

Year 7 Spanish

Achievement

Under the Australian Curriculum, all subjects are broken into two year 'bands'. The standards below are for Years 7 and 8. By the end of Year 8, students share information about their personal worlds, including personal details, family, friends, leisure activities, likes and dislikes. They interact with one another in shared activities, negotiations, games and events, using modelled language to ask and respond to familiar questions, give and respond to and express opinions. When interacting, students approximate Spanish sounds and use intonation to distinguish between statements, exclamations and requests. They obtain factual information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. They describe characters, experiences and ideas using high-frequency vocabulary, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions. When constructing sentences, students apply gender and number agreement to definite and indefinite articles, nouns and adjectives).

Students apply grammatical rules in relation to conjugation of and use the two verbs for 'to be' in modelled examples. They apply Spanish writing conventions such as inverted question and exclamation. They work in Spanish and English to translate texts, and create simple bilingual texts. They describe their own experiences of using Spanish and explain how aspects of their identity influence their intercultural exchanges.

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. They identify the need to adjust language to suit different situations and relationships. Students describe the distribution of communities of Spanish speakers in different countries and regions and know that Spanish is spoken in a variety of forms in different communities. They 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. They identify cultural aspects of language use that are reflected in everyday interactions such as emailing, text messaging, gift-giving and apologising.

Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts

Delivery (mode, time requirements, lessons)

Students can access two scheduled lessons each week to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via our online learning platforms. Students are encouraged to undertake independent study through the Cairns SDE online learning platforms.

Student Requirements

Computer, access to internet, email, printer, scanner, telephone or headset with microphone, notebook, stationery.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p>Unit 1: Getting to Know Me In this unit, students use language to interact and introduce themselves with peers and teachers. Students will greet and introduce themselves in Spanish; demonstrate appropriate greetings in context; participate in classroom routines and interactions; recognise and reproduce the sounds and rhythms of spoken Spanish, noticing how they are produced and how they are represented in words and symbols; reflect that a language can't be learnt without also learning about culture.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: reading and writing.
	Term 2	<p>Unit 2: My Family In this unit, students will explore the concept of family in Australia and Spanish-speaking country. Students will present oral descriptions of their family and pets; discuss the different number of family members in different families; describe family members and pets; use possessive adjectives; reflect on the different types of families in Spanish-speaking countries and Australia; reflect on Spanish and Australian family names.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: listening and reflecting.
Semester 2	Term 3	<p>Unit 3: My School In this unit, students explore the differences in schools in different Spanish-speaking countries to their own in Australia. Students will discuss school subjects and express likes and dislikes; create a bilingual text describing a typical school day; work collaboratively to discuss opinions of school; analyse and understand the systems of language relating to Spanish pronunciation; reflect on intercultural differences between school in Spanish-speaking countries and school in Australia; give opinions on different food and drink at school– saying what they like and dislike and what is different and similar; describe their school day/routine.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: speaking, writing and reflecting.
	Term 4	<p>Unit 4: My Community In this unit, students use language to explore how Spanish-speaking countries celebrate different holidays and compare it to Australia. Students will use language to talk about dates and celebrations; give opinions on different food and drink– saying what they like and dislike; recognise that there are similarities and differences in holidays celebrated in Spanish-speaking countries; reflect on differences between Spanish and Australian holidays.</p>
		<p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: reading and reflecting.

Disclaimer All of the above information is accurate at the time of development.