquello*

- **understand** the forms and functions of personal object pronouns

- **understand** the function and use of relative pronouns, such as, *que, las que, quienes, la cual, los cuales, donde*

- **apply** *pretérito perfecto, pretérito indefinido* and *pretérito imperfecto* for regular and irregular verbs, and **use** appropriate temporal markers to accompany and demarcate past tenses such as, *en 2011 ..., esta mañana ..., cuando era pequeña ...*

- **understand** and **use** the future and conditional tenses of regular and irregular verbs

- **use** some set expressions that require the use of the present subjunctive, such as, *¡que aproveche! ¡que te mejores! espero que estés bien*

- **understand** and **use** the regular imperative affirmative forms

- **understand** and **use** expressions such as, *hay que ..., se puede/no se puede ...,* and modal verbs, such as, *tener (que + infinitive), deber (+ infinitive)*

- **understand** the function of impersonal expressions such as, *se habla ..., se dice ..., se puede ...*

- **use** cohesive devices to **link** elements of complex sentences, such as, *por lo tanto, además, sin embargo, al contrario de, de la misma manera*

- **understand** and **use** an increasing range of prefixes and suffixes such as, *anónimo, antibiótico, despeinado, lavadora, hermanita* and

- **recognise** and **use** the contractions *al = a+el* and *del = de+el*
- **link** ideas using cohesive devices, such as, *y(e), o(u), pero, porque*
- **use** metalanguage to **describe** features of grammar and punctuation
- **build** vocabulary that relates to familiar environments such as self, personal world and school.

- **link** ideas using cohesive devices such as conjunctions, for example, *además, también, entonces, ni … ni*
- **recognise** the function of prefixes and suffixes and their importance in word building and changing of meaning, such as, *repasar, repaso, casa, casita*
- **develop** awareness of word endings and connection to gender patterns, such as, *el/la ...ista, el/la ...ante, la ...ción, la ...dad, el ...or, el ...aje, el ...ero/la ...era*
- **build** metalanguage in Spanish to name basic features of language, texts and grammar, such as, *palabra, oración, infinitivo, presente, género, singular, adjetivo, sustantivo,* and **link** to equivalent terms in English
- **build** vocabulary that relates to familiar environments such as family, personal world and daily routines.

- **understand** how to form adverbs from adjectives, for example, *normalmente, seguramente, probablemente*
- **build** vocabulary that relates to daily life and the world beyond home and school that can be used for cross-curricular content learning.

- **build** lexical families such as, *árbol, arbolito, arboleda, arbusto …*
- **develop** metalanguage in Spanish to name and explain basic features of language, texts and grammar, *sujeto, verbo, objeto, pretérito, futuro, participio pasado, sinónimo, concordancia, frase, párrafo* and **link** to equivalent terms in English
- **build** vocabulary to include topic specific terminology and **understand** how vocabulary choice can add to the meaning, for example, by maintaining a personal dictionary and using a range of appropriate terms in created texts.

Key concepts:

systems, metalanguage, parts of speech

Key questions:
- What do I notice about word order?
- How does using metalanguage help us learn?
- Does grammar always matter?

Key concepts:

syntax, variation

Key questions:
- What elements improve a sentence?
- How does grammar vary across languages I know?

Thread: Text structure and organisation

Year 7	Year 8	Year 9	Year 10
Notice text conventions of simple spoken, written and digital texts.	**Recognise** text conventions of simple spoken, written and digital texts, and **notice** how these contribute to the making of meaning.	**Identify** and **compare** text conventions of spoken, written and digital texts.	**Understand** and **apply** text conventions of spoken, written and digital texts and **consider** how they shape meaning and influence responses.
Students:	**Students:**	**Students:**	**Students:**
• **notice** how texts are constructed, including greetings in correspondence, use of punctuation in different types of texts, structural features such as paragraphs and subheadings, grammatical features such as adjectives and sentence structures, and visual cues such as, images or diagrams • **notice** if there are similarities and/or differences in the way comparable texts are constructed in	• **recognise** that different texts have different structures, features and conventions, and are created for different purposes and audiences, and **notice** that language changes in order to achieve the purpose of the text and to suit different situations and audiences • **recognise** cohesive devices such as pronouns, conjunctions, connectives and time markers in texts	• **identify** text conventions and language features such as, headings, subheadings, paragraphs, the register, language choices or the intended audience, in order to **identify** the purpose of texts and support comprehension • **compare** language features of Spanish and English versions of familiar types of texts, for example, blogs, narratives, phone	• **understand** and **apply** text conventions and language features that provide coherence and interest at a whole text level, such as tense, sentence structure, punctuation, modality, cohesive devices, *sin, aunque, debido a, según, por otro lado*, prepositions, linked paragraphs, introductions and summaries, and sequencing of ideas

Spanish and English, for example, greeting cards, menus, or recipes.	that sequence, link and elaborate ideas, such as, *ella, él, pero, además, también, entonces, ni … ni, primero, después.*	conversations, text messages, information reports or advertisements, noting differences that may be culturally significant.	• **understand** that texts have specific communicative purposes, such as to persuade, amuse, entertain, sympathise, challenge, include or exclude, or are written for different target audiences, such as peers, Spanish speakers, community members or unfamiliar audiences • **understand** that different text conventions and language features differentiate and/or define the types of text, for example, **note** and **apply** the use of descriptive language and visuals in travel brochures, rhetorical questions and emotive language in advertising, the use of commands and technical language in recipes, and repetition in lyrics.

Key concepts:

conventions, cohesion, audience, comparison

Key questions:

- What do I notice about text features and writing conventions across languages?
- What are the features of informative and creative texts?
- How can I make a text flow?

Key concepts:

conventions, cohesion, audience, meaning

Key questions:

- In what ways do texts need to change for different audiences?
- How can I make a text more cohesive?

Sub-strand: Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Thread: Language variation in use

Year 7	Year 8	Year 9	Year 10
Notice that Spanish, like all languages, is used in different ways according to roles, relationships and social and cultural contexts. **Students:** • **notice** variations in language use based on the age, gender and social relationships of speakers and the context and purpose of interactions, for example, by selecting appropriate greetings, pronouns and/or terms of address for people of different ages or status, such as, *Hola, ¿qué tal Diana? Buenas tardes, Señor Méndez, Diga, ¿quién llama?* • **collect** examples of informal language used by young people in Spanish, such as shortened noun forms like, *la profe, la bici, el cole*, **compare** with the use of similar abbreviations by young Australians, such as, 'veggie', 'ta', 'telly', and **notice** why or when it is appropriate to use these forms • **understand** that the level of politeness and respect is embedded within language choices as well as behavioural choices and the two go hand in hand, for example, when greeting.	**Understand** that Spanish, like all languages, is used in different ways according to roles, relationships and social and cultural contexts. **Students:** • **identify** register shifts according to relationship, age, familiarity and social position, for example, using different pronouns and the corresponding verb endings in formal or informal interactions, *¿Cómo se llama usted? ¿Cómo te llamas?* • **observe** that many Spanish speakers are multilingual and regularly shift between languages to achieve different purposes and to draw on additional communicative resources • **identify** and **use** appropriate forms of address when interacting with different people, for example, when using *tú* versus *usted*.	**Recognise** how Spanish is used in a variety of ways to achieve different purposes in different contexts. **Students:** • **explore,** with teacher and peers, how language is used differently to achieve different purposes, for example, the use of abbreviations, emoticons and acronyms in text messages for the purposes of speed and economy or the use of slang, specialised or inclusive language to establish things such as tone, expertise or shared interest • **examine** how grammatical and vocabulary choices shade meaning and establish register, such as, the use of formal or informal pronouns, *usted, ustedes/ tú, vosotros/as*, and the use of forms of address, *don Juan, doña Pepa, señor Martínez, señoras y señores, damas y caballeros, Pedro y Sonia*.	**Understand** that Spanish is used in a variety of ways to achieve different purposes in different contexts. **Students:** • **identify** levels of formality in spoken and written texts, and **understand** what these convey about social relationships and processes, for example, reflection of status, authority, respect or intimacy, *Disculpe, ¿podría decirme ...? Perdone que le interrumpa ..., Me gustaría invitarte a mi boda ..., ¡Oye tío, he conocido a una tía guay! Eres el amor de mi vida ...* • **explain** differences in grammatical, expressive and textual features of spoken and written forms by **comparing** familiar types of texts and language functions, such as, verbal and written apologies or oral storytelling and written reports.

Key concepts:

variation, context, register, comparison

Key questions:

• How does language change when speaking formally or informally?
• How does the language you use need to change to best express your message?

Key concepts:

variation, context, status, relationship

Key questions:

• How does the way we use language change for different audiences?
• What is the role of slang, abbreviations and acronyms?

Thread: Language change and diversity

Year 7	Year 8	Year 9	Year 10
Notice that Spanish is a diverse global language that is constantly changing and developing. **Students:** • **notice** that Spanish is an important world language with a number of varieties and dialects, and is spoken with various accents across the Spanish-speaking world • **notice** the influence of Spanish on languages including English, by identifying loan words such as, *patio, tango, taco, chocolate, tomato, guacamole* and *siesta* • **notice** that Spanish has been influenced by other languages by collecting examples of Spanish word borrowings, such as, *fútbol, shopping, básquetbol, canguro, chófer, pizza, chau* • **consider** reasons why languages change, that some are constantly growing and expanding, while others are disappearing or are being preserved.	**Notice** that Spanish is a diverse global language, and like all languages, it is constantly evolving. **Students:** • **notice** that Spanish is spoken in a variety of forms in different communities around the world and **explore** the immense diversity of vocabulary across Spanish-speaking countries, such as, *jumper, sweater, jersey, windcheater: suéter, jersey, chompa,* or *manejar, conducir : to drive,* while also recognising that the same is true for English • **recognise** that regions and countries of the Spanish-speaking world are culturally and linguistically diverse, for example, by studying a variety of Spanish-speaking countries in order to know what they have in common but also how they differ • **recognise** that many Spanish speakers also speak one or more regional and/or local languages, for example, Catalan or Basque and that there are differences between standard varieties of Spanish as well as varying degrees of language blending and influence, for example, Spanglish.	**Recognise** that there are varied influences on contemporary Spanish language and that languages continue to evolve over time. **Students:** • **recognise** that languages and cultures are always changing due to contact with other languages, cultures and historical events, for example, cultural practices and language have changed as a result of pandemics, *la sana distancia*, and languages are evolving due to new needs, ideas, globalisation and developments in communications and technology such as, *ser instagrammable, el hastag, tuitear, bloguear, el teletrabajo, las videollamadas* • **understand** that languages are always changing to reflect the culture of the time, for example, by **identifying** examples of slang popular amongst their peers and amongst Spanish young people and **comparing** to language used by previous generations • **recognise** that in many Spanish-speaking countries other languages are co-official with Spanish, such as Guaraní in Paraguay, Catalan, Galician and Basque/Euskera in Spain, and Quiché in Guatemala and **understand** that the status and power of those languages reflect personal, social and political histories.	**Understand** varied influences on contemporary Spanish language and **know** that languages are diverse and continue to evolve over time. **Students:** • **describe** how Spanish language reflects historical and socio-political influences, with borrowings from numerous sources, for example, words of Arabic origin, *alcachofa, algebra, hola, ojalá, olé,* terms derived from classical Latin and Greek, such as, *continente, vegetación, biología, mecánico* and words from indigenous languages such as, words of Náhuatl origin, *aguacate, chocolate, cacao, chile, chicle* and *guacamole* • **examine** contemporary changes to language that reflect changing perspectives and cultural norms, for example, the use of inclusive and gender neutral language amongst Spanish-speaking young people, such as, *elle, chiques, person@s, latinx,* and in doing so **consider** the power of language to influence and reflect culture • **examine** the concept that Spanish language and Spanish-speaking cultures have social, political, historical and cultural influence, not only in countries where Spanish is an official language but also in countries such as the United States or the Philippines • **consider** why some world languages continually grow and expand, while some have been lost, are in decline, or are currently in the process of being revived, for example, regional dialects around the world, and some Aboriginal and Torres Strait Islander languages.

Key concepts: globalisation, etymology, influence, change **Key questions:** • How does etymology help us to understand a language? • How do languages spread around the world? • Why do some languages have dialects or variations?		**Key concepts:** globalisation, etymology, influence, change **Key questions:** • How and why do languages influence each other? • Why is it important to maintain or revive languages? • How and why has Spanish language evolved and changed over time?	

Sub-strand: Role of language and culture

Analysing and understanding the role of language and culture in the exchange of meaning.

Thread: Relationship of language and culture

Year 7	Year 8	Year 9	Year 10
Begin to notice the interconnected relationship between language and culture. **Students:** • **notice,** through guided discussion, the relationship between culture and language, with reference to Spanish, English and other known languages, for example, by discussing the adoption of varying systems of *apellidos* in different Spanish-speaking communities • **notice** how Spanish language and interaction around familiar routines reflect practices and social values, for example, the values and practices associated with family life, food and social relationships that are reflected in the word *sobremesa* • **notice** that language associated with significant cultural practices, events and celebrations, such as, *Día de los muertos, Primero de mayo, Carnaval*, reflects cultural values and beliefs.	**Notice** the interconnected relationship between language and culture, and how languages reflect ways of thinking and behaving. **Students:** • **notice** how ways of communicating differ and how people understand these features through their own cultural lens, for example, attitudes to time reflected in language and social interactions, and expressing thanks or appreciation more or less directly • **notice** words or expressions that reflect values and ways of thinking about the world in Spanish, English and other languages, for example, the religious and cultural associations of relationships such as *compadrazgo*, names such as *Jesús María*, *Dolores, Concepción* and *Asunción*, and expressions such as *la bendición, ¡Que Dios te bendiga!* and *¡Adiós!*, the connotations of 'mateship' in Australian English, or the significance of Country and Place in Aboriginal cultures.	**Explore** interconnections between language and culture and **understand** that language and culture shape cultural identity. **Students:** • **explore** ideas about how culture works as a combination of beliefs, values and practices that are intrinsically tied to languages • **develop** language for thinking and talking about cultural representation and expression, for example, terms such as 'perspectives', 'assumptions', 'values' and 'stereotypes' • **explore** different representations of culture through the use of language, images and symbols in contemporary Spanish texts.	**Understand** the role of language and culture in shaping cultural identity and **consider** how learning languages encourages a broadening of perspectives. **Students:** • **understand** that the languages they know and the related cultures shape their cultural identity and **consider** how their own cultural identity may have changed as a result of learning and speaking Spanish • **understand** that the way people interpret the meaning of words, phrases or cultural practices varies according to the cultural assumptions that people bring to interactions • **explain** ways in which learning a new language can lead to new ways of thinking or interpreting experiences and **think** critically about stereotypes, prejudices and/or issues concerning specific cultural groups in Spanish-speaking countries, Australia and/or globally.

Key concepts:	Key concepts:
culture, interconnection	culture, interconnection, values
Key questions: • Can we separate language from culture? • How does culture shape a language? • Is it possible to understand a culture without learning the language?	**Key questions:** • How are language and culture interconnected? • Is meaning enhanced by knowledge of the culture? • How are cultural values visible in language