

Year 9 Spanish

Recommendation

Year 9 Spanish is designed as a continuer course and a Sound Achievement (C) in Year 8 Spanish is strongly recommended. In the event that a student has Spanish Language ability but has not previously undertaken formal study, an interview with the Spanish teacher or a diagnostic test will be arranged to determine a student's ability to engage with the subject at the same level as their same-aged peers.

Achievement

Under the Australian Curriculum, all subjects are broken into two-year 'bands'. The standards below are for Years 9 and 10.

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. Learners interact with peers to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language and appropriate protocols (for example, *Perdona, pero no estoy de acuerdo contigo porque ..., me parece mejor ... ¿qué os parece si...?*) to express and compare opinions, share perspectives, and express agreement or disagreement (for example, *Me parece que..., ¿qué les parece?, Que buena idea, me opongo*). They apply rules of pronunciation, stress and intonation to a range of sentence types. They locate, summarise and analyse information from a range of texts, and communicate different perspectives and information in a range of contexts using different modes of presentation. They respond to and create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions. They use grammatical elements including present, imperfect, past and future tenses, reflexive verbs, and the subjunctive mood to express emotion (for example, *Como chocolate todos los días, Fui al parque ayer, Salíamos a bailar los fines de semana, Estudiaré informática en la universidad*). They use appropriate forms of possessive adjectives in own language production, as well as cohesive devices and prepositions to create cohesion and interest. They use relative pronouns (for example, *El programa que miraba era cómico*), relative clauses (for example, *Mi amigo chileno me ha dicho que quiere venir con nosotras al cine*) and adverbial phrases (for example, *a la derecha, con frecuencia*) to extend and elaborate their written texts. They work in Spanish and English to translate and create bilingual texts, explaining words or expressions that are culturally specific such as *tapas, adobe, vaquero, Vive en el quinto pino, ... más largo que un día sin pan*. They describe their own reactions in intercultural exchanges and explain how their own assumptions and identity influence their language use.

Students identify differences in accent and pronunciation across the Spanish-speaking world, such as the use *ceceo* and *seseo* in different regions and countries. They use metalanguage to explain features of language (formal and informal language) and grammar (for example, *las formas negativas, el futuro próximo con el verbo ir, masculino, femenino, singular, plural*), and for reflecting on the experience of Spanish language and culture learning. They identify relationships between parts of words (prefixes and suffixes) and stems of words (for example, *desagradable, la camioneta, la reconciliación*), and how word patterns connect words in semantic families (for example, *mercado, mercancía, feliz, felicidad, felicitaciones*). They analyse the textual features of a range of texts in different modes and identify how these shape responses and influence meaning. They give examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences. Students describe changes in the role of Spanish as a global language and explain how language both influences and reflects culture. They know that Spanish is co-official with many other languages in a range of countries, such as *Guaraní* in Paraguay; *Quechua* in Bolivia, Ecuador and Peru; and *Basque/Euskera*, *Catalan* and *Galician* in Spain. They explain how meanings and interpretations vary according to the cultural assumptions that people bring to interactions, and consider how learning a second language provides the opportunity to view oneself from the perspectives of others.

By the end of Year 9, 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 CSDE online learning platforms.

Student Requirements

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

Year 9 Spanish

Units and Learning Experiences	
Semester 1	Term 1
	<p>Unit 1: Home Sweet Home – Hogar Dulce Hogar Students explore the spaces that are associated with the concept of 'home'. Students investigate where they would like to live and examine cultural and geographic influences on housing in the Hispanic world and Australia. They look at why people travel and examine holiday resorts, destinations and alternative holidays.</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: writing and reflecting.
Semester 1	Term 2
	<p>Unit 2: Friends and Free Time – Amigos y tiempo libre Students explore the concept of friendship, how we spend time with our friends and how this varies between cultures. They learn vocabulary related to free time activities. Students examine factors that influence the way that people spend their free time.</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: speaking, listening, reading and reflecting.
Semester 2	Term 3
	<p>Unit 3: Lifestyles and Wellness – Estilos de vida y bienestar Students examine the many factors that contribute to healthy lifestyles and express opinions about health and physical fitness. They learn vocabulary related to body parts and illness. Students explore the importance of health, physical and emotional wellbeing in their everyday lives.</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: reading, listening, speaking and reflecting.
Semester 2	Term 4
	<p>Unit 4: Creativity– Creativida Students explore Hispanic culture through film, art and music. They learn vocabulary and terminology specific to film, art and music. They create descriptions and analyse different text types like songs, artworks and film.</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> Modes assessed: reading, writing, analysing and reflecting.

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