

Year 8 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 CSDE 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	Unit 5: What is friendship? In this unit, students explore the concept of friendship and how it is expressed across cultures. Students will: <ul style="list-style-type: none"> • Discuss experiences of making new friends • Explore strategies for making and developing friends and what are the qualities we like in our friends • Notice the language required for Australian students to grow friendships in Spanish speaking countries. • Reflect and apply language changes according to relationships with others and culture.
		Summative assessment: <ul style="list-style-type: none"> • Modes assessed: speaking, writing and reflecting.
	Term 2	Unit 6: What is for dinner? In this unit, students use language to give opinions and express preferences on different types of food. Students will: <ul style="list-style-type: none"> • Discuss their preferences about certain foods • Translate relevant texts from Spanish to English and vice versa • Use their knowledge of foods and meal traditions to plan an event with friends • Recognise cultural and linguistic differences between foods in Spanish-speaking countries and Australia.
		Summative assessment: <ul style="list-style-type: none"> • Modes assessed: Listening, reading and reflecting.
Semester 2	Term 3	Unit 7: I like your style! In this unit, students will learn vocabulary of clothing for all seasons. All styles, fabric, colours and cost. Students will: <ul style="list-style-type: none"> • Explore a range of texts in Spanish and English. • Understand cultural values behind texts. Students will discover different designs and fashions in the Spanish world. • Demonstrate understanding of the different demonstratives, gender and number agreement.
		Summative assessment: <ul style="list-style-type: none"> • Modes assessed: reading, writing, analysing.
	Term 4	Unit 8: Going on holidays In this unit, students explore language and cultural elements to discuss travelling to a Spanish-speaking country for holidays. Students will: <ul style="list-style-type: none"> • Discuss the language used to talk about holidays and travel. • Investigate differences between Australia and Spanish-speaking locations • Create a virtual post card to send to your family in Australia about your Spanish-speaking location.
		Summative assessment: <ul style="list-style-type: none"> • Modes assessed: speaking, writing and reflecting.

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