

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 to express and compare opinions, share perspectives, and express agreement or disagreement. 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. 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, relative clauses and adverbial phrases 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. 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. They 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. 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 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.

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		
Semester 1	Term 1	Unit 1: Stories of my travels – Historias de mis viajes This unit focuses on the concept of 'past holidays'. Students describe a journey in Spanish. How they travelled, with who and their opinions about their experiences. They will learn to speak and write in the preterite tense and respond to questions about their travels.
		Summative assessment: <ul style="list-style-type: none"> Modes assessed: writing, speaking and reflecting.
	Term 2	Unit 2: – Un día en la vida – a day in the life This unit examines how students spend their days, during the week and on the weekend and with who. They will compare their daily routines with that of youths in Hispanic nations. Students consolidate their knowledge of the language used when making plans with friends, accepting, and declining invitations. They draw comparisons between Spanish and Australia regarding teenage lifestyle and leisure time.
		Summative assessment: <ul style="list-style-type: none"> Modes assessed: listening and reading.
Semester 2	Term 3	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.
		Summative assessment: <ul style="list-style-type: none"> Modes assessed: reading, listening, speaking and reflecting.
	Term 4	Unit 4: Creativity– Creatividad 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.
		Summative assessment: <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.